

**Banasthali Vidyapith**  
**Department of Education**

Minutes of the meeting of the Board of Studies in Education, held on 28<sup>th</sup> June, 2015 at 11.00am in the Meeting Room of Department of Chemical Engineering.

**Members Present**

01. Prof. D.R.Goel (External Member)
02. Prof. Ranjana Arora (External Member)
03. Dr. Madhu Mathur
04. Dr. Vandana Goswami
05. Dr. Kavita Mittal
06. Dr. Sapna Sharma
07. Dr. Meena Sirola
08. Dr. Vinita Singh Gopalkrishnan
09. Dr. Shilpi Purohit
10. Dr. Murlidhar Mishra
11. Dr. Mahesh Kumar Gangal
12. Dr. Jyoti Kumari
13. Dr. Ajay Surana (Convener)

Before proceeding with the Agenda the convener welcomed all the members of the Board of Studies and read the condolence message of former external member Late Prof. M.S.Yadav and board passed the message. (Appendix-I)

1. The board confirmed the minutes of the last meeting held on 11<sup>th</sup> March, 2012.
2. The board recommend Courses of Study, Curricula and Scheme of Examination for the following Examinations: (Appendix-II and III)
  - a. B.Ed. Examination (2015-17)
  - b. M.Ed. Examination (2015-17)

3. The board scrutinized the existing examiners panel of Education in accordance with bye-laws 15.03.02 of the Banasthali University and updated the same. The board critically analyzed the examiner's report of various examinations (2014-15) of the department and noted their suggestions for implementation.

4. Keeping in view the observation of the Vice-Chancellor, the board critically examined the question papers of periodical test and annual examination of B.Ed. & M.Ed., 2014-16 in Education. It was noted that the question papers were well framed and quality of question papers mentioned at satisfactory level for both internal as well as external examinations except of M.Ed. Course I: Philosophical Foundations of Education, in which questions were not distributed evenly as per syllabus.

**(APPENDIX II)**  
**B.Ed. PROGRAMME**

**Objectives of Two Year B.Ed. Programme:**

The various curricular components of 2 Year B.Ed. are visualized so as to aim at the following:

1. Developing an understanding of the teaching and learning process.
2. Developing an understanding of classroom instruction in the context of school organisation and school education system.
3. Developing an understanding and appreciation for the larger societal context in which school education operates the linkages, mutual pressures and influences with other sub systems.
4. Developing basic competence in instructional skills, identifying and utilising resources within the school and outside in the community for instructional purposes.
5. Developing an understanding towards development of learner in varied social contexts.
6. Developing an understanding and skill to assess students learning comprehensively.
7. Developing an understanding about knowledge process and its relation to curriculum development.
8. Developing an understanding of various focal concerns of education, such as language diversity, inclusive education and disciplinary nature of subjects.
9. Developing essential professional capacities with positive attitudinal changes.

**CURRICULAR FRAME WORK:**

The curricular frame work for the two year B. Ed. Programme will comprise seven components. The details of the components with their weightage of marks will be as under -

<b>Group A: Foundation Courses</b>	<b>Marks</b>	<b>Semester</b>
Course A-1 Childhood and Growing Up	90	I
Course A-2 Contemporary Indian Education	90	III
Course A-3 Learning and Teaching	90	II
Course A-4 Assessment for Learning	90	III
Course A-5.1 Knowledge and Curriculum Part I	60	II
Course A-5.2 Knowledge and Curriculum Part II	60	III
<b>Total Marks</b>	<b>480</b>	

Each candidate will be offered any one of the following pedagogical school subjects. Each pedagogical school subject comprise two parts-I & II.

<b>Group B: Pedagogy of School Subject (Any One)</b>	<b>Marks</b>	<b>Semester</b>	
Course B1	B1.1 – English I	60	I
	B1.2 – English II	60	II
Course B2	B2.1 – Hindi I	60	I
	B2.2 – Hindi II	60	II
Course B3	B3.1 – Sanskrit I	60	I
	B3.2 – Sanskrit II	60	II
Course B4	B4.1 – General Science I	60	I
	B4.2 – General Science II	60	II
Course B5	B5.1– Mathematics I	60	I
	B5.2– Mathematics II	60	II
Course B6	B6.1 – Social Science I	60	I
	B6.2 – Social Science II	60	II
	<b>Total Marks</b>	<b>120</b>	

<b>Group C: Focal Areas of Studies</b>	<b>Marks</b>	<b>Semester</b>
Course C1- Language across the Curriculum	75	I
Course C2- Gender, School and Society	75	III
Course C3- Creating an Inclusive School	75	II

Course C4- Understanding Disciplines and Subjects	75	III
<b>Total Marks</b>	<b>300</b>	

<b>Group D Optional Courses (Any One)</b>	<b>Marks</b>	<b>Semester</b>
<b>Course D1 : SPECIAL AREA OF STUDY</b>		
Course D1.1-Educational Technology	60	III
Course D1.2-Educational Guidance and Counseling	60	III
Course D1.3-Women Education	60	III
Course D1.4-Environmental Education	60	III
Course D1.5-Disaster Management Education	60	III
<b>Course D2: PEDAGOGY OF SCHOOL SUBJECT</b>		
Course D2.1- Biology	60	III
Course D2.2 - Chemistry	60	III
Course D2.3 - Home Science	60	III
Course D2.4 - Political Science	60	III
Course D2.5 - History	60	III
Course D2.6 – Economics	60	III
Course D2.7 – Geography	60	III
Course D2.8 – Commerce	60	III
Course D2.9 - Music	60	III
Course D2.10 - Physics	60	III
Course D2.11 – Computer Science	60	III
Course D2.12 – Hindi	60	III
Course D2.13 – Sanskrit	60	III
Course D2.14 – English	60	III
Course D2.15 – Mathematics	60	III
Course D2.16 - Drawing and Painting	60	III
Course D2.17- Physical Education	60	III
Course D2.18 –Textile	60	III
Course D2.19 - Theatre	60	III
Course D2.20 - German	60	III
Course D2.21 – General Science	60	III
<b>Total Marks</b>	<b>60</b>	

**Note:** Every student has to select one optional course either from D1- Special Area of Study or D2- Pedagogy of school subject, for course D2, post graduation in respective subject is required.

The respective subject under optional course will be decided by the Department.

<b>Group E: Enhancing Professional Capacity (EPC) Courses</b>	<b>Marks</b>	<b>Semester</b>
EPC1- Reading and Reflecting on Texts	45	II
EPC2 - Aesthetic Appreciation through Art and Drama	45	I
EPC3 - Critical Understanding of ICT	45	II
EPC4 - Understanding the Self and Yoga	45	I
<b>Total Marks</b>	<b>180</b>	

<b>Group F: Field Engagement and Practice Component</b>	<b>Marks</b>	<b>Semester</b>
Course F1 – Skill Based Teaching	60	I
Course F2 – School Exposure	45	I
Course F3 – Practice Teaching	90	I
Course F4 – Criticism Lesson	90	I
Course F5 – Final Lesson	150	II
<b>Total Marks</b>	<b>435</b>	

<b>Group G: School Internship</b>	<b>Marks</b>	<b>Semester</b>
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Course G1	Internship			-	30	-	270	<b>300</b>	<b>108</b>
Course G2	Field based Research Project			-	25	-	50	<b>75</b>	<b>27</b>
	<b>Total</b>			-	<b>55</b>	-	<b>320</b>	<b>375</b>	<b>135</b>

\*Semester End Theory Exam

### Scheme of Evaluation

Each Course in **Group A, B, C & D2** will have a one periodical Test to be conducted internally by the department and two practicums work to be submitted. These two components of formative assessment will have a separate weightage as given under.

For Courses of 90 marks:	Test	18 marks
	Practicums	12 marks (Each will be 6 Marks)
For Courses of 75 marks:	Test	15 marks
	Practicums	10 marks (Each will be 5 Marks)
For Courses of 60 marks:	Test	12 marks
	Practicums	8 marks (Each will be 4 Marks)

**Continuous assessment** for above will be conducted as per details below

For courses with 90 marks: Periodical Test will be 2 Hrs. Duration Total =18.

Three questions to be answered out of given four questions. Each question will be 6 Marks.

For 75 marks courses: Periodical Test will be 1.30 Hrs. Duration Total =15.

Three questions to be answered out of given four questions. Each question will be 5 Marks.

For 60 marks courses: Periodical Test will be 1.00 Hr. Duration Total=12 marks.

Two questions to be answered out of given three questions. Each question will be 6 Marks.

**Semester assessment** of these Courses:

Courses with 90 marks: 3 Hrs. duration: Five questions to be answered selecting one question from each unit; every question will be of 12 marks.

Courses with 75 marks: 2.30 Hrs. duration: Five questions to be answered selecting one question from each unit; every question will be of 10 marks.

Every Course with 60 marks 2 Hrs. duration: Five question to be answered selecting one question from each unit. Each question will be of 8 marks.

**The process of assessment for all the Courses in Group D1 and E** will be as follows:

Formative assessment will comprise

- (i) A Written Test: 15 marks, 1.00 Hr. Duration
  - (ii) Assessment of overall performance and participation during the year in the various practical exercise given: 20 marks
- Total 35 marks

**Semester assessment** will be 10 marks and will comprise assessment of performance on a time task assigned and viva-voce test by a board appointed by the Vice Chancellor consisting of Teacher Educator concerned and two teachers other than the teachers dealing with the course, with specialisation in the respective fields preferably from the Vidyapith.

**Group F: Field Engagement & Practice Component** This component will comprise:

- F-1 Training in instructional skills. Skill based Teaching (SBT) practice of at least 10 skills based lessons by each candidate. One lesson of integrated skills will be evaluated for duration of 30 minutes.
- F-2 Students will observe and participate in different school activities, such as classroom Observation, Examination programme, day's celebration, co-curricular activities etc.
- F-3 At least for one week, student Teacher will be engage in real class room teaching.
- F-4 One criticism lesson related to Group B pedagogy of a school subject to be given by

every candidate.

F-5 One final Test lesson will also to be given by each candidate.

**In Group F Continuous assessment** will include participation & performance on components F-1, F-2, F-3 & F-4. This will also include in respect of each student teacher.

- The clarity and depth of understanding of pedagogy reflected by the lesson plans prepared.
- The perceptiveness and discernment of school based activities and effectiveness reflected in observation and peer observations.

F-1, F-2, F-3 & F-4 will be assessed by the concerned teacher in consultation with the Head of Department.

### **In Group F Semester assessment**

The Final Test for practice of teaching (F-5) will be assessed as follows.

1. Each candidate will be evaluated separately on one lesson in selected pedagogical subject from Group-B by a board of Examiners.
2. The Board will be constituted by the Vice-Chancellor comprising.
  - Two external experts each from the broad subject specialization viz. –Science education, Social Science education and language education, so that at least one expert is from student's subject specialization.
  - Head of Department.
3. Final lesson will be assessed out of 150 marks. The marks will be finalized by the Head of the Department in Consultation with other members of the Board.

### **Group-G School Internship**

#### **G1: Internship**

This programme will comprise these below component.

- I One week observation of a regular classroom and school activities with regular School teachers.
- II a) At least 30 lesson in teaching subjects at upper primary level to senior secondary level in regular class. (related to Group B pedadogical subject).
- III Active participation and organization of school activities such as assembly, Attendance recording, lab/library management, Time Table preparation Co-curricular activities. PTM, Guidance & Counselling programme and Examination programme.
- IV Prepare and conduct one Unit test for upper primary and secondary level and prepare a Result report.

Every student will submit the following documents and reports related to internship in school.

- A- School At a Glance: A detail information about the school and its community
- B- Lesson Plan diary (on each lesson plan, lesson delivery and feedback must be checked and mentioned by regular school teacher/Authority).
- C- Report on Test conduction & Result analysis.
- D- Report on participation & Organization of School activities.

**Continuous Assessment:** During Internship programme a formative assessment done by the school authorities. This assessment will be in five Grade points.

A-Very Good	24-30
B-Good	18-24
C-Average	12-18
D-Below Average	6-12
E-Not Satisfactory	0-6

**Continuous Assessment** will be on the overall performance during the internship on the following basis-

- Regularity & Discipline
- Involvement and active participation in teaching, various school activities and programmes.

#### **Semester Assessment:**

- Submission of documents and reports of A, B, C, D and E component.
- Assessment of Documents and reports submitted by the candidate related to Components G-1 by the related pedagogical/discipline mentor. This evaluation will be done out of 150 marks.

- A presentation of School internship activities and Experiences.

This summative assessment will be done by a Board comprising three Teacher educators, respectively Science, Social Science & Language Subject areas. Head of the Department will constitute the Board as per requirement. This evaluation will be done out of 120 marks.

### **Course G-2 Field based Research Project**

This course comprise two components

#### **G2-(i) Research Project Plan:**

Every student will prepare a research plan for field based research in guidance of Teacher Educators. Clarity and meaningfulness of the study as understood and reflected in proposal plan by student will be assessed by teacher Educators. This formative assessment will be of 25 marks.

#### **G-2 (ii) Presentation of Research Project:**

- Student will execute the Research plan during the School Internship period, in real school settings.
- A report will be prepared by student comprising findings, implication & suggestions.

This field based research Project will be presented by student in the presence of Board. Head of the department will constitute the Board of Examiners as per requirements. In each Board there must be Two Teacher Educators and each board will evaluate 20-25 students. Summative assessment of field based Research will be of 50 marks.

### **Standard of Passing:**

- i. Performance of each candidate will be evaluate on the basis of the marks secured by her for each component. It is essential that all components are attempted by the student.
- ii. A candidate who fails or does not appear any paper will be dealt as per Vidyapith rules/Bye laws.
- iii. A Candidate who has failed at First/Second semester examination but has passed in atleast 50% of the papers prescribed for the examination be admitted to the next semester course, subject to the condition that alongwith the paper prescribed for the Third/Fourth semester examination, she will also reappear and pass in the paper (s) of the First/Second semester examination in which she failed.
- iv.
  - a. Where a candidate fails to secure the requisite minimum percentage of marks prescribed for a pass in the aggregate of all the papers, she shall be deemed to have passed in each such paper in which she has secured the marks prescribed for a pass in the aggregated.
  - b. for reckoning 50% of the papers at the semester examination, practical will be included and one practical will be counted as one paper.
  - c. If the number of papers prescribed at the semester examination is an odd number, it shall be increased by one for the purpose of reckoning 50% of the papers.
- v. A candidate who does pass even in 50% of the papers prescribed for the semester examination in accordance with the above rule shall not be eligible for admission to the next semester course and she will be required to appear at the previous semester examination in all the prescribed papers and practical.
- vi. A candidate who pass in 50% or more papers in any semester examination and thereby becomes eligible for admission to the next semester examination but chooses not to do so and desires to appear in the remaining papers to that semester only or to reappear in all the prescribed papers and practical will be permitted to do so on the condition that in the latter case her previous performance will be treated as cancelled.
- vii. Candidates reappearing at an examination in a subsequent semester shall be examined in accordance with the scheme and syllabus in force.
- viii. Candidates shall be entitled to the award of the degree in the year in which the last failing paper(s) are cleared by them.
- ix. It will be necessary for a candidate to pass in theory part and practical part separately.



- x. The division of the candidates shall be worked out at the end of the Final Semester Examination on the basis of the aggregate marks obtained by them at all the semester examinations taken together.
- xi. All Successful candidates will be assigned division separately in Theory and Practice Teaching components, as follows-

Division	Theory (1140)	Practice Teaching Component (810)	
I	60%	60%	}
II	48%	48%	
Pass	36%	36%	

of the aggregate marks obtained at the all semesters taken together.

For B.Ed. Courses Practice teaching component comprise Group F:Field Engagement and Practice Component (Course F1-F5) and Group G: School Internship (Comprise G1-Internship, G2-Field Based Research Project).

In this way Practice Teaching Component will be 810 marks out of 1950 sum of B.Ed. Courses marks.

**(Appendix III)**  
**M.Ed. PROGRAMME**

**Objectives of M.Ed. Programme:**

The M.Ed. Programme purports to provide a comprehensive set of inputs which are aimed at

- (i) initiating student to study Education as a discipline;
- (ii) providing an understanding of the Methodology of Educational Research;
- (iii) developing understanding of any one specialized area of Education;
- (iv) providing an understanding of Teacher Education along with relevant field experience;
- (v) providing an opportunity of self development.
- (vi) Providing an indepth understanding of Indian Secondary school Education.
- (vii) developing essential skills to work as a professional in the field; and
- (viii) preparing the student for independent field and research work.

**Duration of the Programme**

The M.Ed. Programme is a full-time, two years (four semester) programme. The students shall have to be on campus during this period.

**Curriculum Framework: M. Ed.**

**Courses**

Group-A- Core Courses-I

Group-B- Core Courses-II

Group-C- Area of Specialisation

Group-D- Field Experience

Group-E- Dissertation

**Group A- Core Courses - I**

- A1 Philosophical Foundations of Education
- A2 Sociological Foundations of Education
- A3 Historical, Political and Economic Foundations of Education
- A4 Psychological Foundations of Education
- A5 Education as an Area of Study
- A6 Curriculum Studies
- A7 Educational Research -I: Theoretical Perspective
- A8 Educational Research -II: Data Analysis and Interpretation
- A9 Conceptual Perspectives of Teacher Education
- A10 Emerging Trends and Issues in Teacher Education
- A11 Secondary Education in Contemporary India
- A12 Teaching and Learning at Secondary Stage

**Group-B – Core Courses- II**

- B1 Communication Skills, Self Development and Yoga
- B2 Communication Skills with ICT

**Group-C- Area of Specialisation (Any one area of Specialisation)**

- C A Educational Technology
  - I. Educational Technology and Instructional Process
  - II. Educational Technology in Practice
  - III. Field Engagement in Educational Technology
- CB Educational Guidance and Counselling
  - I. Principles and Procedures of Guidance and Counselling
  - II. Assessment and Counselling Process
  - III. Field Engagement in Educational Guidance and Counselling
- CC Educational Administration and Management
  - I. Educational Administration and Planning
  - II. Educational Management

- III. Field Engagement in Educational Administration and Management
- CD Educational Assessment and Evaluation
- I. Fundamentals of Educational Assessment and Evaluation
- II. Procedures of Educational Assessment and Evaluation
- III. Field Engagement in Educational Assessment and Evaluation

**Group D –Field Experience**

- D1 Field Experience with Teacher Education Institutions
- D2 Field Work

**Group E: Dissertation**

- 1 Phase-I: Problem selection and Research Proposal Designing 30 = 30 Marks
- 2 Phase-II: Submission of Research Progress Report 30 = 30 Marks
- 3 Phase-III: Post submission and Viva–voce 160+20 =180 Marks

**Semester wise Scheme of Evaluation**

**Semester – I**

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				P	T	P	T		
Group A	Core Courses-I			P	T	P	T		
A-1	Philosophical Foundations of Education	6	3 Hrs	-	30	-	60	90	32
A-2	Sociological Foundations of Education	6	3 Hrs	-	30	-	60	90	32
A-7	Educational Research–I:Theoretical Perspectives	6	3 Hrs	-	30	-	60	90	32
A-9	Conceptual perspectives of Teacher Education	6	3 Hrs	-	30	-	60	90	32
Group D	Field Experience								
D-1	Field Experience with Teacher Education Institution	12		60	-	30	-	90	32
<b>Total of Semester I</b>		<b>36</b>		<b>60</b>	<b>120</b>	<b>30</b>	<b>240</b>	<b>450</b>	

**Semester – II**

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Mark s	Min. Mark s
				P	T	P	T		
Group A	Core Courses-I			P	T	P	T		
A-4	Psychological Foundations of Education	6	3 Hrs	-	30	-	60	90	32
A-5	Education as an Area of Study	12	3 Hrs	-	-	90	-	90	32
A-8	Educational Research-II: Data Analysis and Interpretation	6	3 Hrs	-	30	-	60	90	32
Group B	Core Courses-II								
B-1	Communication Skills, Self Development and Yoga	8		-	-	60	-	60	22
Group C	Area of Specialisation (any One)								
Area A - I	Educational Technology and Instructional Process	6	3Hrs	-	30	-	60	90	32
Area B - I	Principles and Procedures of Guidance and Counselling								
Area C - I	Educational Administration and Planning								
Area D - I	Fundamentals of Educational Assessment and Evaluation								
Area A/B/ C/D-III-a	Field Engagement in Area of ET/EGC/EAM/EAE	6		45	-	-	-	45	16
Group E	Dissertation								
Phase-I	Problem Selection and Research Proposal Designing			30	-	-	-	30	11
<b>Total of Semester-II</b>		<b>44</b>		<b>75</b>	<b>90</b>	<b>150</b>	<b>180</b>	<b>495</b>	

**Semester – III**

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				P	T	P	T		
Group A	Core Courses-I			P	T	P	T		
A-3	Historical, Political and Economic Foundations of Education	6	3 Hrs	-	30	-	60	<b>90</b>	32
A-6	Curriculum Studies	6	3 Hrs	-	30	-	60	<b>90</b>	32
A-10	Emerging Trends and Issues in Teacher Education	6	3 Hrs	-	30	-	60	<b>90</b>	32
A-11	Secondary Education in Contemporary India	6	3 Hrs	-	30	-	60	<b>90</b>	32
Group B	Core Courses-II								
B-2	Communication Skills with ICT	8		-	-	60	-	<b>60</b>	22
Group D	Field Experience								
D-2	Field Work	12		-	-	90	-	<b>90</b>	32
Group E	Dissertation								
Phase-II	Submission of Research Progress Report			30	-	-	-	<b>30</b>	11
<b>Total of Semester – III</b>		<b>44</b>		<b>30</b>	<b>120</b>	<b>150</b>	<b>240</b>	<b>540</b>	

**Semester – IV**

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				P	T	P	T		
Group A	Core Courses-I			P	T	P	T		
A-12	Teaching and Learning at Secondary Stage	6	3 Hrs	-	30	-	60	<b>90</b>	32
Group C	Area of Specialisation (any One)								
Area A- II	Educational Technology in Practice	6	3 Hrs	-	30	-	60	<b>90</b>	32
Area B- II	Assessment and Counselling Process								
Area C-II	Educational Management								
Area D-II	Procedures of Educational Assessment and Evaluation								
Area A/B / C/D-III-b	Field Engagement in Area of ET/EGC/EAM/EAE	6		45	-	-	-	<b>45</b>	16
Group E	Dissertation								
Phase-III	Post submission and Viva–voce	0		70	-	110	-	<b>180</b>	65
<b>Total of Semester - IV</b>		<b>18</b>		<b>115</b>	<b>60</b>	<b>110</b>	<b>120</b>	<b>405</b>	

\*Semester End Theory Exam

For the courses of 90 marks excepting A-5 and C-A/B/C/D/-III, the evaluation will be conducted as per details below:

Examination	Marks in Course	Marks in Exam	Exam Duration (in hrs.)	Total no. of Questions	Questions to be answered	Marks per Question
Final Semester Exam	90	60	3	5 (2 questions from each unit with internal choice)	5	12
Periodical		18	2	4	3	6
Sessional Work		6+6	-	-	-	-

**Group-A**

For Group-A (Core Courses-I) Internal Assessment (excepting A-5: Education as an Area of Study) will be made on the basis of one Periodical Test of marks 18 and two Sessional work of 6 marks each. In A-5 Internal Assessment will be made by Faculty mentor of students on the basis of foundational

understanding shown by students in given activities or tasks and understanding of institutions, systems and structure of education and also contemporary concerns of educational policies and practices.

### **Group-B**

For Group-B-1 and B-2 (Core Courses-II) Assessment will be made on the basis of Inter Semester-Break work/projects/goals/tasks. The assessment will be done by atleast two teachers on the basis of basic understanding of the task, clarity, original thinking, expression of views in precise, accurate and clear words as well as quality of presentation(s) and or demonstration(s).

### **Group-C**

In Group-C (Area of Specializations) for C-A/B/C/D-I and II Internal Assessment will be made on the basis of One Periodical Test of 18 marks and two Sessional work of 6 marks each. For C-A/B/C/D-III Internal Assessment will be made on the basis of class-room Teaching at B.Ed. level and Seminars. Performance will be assessed through one class-room teaching 25 marks related to their own area of specialization and one Seminar of 20 marks in each respective semester i.e. semester II and IV.

**In Group C Course-A/B/C/D-III a and b** attempts to actualize and of the purpose of Post Graduate programme in Education, that is, to prepare the students to become teacher educators. For this, It is necessary to expose PG students to the teaching dimension of pre-service Teacher Education Programme (TEP). Therefore each M.Ed. student will be required to give one lecture/discussion each in her subject specialization/or allied area of specialisation.

Each student will carry out this under the guidance of one teacher educator (mentor) whom she is assigned. Assessment of her lecture/discussion will be made on the basis of her preparedness, classroom organization, clarity, appropriateness and effectiveness. Each lecture/discussion of every student will be observed and assessed by at least two teachers. A final rating of each student will be arrived at by the teachers concerned and weighted upon total marks of 50 (25 marks in each respective semester).

Seminar will be assessed in respect of the students participation in the seminar session, the paper presentation in the respective semesters. The objectives of the seminar component are essentially developmental in the nature. That is, they pertain to develop higher cognitive abilities such as critical appraisal and understanding, analysis and synthesis of ideas, and certain other complex developmental behaviors such as attitude, creativity and original thinking, group interaction on subject area based issues, tolerance and expression of one's view in precise, accurate and clear words. There will be continuous observation and assessment for each student by at least two teachers. Therefore, each student shall present one paper and participate in all seminar sessions. A final rating of each student will be arrived by the teachers concerned and weighted upon a total marks of 40 (20 marks in each respective semester).

### **Area D: Field Experience**

Field experience D-1 aims at providing exposure to the various dimensions of pre service TEP. Therefore each M.Ed. student will be required to do the following with reference to B.Ed. Programme in any of Teacher Education institute or the Department of Education-

- |  |          |
|--|----------|
| i. Give 1 Lecture/discussion each in her school based subject specialisation | Marks 30 |
| ii. Participate in skill based teaching practice                             | Marks 20 |
| iii. Organisation and guidance to student teachers guiding lesson plan       | Marks 20 |
| iv. Observation of classroom teaching  | Marks 20 |

D-1 (i) Each M.Ed. Student will carry out lecture/discussion in the guidance of one Teacher Educator (mentor) whom she is assigned. This will be observed and assessed by at least two teachers. Assessment of her lecture/discussion will be made on the basis of her preparedness, classroom organisation, clarity, appropriateness and effectiveness. A final rating of each student will be arrived at by the teacher concerned and weighted upon a total marks of 30.

D-1 (ii-iv) Assessment of student's participation in these activities will be made on the basis of her involvement, regularity, clarity, appropriateness and effectiveness; teacher educator concerned will assess the assigned students independently and finalize the marks collectively upon a total of 20 marks each.

D-2 Field Work will be a series of exposure to all works, which will provide rich experience to M.Ed. students regarding short term interventions to be taken as an educationist. Therefore fieldwork will be comprehensive full length activity under the guidance of mentor that prolonged from II to III semester. This will have 90 marks with 2 assignments. These assignments will include long term activity well be planned to arrive at purpose based report. The work will be different from research dissertation in terms of; length of activity, application of research steps and application of types of research. The report should provide scope to understand the issue on the given context than to relate it to the theoretical framework.

- |      |                                |                |
|------|--------------------------------|----------------|
| (i)  | Field work Reports submission  | 20+20=40 marks |
| (ii) | Field work based presentations | 25+25=50 marks |

D-2 (i) Every student will be assessed by her mentor on the basis of regularity, involvement, individual efforts, clarity, meaningfulness, timely submission of the report, quality of reporting and discussion with their respective mentor during pre planning, during and after the field work.

D-2 (ii) Field work based presentations will be assessed by at least two teachers including her mentor on the basis of understanding of the work, individual efforts, procedural rigour and the clarity and precision as reflected in the presentation.

### **Group E – Dissertation**

The dissertation shall be a core paper for all the students carrying 240 marks and each student is required to select one topic for dissertation under the guidance of a teacher educator.

Performance in dissertation will be assessed as under.

Out of total marks of 240, 20 marks will be for an external viva to be held at the end of semester. Out of remaining 220 marks 130 will be for internal and 90 marks will be for external assessment.

Out of 130 marks, 30 marks will be assigned for problem selection and research proposal designing, 30 marks for the submission of research progress report and other 70 marks will be given after submission of research report on the basis of individual effort, involvement, procedural rigor, clarity, meaningfulness and timely submission of the research report.

Viva-voce test will be conducted at the end of IV semester by a Board of Examiners (at least three members) to be appointed by the Vice-Chancellor, Banasthali Vidyapith, the members on the Board will include,

- (i) the Head of Department/One Faculty member as his/her nominee
- (ii) supervisor of the student
- (iii) one external member as an expert

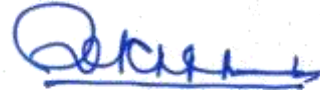
### **Standard of Passing:**

To qualify for the award of M. Ed. Degree, a student has to successfully complete all the requirements in each component as per the stipulated time schedule announced by the Department.

- (i) A Candidate who has failed at First/Second semester examination but has passed in atleast 50% of the papers prescribed for the examination be admitted to the next semester course, subject to the condition that alongwith the paper prescribed for the Third/Fourth semester examination, she will also reappear and pass in the paper (s) of the First/Second semester examination in which she failed.
- (ii)
  - a. Where a candidate fails to secure the requisite minimum percentage of marks prescribed for a pass in the aggregate of all the papers, she shall be deemed to have passed in each such paper in which she has secured the marks prescribed for a pass in the aggregated.
  - b. for reckoning 50% of the papers at the semester examination, practical will be included and one practical will be counted as one paper.
  - c. If the number of papers prescribed at the semester examination is an odd number, it shall be increased by one for the purpose of reckoning 50% of the papers.

- (iii) A candidate who does pass even in 50% of the papers prescribed for the semester examination in accordance with the above rule shall not be eligible for admission to the next semester course and she will be required to appear at the previous semester examination in all the prescribed papers and practical.
- (iv) A candidate who pass in 50% or more papers in any semester examination and thereby becomes eligible for admission to the next semester examination but chooses not to do so and desires to appear in the remaining papers to that semester only or to reappear in all the prescribed papers and practical will be permitted to do so on the condition that in the latter case her previous performance will be treated as cancelled.
- (v) Candidates reappearing at an examination in a subsequent semester shall be examined in accordance with the scheme and syllabus in force.
- (vi) Candidates shall be entitled to the award of the degree in the year in which the last failing paper(s) are cleared by them.
- (vii) It will be necessary for a candidate to pass in theory part and practical part separately.
- (viii) The division of the candidates shall be worked out at the end of the Final Semester Examination on the basis of the aggregate marks obtained by them at all the semester examinations taken together.
- (ix) Classification of Division will be as under:
- |                 |     |   |
|-----------------|-----|---|
| Distinction     | 75% | } of the aggregate marks obtained at<br>the all semesters taken together. |
| First Division  | 60% |   |
| Second Division | 48% |   |
| Pass            | 36% |   |

Verified



Offg. Secretary  
Banasthali Vidyapith  
P.O. Banasthali Vidyapith  
Distt. Tonk (Raj.)-304022

**Banasthali Vidyapith**  
**Department of Education**

Minutes of the meeting of the Board of Studies in Education, held on December 27, 2018 at 3:00 PM in the Meeting Room of Department of Education.

**Members Present**

1. Dr. Ajay Surana	:	Convener
2. Prof. Kavita Mittal	:	Internal Member
3. Dr. Mahesh Kumar Gangal	:	Internal Member
4. Dr. Meena Sirola	:	Internal Member
5. Dr. Murlidhar Mishra	:	Internal Member
6. Ms. Neeti Trivedi	:	Internal Member
7. Ms. Preetam Pyari	:	Internal Member
8. Dr. Raj Kumar Tripathi	:	Internal Member
9. Dr. Sapna Sharma	:	Internal Member
10. Dr. Sapna Verma	:	Internal Member
11. Prof. Vandana Goswami	:	Internal Member
12. Dr. Vinita Singh Gopalkrishnan	:	Internal Member
13. Prof. R. P. Pathak	:	External Member

External Member Prof. K. C. Vashistha and Internal Member Dr. Shilpi Purohit, Dr. Jyoti Kumari and Dr. Mallika Shekhar couldn't attend the meeting.

The convener of Board of Studies for Education, Dr. Ajay Surana, Head, Department of Education, Banasthali Vidyapith welcomed the members, followed with the proceedings of the agenda.

1. The board confirmed the minutes of the last meeting held on 4<sup>th</sup> May, 2017.
2. The board reviewed the existing panel of examiners and suggested to update the address and contact numbers of the existing examiners for each subject at every level of examination keeping in view the by-law of the Vidyapith (15.03.02). In view of the above-updated panel is sent to the examination and secrecy section.
3. The board reviewed the Study/Curricula, Scheme of Examination and proposed revisions in various courses of study as follows:

**3.1 B.Sc. B.Ed. / B.A. B.Ed. Examinations 2019-23:**

i.	First Semester Examination, December, 2019	No Change
ii.	Second Semester Examination, April/May, 2020	No Change
iii.	Third Semester Examination, December, 2020	No Change
iv.	Fourth Semester Examination, April/May, 2021	Minor Change <sup>a</sup>
v.	Fifth Semester Examination, December, 2021	Change <sup>a, b, c, d, e, g</sup>
vi.	Sixth Semester Examination, April/May, 2022	Change <sup>a, b, d, e, g</sup>



vii.	Seventh Semester Examination, December, 2022	Change <sup>a,c,d,f,g,h,i,j</sup>
viii.	Eighth Semester Examination, April/May, 2023	Change <sup>k</sup>

The Board reviewed the objectives, syllabi and learning outcomes of the **B.Sc. B.Ed.** and **B.A. B.Ed.** programmes **2019-23** (related to course code 'EDU'). Detail of the changes is given as follows:

- (a) Minor revision in the syllabus of *Pedagogy of Mathematics* (EDU 428) and *Pedagogy of Hindi* (EDU 425) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board recommended implementing the proposed revision of the **VII Semester Examination, December, 2022.**

Minor re-organization in the syllabus of *Creating an Inclusive School* (EDU 402) and *Understanding Disciplines and Subjects* (EDU 508) were proposed. Board discussed the proposed revision and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **V / VI Semester examination.**

Minor re-organization in the syllabus of *Knowledge and Curriculum* (EDU 413) was proposed. Board discussed the proposed revision and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **IV Semester examination April/ May, 2021.**

- (b) Inclusion of **Vocational Course** in V and VI semesters of **B.Sc. B.Ed.** and **B.A. B.Ed.** programmes were proposed as per the Undergraduate Programmes policy of Vidyapith. Inclusion of two courses with nomenclature 1. Computer Assisted Learning & Teaching, 2. Emerging Technologies for Learning & Teaching in the list of vocational course was proposed for undergraduate level. Board discussed the proposal in the context of the practical nature of the courses and agreed upon suggested inclusion. Board also recommended inclusion and implementing the proposed vocational courses in the syllabus of **V and VI semesters of Undergraduate Programmes from July 2019.**

- (c) In **B.Sc. B.Ed.** and **B.A. B.Ed.** Programmes, the shifting of course *Assessment for Learning* (EDU 502) was proposed from the syllabus of V semester to VII semester. Board discussed and agreed in view of balancing of total credit per semester. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022.**

- (d) Re-organisation of elective courses under *Pedagogical Subjects* and *Optional Courses* was proposed as **Discipline Elective Courses** with sub-headings – 1) Main Pedagogy, 2) Subsidiary Pedagogy, 3) Enhancing Professional Capacity and 4) Focal area courses.

The courses **Main Pedagogy-I, Main Pedagogy-II and Subsidiary Pedagogy** (excluding main pedagogy) were proposed under discipline elective in Semester VII, December 2022.

Board discussed and agreed upon suggested changes. Board also recommended implementing the proposed revision in the syllabus of **V Semester, December 2021, VI Semester, April/May, 2022** and **VII Semester, December, 2022**.

- (e) Under **Discipline Elective (Focal Area)** six courses were proposed for inclusion, 1. Language across the Curriculum, 2. Understanding Disciplines and Subjects, 3. Gender, School and Society, 4. Creating an Inclusive School, 5. Educational Guidance and Counseling, 6. Educational Technology. Board discussed and agreed in the view of the rising demand for elective courses. Under the Discipline Elective (Focal area), the selection of one course each for **Semester V** and **VI** was proposed. Board also recommended implementing the proposed revision in the syllabus of **V Semester, December 2021, VI Semester, April/May, 2022**.
- (f) Introduction of an **Open Elective Course** in semester VII was proposed. The student may opt any one course with not more than 4 credits as an open elective in semester VII. Board discussed and agreed in the view of rising demand for open elective courses. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022**.
- (g) In **B.Sc. B.Ed.** and **B.A. B.Ed.** Programmes, reorganization by merging of courses *Reading & Reflection on Texts Lab* (EDU 448L) and *Reading & Reflection on Texts* (EDU 448) in the syllabus of 'Enhancing Professional Capacity EPC' course was proposed as **Discipline Elective (Enhancing Professional Capacity)**. It was also proposed to include two other courses in the list of Discipline Elective (Enhancing Professional Capacity) 1) *Aesthetic Appreciation through Art & Drama*, 2) *Understanding the Self and Yoga*. Board discussed the revision proposed in the context of the practical nature of the courses and agreed with suggested changes. Board also recommended implementing the proposed revision in the syllabus of **2019-23**.
- (h) Detailed syllabus of the pedagogical courses was proposed for 4 year B.A. B.Ed. and B.Sc. B.Ed. programmes. Board discussed the syllabi of three courses 1. *Pedagogy of Physics* 2. *Pedagogy of Computer Science* 3. *Pedagogy of Drawing and Painting* and agreed upon the suggested syllabus. Board recommended implementing the proposed revision of the **VII Semester Examination, December, 2022**.
- (i) As some optional courses were not selected by the students, these courses were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the courses 1. *Disaster Management Education* (EDU 404) 2. *Environmental Education* (EDU 407) 3. *Women Education* (EDU 449) 4. *Pedagogy of Textile* (EDU 434) 5. *Pedagogy of Theatre* (EDU 435), 6. *Pedagogy of Commerce* (EDU 418), 7. *Pedagogy of German* (EDU 424), 8. *Pedagogy of Physical Education* (EDU 430). Board also recommended implementing the proposed revision in the syllabus of **VII Semester Examination, December, 2022**.
- (j) *Critical Understanding of ICT Lab* (EDU 403L) and *Critical Understanding of ICT* (EDU 403), as these courses existed in the list of vocational course (which is compulsory for Under Graduate programmes), were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the 1. *Critical Understanding of ICT*

*Lab* (EDU 403L) and 2. *Critical Understanding of ICT* (EDU 403). Board also recommended implementing the proposed revision in the syllabus of **VII Semester Examination, December, 2021**.

(k) Board proposed following **Reading Electives** in the curricula:

- i. Disaster Management Education
- ii. Women Education
- iii. Peace Education

Board discussed and agreed upon the suggested inclusion of reading electives. Board recommended implementing the proposed reading electives in **VIII Semester, April/May, 2023**. Programme specific outcomes and the list of disciplinary courses of the **B.A. B.Ed. and B.Sc. B.Ed.** programme **2019-23** is attached and marked as **Annexure-I and Annexure II**.

The revised syllabus, learning outcomes, list of suggested books and e-resources of the **B.A. B.Ed. and B.Sc. B.Ed.** programme **2019-23** is attached and marked as **Annexure-III and Annexure IV**.

### 3.2. B.Ed. Examinations 2019-21:

i.	First Semester Examination, December, 2019	Change <sup>a, b, c,d,e,f</sup>
ii.	Second Semester Examination, April/May, 2020	Minor Change <sup>a,b,g</sup>
iii.	Third Semester Examination, December, 2020	Change <sup>g,h</sup>
iv.	Fourth Semester Examination, April/May, 2021	Change <sup>i</sup>

The Board reviewed the objectives, syllabi and learning outcomes of the **B.Ed.** programme. Detail of the changes is given as follows:

- (a) In **B.Ed.** programme, re-organization in the syllabus of ‘Enhancing Professional Capacity EPC’ courses i.e. merging of 1) *Critical Understanding of ICT Lab* (EDU 403L) and *Critical Understanding of ICT* (EDU 403) in I Semester Examination, December, 2019 and 2) *Reading & Reflection on Texts Lab* (EDU 448L) and *Reading & Reflection on Texts* (EDU 448) in II Semester Examination, April, 2020 were proposed. Board discussed the re-organization proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I and II Semester examinations, 2019-20**.
- (b) Re-organisation of elective courses under *Pedagogical subjects* and *Optional Courses* was proposed as **Discipline Elective Courses** with sub-headings – 1) Main Pedagogy, 2) Subsidiary Pedagogy. The courses **Main Pedagogy-I, Main Pedagogy-II and Subsidiary Pedagogy** were proposed under discipline elective in Semester I and Semester II. Board discussed and agreed in the view of the rising demand for elective courses. Board also recommended implementing the proposed revision in the syllabus of **I Semester examinations, December 2019 and II Semester examinations, April/May, 2020**.

- (c) Minor revision in the syllabus of *Pedagogy of Mathematics* (EDU 428), *Pedagogy of Hindi* (EDU 425) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I Semester examination December, 2019**.
- (d) Inclusion of more pedagogical courses was proposed. Demand for more courses of pedagogy justified the inclusion of these courses. Board discussed the syllabi of three courses 1. *Pedagogy of Physics* (EDU 431) 2. *Pedagogy of Computer Science* (EDU 419) 3. *Pedagogy of Drawing and Painting* (EDU 420) and agreed upon the suggested inclusion of these courses in the syllabus. Board recommended implementing the proposed revision of the syllabus of **I Semester Examination, December, 2019**.
- (e) As some courses were not selected by the students for the last 3 years, these courses were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the courses 1. *Disaster Management Education* (EDU 404) 2. *Environmental Education* (EDU 407) 3. *Women Education* (EDU 449) 4. *Pedagogy of Textile* (EDU 434) 5. *Pedagogy of Theatre* (EDU 435) 6. *Pedagogy of German* (EDU 424), 7. *Pedagogy of Physical Education* (EDU 430). Board also recommended implementing the proposed revision in the syllabus of **I Semester Examination, December, 2019**.
- (f) An alternative online course ‘Communication Technologies in Education’ (offered by SWAYAM) for existing course namely ‘*Critical Understanding of ICT* (EDU 403L) under Enhancing Professional Capacity EPC’ course was proposed. Board discussed the introduction of the aforesaid alternative online course and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **I Semester examinations, 2019-20. (Annexure-V)**

S. No	Course Name	Proposed Alternative On-line Course	URL link
<b>B.Ed. I Semester</b>			
1.	EDU 403L: Critical Understanding of ICT Lab	Communication Technologies in Education	<a href="https://swayam.gov.in/courses/3897-communication-technologies-in-education">https://swayam.gov.in/courses/3897-communication-technologies-in-education</a>

- (g) Minor re-organization in the syllabus of *Creating an Inclusive School* (EDU 402), *Knowledge and Curriculum* (EDU 413) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **II Semester examination April, 2020**.

Minor re-organization in the syllabus of *Understanding Discipline and Subjects* (EDU 508) was proposed. Board discussed the revision proposed and agreed upon the suggested syllabus. Board also recommended implementing the proposed revision in the syllabus of **III Semester examination December, 2020**.

- (h) In **B.Ed.** programmes, revision in the syllabus of ‘Enhancing Professional Capacity EPC’ courses i.e. merging of 1. *Aesthetic Appreciation through Art and Drama Lab* (EDU 501L) and *Aesthetic Appreciation through Art and Drama* (EDU 501) in III Semester Examination, December, 2019, 2. *Understanding the Self and Yoga Lab* (EDU 509L) and

*Understanding the Self and Yoga Lab* (EDU 509) in III Semester Examination, December, 2019 were proposed. Board discussed the revision proposed and due to emphasis on practical nature of the course that the theory should be along with the lab work, the board agreed upon the suggested merging of the syllabus. Board also recommended implementing the proposed revision in the syllabus of **III Semester December, 2020.**

(i) Board proposed following **Reading Electives** in the curricula:

- Disaster Management Education
- Women Education
- Environmental Education

Board discussed with and agreed upon the suggested inclusion of Reading Electives. Board recommended implementing the proposed reading electives in the syllabus of **IV Semester, April/May, 2021.**

Programme specific outcomes and the list of courses of the B.Ed. programme is attached and marked as **Annexure-VI**

The revised syllabus, learning outcomes, list of suggested books and e-resources of the B.Ed. programme is attached and marked as **Annexure-VII.**

### 3.3 M.Ed. Examinations 2019-21:

i.	First Semester Examination, December, 2019	Minor Change <sup>a,b</sup>
ii.	Second Semester Examination, April/May, 2020	Minor Change <sup>a,b,c</sup>
iii.	Third Semester Examination, December, 2020	Change <sup>a,b,d,e</sup>
iv.	Fourth Semester Examination, April/May, 2021	Change <sup>a,d,e,f</sup>

The Board reviewed the objectives, syllabi and learning outcomes of the M.Ed. programme 2019-21. Detail of the changes is given as follows:

- (a) In M.Ed. programme, re-organization in the syllabus was proposed in the view of total credit scores of a PG course. All the core and discipline elective theoretical **courses of 6 credit points were proposed to be of 5 credit points** each, due to the purpose of consistency with the Vidyapith policy of total semester credit. Board discussed the re-organization proposed and agreed upon the suggestion. Board also recommended implementing the proposed revision in the **syllabus of 2019-21.**
- (b) In M.Ed. programme, re-organization in the syllabus was proposed in the view of total credits in PG course. Proposal of shifting the course *Historical, Political and Economic Foundations of Education* (EDU 714) to II Semester from I Semester, *Sociological Foundations of Education* (EDU 618) to I Semester from II Semester and *Curriculum Studies* (EDU 703) to II Semester from III Semester was discussed. Board discussed with respect to total semester credits and organisation of the courses and agreed upon the suggested changes. Board also recommended implementing the proposed revision in the **syllabus of I, II and III Semester, 2019-20.**

- (c) In M.Ed. programme, Removal of lab course, *Education as an Area of Study* (EDU 603) was proposed. Due to the nature of content as self-study, this course content is re-organized as reading elective course. Board discussed and agreed upon the suggested change. Board also recommended implementing the proposed removal of this course in the syllabus of **II Semester Examination, April/May, 2020**.
- (d) Re-organisation of elective courses under Specialized Area – Courses I, II and IIIA, B was proposed as **Discipline Elective Courses**. These courses were proposed under discipline elective in Semester III and Semester IV. Board discussed and agreed upon the suggested change. Board also recommended implementing the proposed revision in the syllabus of **2019-21**.
- (e) Board has proposed following reading electives in the curricula:
- i. Conceptual Basis of Education
  - ii. Education as Interdisciplinary knowledge
  - iii. Socio-Cultural Context of Education
  - iv. Supportive Mechanism of Education
  - v. School Context
  - vi. Peace Education
  - vii. Value Education
  - viii. Human Right Education
  - ix. Action Research for Teachers (SWAYAM Online Course) (**Annexure-V**)

S. No	Course Name	Proposed Alternative On-line Course	URL link
<b>M.Ed. III Semester</b>			
1.	Reading Elective	Action Research for Teachers	<a href="https://swayam.gov.in/courses/5886-action-research-for-teachers">https://swayam.gov.in/courses/5886-action-research-for-teachers</a>

- (f) Introduction of an **Open Elective Course** in semester VII was proposed. The student may opt any one course with not more than 5 credits as an open elective in semester VII. Board discussed and agreed in the view of rising demand for open elective courses. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022**.

Board recommended implementing the proposed reading elective one each in **III Semester Examination, July/December, 2021 and IV Semester Examination, April/May, 2020**.

Programme specific outcomes and the list of courses of the M.Ed. programme is attached and marked as **Annexure-VIII**.

The revised syllabus, learning outcomes, list of suggested books and e-resources of the M.Ed. programme is attached and marked as **Annexure-IX**.

4. The Board reviewed the admission criteria of B.A. B.Ed. and B.Sc. B.Ed. Four Year Integrated programme. Change in Subject Combination of ‘B.A. B.Ed., B.Sc. B.Ed. Four Year Integrated course’ was proposed. With respect to the selection of three academic subjects options, a variety of subject combinations are available to the students of these programmes. Board discussed the applicability of subjects in school

education and feasibility of time table along with the popularity of combinations. Board discussed the combination of subjects proposed and agreed upon the suggestion. Board also recommended implementing the proposed revision **in the admission process from session July 2019-20 Annexure-X.**

5. The board proposed to start Three Years Integrated B.Ed. M.Ed. Programme as per regulation of NCTE 2014 from session 2020-21. Board discussed its feasibility and recommended to initiate its approval process from the session 2020-21. Board also recommended and ascertained the immediate need for applying to NCTE in this connection.
6. The board proposed to increase the existing intake in Four Year Integrated programme B.A. B.Ed. and B.Sc. B.Ed., from 2 to 4 units (that will be from 100 to 200 seats). Board discussed its feasibility and recommended to increase the intake (seats) from the session 2020-21 subject to the approval of NCTE. Board also recommended and ascertained the immediate need for applying to NCTE in this connection.
7. Keeping in view the observation of the Vice-Chancellor, the board critically examined the question papers of periodical test and annual examination of B.Ed. & M.Ed., 2016-17 in Education. It was noted that the question papers were well framed and quality of question papers mentioned was of satisfactory level for both internal as well as external examinations except paper in B.Ed. (EDU 444) and M.Ed. (EDU 606). It was observed that most of the questions were of the understanding level. The board recommended to include at least one to two application based questions in question papers. It was also found that some of the language translation of the question were transcribed which needed to be rectified.

### **Name of Programme: Bachelor of Arts and Bachelor of Education (2019-23)**

#### **Programme Educational Objectives**

Department of Education aims to develop human resource in terms of effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.

Teacher Education program at Banasthali Vidyapith intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'noble profession'.

Department of Education purports to provide comprehensive inputs which are aimed;

- \* To study the education as a discipline.
- \* To prepare competent and enlightened teachers for different levels of education in India.
- \* To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.
- \* To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.
- \* To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.
- \* Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.
- \* To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.
- \* To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.
- \* To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.
- \* To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.



- \* To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

## Program Outcomes

Program Outcomes of Four Year Integrated B.A. B.Ed. Program.

- PO-1 **Knowledge Integration:** Student- teacher will be able to integrate theoretical and ractical knowledge of their respective subject in classroom practice.
- PO-2 **Curriculum and Planning:** Student- teacher will be able to apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities
- PO-3 **Learner and Learning Environment:** Student- teacher will be able to appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.
- PO-4 **Teaching-Learning Strategies:** Student- teacher will be able to deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.
- PO-5 **Professional Development for Self-Renewal:** Student- teacher will be able to demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.
- PO-6 **Professional Responsibilities for Schools:** Student- teacher will be able to demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.
- PO-7 **Professional Responsibilities for Community:** Student- teacher will be able to demonstrate their associations with school, family and community to foster student and community progression.
- PO-8 **ICT integration:** Student- teacher will be able to integrate ICT in teaching-learning and assessment process to enrich professional practice.
- PO-9 **Culturally Responsive Teaching Practice:** Student- teacher will be able to engage in value based and culturally responsive teaching practices.
- PO-10 **Effective Communication:** Student- teacher will be able to use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
- PO-11 **Professional Dispositions:** Student- teacher will be able to demonstrate professional ethics and responsibilities as an educational practitioner.

PO-12 **Life-long Learning:** Student- teacher will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

**Programme Scheme:**

**Semester: I**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 401	Childhood and Growing Up	5	0	0	5	EDU 401	Childhood and Growing Up	5	0	0	5

**Semester: II**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 415	Learning and Teaching	5	0	0	5	EDU 415	Learning and Teaching	5	0	0	5

**Semester: III**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 503	Contemporary Indian Education	5	0	0	5	EDU 503	Contemporary Indian Education	5	0	0	5

**Semester: IV**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 413	Knowledge and Curriculum	5	0	0	5	EDU 413	Knowledge and Curriculum	5	0	0	5

Semester: V

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 502	Assessment for Learning	5	0	0	5		Vocational Course I	1	0	2	2
EDU 414	Language across the	4	0	0	4		Discipline Elective (Focal area) - I	4	0	0	4

Semester: VI

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 402	Creating an Inclusive School	4	0	0	4		Vocational Course II	1	0	2	2
EDU 448	Reading and Reflecting on Texts	1	0	0	1		Discipline Elective (Focal area) - II	4	0	0	4
EDU 448 L	Reading and Reflecting on Texts Lab	0	0	4	2						

Semester: VII

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
	Pedagogical Subject 1 – Course – I	4	0	0	4	EDU 502	Assessment for Learning	5	0	0	5
	Pedagogical Subject 2 – Course – II	4	0	0	4		Discipline Elective (Main Pedagogy)-I	4	0	0	4
	Optional Course	4	0	0	4		Discipline Elective (Main Pedagogy)-II	4	0	0	4
EDU 403	Critical Understanding of ICT	1	0	0	1		Discipline Elective (Subsidiary Pedagogy)	4	0	0	4
EDU 403 L	Critical Understanding of ICT Lab	0	0	4	2		Open Elective	0	0	6	3
EDU 508	Understanding Disciplines and Subjects	4	0	0	4		Internship-I :Teaching Practice	0	0	24	12
EDU 408 L	Internship-I: Teaching Practice	0	0	28	14		<b>Semester Wise Total:</b>	<b>17</b>	<b>0</b>	<b>30</b>	<b>32</b>
	<b>Total</b>	<b>17</b>	<b>0</b>	<b>32</b>	<b>33</b>						

Semester: VIII

Existing						Course Code	Course Name	L	T	P	C
Course Code	Course Name	L	T	P	C						
EDU 506P	Internship II : School Internship	0	0	40	20		Internship-IIA : School Internship	0	0	38	19
EDU 505 L	Internship II : Field based Research Project	0	0	10	5		Internship-IIB: Field based Research Project	0	0	10	5
	Total	0	0	50	25		Reading Elective	0	0	0	2
						Semester Wise Total:		0	0	48	26

Existing

LIST OF COURSES

Course Code	OPTIONAL COURSE	L	T	P	C
EDU 404	<del>Disaster Management Education</del>	4	0	0	4
EDU 405	Educational Guidance and Counseling	4	0	0	4
EDU 406	Educational Technology	4	0	0	4
EDU 407	<del>Environmental Education</del>	4	0	0	4
EDU 418	<del>Pedagogy of – Commerce</del>	4	0	0	4
EDU 419	Pedagogy of – Computer Science	4	0	0	4
EDU 420	Pedagogy of – Drawing and Painting	4	0	0	4
EDU 421	Pedagogy of – Economics	4	0	0	4
EDU 422	Pedagogy of – English	4	0	0	4
EDU 423	Pedagogy of – Geography	4	0	0	4
EDU 424	Pedagogy of – German	4	0	0	4
EDU 425	Pedagogy of – Hindi	4	0	0	4
EDU 426	Pedagogy of – History	4	0	0	4
EDU 427	Pedagogy of – Home Science	4	0	0	4
EDU 428	Pedagogy of – Mathematics	4	0	0	4
EDU 429	Pedagogy of – Music	4	0	0	4
EDU 430	Pedagogy of – Physical Education	4	0	0	4
EDU 432	Pedagogy of – Political Science	4	0	0	4
EDU 433	Pedagogy of – Sanskrit	4	0	0	4
EDU 449	<del>Women Education</del>	4	0	0	4

PEDAGOGICAL SUBJECT – COURSE – I & II						
EDU	436	Pedagogy of English – I	4	0	0	4
EDU	437	Pedagogy of English – II	4	0	0	4
EDU	440	Pedagogy of Hindi – I	4	0	0	4
EDU	441	Pedagogy of Hindi – II	4	0	0	4
EDU	442	Pedagogy of Mathematics – I	4	0	0	4
EDU	443	Pedagogy of Mathematics – II	4	0	0	4
EDU	444	Pedagogy of Sanskrit – I	4	0	0	4
EDU	445	Pedagogy of Sanskrit – II	4	0	0	4
EDU	446	Pedagogy of Social Science – I	4	0	0	4
EDU	447	Pedagogy of Social Science – II	4	0	0	4

□ L=Lecture T=Tutorial P=Practical C=Credit

## Proposed

List of Discipline Elective					
Course Code	Main Pedagogy	L	T	P	C
	Pedagogy of English – I	4	0	0	4
	Pedagogy of English – II	4	0	0	4
	Pedagogy of Hindi – I	4	0	0	4
	Pedagogy of Hindi – II	4	0	0	4
	Pedagogy of Mathematics – I	4	0	0	4
	Pedagogy of Mathematics – II	4	0	0	4
	Pedagogy of Sanskrit – I	4	0	0	4
	Pedagogy of Sanskrit – II	4	0	0	4
	Pedagogy of Social Science – I	4	0	0	4
	Pedagogy of Social Science – II	4	0	0	4
Course Code	Subsidiary Pedagogy				
	Pedagogy of Computer Science	4	0	0	4
	Pedagogy of Drawing and Painting	4	0	0	4
	Pedagogy of Economics	4	0	0	4
	Pedagogy of English	4	0	0	4
	Pedagogy of Geography	4	0	0	4
	Pedagogy of Hindi	4	0	0	4

	Pedagogy of History	4	0	0	4
	Pedagogy of Home Science	4	0	0	4
	Pedagogy of Mathematics	4	0	0	4
	Pedagogy of Music	4	0	0	4
	Pedagogy of Political Science	4	0	0	4
	Pedagogy of Sanskrit	4	0	0	4
<b>Course Code</b>	<b>Enhancing Professional Capacity</b>				
	Reading and Reflecting on Texts	0	0	6	3
	Aesthetic Appreciation through Art & Drama	0	0	6	3
	Understanding the Self & Yoga	0	0	6	3
<b>Course Code</b>	<b>Focal area</b>				
	Language across the Curriculum	4	0	0	4
	Understanding Disciplines and Subjects	4	0	0	4
	Gender, School and Society	4	0	0	4
	Creating an Inclusive School	4	0	0	4
	Educational Guidance and Counseling	4	0	0	4
	Educational Technology	4	0	0	4

<b>List of Reading Elective</b>					
<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	Disaster Management Education	0	0	0	2
	Women Education	0	0	0	2
	Peace Education	0	0	0	2

**Name of Programme: Bachelor of Science and Bachelor of Education (2019-23)**

**Programme Educational Objectives**

Department of Education aims to develop human resource in terms of effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.

Teacher Education program at Banasthali Vidyapith intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'noble profession'.

Department of Education purports to provide comprehensive inputs which are aimed;

- \* To study the education as a discipline.
- \* To prepare competent and enlightened teachers for different levels of education in India.
- \* To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.
- \* To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.
- \* To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.
- \* Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.
- \* To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.
- \* To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.
- \* To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.
- \* To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.
- \* To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

**Programme Outcomes**

Program Specific Outcomes of Four Year Integrated Program.

Students will be able to-

- PO-1 **Knowledge Integration:** Student- teacher will be able to integrate theoretical and practical knowledge of their respective subject in classroom practice.
- PO-2 **Curriculum and Planning:** Student- teacher will be able to apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities
- PO-3 **Learner and Learning Environment:** Student- teacher will be able to appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.
- PO-4 **Teaching-Learning Strategies:** Student- teacher will be able to deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.
- PO-5 **Professional Development for Self-Renewal:** Student- teacher will be able to demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.
- PO-6 **Professional Responsibilities for Schools:** Student- teacher will be able to demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.
- PO-7 **Professional Responsibilities for Community:** Student- teacher will be able to demonstrate their associations with school, family and community to foster student and community progression.
- PO-8 **ICT integration:** Student- teacher will be able to integrate ICT in teaching-learning and assessment process to enrich professional practice.
- PO-9 **Culturally Responsive Teaching Practice:** Student- teacher will be able to engage in value based and culturally responsive teaching practices.
- PO-10 **Effective Communication:** Student- teacher will be able to use effective and appropriate verbal, nonverbal, written, and



media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

PO-11 **Professional Dispositions:** Student- teacher will be able to demonstrate professional ethics and responsibilities as an educational practitioner.

PO-12 **Life-long Learning:** Student- teacher will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

**Programme Scheme:**

**Semester: I**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 401	Childhood and Growing Up	5	0	0	5	EDU 401	Childhood and Growing Up	5	0	0	5

**Semester: II**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 415	Learning and Teaching	5	0	0	5	EDU 415	Learning and Teaching	5	0	0	5

**Semester: III**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 503	Contemporary Indian Education	5	0	0	5	EDU 503	Contemporary Indian Education	5	0	0	5

**Semester: IV**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 413	Knowledge and Curriculum	5	0	0	5	EDU 413	Knowledge and Curriculum	5	0	0	5

**Semester: V**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 502	Assessment for Learning	5	0	0	5		Vocational Course I	1	0	2	2
EDU 414	Language across the	4	0	0	4		Discipline Elective (Focal area) - I	4	0	0	4

**Semester: VI**

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 402	Creating an Inclusive School	4	0	0	4		Vocational Course II	1	0	2	2
EDU 448	Reading and Reflecting on Texts	1	0	0	1		Discipline Elective (Focal area) - II	4	0	0	4
EDU 448 L	Reading and Reflecting on Texts Lab	0	0	4	2						

**Semester: VII**

Existing					
Course Code	Course Name	L	T	P	C
	Pedagogical Subject 1 – Course – I	4	0	0	4
	Pedagogical Subject 2 – Course – II	4	0	0	4
	Optional Course	4	0	0	4
EDU 403	Critical Understanding of ICT	1	0	0	1
EDU 403 L	Critical Understanding of ICT Lab	0	0	4	2
EDU 508	Understanding Disciplines and Subjects	4	0	0	4
EDU 408 L	Internship-I: Teaching Practice	0	0	28	14
	<b>Total</b>	<b>17</b>	<b>0</b>	<b>32</b>	<b>33</b>

Course Code	Course Name	L	T	P	C
EDU 502	Assessment for Learning	5	0	0	5
	Discipline Elective (Main Pedagogy)- I	4	0	0	4
	Discipline Elective (Main Pedagogy)- II	4	0	0	4
	Discipline Elective (Subsidiary Pedagogy)	4	0	0	4
	Open Elective	0	0	6	3
	Internship-I: Teaching Practice	0	0	24	12
<b>Semester Wise Total:</b>		<b>17</b>	<b>0</b>	<b>30</b>	<b>32</b>

**Semester: VIII**

Existing					
Course Code	Course Name	L	T	P	C
EDU 506P	Internship II : School Internship	0	0	40	20
EDU 505 L	Internship II : Field based Research Project	0	0	10	5
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>25</b>

Course Code	Course Name	L	T	P	C
	Internship-IIA : School Internship	0	0	38	19
	Internship-IIB: Field based Research Project	0	0	10	5
	Reading Elective	0	0	0	2
<b>Semester Wise Total:</b>		<b>0</b>	<b>0</b>	<b>48</b>	<b>26</b>

## Existing

### *LIST OF COURSES*

Course Code			OPTIONAL COURSE	L	T	P	C
1.	<del>EDU</del>	<del>404</del>	<del>Disaster Management Education</del>	4	0	0	4
2.	EDU	405	Educational Guidance and Counseling	4	0	0	4
3.	EDU	406	Educational Technology	4	0	0	4
4.	<del>EDU</del>	<del>407</del>	<del>Environmental Education</del>	4	0	0	4
5.	EDU	416	Pedagogy of – Biology	4	0	0	4
6.	EDU	417	Pedagogy of – Chemistry	4	0	0	4
7.	<del>EDU</del>	<del>418</del>	<del>Pedagogy of – Commerce</del>	4	0	0	4
8.	EDU	419	Pedagogy of – Computer Science	4	0	0	4
9.	EDU	423	Pedagogy of – Geography	4	0	0	4
10.	EDU	428	Pedagogy of – Mathematics	4	0	0	4
11.	EDU	431	Pedagogy of – Physics	4	0	0	4
12.	<del>EDU</del>	<del>449</del>	<del>Women Education</del>	4	0	0	4

PEDAGOGICAL SUBJECT – COURSE – I & II							
13.	EDU	438	Pedagogy of General Science – I	4	0	0	4
14.	EDU	439	Pedagogy of General Science – II	4	0	0	4
15.	EDU	442	Pedagogy of Mathematics – I	4	0	0	4
16.	EDU	443	Pedagogy of Mathematics – II	4	0	0	4

□ L=Lecture   T=Tutorial   P=Practical   C=Credit

## Proposed

<b>List of Discipline Elective</b>					
<b>Course Code</b>	<b>Main Pedagogy</b>				
	Pedagogy of Mathematics – I	4	0	0	4
	Pedagogy of Mathematics – II	4	0	0	4
	Pedagogy of General Science – I	4	0	0	4
	Pedagogy of General Science – II	4	0	0	4
<b>Course Code</b>	<b>Subsidiary Pedagogy</b>				
	Pedagogy of Physics	4	0	0	4
	Pedagogy of Chemistry	4	0	0	4
	Pedagogy of Biology	4	0	0	4
	Pedagogy of Computer Science	4	0	0	4
	Pedagogy of Geography	4	0	0	4
	Pedagogy of Mathematics	4	0	0	4
<b>Course Code</b>	<b>Enhancing Professional Capacity</b>				
	Reading and Reflecting on Texts	0	0	6	3
	Aesthetic Appreciation through Art & Drama	0	0	6	3
	Understanding the Self & Yoga	0	0	6	3
<b>Course Code</b>	<b>Focal area</b>				
	Language across the Curriculum	4	0	0	4
	Understanding Disciplines and Subjects	4	0	0	4
	Gender, School and Society	4	0	0	4
	Creating an Inclusive School	4	0	0	4
	Educational Guidance and Counseling	4	0	0	4
	Educational Technology	4	0	0	4

<b>List of Reading Elective</b>					
<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	Disaster Management Education	0	0	0	2
	Women Education	0	0	0	2
	Peace Education	0	0	0	2

## Name of Programme: Bechalar of Arts and Bechalar of Education

Course Details:  
Semester-I 2019-23

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 401: Childhood and Growing Up</b>	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> <li>clarify development as a continuous process.</li> <li>explain childhood development in various aspects.</li> <li>describe the adolescent stage in reference to characteristics &amp; problems.</li> <li>describe the causes of the problems in adolescent learner and imply the suitable solutions.</li> <li>recognize and appreciate adolescent learner's uniqueness and enshape them.</li> <li>illustrate the impact of social context upon growing child.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Barnard H. W. : Psychology of Learning Teaching, Mc.Graw Hill, New York, 1965.</li> <li>Borich G. D. &amp; Tombari M. L. : Educational Psychology, a contemporary approach, Longman, NewYork, 1997.</li> <li>Chauhan S.S., Advance Educational Psychology, Vikas publication, New Delhi, 1998.</li> <li>Cronbach L.J., Educational Psychology, Staples Press, London, 1963.</li> <li>Crow L.D. &amp; Crow A.D., Educational Psychology, Eurasia Publishing House, Delhi, 1964.</li> <li>Hurlock E., Developmental Psychology, Tata Mc Graw Hill Publication Company, NewYork, 1959.</li> <li>Kolesnic W. B. : Educational Psychology, Mc. Graw Hill, New York, 1953.</li> <li>Lindgren H. C. : Educational Psychology, John Wiley, New York, 1962.</li> <li>Mangal, S.K., Advance Educational Psychology, PHI Learning Private Limited, New Delhi, 2009.</li> <li>Morris Charles G. : Psychology : An Introduction. Prentice Hall, New Jersey, 1979</li> <li>Woolfolk Anita E., Educational Psychology, Allyn &amp; Bacon, Bostan, USA, 1995.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Barnard, H. W. (1965). <i>Psychology of Learning Teaching</i>. New York : Mc.Graw Hill.</li> <li>Borich, G. D., &amp; Tombari, M. L. (1997). <i>Educational Psychology A Contemporary Approach</i>. New York: Longman.</li> <li>Chauhan, S.S. (1998). <i>Advance Educational Psychology</i>. New Delhi: Vikas Publication.</li> <li>Cronbach, L.J. (1963). <i>Educational Psychology</i>. London: Staples Press.</li> <li>Crow, L.D., &amp; Crow, A.D. (1964). <i>Educational Psychology</i>. Delhi: Eurasia Publishing House.</li> <li>Hurlock, E.(1959). <i>Developmental Psychology</i>. New York,: Tata Mc Graw Hill Publication Company.</li> <li>Kolesnic, W. B. (1953). <i>Educational Psychology</i>. New York: Mc. Graw Hill.</li> <li>Lindgren, H. C. (1962). <i>Educational Psychology</i>. New York:: John Wiley.</li> <li>Mangal, S.K.(2009). <i>Advance Educational Psycholog</i>. New Delhi: PHI Learning Private Limited..</li> <li>Morris, C. G. (1979). <i>Psychology: An Introduction..</i> New Jersey: Prentice Hall.</li> <li>Woolfolk, A. E. ( 1995.) <i>Educational Psychology</i>.</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

				<p>Boston, USA: Allyn &amp; Bacon.</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li><b>Stages of Development-</b> <a href="http://www.psychologydiscussion.net/psychology/stages-of-development-of-psychology-of-people-at-different-ages-from-infancy-to-old-age/732">http://www.psychologydiscussion.net/psychology/stages-of-development-of-psychology-of-people-at-different-ages-from-infancy-to-old-age/732</a></li> <li><b>Individual differences-</b> <a href="http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557">http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557</a></li> <li><b>Depression-</b> <a href="https://www.healthline.com/health/adolescent-depression">https://www.healthline.com/health/adolescent-depression</a></li> <li><b>Differences between growth and development-</b> <a href="http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html">http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html</a></li> </ol>	
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## Semester-II

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 415: Learning and Teaching</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>differentiate between types of learner while teaching.</li> <li>analyze the different factors influencing teaching learning process during class interaction.</li> <li>apply different type of methods and media.</li> <li>plan according to Phases, level and maxims of teaching.</li> <li>manage the classroom as a professional.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Hough, John B. &amp; James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A.</li> <li>Cruikshank, Donald R., Deborah B. Jenkins &amp; Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill Company, New York, U.S.A.</li> <li>Weimer, Maryelen (1996), Improving your classroom Teaching, SAGE Publications, Inc., California, USA.</li> <li>Pierce Walter D., Micheal A. Lorber (1977); 'Objectives and Methods for Secondary Teaching', Prentice-Hall, Inc., New Jersey, U.S.A.</li> <li>Yadav, Neelam (2003); 'A Handbook of Education Technology', Anmol Publications Pvt. Ltd., New Delhi, India.</li> <li>Mangal, S.K. &amp; Uma Mangal (2009); 'Essentials of Education Technology',</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Hough, J. B. &amp; James K. D. (1970). <i>Teaching: Description and Analysis</i>. U.S.A.:Addison-Wesley Publishing Company, Massachusetts.</li> <li>Cruikshank, D. R., Deborah B. J. &amp; Kim K. M. (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</li> <li>Weimer, M. (1996). <i>Improving your classroom Teaching</i>. California, U.S.A.:SAGE Publications, Inc.</li> <li>Pierce W. D., Micheal A. L. (1977). <i>Objectives and Methods for Secondary Teaching</i>. New Jersey: Prentice-Hall, Inc.</li> <li>Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd.</li> <li>Mangal, S.K. &amp; Uma M. (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Private Ltd.</li> <li>Capel, Susan, Marilyn L.k &amp; Tony T. (1995). <i>Learning to teach in Secondary Schools</i>. London: Routlage.</li> <li>Rao, D.B. (2001). <i>Science &amp; Technology Education</i>.</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>



			<p>PHI Learning Private Ltd., New Delhi.</p> <p>7. Capel, Susan, Marilyn Leask &amp; Tony Turner (1995); 'Learning to teach in Secondary Schools', Routledge, London, England.</p> <p>8. Rao, D.B. (2001); 'Science &amp; Technology Education', Discovery House, New Delhi.</p> <p>9. Sampath, K.A.Panneevselvan &amp; S. Santhanam (1994); 'Introduction to Education Technology', Steerling Publication pvt., Ltd.</p> <p>10. Sharma, R.A. (2000), 'Technological Foundation of Education Technology, International Publications, Meerut, India.</p> <p>11. Sood, J.K. (1989); 'New Direction in Science Teaching,' Kohli Publishers, Chandigarh.</p> <p>12. Washton, N.S. (1967); 'Teaching Science Creativity', W.B.Saunders Company, London.</p> <p>13. Sharma R.A. (1987) ' Shiksha Takniki', Loyal Book Depot, Meerut.</p> <p>14. Sharma Y.K. (2002) 'Fundamentals of Educational Technology' Kaniska Publishers, New Delhi.</p> <p>15. Saxena, N.R.S &amp; S.C. Oberoi (1996), 'Technology of Teaching; R.L. Book, Meerut.</p> <p>16. Wragg E.C. (1996); Classroom Teaching Skills' Routledge, London.</p> <p>17. Kumari, Sarita (2004) 'Increasing Role of Technology in Education, Chawla Offset Press, Delhi.</p>	<p>New Delhi: Discovery House.</p> <p>9. Sampath, Panneevselvan, K.A. &amp; Santhanam, S. (1994). <i>Introduction to Education Technology</i>, Steerling Publication pvt., Ltd.</p> <p>10. Sharma, R.A. (2000). <i>Technological Foundation of Education Technology</i>. Meerut: International Publications.</p> <p>11. Sood, J.K. (1989). <i>New Direction in Science Teaching</i>. Chandigarh: Kohli Publishers.</p> <p>12. Washton, N.S. (1967). <i>Teaching Science Creativity</i>. London: W.B.Saunders Company.</p> <p>13. Sharma R.A. (1987). <i>Shiksha Takniki</i>. Meerut: Loyal Book Depot.</p> <p>14. Sharma Y.K. (2002). <i>Fundamentals of Educational Technology</i>. New Delhi: Kaniska Publishers.</p> <p>15. Saxena, N.R.S &amp; S.C. Oberoi (1996). <i>Technology of Teaching</i>. Meerut; R.L. Book.</p> <p>16. Wragg E.C. (1996). <i>Classroom Teaching Skills</i>. London: Routledge.</p> <p>17. Kumari, S. (2004). <i>Increasing Role of Technology in Education</i>. Delhi: Chawla Offset Press.</p> <p><b>e- Resources:</b></p> <ol style="list-style-type: none"> <li>1. Instructional media and Types of Media- <a href="http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf">http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf</a></li> <li>2. Role of Teacher in Classroom Management- <a href="https://books.google.co.in/books?id=dQsE9WisCIYC&amp;printsec=frontcover&amp;dq=teacher+and+classroom+management&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&amp;q=teacher%20and%20classroom%20management&amp;f=false">https://books.google.co.in/books?id=dQsE9WisCIYC&amp;printsec=frontcover&amp;dq=teacher+and+classroom+management&amp;hl=en&amp;sa=X&amp;ved=0ahUK Ewi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&amp;q=teacher%20and%20classroom%20management&amp;f=false</a></li> <li>3. Learning - inside and outside the school- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> <li>4. Socio-cultural background of learner- <a href="http://egyankosh.ac.in/handle/123456789/47116">http://egyankosh.ac.in/handle/123456789/47116</a></li> <li>5. Concept of Teaching, Instruction &amp; Training- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> <li>6. Phases of Teaching- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> </ol>	
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## Semester-III

S. N .	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 503: Contemporary Indian Education</b>	<p>Upon completion of course the student teacher will be able to</p> <ul style="list-style-type: none"> <li>reflect diversity in Indian Society.</li> <li>express the constitutional values (Secularism, Socialism, Democracy) as reflected in Education.</li> <li>analyze the roles of commissions and policies in Secondary Education.</li> <li>deal with inequality and marginalization related issues in India.</li> <li>analyze and appraise the policy framework for Public Education in India.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>सकसैना, राधारानी एवं अन्य: उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000.</li> <li>ओड, एल0के0: शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978.</li> <li>पाण्डे, रामशकल: शिक्षा के मूल सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 1986.</li> <li>शर्मा, डी0 एल0: शिक्षा तथा भारतीय समाज, आर लाल बुक डिपो, मेरठ, 1994.</li> <li>Srivastava, K.K.: Philosophical Foundations of Education, Kanishka Publishers, distributors, New Delhi, 2003.</li> <li>Taneja V.R.: Foundation of education (Philosophical and Sociological), Abhishek Publications, Chandigarh, 2002.</li> <li>Taneja V.R: Philosophical Approach to Education, Atlantic Publishers Distributors, Delhi, 2005.</li> <li>Bhattacharya, Srinivas: Foundations of Education, Atlantic Publishers and Distributors, Delhi, 2003.</li> <li>अग्निहोत्री, रवीन्द्र: आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2008.</li> <li>सिंह, आर0 पी0 एवं उपाध्याय</li> </ol>	<p><b>References:</b></p> <p>अग्निहोत्री, आर. (2008). <i>आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>भारत सरकार (1986). <i>नेशनल पॉलिसी ऑन एज्यूकेशन</i>. मानव संसाधन विकास मंत्रालय. नई दिल्ली: शिक्षा विभाग,</p> <p>भारत सरकार 1985., <i>शिक्षा नीति की चुनौती</i>. नई दिल्ली: शिक्षा मंत्रालय.</p> <p>Bhattacharya, S. (2003). <i>Foundations of Education</i>. Delhi: Atlantic Publishers and Distributors.</p> <p>Dhiman, O.P. (2007). <i>Principles and Techniques of Education</i>. Delhi: Kalpaz publications.</p> <p>Jayapalan, N. (2005). <i>Problems of Indian Education</i>. Delhi: Atlantic Publishers and Distributors.</p> <p>मदन, जी. आर. (1988). <i>समाजशास्त्र के सिद्धांत</i>. दिल्ली: आत्माराम एण्ड सन्स.</p> <p>Mangla, S. (2012). <i>Teacher Education, Trends and Strategies</i>. New Delhi: Radha Publications.</p> <p>माथुर, एस. एस. (1978). <i>शिक्षा सिद्धांत</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>ओड, एल. के. (1978). <i>शिक्षा के नूतन आयाम</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>पाण्डेय, आर. (2005). <i>शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>पाण्डेय, आर. (1986). <i>शिक्षा के मूल सिद्धांत</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>पारीक, एम. एवं शर्मा, आर. (2004-05). <i>उदीयमान भारतीय समाज और शिक्षा</i>. जयपुर: शिक्षा प्रकाशन.</p> <p>Pathak, R.P. (2009). <i>Philosophical and Sociological Foundations of Education</i>. Kanishka Publications distributors.</p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

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#### Semester-IV

S. N	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 413: Knowledge</b>	Upon completion of course Student Teacher will be	<p><b>Unit-I: Conceptual Basis of Knowledge</b></p> <ul style="list-style-type: none"> <li>• <del>Meaning of concept, Principle,</del></li> </ul>	<p><b>Unit-I: Conceptual Basis of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Meaning of Data, Information, Knowledge and Wisdom.</li> </ul>	<b>References and Web</b>

	<p><b>and Curriculum</b></p>	<p>able to</p> <ul style="list-style-type: none"> <li>• explain the conceptual basis of knowledge and as a process.</li> <li>• analyze various approaches of knowledge structuring.</li> <li>• describe the form of knowledge.</li> <li>• discuss the epistemological bases of education and implementing the different learner driven pedagogies.</li> <li>• explain the concept and various kinds of curriculum.</li> <li>• analyze and synthesize the different phases of curriculum.</li> <li>• critically analyze the curriculum frame work as a policy decisions.</li> </ul>	<p>Theories and Experience.</p> <ul style="list-style-type: none"> <li>• <del>Differentiation between Data, Information, Knowledge and Wisdom.</del></li> <li>• Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference.</li> <li>• Knowledge and Skills needed in Democratic Citizenship</li> </ul> <p><b>Activity:</b> Exposing learners to diverse situations for exploring (Discussion, research and Documentation)</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Butler, Donald I, 1968, Four philosophies and their practice in Education. Iied. Harper and Row Publishers. New York.</li> <li>2. Dupuis, Adrian M., 1966, Philosophy of education in Historical Perspective, Thomson Press India Ltd., New Delhi.</li> <li>3. Gupta, R and M.M. Bajaj, Principles of Education, Sahib Publishers and distributors, New Delhi, 2008.</li> <li>4. Saxena, N.R.S., Philosophical and Sociological Foundation, R.Lall book depot, Meerut, 2011.</li> <li>5. Chandra S.S. &amp; R.K.Sharma, Philosophy of Education, Atlantic publishers &amp; distributors pvt. Ltd.New Delhi, 2007.</li> <li>6. Yadav, M.S. and Lakhmi, T.K.S. (2003) Conceptual</li> </ol>	<ul style="list-style-type: none"> <li>• Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference.</li> <li>• Knowledge and Skills needed in Democratic Citizenship</li> </ul> <p><b>Activity:</b> Exposing learners to diverse situations for exploring (Discussion, research and Documentation)</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Aggrawal, J. C. and Gupta, S. (2005). <i>Curriculum Development</i>. New Delhi: Shipra Publisher.</li> <li>2. Alaxander, W. M. &amp; Saylor, J. G. (1966). <i>Curriculum Planning for modern schools</i>. New York: Holt, Rinhart and Winston Inc.</li> <li>3. Balrara, M. (1999). <i>Principles of Curriculum Renewal</i>. New Delhi: Kanishka Publishers.</li> <li>4. Butler, D. I. (1968). <i>Four philosophies and their practice in Education</i> (II Ed). New York: Harper and Row Publishers.</li> <li>5. Candra, A. (1977). <i>Curriculum Development and Evaluation in education</i>. New Delhi: Sterling Publishers.</li> <li>6. Chandra, A. (1977). <i>Curriculum Development and Evaluation in education</i>. New Delhi: Sterling Publishers.</li> <li>7. Chandra, S.S. and Sharma, R.K. (2007). <i>Philosophy of Education</i>. New Delhi: Atlantic publishers &amp; distributors pvt. Ltd.</li> <li>8. Darji, D. R. and Lulla, B. P. (1967). <i>Curriculum development in secondary schools of Baroda</i>. Baroda: Sadhana Press.</li> </ol>	<p><b>Resources Updated</b></p>
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			<p><i>Curriculum development and management.</i> New Delhi: DPH.</p> <p>26. Sharma, R. (2002). <i>Modern methods of Curriculum Organisation.</i> Jaipur: Book Enclave.</p> <p>27. Sharma, S. R. (1999). <i>Issues in Curriculum Administration.</i> New Delhi: Pearl Publishing House.</p> <p>28. Srivastava, H. S. (2006). <i>Curriculum and methods of teaching.</i> New Delhi: Shipra Publishers.</p> <p>29. Taba, H. (1962). <i>Curriculum development theory &amp; practice.</i> New York: Harcourt, Brace &amp; World Inc.</p> <p>30. Yadav, Y.P. (2006). <i>Fundamentals of Curriculum design.</i> New Delhi; Shri Sai Printographers.</p> <p>31. पाण्डेय, रामशकल, उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तक मंदिर, आगरा, 2003.</p> <p>32. सक्सेना, एन० आर० स्वरूप एवं शिखा चतुर्वेदी, उदीयमान भारतीय समाज में शिक्षक, आर० लाल० बुक डिपो, मेरठ, 2006.</p> <p>33. लाल, रमन बिहारी, शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, रस्तौगी पब्लिकेशन्स, मेरठ, 1995.</p> <p>34. चौबे, सरयुप्रसाद, शिक्षा के दार्शनिक, ऐतिहासिक एवं समाजशास्त्रीय आधार, आर० लाल० बुक डिपो, मेरठ, 1993.</p> <p>35. ओड, एल० के०, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2004.</p> <p>36. गुप्त, रामबाबू, महान पाश्चात्य शिक्षा शास्त्री, सामाजिक विज्ञान प्रकाशन, कानपुर, 1983.</p> <p>37. पाण्डेय, रामशकल, भारतीय शिक्षा</p>	<p><i>Conceptual Inputs for Secondary Teacher Education.</i> New Delhi : NCTE.</p> <p>31. Yadav, Y.P. (2006). <i>Fundamentals of Curriculum design.</i> New Delhi: Shri Sai Printographers.</p> <p>32. पाण्डेय, रामशकल. (2003). <i>उदीयमान भारतीय समाज में शिक्षक.</i> आगरा: विनोद पुस्तक मंदिर.</p> <p>33. सक्सेना, एन. आर. स्वरूप एवं चतुर्वेदी, शिखा. (2006). <i>उदीयमान भारतीय समाज में शिक्षक.</i> मेरठ : आर. लाल. बुक डिपो.</p> <p>34. लाल, रमन बिहारी. (1995). <i>शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत.</i> मेरठ : रस्तौगी पब्लिकेशन्स.</p> <p>35. चौबे, सरयुप्रसाद. (1993). <i>शिक्षा के दार्शनिक, ऐतिहासिक एवं समाजशास्त्रीय आधार.</i> मेरठ : आर. लाल. बुक डिपो.</p> <p>36. ओड, एल. के. (2004). <i>शिक्षा की दार्शनिक पृष्ठभूमि.</i> जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>37. गुप्त, रामबाबू. (1983). <i>महान पाश्चात्य शिक्षा शास्त्री.</i> कानपुर : सामाजिक विज्ञान प्रकाशन.</p> <p>38. पाण्डेय, रामशकल. (1994). <i>भारतीय शिक्षा दर्शन.</i> आगरा : विनोद पुस्तक मन्दिर .</p> <p>39. पचौरी, गिरीश. (2003). <i>शिक्षा के दार्शनिक आधार.</i> मेरठ : आर. लाल. बुक डिपो.</p> <p>40. तिवारी, के. एन. (2002). <i>तत्वमीमांसा एवं ज्ञान मीमांसा.</i> नई दिल्ली : मोतीलाल बनारसीदास.</p> <p>41. श्रीवास्तव, मदनमोहन. (2007). <i>शिक्षा के दार्शनिक परिप्रेक्ष्य.</i> वाराणसी : विजय प्रकाशन मन्दिर.</p> <p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>• Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference- <a href="http://www.ignouhelp.in/ignou-bed-study-material/">www.ignouhelp.in/ignou-bed-study-material/</a>, <a href="http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/KNOWLEDGE%20AND%20CURRICULUM.pdf">http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</a></li> <li>• Knowledge and Skills needed in Democratic Citizenship- <a href="http://epathshala.nic.in/programmes/national-curriculum-frameworks/">http://epathshala.nic.in/programmes/national-curriculum-frameworks/</a></li> <li>• Meaning of Education: Etymological, Analytical, Narrow and Broader-<a href="http://www.ignouhelp.in/ignou-bed-">www.ignouhelp.in/ignou-bed-</a></li> </ul>	
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				<a href="#">Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</a> , <ul style="list-style-type: none"> <li>Curriculum Transaction- <a href="http://egyankosh.ac.in/bitstream/123456789/42017/1/Block-2.pdf">http://egyankosh.ac.in/bitstream/123456789/42017/1/Block-2.pdf</a></li> <li>Curriculum Evaluation- <a href="http://egyankosh.ac.in/handle/123456789/42631">http://egyankosh.ac.in/handle/123456789/42631</a></li> </ul>
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## Semester-VII

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 502: Assessment for Learning</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>interpret concept of assessment in education, evaluation and its related term.</li> <li>differentiate between kinds of evaluation.</li> <li>apply appropriate tools of evaluation in field.</li> <li>elucidate different forms and characteristics of achievement test.</li> <li>organize an effective evaluation program.</li> <li>apply ICT skills during evaluation program.</li> <li>conduct an action research related to problems at school level.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Best, John W, Research in Education, IV edition, Prentice Hall Inc., New York.</li> <li>Borg, Walter R, 1981. Applying Educational Research, A Practical Guide to Teacher, Longman Inc., New York.</li> <li>Elbe, Robert L. and David A. Frisbie, Essentials of Educational Measurements, Prentice Hall, Inc, Englewoods Clifs, New Jersey, 1986.</li> <li>Gronlund, N.E., “Measurement of Evaluation in Teaching”, MacMillan Publishing Co. New York, 1976.</li> <li>Pandey, K.P. (2010), Fundamentals of Educational Research, Varanasi: Vishwavidyalya Prakashan.</li> <li>Pathak, R.P, “Measurement &amp; Evaluation in Education”, Dorling Kindessely (India) Pvt. Ltd., Pearson, South Education.</li> <li>Rao., V.K. &amp; Reddy, R.S., “Perspective in Educational &amp; Evaluation (World Education Development-Series-8) Commonwealth Publishers, New Delhi, 1992.</li> <li>Rummel, Francis, J. 1984. An Introduction to Research</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Best, J. W., &amp; James V. K. (1992). <i>Research in Education</i>. IV edition, Prentice Hall Inc., New York.</li> <li>Borg, W., R. (1981). <i>Applying Educational Research, A Practical Guide to Teacher</i>. New York: Longman Inc.</li> <li>Ebel, R. L., &amp; David A. F. (1986). <i>Essentials of Educational Measurements</i>. New Jersey Prentice Hall, Inc, E. Clifs.</li> <li>Gronlund, N. E. (1976). <i>Measurement of Evaluation in Teaching</i>. New York: MacMillan Publishing Co.</li> <li>Pandey, K. P. (2010). <i>Fundamentals of Educational Research</i>. Varanasi: Vishwavidyalya Prakashan.</li> <li>Pathak, R.P. (2012). <i>Measurement &amp; Evaluation in Education</i>. New Delhi: Dorling Kindessely (India) Pvt. Ltd., Pearson, South Education.</li> <li>Rao, V.K. &amp; Reddy, R.S.(1992). <i>Perspective in Educational &amp; Evaluation</i> (World Education Development-Series-8) New Delhi: Commonwealth Publishers.</li> <li>Rummel, F., J. (1984). <i>An Introduction to Research Procedure in Education</i>. II edition. New Jersey: Harper &amp; Row Publishers.</li> <li>Vashist, S.R. (1994). <i>Perspectives in Measurement &amp; Evaluation in Education Series</i>. New Delhi: Anmol Publications.</li> <li>Worthen, B. R., &amp; Sanders, J. R. (1987). <i>Educational Evaluation</i>. New Delhi: Longman INC.</li> <li>अस्थाना, वि. एवं अस्थाना, एस. (2009). <i>मनोविज्ञान और शिक्षा में मापन तथा मूल्यांकन</i>. सोलहवॉ संस्करण. आगरा: अग्रवाल पब्लिकेशन्स.</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

			<p>Procedure in Education, II edition, Harper &amp; Row Publishers, New Jersey.</p> <ul style="list-style-type: none"> <li>Vashist, S.R., "Perspectives in Measurement &amp; Evaluation in Education Series," Anmol Publications, New Delhi, 1994.</li> <li>Worthen, Blaine R. and Sunders, James R., "Educational Evaluation," Longman INC, New Delhi, 1987.</li> <li>अस्थाना, विपिन एवं अस्थाना, स्वेता, "मनोविज्ञान और शिक्षा में मापन तथा मूल्यांकन," सोलहवें संस्करण, अग्रवाल पब्लिकेशन्स, आगरा, 2009</li> <li>बालिया, शिरीश, अरोड़ा, रीता, शर्मा, ओपी0, "शिक्षा में मापन एवं मूल्यांकन," तृतीय संस्करण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.</li> <li>भार्गव, महेश, "आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन", राखी प्रकाशन, आगरा, "19वें संस्करण", 2010,</li> <li>भटनागर, ए0 बी0, भटनागर, मीनाक्षी, "मापन एवं मूल्यांकन," तृतीय संस्करण, आर0 लाल बुक डिपो, मेरठ, 1999.</li> <li>पाण्डे, के0 पी0, "शैक्षिक मापन एवं मूल्यांकन," विश्वविद्यालय पब्लिकेशन्स, वाराणसी. 2011</li> <li>गुप्ता, एस. पी. एव. अलका गुप्ता, "आधुनिक मापन एवं मूल्यांकन," शारदा पुस्तक मन्दिर, इलाहाबाद, 2000</li> <li>कपिल, एच. के. (2006), अनुसंधान विधियों, आगरा, : भार्गव बुक हाउस.</li> <li>रायजादा, बी. एस. (2010), शिक्षा में अनुसंधान के मूल आधार जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ul>	<ul style="list-style-type: none"> <li>बालिया, एस., अरोड़ा, आर., शर्मा, ओ. पी. (2013). शिक्षा में मापन एवं मूल्यांकन. तृतीय संस्करण. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी</li> <li>भार्गव, एम. (2010). आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन. 19वें संस्करण. आगरा: राखी प्रकाशन.</li> <li>भटनागर, ए . बी. भटनागर, एम. (1999). मापन एवं मूल्यांकन. तृतीय संस्करण. मेरठ: आर. लाल बुक डिपो.</li> <li>पाण्डे, के. पी. (2011) . शैक्षिक मापन एवं मूल्यांकन. वाराणसी : विश्वविद्यालय पब्लिकेशन्स.</li> <li>गुप्ता, एस. पी. एवं. गुप्ता ए., (2000) . आधुनिक मापन एवं मूल्यांकन. इलाहाबाद: शारदा पुस्तक मन्दिर.</li> <li>कपिल, एच. के. (2006). अनुसंधान विधियाँ. आगरा : भार्गव बुक हाउस.</li> <li>रायजादा, बी. एस. (2010). शिक्षा में अनुसंधान के मूल आधार. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ul> <p><b>e-Resources:</b>  Grading System <a href="https://content.wisestep.com/advantages-disadvantages-grading-system-education/">https://content.wisestep.com/advantages-disadvantages-grading-system-education/</a>  Online Examination <a href="https://www.onlineexambuilder.com/knowledge-center/exam-knowledge-center/advantages-and-disadvantages-of-online-examination-system/item10240">https://www.onlineexambuilder.com/knowledge-center/exam-knowledge-center/advantages-and-disadvantages-of-online-examination-system/item10240</a>  Use of ICT <a href="https://www.researchgate.net/publication/271644313_Use_of_ICT_in_Teaching_Learning_and_Evaluation">https://www.researchgate.net/publication/271644313_Use_of_ICT_in_Teaching_Learning_and_Evaluation</a>  Use of ICT in assessment <a href="https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462">https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462</a>  Action Research <a href="http://www.ncert.nic.in/departments/nie/der/publication/modules_material.html">http://www.ncert.nic.in/departments/nie/der/publication/modules_material.html</a></p>	
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## Discipline Elective Main Pedagogy

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 436: Pedagogy of English-I	Upon completion of course Enable Student Teachers to	<b>References:</b> 1. Allen, Harold B. & Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing	<b>References:</b> 1. Mullick, R. & Shefali G. (1993). <i>English Language Teaching From Theory to Practice.</i> Calcutta: Specturum Inc.	<b>No Change</b>  <b>References and Web Resources</b>

		<ul style="list-style-type: none"> <li>acquire insight of nature &amp; perspective of Teaching English</li> <li>frame the objectives of Teaching English</li> <li>apply teaching strategies in different context</li> <li>appreciate different forms of planning for ELT.</li> <li>assess ELT learning materials.</li> </ul>	<p>Co. Ltd., New Delhi, 1973.</p> <ol style="list-style-type: none"> <li>Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968.</li> <li>Agnihotri, R.K. &amp; Khanna, A.L. (ed.), English Language Teaching in India-issues and innovations, sage Publications, New Delhi, 1995.</li> <li>Agnihotri, R.K. &amp; Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997.</li> <li>Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984.</li> <li>Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968.</li> <li>Bright, J.A. &amp; Mcgreger, G.P. Teaching English as a second language, English Language Book Society of Longmans, London, 1982.</li> <li>Choudhary, Namita Roy, Teaching English in Indian Schools, A.P.H. Publishing House, New Delhi, 1998.</li> <li>Frishy, A.C. Teaching English, Longmans Green &amp; Co. Ltd., London 1961.</li> <li>Gautam, Kripa K., English Language Teaching - a critical study of methods and approaches, Harman Book House, New Delhi, 1988.</li> <li>Italiano, Graciela &amp; Rounds, Patricia, English as a second language-Teacher Resource Handbook : A Practical Guide for K-12 ESL Programs, Corwin Press, Inc., California, 1993.</li> <li>Kaul, Omkar N., English in India - Theoretical and Applied Issues, Creative Publishers, New Delhi, 1992.</li> <li>lado, E., Language Teaching, Mcgraw Hill Inc. New York 1964.</li> <li>Mukalel, Joseph C., Approaches to English Language Teaching, Discovery Publishing House, New Delhi, 1998.</li> <li>Mullick, Ratna &amp; Ghosh, shefali, English Language Teaching from theory to practice, spectrum Inc., Calcutta, 1993.</li> <li>Regional Institute of English,</li> </ol>	<ol style="list-style-type: none"> <li>NCERT. (2005). <i>National Curriculum Framework</i>. New Delhi: NCERT.</li> <li>IGNOU. (1999). <i>Instructional Planning in Teaching of English</i>. New Delhi: Teaching of English, School of Education.</li> <li>NCERT. (2000). <i>English Guidelines &amp; Syllabi of Secondary Stage</i>. New Delhi: NCTERT.</li> <li>Venkatesh. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publication House.</li> <li>Mangal, S.K. &amp; Uma Mangal. (2009). <i>Essential of Education Technology</i>. New Delhi:PHI Learning Private Ltd.</li> <li>Amstrong, D. G., Tom V. S. (1983).<i>Secondary Education: An Introduction</i>. New York: Macmillan Publication Co. Inc.</li> <li>Ahmad, J. (2010). <i>Teaching of Scientific English</i>. New Delhi: APH Publ.</li> </ol> <p><b>e- Resources:</b></p> <ol style="list-style-type: none"> <li>Thomas M. D'E., <i>Six Principles of Teaching English Language Learners in the Mainstream Classroom</i>. <a href="https://1.cdn.edl.io/P2EaJFFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf">https://1.cdn.edl.io/P2EaJFFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf</a></li> <li>NCERT(2005), <i>NCF 2005</i> <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf">www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf</a></li> <li>NCERT (2005), <i>Teaching of English</i> <a href="http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf">www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf</a></li> <li><i>Methods And Approaches Of English Language Teaching In India</i> <a href="http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf">http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf</a></li> <li>Cunningham, Gini, <i>The New Teacher's Companion</i> <a href="http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx">http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx</a></li> <li>Planning Guidelines <a href="https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Plannig_Guidelines_anual_unidad_lecci%F3n-EFL_100913.pdf">https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Plannig_Guidelines_anual_unidad_lecci%F3n-EFL_100913.pdf</a></li> <li>NCERT (2018) <i>Continuous and Comprehensive Evaluation: Guidelines</i>, NCERT, New Delhi <a href="http://www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf">www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf</a></li> <li>CBSC (2009). <i>Continuous and Comprehensive Evaluation</i></li> </ol>	<p><b>Updated</b></p>
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			<p>Chandigarh, Teaching English-Notes for teachers in Training. Oxford University Press, Delhi, 1972.</p> <p>17. Sharma, Kadambari &amp; Tuteja, Tripat (ed.) Teaching of English, Commonwealth Publishers, New Delhi, 1994.</p> <p>18. Sharma, Kadambari &amp; Tuteja, Tripat (ed.) Teaching of Language and Linguistics, Commonwealth Publishers, New Delhi, 1994.</p> <p>19. Sharma, Kadambari &amp; Tuteja, Tripat (ed.) Principles and Practices of Language Teaching, Commonwealth Publishers, New Delhi, 1997.</p> <p>20. Verghese, B.V., Modern Methods of Teaching English, Vols. I to V, Anmol Publication Pvt. Ltd., New Delhi, 1997.</p>	<p>www.cbse.nic.in/cce/cce-manual/chapter_1.pdf</p> <p>9 Guidelines For Paper Setters - Curriculum <a href="https://curriculum.gov.mt/en/Assessment/Assessment-of.../guidelines_paper_setters.pdf">https://curriculum.gov.mt/en/Assessment/Assessment-of.../guidelines_paper_setters.pdf</a></p>	
2.	<b>EDU 440: Pedagogy of Hindi-I</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी।</li> <li>हिन्दी भाषा के विविध रूपों में विभेद कर सकेंगी।</li> <li>विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त करने की क्षमता उत्पन्न कर सकेंगी।</li> <li>संदर्भ एवं परिस्थिति के अनुसार हिन्दी-शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी।</li> <li>हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन</li> </ul>	<p><b>इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</b></p> <ul style="list-style-type: none"> <li>हिन्दी भाषा शिक्षण के सूत्र</li> <li>इकाई योजना-अर्थ, महत्व, एवं तत्व</li> <li>पाठ-योजना- अर्थ, महत्व, एवं तत्व</li> </ul> <p><b>गतिविधि-</b> विविध विधाओं पर पाठ योजना का विकास</p> <p><b>इकाई: V साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</b></p> <ul style="list-style-type: none"> <li>साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण-गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> <li>व्याकरण शिक्षण - अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> </ul> <p><b>गतिविधि-</b> किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन</p> <p><b>सन्दर्भ:</b></p>	<p><b>इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</b></p> <ul style="list-style-type: none"> <li>साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण-गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> <li>व्याकरण शिक्षण - अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> </ul> <p><b>गतिविधि-</b> किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन</p> <p><b>इकाई: V हिन्दी शिक्षण - योजना एवं मूल्यांकन</b></p> <ul style="list-style-type: none"> <li>इकाई योजना-अर्थ, महत्व, एवं तत्व</li> <li>पाठ-योजना- अर्थ, महत्व, एवं तत्व</li> <li>भाषा विकास की प्रगति का मूल्यांकन / आकलन</li> </ul> <p><b>गतिविधि-</b> विविध विधाओं पर पाठ योजना का विकास</p> <p><b>सन्दर्भ:</b></p> <p>1 vo/ks''k] , - ¼1973½-</p>	<b>References and Web Resources Updated</b>

		<p>कर सकेंगी।</p> <ul style="list-style-type: none"> <li>विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी।</li> <li>विविध साहित्यिक विधाओं (गद्य-पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।</li> </ul>	<ol style="list-style-type: none"> <li>1 अवधेश, अरुणः हिन्दी भाषा का स्वरूप-विकास, बिहार ग्रन्थ अकादमी, पटना.</li> <li>2 ओड, एल० के०: हिन्दी शिक्षण में त्रुटि एवं उपचार, वनस्थली विद्यापीठ, 1982.</li> <li>3 तिवारी पुरुषोत्तमः सर्वोपयोगी हिन्दी सुधार कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976.</li> <li>4 पाण्डेय, रामशकलः हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1977.</li> <li>5 भाई, योगेन्द्रजीतः हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1981.</li> <li>6 रमन बिहारी लालः हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ, 1965.</li> <li>7 पाटिल, हनुमंत राव, शेडके, सुधाकरः भाषा शिक्षण, विद्या प्रकाशन, कानपुर, 2005.</li> <li>8 श्रीवास्तव, रवीन्द्रनाथः भाषा शिक्षण, मैकमिलन कम्पनी ऑफ इण्डिया, 1979.</li> <li>9 शर्मा, लक्ष्मीनारायणः हिन्दी संरचना का अध्ययन-अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा.</li> <li>10 गुप्त, मनोरमाः भाषा शिक्षण, सिद्धांत और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा, 1991.</li> <li>11 मित्तल, संतोषः शैक्षिक तकनीकी, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2005.</li> <li>12 शर्मा, आर० ए०: शिक्षा तकनीकी, आर० लाल० बुक डिपो, मेरठ ,2009.</li> <li>13 मित्तल, एम० एल०: "हिन्दी शिक्षण", पियर्सन।</li> </ol>	<p>fgUnh Hkk'kk dk Lo:lk fodkl- iVuk% fcgkj xzUFk vdkneh- xqIr] ,e- ¼1991½- Hkk'kk f'k{k.k % fl+)kUr ,oa izfof/k- vkxjk% dsUnzh; fgUnh laLFkku- Ykky] vkj- ch- ¼1965½- fgUnh f'k{k.k- esjB% jLrksxh ,.M dEiuh- feÜky] ,e- ,y- ¼2012½- fgUnh f'k{k.k- fnYyh% fi;lZu- feÜky] ,l- ¼2005½- "kSf{k rdudhdh- esjB% vkj- yky cqd fMiks- vksM] ,y- ds- ¼1982½- fgUnh f'k{k.k esa =qfV ,oa mipkj- jktLFkku% cuLFkyh fo kihB- ikfVy] ,p- vkj- vkSj "ksMds] ,l- ¼2005½- Hkk'kk f'k{k.k- dkuiqj% fo k izdk" kUk- ik.Ms;] vkj- ,l- ¼1977½- fgUnh f'k{k.k- vkxjk% fouksn iqLrd efUnj- -"kekZ] vkj- , - ¼2009½- f'k{k rdudhdh- esjB% vkj- yky cqd</p>	
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				<p>fMiks-</p> <p>-“kekZ] ,y- ¼1989½- fgUnh lajpuk dk v/;u&amp;v/;kiu- vkxjk% dsUnzh; fgUnh laLFkku-</p> <p>JhokLro] vkj- ¼1979½- Hkk’kk f’k{k.k- xkft;kckn% eSdfeyu dEiuh vkWQ bf.M;k-</p> <p>frokjh] ih- ¼1976½- loksZi;ksxh fgUnh lq/kkj dk;ZØe- vtesj% feJk cznlZ-</p> <p>-;ksxsUnzthr] ch- ¼1981½- fgUnh Hkk’kk f’k{k.k- vkxjk% fouksn iqLrd efUnj-</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li><b>1. Pedagogy of Hindi--</b> <a href="https://www.vmou.ac.in">https://www.vmou.ac.in</a></li> <li><b>2. Pedagogy of Hindi—</b> <a href="https://ncert.nic.in/rightsidelinks/pdf/h">ncert.nic.in/rightsidelinks/pdf/h</a></li> <li><b>3. Unit-1—Wikipedia.org</b></li> <li><b>4. Pedagogy of Hindi—</b> <a href="http://www.mannu.ac.org">www.mannu.ac.org</a></li> <li><b>5. Pedagogy of Hindi—uou.ac.in</b></li> <li><b>6. Pedagogy of Hindi--www.uou.ac.in</b></li> <li><b>7. Pedagogy of Hindi—</b> <a href="http://www.uprtou.ac.in">www.uprtou.ac.in</a></li> <li><b>8. Kendriya Hindi Sansthan Agra--</b> <a href="http://khsindia.org/india/hi">http://khsindia.org/india/hi</a></li> </ol>	
<b>3.</b>	<b>EDU 442: Pedagogy of Mathematics-I</b>	Upon completion of course Student Teacher will be able to:	<p><b>Reference :</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York,</li> </ol>	<p><b>Reference :</b></p> <ol style="list-style-type: none"> <li><b>1.</b> 1. Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary Mathematics</i>. New York: Mc Graw</li> </ol>	<b>No Change</b> <b>References and Web Resource</b>

		<ul style="list-style-type: none"> <li>• discuss the nature of Mathematics.</li> <li>• critically analyze the Mathematics Text Book.</li> <li>• reflect on different methods of teaching Mathematics.</li> <li>• prepare the lesson plan in teaching mathematics.</li> <li>• reflect on framing and marking test items of achievement test in mathematics.</li> </ul>	<p>1965.</p> <ol style="list-style-type: none"> <li>2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.</li> <li>3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.</li> <li>4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961.</li> <li>6. Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995.</li> <li>7. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</li> <li>8. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</li> </ol>	<p>Hill Book Co.</p> <ol style="list-style-type: none"> <li>2. Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</li> <li>3. Cornelius, Michael. (1982). <i>Teaching mathematics</i>. London : Croom Helm.</li> <li>4. Jain, S.L. (1973). <i>Ganit Shikshan</i>. Jaipur :Rajasthan Hindi Granth Academy.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. (1961). <i>The New Mathematics in Our Schools</i>. New York: The macmillan Co.</li> <li>6. Maheshwari, Vijayandra Kishore (1995). <i>Ganit Shikshan</i>. Meerut :Lay Book Deptt.</li> <li>7. Mangal, S.K.(1997). <i>Ganit Shikshan</i>. New Delhi :Arya Book Depot.</li> <li>8. Sidhu, K. S. (1986). <i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</li> </ol> <p><b>e-Resources:</b>  Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20MATHEMATICS.pdf</a>  <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a>  Place in Secondary School Curriculum:  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a>  Planning for Teaching:  <a href="http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html">http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html</a>  <a href="https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf">https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf">http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf</a>  <a href="https://ndpublisher.in/admin/issues/EQv8n32.pdf">https://ndpublisher.in/admin/issues/EQv8n32.pdf</a></p>	<p>s Updated</p>
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4.	<b>EDU 444: Pedagogy of Sanskrit-I</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जाग्रत कर भाषा-सौंदर्य से परिचित करा सकेंगी।</li> <li>संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी।</li> <li>भाषा एवं साहित्यिक दृष्टि से संस्कृत की समस्त विधाओं जैसे-गद्य, पद्य व व्याकरण का इनके शिक्षण उद्देश्यों को ध्यान में रखकर शिक्षण कर सकेंगी।</li> <li>परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरल, सरल एवं अर्थपूर्ण बना सकेंगी।</li> <li>संस्कृत गद्य, पद्य व व्याकरण शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी।</li> <li>संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणोत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन करने की क्षमता विकसित होगी।</li> <li>दृश्य-श्रव्य सामग्री के सुरुचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।</li> </ul>	<p><b>सन्दर्भ पुस्तक :</b></p> <ol style="list-style-type: none"> <li>आप्टे, जी. डी. एण्ड डोगरे पी. के. : टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960.</li> <li>पाण्डे, रामशकल : संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा.</li> <li>मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000.</li> <li>भारत सरकार, शिक्षा विभाग : संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957.</li> <li>चतुर्वेदी, सीताराम : संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960.</li> <li>सफाया, रघुनाथ : संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997.</li> <li>मित्तल संतोष : शिक्षण तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>द्विवेदी, कपिल : वृहद् रचना अनुवाद कौमुदी, वाराणसी.</li> <li>साहू, रामदेव : संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.</li> </ol>	<p><b>सन्दर्भ पुस्तक :</b> आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल</i>. बड़ौदा: आचार्य बुक डिपो. भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत आयोग प्रतिवेदन 1956</i>. दिल्ली: भारत सरकार प्रेस चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण</i>. वाराणसी: नन्द किशोर एण्ड ब्रदर्स. द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी</i>. वाराणसी: विश्वविद्यालय प्रकाशन. मित्तल, एस. (2000). <i>संस्कृत शिक्षण</i>. मेरठ: आर. लाल बुक डिपो. मित्तल, एस. (2012). <i>शिक्षण तकनीकी</i>. मेरठ: आर. लाल बुक डिपो. पाण्डे, आर. (2000). <i>संस्कृत शिक्षण</i>. आगरा: विनोद पुस्तक मंदिर. साहू, आर. (2012). <i>संस्कृत व्याकरण</i>. जयपुर: हंसा प्रकाशन. सफाया, आर. (1997). <i>संस्कृत शिक्षण</i>. चण्डीगढ़: हरियाणा साहित्य अकादमी. शर्मा, आर. ए. (2009). <i>शिक्षा तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p><b>e-Resourecs:</b> <b>Pedagogy of Sanskrit Part-I:</b> <a href="http://uou.ac.in/sites/default/files/bed17/CP S-6.pdf">http://uou.ac.in/sites/default/files/bed17/CP S-6.pdf</a> <b>Pedagogy of Sanskrit Part-II:</b> <a href="http://uou.ac.in/sites/default/files/bed17/CP S-14.pdf">http://uou.ac.in/sites/default/files/bed17/CP S-14.pdf</a> <b>Sanskrit Language Teaching:</b> <a href="http://www.sanskrit.nic.in/sanskrit_language_teaching.php">http://www.sanskrit.nic.in/sanskrit_language_teaching.php</a> <b>Rashtriya Sanskrit Sansthan e-book:</b> <a href="http://www.sanskrit.nic.in/ebooks.php">http://www.sanskrit.nic.in/ebooks.php</a> <b>Methodology of Teaching Sanskrit:</b> <a href="https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit">https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit</a></p>	No Change <b>References and Web Resources Updated</b>
5.	<b>EDU 446: Pedagogy of Social Science-I</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>describe the nature of Social Science as a</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Agarwal, J. C. "Teaching Social Studies", Vikas Publishing House, Pvt Ltd, Delhi, 1989.</li> <li>Bining, A. C. And Bining,, A. H., "Teaching the Social Study in</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Agarwal, J. C. (1989). <i>Teaching Social Studies</i>. Delhi: Vikas Publishing House.</li> <li>Bining, A. C., &amp; Bining, A. H. (1952).</li> </ol>	No Change <b>References and Web Resources Updated</b>

		<p>Subject and as a Discipline.</p> <ul style="list-style-type: none"> <li>• discuss the relevance of Social Science at School level and daily life.</li> <li>• formulate Instructional Objectives in behavioral terms in social science teaching.</li> <li>• plan their teaching on different methods in Social Science at Secondary Stage.</li> </ul>	<p>Secondary School”. MC- Graw Hill Company, New York, 1952.</p> <ol style="list-style-type: none"> <li>3. Bhattacharya &amp; Darji, D. R. “Teaching of Social Studies in Indian Schools”. Acharya Book Depot, Baroda, 1966.</li> <li>4. Ellis, Arthur K., “Teaching and Learning Elementary Social Studies”, Allyw &amp; Bacon Boston, 1991.</li> <li>5. Kaushik, Vijay Kumari, “Teaching of Social Studies in Elementary School”, Anmol Publication, Delhi, 1992.</li> <li>6. Sharma, B. I., “Samajik Adhyayan Shikshan, Surya Publication, Meerut, 1998.</li> <li>7. Wesley, E. B. and Wronski, S. P., “Teaching of Social Studies in High School”, D. C. Health and Company, Boston, 1958.</li> <li>8. Yagnik, K. S., “Teaching of Social Studies in India”, Orient Longmans, Bombay, 1966.</li> </ol>	<p><i>Teaching the Social Study in Secondary School.</i> New York: MC-Graw Hill Company.</p> <ol style="list-style-type: none"> <li>3. Bhattacharya, S., &amp; Darji, D. R. (1966). <i>Teaching of Social Studies in Indian Schools.</i> Baroda: Acharya Book Depot.</li> <li>4. Ellis, A. K. (1991). <i>Teaching and Learning Elementary Social Studies.</i> Boston: Allyw &amp; Bacon.</li> <li>5. Kaushik, V. K. (1992). <i>Teaching of Social Studies in Elementary School.</i> Delhi: Anmol Publication.</li> <li>6. Sharma, B. (1998). <i>Samajik Adhyayan Shikshan.</i> Meerut: Surya Publication.</li> <li>7. Wesley, E. B., &amp; Wronski, S. P. (1958). <i>Teaching Social Studies in High School.</i> Boston: D. C. Health and Company.</li> <li>8. Yagnik, K. S. (1966). <i>Teaching of Social Studies in India.</i> Bombay: Orient Longmans.</li> </ol> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. NCF2005 <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf</a></li> <li>2. Audio visual aids <a href="http://www.studylecturenotes.com">www.studylecturenotes.com</a>&gt;audio-visual</li> <li>3. Use Social Science Resources: <a href="https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html">https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html</a></li> <li>4. Innovative Teaching Methods of Social Science: <a href="http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science">http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science</a></li> <li>5. Teaching in Social Studies: <a href="https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies">https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies</a></li> <li>6. Evaluation in Teaching Learning Process- <a href="http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-">http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-</a></li> </ol>	
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				7. Teaching and Learning Process in - <a href="http://egyankosh.ac.in/handle/123456789/46729">http://egyankosh.ac.in/handle/123456789/46729</a>	
				8. Tools of Teaching - <a href="http://egyankosh.ac.in/handle/123456789/46746">http://egyankosh.ac.in/handle/123456789/46746</a>	

<p>6.</p>	<p><b>EDU 437: Pedagogy of English-II</b></p>	<p>Upon completion of course Enable Student Teachers to</p> <ul style="list-style-type: none"> <li>recognize English in School curriculum as L1, L2, L3 so as to teach differentially</li> <li>discern the different language forms and dissemination through language skills</li> <li>utilize media and resources in ELT according to the content</li> <li>appreciate text book of English</li> <li>employ reflective and remedial teaching in class accordingly</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Allen, Harold B. &amp; Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973.</li> <li>Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968.</li> <li>Agnihotri, R.K. &amp; Khanna, A.L. (ed.), English Language Teaching in India-issues and innovations, sage Publications, New Delhi, 1995.</li> <li>Agnihotri, R.K. &amp; Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997.</li> <li>Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984.</li> <li>Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968.</li> <li>Bright, J.A. &amp; Mcgreger, G.P. Teaching English as a second language, English Language Book Society of Longmans, London, 1982.</li> <li>Choudhary, Namita Roy, Teaching English in Indian Schools, A.P.H. Publishing House, New Delhi, 1998.</li> <li>Frishy, A.C. Teaching English, Longrnans Green &amp; Co. Ltd., London 1961.</li> <li>Gautam, Kripa K., English Language Teaching - a critical study of methods and approaches, Harman Book House, New Delhi, 1988.</li> <li>Italiano, Graciela &amp; Rounds, Patricia, English as a second language-Teacher Resource Handbook : A Practical Guide for K-12 ESL Programs, Corwin Press,</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Mullick, R. &amp; Shefali G. (1993). <i>English Language Teaching from theory to practice</i>. Calcutta: Spectrum Inc.</li> <li>IGNOU. (1999). <i>Instructional Planning in Teaching of English</i>. Teaching of English, New Delhi: School of Education.</li> <li>NCERT. (2000). <i>English Guidelines &amp; Syllabi for Secondary Stage</i>. New Delhi: NCERT.</li> <li>Venkatesh. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publication House.</li> <li>Mangal, S.K. &amp; Uma M. (2009). <i>Essentials of Educational Technology</i>. New Delhi: PHI Learning Private Ltd.</li> <li>Amstrong, David G., Tom V. S. (1983). <i>Secondary Education: An Introduction</i>. New York: Macmillan Publication Co. Inc.</li> <li>Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd. India.</li> <li>Harmer, J. (1985). <i>The Practice of English Language Teaching</i>. Longman Handbooks for Language Teachers, New York: Longman.</li> <li>Vedanayagam, E.G. (1988). <i>Teaching Technology for College Students</i>. New Delhi: Sterling.</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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				<p>7. Reddy, N Y (2013). audio visual aids, retrived from</p> <p><a href="http://krishikosh.egranth.ac.in/bitstream/1/2025225/1/G16702.pdf">krishikosh.egranth.ac.in/bitstream/1/2025225/1/G16702.pdf</a></p> <p>8. A review of an English textbook - <i>Academia Publishing</i>, retrived from</p> <p><a href="https://acemiapublishing.org/journals/aje_r/pdf/2014/Oct/Sadeghi.pdf">https://acemiapublishing.org/journals/aje_r/pdf/2014/Oct/Sadeghi.pdf</a></p> <p>9. Pollard, A.(2019).Reflective Teaching in Schools, <i>Reflective Teaching, Bloomsbury</i>, UK. retrived from <a href="https://books.google.co.in/books?isbn=1350032956">https://books.google.co.in/books?isbn=1350032956</a></p> <p>10.Kaplan, M. “The Teaching Portfolio”, <i>The Center for Research on Learning and Teaching</i>, University of Michigan. retrived from</p> <p><a href="http://www.crlt.umich.edu/publinks/CRLT_no11.pdf">http://www.crlt.umich.edu/publinks/CRLT_no11.pdf</a></p>	
7.	<b>EDU 441: Pedagogy of Hindi-II</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर हिन्दी अध्यापक :</p> <ul style="list-style-type: none"> <li>• अनुकूल परिस्थितियों उत्पन्न कर बालकों को सौंदर्यबोध करा सकेंगे।</li> <li>• छात्रों की सृजनात्मकता को प्रेरित कर सकेंगे।</li> <li>• प्रभावी हिन्दी शिक्षण हेतु दृश्य-श्रव्य सामग्री/ शिक्षण अधिगम संसाधनों का उपयुक्त प्रयोग कर सकेंगे।</li> <li>• हिन्दी शिक्षण में योगदान</li> </ul>	<p><b>सन्दर्भ:</b></p> <ol style="list-style-type: none"> <li>1. अवधेश, अरुण: हिन्दी भाषा का स्वरूप-विकास, बिहार ग्रन्थ अकादमी, पटना.</li> <li>2. ओड, एल0 के0: हिन्दी शिक्षण में त्रुटि एवं उपचार, वनस्थली विद्यापीठ, 1982.</li> <li>3. तिवारी पुरुषोत्तम: सर्वोपयोगी हिन्दी सुधार कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976.</li> <li>4. पाण्डेय, रामशकल: हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1977.</li> <li>5. भाई, योगेन्द्रजीत: हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1981.</li> <li>6. रमन बिहारी लाल: हिन्दी शिक्षण, रस्तोगी</li> </ol>	<p><b>सन्दर्भ:</b></p> <p>vo/ks”k] ,- ¼1973½- fgUnh Hkk’kk dk Lo:Ik fodkl- iVuk% fcgkj xzUFk vdkneh-</p> <p>xqIr] ,e- ¼1991½- Hkk’kk f”k{k.k % fl+)kUr ,oa izfof/k- vkxjk% dsUnzh; fgUnh laLFkku-</p> <p>Ykky] vkj- ch- ¼1965½- fgUnh f”k{k.k- esjB% jLrksxh ,.M dEiuh- feÜky] ,e- ,y- ¼2012½- fgUnh f”k{k.k-</p>	<b>No Change</b>
					<b>References and Web Resources Updated</b>

		<p>देने वाली गतिविधियों का आयोजन कर सकेंगे।</p> <ul style="list-style-type: none"> <li>नवीन विधियों (हिन्दी शिक्षण में प्रयुक्त) का प्रयोग कर उद्देश्यों को ध्यान में रखकर प्रभावी शिक्षण कर सकेंगे।</li> <li>विभिन्न शिक्षण एवं शिक्षणोत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन कर सकेंगे।</li> </ul>	<p>एण्ड कम्पनी, मेरठ, 1965.</p> <ol style="list-style-type: none"> <li>पाटिल, हनुमंत राव, शेडके, सुधाकर: भाषा शिक्षण, विद्या प्रकाशन, कानपुर, 2005.</li> <li>श्रीवास्तव, रवीन्द्रनाथ: भाषा शिक्षण, मैकमिलन कम्पनी ऑफ इण्डिया, 1979.</li> <li>शर्मा, लक्ष्मीनारायण: हिन्दी संरचना का अध्ययन-अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा.</li> <li>गुप्त, मनोरमा: भाषा शिक्षण, सिद्धांत और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा, 1991.</li> <li>मित्तल, संतोष: शैक्षिक तकनीकी, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2005.</li> <li>शर्मा, आर० ए०: शिक्षा तकनीकी, आर० लाल० बुक डिपो, मेरठ, 2009.</li> <li>मित्तल, एम० एल०: "हिन्दी शिक्षण", पियर्सन।</li> </ol>	<p>fnYyh% fi;lZu-</p> <p>feÜky] ,l- ¼2005½- “kSf{k d rduhdh- esjB% vkj- yky cq d fMiks-</p> <p>vksM] ,y- ds- ¼1982½- fgUnh f’k{k.k esa =qfV ,oa mipkj- jktLFkku% cuLFkyh fo kihB-</p> <p>ikfVvy] ,p- vkj- vkSj “ksMds] ,l- ¼2005½- Hkk’kk f’k{k.k- dkuiqj% fo k izdk”kUk-</p> <p>ik.Ms:] vkj- ,l- ¼1977½- fgUnh f’k{k.k- vkxjk% fouksn iqLrd efUnj-</p> <p>“kekZ] vkj- ,- ¼2009½- f’k{k rduhdh- esjB% vkj- yky cq d fMiks-</p> <p>“kekZ] ,y- ¼1989½- fgUnh lajpuk dk v/;u&amp;v/;kiu- vkxjk% dsUnzh; fgUnh laLFkku-</p> <p>JhokLro] vkj- ¼1979½- Hkk’kk f’k{k.k- xkft;kckn% eSdfeyu dEiuh vkWQ bf.M;k-</p> <p>frokjh] ih- ¼1976½- loksZi;ksxh fgUnh lq/kkj dk;ZØe- vtesj% feJk cznlZ-</p> <p>-;ksxsUnzthr] ch- ¼1981½- fgUnh Hkk’kk f’k{k.k- vkxjk% fouksn iqLrd efUnj-</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>Unit-1—www.learning-hindi.com</li> <li>Pedagogy of Hindi-- <a href="https://www.vmu.ac.in">https://www.vmu.ac.in</a></li> </ol>	
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				<p>3. Pedagogy of Hindi—<a href="http://ncert.nic.in/rightsidelinks/pdf/h">ncert.nic.in/rightsidelinks/pdf/h</a></p> <p>4. Unit-1—<a href="http://Wikipedia.org">Wikipedia.org</a></p> <p>5. Pedagogy of Hindi—<a href="http://www.mannu.ac.org">www.mannu.ac.org</a></p> <p>6. Pedagogy of Hindi—<a href="http://uou.ac.in">uou.ac.in</a></p> <p>7. Pedagogy of Hindi--<a href="http://www.uou.ac.in">www.uou.ac.in</a></p> <p>8. Pedagogy of Hindi—<a href="http://www.uprtou.ac.in">www.uprtou.ac.in</a></p> <p>9. Kendriya Hindi Sansthan Agra-- <a href="http://khsindia.org/india/hi">http://khsindia.org/india/hi</a></p>	
8.	<b>EDU 443: Pedagogy of Mathematics- II</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• apply various methods and techniques of teaching mathematics.</li> <li>• reflect on framing and marking test items of achievement test in mathematics.</li> <li>• demonstrate the models on audio visual aids.</li> <li>• prepare the ICT based materials in teaching mathematics.</li> </ul>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965.</li> <li>2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.</li> <li>3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.</li> <li>4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961.</li> <li>6. Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995.</li> <li>7. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</li> <li>8. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</li> </ol>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L.(1965).<i>The Teaching of Secondary Mathematics</i>. New York:Mc Graw Hill Book Co.</li> <li>2. Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</li> <li>3. Cornelius, Michael. (1982).<i>Teaching mathematics</i>. London : Croom Helm.</li> <li>4. Jain S.L. (1973). <i>Ganit Shikshan</i>. Jaipur: Rajasthan Hindi Granth Academy.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. (1961).<i>The New Mathematics in Our Schools</i>. New York:The macmillan Co.</li> <li>6. Maheshwari, Vijayandra Kishore . (1995).<i>Ganit Shikshan</i>. Meerut : Lay Book Deptt.</li> <li>7. Mangal, S.K. (1997). <i>Ganit Shikshan</i>. New Delhi : Arya Book Depot</li> <li>8. Sidhu, K.S. (1986). <i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</li> </ol> <p><b>e-Resources:</b></p> <p>1 Teaching of Mathematics Course Material Prepared by Bharathidasan University</p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>



				<p>Retrieved From:  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATIC%20S.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATIC S.pdf</a>  2 Pedagogy of Mathematic Prepared by Course Materials Prepared by Tamilnadu Teachers Education University Retrieved From:  <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a>  3 Pedagogy of Mathematics Course Material Prepared by IGNOU Retrieved From:  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a>  4 Teaching of Mathematics Course Material Prepared by NCERT Retrieved From:  <a href="http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf">http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf</a>  5  <a href="https://webarchive.nationalarchives.gov.uk/20101119135224/http://www.standards.dcsf.gov.uk/ntrp/lib/pdf/wilsonmiller.pdf">https://webarchive.nationalarchives.gov.uk/20101119135224/http://www.standards.dcsf.gov.uk/ntrp/lib/pdf/wilsonmiller.pdf</a>  6 Furner, J.M. &amp; Marinas, C.A., Teaching Math Concepts through Historical locations using Geogebra and Photography Retrieved From:  <a href="http://archives.math.utk.edu/ICTCM/VO L27/A017/paper.pdf">http://archives.math.utk.edu/ICTCM/VO L27/A017/paper.pdf</a></p>	
9.	<b>EDU 445: Pedagogy of Sanskrit-II</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ—</p> <ul style="list-style-type: none"> <li>संस्कृत भाषा का महत्त्व स्पष्ट करते हुए पाठ्यक्रम में संस्कृत के स्थान का निर्धारण कर सकेंगी।</li> <li>अशुद्ध उच्चारण एवं अशुद्ध वर्तनी के कारणों को ध्यान में रखकर निदान एवं निराकरण कर सकेंगी।</li> <li>शिक्षण उद्देश्यों को ध्यान में रखकर संस्कृत नाटक,</li> </ul>	<p><b>सन्दर्भ पुस्तक:</b></p> <ol style="list-style-type: none"> <li>आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960.</li> <li>पाण्डे, रामशकल: संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा.</li> <li>मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000.</li> <li>भारत सरकार, शिक्षा विभाग: संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957.</li> <li>चतुर्वेदी, सीताराम: संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960.</li> </ol>	<p><b>सन्दर्भ पुस्तक :</b></p> <p>आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल</i>. बड़ौदा: आचार्य बुक डिपो.</p> <p>भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत आयोग प्रतिवेदन 1956</i>. दिल्ली: भारत सरकार प्रेस</p> <p>चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण</i>. वाराणसी: नन्द किशोर एण्ड ब्रदर्स.</p> <p>द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी</i>. वाराणसी: विश्वविद्यालय प्रकाशन.</p> <p>मित्तल, एस. (2000). <i>संस्कृत शिक्षण</i>. मेरठ: आर.</p>	<b>No Change</b>  <b>References and Web Resources Updated</b>

		<p>अनुवाद एवं रचना का प्रभावी शिक्षण कर सकेंगी।</p> <ul style="list-style-type: none"> <li>परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत नाटक, अनुवाद एवं रचना के शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।</li> <li>भारतीय संस्कृति को ध्यान में रखते हुए संस्कृत साहित्य-पठन में विद्यार्थियों की रुचि विकसित कर सकेंगी।</li> <li>रचना, अनुवाद एवं नाटक शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित करने की क्षमता विकसित होगी।</li> <li>पाठान्तर्गत एवं पाठोपरान्त आकलन करने की क्षमता विकसित होगी।</li> </ul>	<ol style="list-style-type: none"> <li>सफाया, रघुनाथ: संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997.</li> <li>मित्तल संतोष: शिक्षण तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>द्विवेदी, कपिल: वृहद् रचना अनुवाद कौमुदी, वाराणसी.</li> <li>साहू, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.</li> </ol>	<p>लाल बुक डिपो.</p> <p>मित्तल, एस. (2012). <i>शिक्षण तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p>पाण्डे, आर. (2000). <i>संस्कृत शिक्षण</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>साहू, आर. (2012). <i>संस्कृत व्याकरण</i>. जयपुर: हंसा प्रकाशन.</p> <p>सफाया, आर. (1997). <i>संस्कृत शिक्षण</i>. चण्डीगढ़: हरियाणा साहित्य अकादमी.</p> <p>शर्मा, आर. ए. (2009). <i>शिक्षा तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p><b>e-Resources:</b></p> <p>Pedagogy of Sanskrit Part-I: <a href="http://uou.ac.in/sites/default/files/bed17/CP S-6.pdf">http://uou.ac.in/sites/default/files/bed17/CP S-6.pdf</a></p> <p>Pedagogy of Sanskrit Part-II: <a href="http://uou.ac.in/sites/default/files/bed17/CP S-14.pdf">http://uou.ac.in/sites/default/files/bed17/CP S-14.pdf</a></p> <p>Sanskrit Language Teaching: <a href="http://www.sanskrit.nic.in/sanskrit_language_teaching.php">http://www.sanskrit.nic.in/sanskrit_language_teaching.php</a></p> <p>Rashtriya Sanskrit Sansthan: <a href="http://www.sanskrit.nic.in/ebooks.php">http://www.sanskrit.nic.in/ebooks.php</a></p> <p>Methodology of Teaching Sanskrit: <a href="https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit">https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit</a></p>	
10.	<b>EDU 447: Pedagogy of Social Science-II</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>select and use appropriate resources and media for Social Science Teaching.</li> <li>describe various activities for enrichment of Social Science learning.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Pathak, R. P., "Teaching of Social Studies". Pearson, New Delhi, 2012.</li> <li>Jha, Avdhesh S. "Teaching of Social Studies", A. P. H. Publishing Corporation, New Delhi, 2001.</li> <li>Mangal, S. K. and Mangal, Uma., Teaching of Social Studies", PHI Learning Pvt. Ltd., New Delhi, 2008.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Pathak, R. P. (2012). <i>Teaching of Social Studies</i>. New Delhi: Pearson publication.</li> <li>Jha, A. S. (2001). <i>Teaching of Social Studies</i>. New Delhi: A. P. H. Publishing Corporation.</li> <li>Mangal, S. K., &amp; Mangal, U. (2008). <i>Teaching of Social Studies</i>. New Delhi: PHI Learning Pvt. Ltd.</li> </ol>	<b>No Change</b>
					<b>References and Web Resources Updated</b>

		<ul style="list-style-type: none"> <li>• appreciate the role of social science teacher as a professional.</li> <li>• design an effective assessment plan for Social Sciences learning.</li> </ul>	<ol style="list-style-type: none"> <li>4. Singh, Y. K., "Teaching of Social Studies", APH Publishers, New Delhi, 2004.</li> <li>5. प्रसाद, भुवनेश्वर, 'भारतीय स्कूलों में समाज अध्ययन का शिक्षण'. ज्ञानपीठ प्राइवेट लिमिटेड, पटना, 1969</li> <li>6. सिंह, रामपाल, 'समाजिक अध्ययन का शिक्षण'. लक्ष्मीनारायण अग्रवाल, आगरा, 1977.</li> <li>7. रखेजा, उदिता, 'समाजिक अध्ययन शिक्षण'. पीयरसन, नई दिल्ली, 2013.</li> <li>8. बक्शी, एन. एस. समाजिक अध्ययन शिक्षण'. प्रेरणा प्रकाशन, 2014.</li> </ol>	<ol style="list-style-type: none"> <li>4. Singh, Y. K. (2004). <i>Teaching of Social Studies</i>. New Delhi : APH Publishers.</li> <li>5. प्रसाद, बी. (1969). <i>भारतीय स्कूलों में समाज अध्ययन का शिक्षण</i>. पटना: ज्ञानपीठ प्राइवेट लिमिटेड.</li> <li>6. सिंह, आर. (1977). <i>समाजिक अध्ययन का शिक्षण</i>. आगरा: लक्ष्मीनारायण अग्रवाल.</li> <li>7. रखेजा, यू. (2013). <i>समाजिक अध्ययन शिक्षण</i>. नई दिल्ली: पीयरसन.</li> <li>8. बक्शी, एन. एस. (2014). <i>समाजिक अध्ययन शिक्षण</i>. नई दिल्ली: प्रेरणा प्रकाशन.</li> </ol> <p><b>e-Resource</b></p> <ol style="list-style-type: none"> <li>1. Use Social Science Resources: <a href="https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html">https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html</a></li> <li>2. Innovative Teaching Methods of Social Science: <a href="http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science">http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science</a></li> <li>3. Professional Development: <a href="https://classroom-aid.com/educational-resources/social-study/">https://classroom-aid.com/educational-resources/social-study/</a></li> <li>4. Teaching in Social Studies: <a href="https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies">https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies</a></li> <li>5. Strategies for Teaching in Social Studies: <a href="https://www.socialstudies.org/publications/socialeducation/january-february2011/effective_strategies_for_teaching_social_studies">https://www.socialstudies.org/publications/socialeducation/january-february2011/effective_strategies_for_teaching_social_studies</a></li> </ol>	
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## Discipline Elective (Subsidiary Pedagogy)

<p>1</p>	<p><b>EDU 419 Pedagogy of Computer Science</b></p>	<p>Upon completion of course Pupil Teachers will be able to:</p> <ul style="list-style-type: none"> <li>percept the aims and objectives of pedagogy of computer science</li> <li>apply the various methods that can be employed for the pedagogy of computer science.</li> <li>prepare instructional materials for Computer Science teaching.</li> <li>use latest trends in Information Technology and assessment practices.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Chauhan, S.S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing Ltd</li> <li>Goel, H.K. (2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot.</li> <li>Mangal, S.K., Uma Mangal, (2009). Essentials of Educational Technology, PHI learning Private Limited. New Delhi</li> <li>Kochchar, S.K.(1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd.</li> <li>Sharma, R.A.(2008). Technological foundation of Education. Meerut: R.Lall Book Depot.</li> </ul>	<p><b>References:</b></p> <p>Chauhan, S.S. (1985). <i>Innovations in teaching learning process</i>. New Delhi: Vikas Publishing Ltd</p> <p>Goel, H.K. (2005). <i>Teaching of Computer Science</i>. New Delhi: R.Lall Book Depot.</p> <p>Kochchar, S.K.(1992). <i>Methods and techniques of teaching</i>. New Delhi: Sterling Publishers Pvt Ltd.</p> <p>Mangal, S.K., Uma Mangal, (2009). <i>Essentials of Educational Technology</i>. New Delhi: PHI learning Private Limited.</p> <p>Sharma, R.A.(2008). <i>Technological foundation of Education</i>. Meerut: R.Lall Book Depot.</p> <p><b>e-Resources</b></p> <p>Concept, Need and Scope of Computer Science. Need and Significance of Teaching Computer science at various levels. General Aims and Objectives of Teaching Computer Science <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a></p> <p>Concept, Need and Scope of Computer Science. Need and Significance of Teaching Computer science at various levels. General Aims and Objectives of Teaching Computer Science <a href="http://tnteu.in/pdf/BED_CMmaterial_2016-17.pdf">http://tnteu.in/pdf/BED_CMmaterial_2016-17.pdf</a></p> <p>Methods of Techniques of Teaching Computer Science- <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a> <a href="http://tnteu.in/pdf/BED_CMmaterial_2016-17.pdf">http://tnteu.in/pdf/BED_CMmaterial_2016-17.pdf</a></p> <p>Designing for Instruction <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a> <a href="http://tnteu.in/pdf/BED_CMmaterial_2016-17.pdf">http://tnteu.in/pdf/BED_CMmaterial_2016-17.pdf</a></p> <p>Development of Instructional material- <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a></p> <p>Trends and Issues in Teaching-Learning- <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a></p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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2	<b>EDU 420 Pedagogy of Drawing &amp; Painting</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>explain the nature and importance of Drawing &amp; Painting in school education</li> <li>discuss the correlation of Drawing &amp; Painting with other school subjects</li> <li>formulate instructional objectives in behavioral terms</li> <li>design unit plan and lesson plan based on different methods.</li> <li>acquire skill in planning and organize Drawing &amp; Painting labs for Sec. and Sr. Sec. class</li> <li>prepare Blue print and question paper</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Jeswani, K.K. (1967), Art in education: Atma Ram and Sons, New Delhi.</li> <li>Pappas, George, (1970), Concepts in Art and Education, Collier Macmillan Ltd, London.</li> <li>Prasad, Janardan, (2005), Art education, Concepts, Epistemic and Role, Kanishka Publishers, Distributors, New Delhi.</li> <li>Mock, Ruth, (1959), Principles of Arts Teaching, University of London press Ltd., London.</li> <li>Stanfield, N.F., (1958), A handbooks of Art teaching in tropical schools, evans brothers Ltd., London.</li> <li>गौंधी, प्रेमलता, (2016), कला शिक्षा, राजलक्ष्मी पब्लिकेशन, जयपुर।</li> <li>शर्मा, रमा, शर्मा, वी.पी., (2015), कला शिक्षा, अर्जुन पब्लिशिंग हाउस, नई दिल्ली।</li> <li>गोदिका, साधना, माथुर, सावित्री, (2008), कला शिक्षा शिक्षण, आस्था प्रकाशन, जयपुर।</li> <li>शर्मा, माता, प्रसाद, (2008), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर।</li> <li>शर्मा, प्रभा, (2007), कला शिक्षा शिक्षण, श्रुत्रि पब्लिकेशन, जयपुर।</li> </ul> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>importance of art in schools <a href="http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/">http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/</a></li> <li><a href="https://www.theodysseyonline.com/importance-of-the-arts-in-education">https://www.theodysseyonline.com/importance-of-the-arts-in-education</a></li> <li>correlation of fine arts with school subjects <a href="https://learnerlog.org/socialstudies/teaching-the-arts-across-the-curriculum-2/">https://learnerlog.org/socialstudies/teaching-the-arts-across-the-curriculum-2/</a></li> <li>teaching methods in fine arts</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Jeswani, K.K. (1967). <i>Art in education</i>. New Delhi: Atma Ram and Sons.</li> <li>Pappas, George. (1970). <i>Concepts in Art and Education</i>. London: Collier Macmillan Ltd.</li> <li>Prasad, Janardan. (2005). <i>Art education, Concepts, Epistemic and Role</i>. New Delhi: Kanishka Publishers, Distributors.</li> <li>Mock, Ruth. (1959). <i>Principles of Arts Teaching</i>. London: University of London press Ltd.</li> <li>Stanfield, N.F. (1958). <i>A handbooks of Art teaching in tropical schools</i>. London: evans brothers Ltd.</li> <li>गौंधी, प्रेमलता. (2016). <i>कला शिक्षा</i>. जयपुर: राजलक्ष्मी पब्लिकेशन.</li> <li>शर्मा, रमा, शर्मा, वी.पी. (2015). <i>कला शिक्षा</i>. नई दिल्ली: अर्जुन पब्लिशिंग हाउस.</li> <li>गोदिका, साधना, माथुर, सावित्री. (2008). <i>कला शिक्षा शिक्षण</i>. जयपुर: आस्था प्रकाशन.</li> <li>शर्मा, माता, प्रसाद. (2008). <i>कला शिक्षा शिक्षण</i>. जयपुर: अपोलो प्रकाशन.</li> <li>शर्मा, प्रभा. (2007). <i>कला शिक्षा शिक्षण</i>. जयपुर: श्रुत्रि पब्लिकेशन.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>importance of art in schools <a href="http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/">http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/</a> <a href="https://www.theodysseyonline.com/importance-of-the-arts-in-education">https://www.theodysseyonline.com/importance-of-the-arts-in-education</a></li> <li>correlation of fine arts with school subjects <a href="https://learnerlog.org/socialstudies/teaching-the-arts-across-the-curriculum-2/">https://learnerlog.org/socialstudies/teaching-the-arts-across-the-curriculum-2/</a></li> <li>teaching methods in fine arts <a href="https://lindsays-art-room.weebly.com/teaching-strategies.html">https://lindsays-art-room.weebly.com/teaching-strategies.html</a></li> <li>Assessment in fine Arts <a href="https://www.google.com/search?q=assessment+in+fine+arts&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b">https://www.google.com/search?q=assessment+in+fine+arts&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b</a></li> </ul>	<p>No Change</p> <p><b>References and Web Resources Updated</b></p>
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			<p><a href="https://lindsays-art-room.weebly.com/teaching-strategies.html">https://lindsays-art-room.weebly.com/teaching-strategies.html</a></p> <ul style="list-style-type: none"> <li>Assessment in fine Arts <a href="https://www.google.com/search?q=assessment+in+fine+arts&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b">https://www.google.com/search?q=assessment+in+fine+arts&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b</a></li> </ul>		
3	<b>EDU 421: Pedagogy of Economics</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>interpret concept of Economics.</li> <li>correlate Economics with other subjects.</li> <li>frame instructional objectives for economics teaching at Senior Secondary Level.</li> <li>develop the curriculum of Economics at Senior Secondary Level.</li> <li>plan the lesson for teaching Economics using different methods and media.</li> <li>construct an achievement test for Senior Secondary Learners.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Aggarwal, J.C. (2014). Teaching of Economics: A Practical Approach, Agra: Vinod Pustak Mandir</li> <li>Knoph J.H., (1965). The teaching of Elementary Economics, New York: Holt Rinehart &amp; Winston.</li> <li>Mustafa, M. (2005). Teaching of Economics New Trends and Challenges, New Delhi: Deep and Deep Publication Pvt. Ltd.</li> <li>Oliver, J.M. (1975). The Principles of Teaching Economics, New Delhi: Heinmann Educational Books Ltd.</li> <li>Rai, B.C. (1986). Methods of Teaching Economics, Lucknow: Publication Centre.</li> <li>Siddiqui, M.H. (1993). Teaching of Economics, New Delhi: Ashish Publishing House</li> <li>Yadav, (1993). Teaching of Economics, New Delhi; Anmol Publications Pvt. Ltd.</li> <li>National Curriculum Framework 2005, NCERT, New Delhi.</li> <li>कुमार, राजीव (2002), अर्थशास्त्र शिक्षण आगरा: साहित्य प्रकाशन</li> <li>त्यागी, गुरुसरनदास (1968), अर्थशास्त्र</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Aggarwal, J.C. (2014). <i>Teaching of Economics: A Practical Approach</i>. Agra: Vinod Pustak Mandir.</li> <li>Knoph J.H. (1965). <i>The Teaching of Elementary Economics</i>. New York: Holt Rinehart &amp; Winston.</li> <li>Mustafa, M. (2005). <i>Teaching of Economics New Trends and Challenges</i>. New Delhi: Deep and Deep Publication Pvt. Ltd.</li> <li>Oliver, J.M. (1975). <i>The Principles of Teaching Economics</i>. New Delhi: Heinmann Educational Books Ltd.</li> <li>Rai, B.C. (1986). <i>Methods of Teaching Economics</i>. Lucknow: Publication Centre.</li> <li>Siddiqui, M.H. (1993). <i>Teaching of Economics</i>. New Delhi: Ashish Publishing House</li> <li>Yadav. (1993). <i>Teaching of Economics</i>. New Delhi; Anmol Publications Pvt. Ltd.</li> <li><i>National Curriculum Framework 2005</i>. NCERT. New Delhi.</li> <li>कुमार, आर. (2002). <i>अर्थशास्त्र शिक्षण</i>. आगरा: साहित्य प्रकाशन</li> <li>त्यागी, जी. (1968). <i>अर्थशास्त्र शिक्षण</i>. आगरा: पुस्तक मंदिर</li> <li>नागर, डी. (1999). <i>अर्थशास्त्र शिक्षण</i>. जयपुर: राजस्थान प्रकाशन</li> <li>सक्सेना एन. (1991). <i>अर्थशास्त्र शिक्षण</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी</li> </ol> <p><b>e-Resources:</b></p>	<b>No Change</b>

			<p>शिक्षण आगरा: पुस्तक मंदिर</p> <p>11. नागर, दिव्या (1999), अर्थशास्त्र शिक्षण, जयपुर: राजस्थान प्रकाशन</p> <p>12. सक्सेना निर्मल (1991), अर्थशास्त्र शिक्षण, जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी</p>	<p>1. Unit plan and Lesson Plan <a href="https://drive.google.com/uc?export=download&amp;id=1wQk-wLKqTat7_u0JjX-IuY_tS-ioin3Xz">https://drive.google.com/uc?export=download&amp;id=1wQk-wLKqTat7_u0JjX-IuY_tS-ioin3Xz</a></p> <p>2. Unit plan and Lesson Plan <a href="https://www.ncertbooks.guru/ncert-economics-books/">https://www.ncertbooks.guru/ncert-economics-books/</a></p> <p>3. Methods of Teaching <a href="http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html">http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html</a></p> <p>4. Quiz <a href="http://edufive.com/quiz/quiz-rules-regulations.html">http://edufive.com/quiz/quiz-rules-regulations.html</a></p> <p>5. Quiz <a href="https://www.educationworld.com/a_curr/profdev/pr ofdev188.shtml">https://www.educationworld.com/a_curr/profdev/pr ofdev188.shtml</a></p> <p>6. Exhibition <a href="http://tquest.org.uk/significance-conducting-exhibitions-schools/">http://tquest.org.uk/significance-conducting-exhibitions-schools/</a></p>	
4	<b>EDU 422: Pedagogy of English</b>	<p>Upon completion of course Enable Student Teachers to</p> <ul style="list-style-type: none"> <li>acquire insight of nature &amp; perspective of Teaching English</li> <li>develop the objectives of Teaching English</li> <li>apply teaching strategies in ELT</li> <li>appreciate different forms of planning for ELT.</li> <li>comprehend the role of assessment in ELT.</li> </ul>	<p><b>References:</b></p> <p>1. Allen, Harold B. &amp; Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973.</p> <p>2. Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968.</p> <p>3. Agnihotri, R.K. &amp; Khanna, A.L. (ed.), English Language Teaching in India- issues and innovations, sage Publications, New Delhi, 1995.</p> <p>4. Agnihotri, R.K. &amp; Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997.</p> <p>5. Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984.</p> <p>6. Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968.</p> <p>7. Bright, J.A. &amp; Mcgreger, G.P. Teaching English as a second language,</p>	<p><b>References:</b></p> <p>1. Mullick, R. &amp; Shefali G. (1993). <i>English Language Teaching From Theory to Practice</i>. Calcutta: Specturum Inc.</p> <p>2. NCERT. (2005). <i>National Curriculum Framework</i>. New Delhi: NCERT.</p> <p>3. IGNOU. (1999). <i>Instructional Planning in Teaching of English</i>. New Delhi: Teaching of English, School of Education.</p> <p>4. NCERT. (2000). <i>English Guidelines &amp; Syllabi of Secondary Stage</i>. New Delhi: NCTERT.</p> <p>5. Venkatesh. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publication House.</p> <p>6. Mangal, S.K. &amp; Uma Mangal. (2009). <i>Essential of Education Technology</i>. New Delhi: PHI Learning Private Ltd.</p> <p>7. Armstrong, D. G., Tom V. S. (1983). <i>Secondary Education: An Introduction</i>. New York: Macmillan Publication Co. Inc.</p> <p>8. Ahmad, J. (2010). <i>Teaching of Scientific English</i>. New Delhi: APH Publ.</p> <p><b>e-Resources:</b></p> <p>1 Thomas M. D'E., <i>Six Principles of Teaching English Language Learners in the Mainstream Classroom</i>. <a href="https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf">https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf</a></p> <p>2 NCERT(2005), <i>NCF 2005</i> <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf">www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf</a></p> <p>3 NCERT (2005), <i>Teaching of English</i> - <a href="http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf">www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf</a></p> <p>4 <i>Methods And Approaches Of English Language Teaching In India</i></p>	<b>No Change</b> <b>References and Web Resources Updated</b>

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5	<b>EDU 423: Pedagogy of Geography</b>	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> <li>describe the nature of content in Geography subject.</li> <li>formulate Instructional objectives and plan for Geography teaching at Senior Secondary Level.</li> <li>apply different methods of teaching Geography in classroom.</li> <li>select and use appropriate resources and media for Geography teaching.</li> <li>use various resources for enrichment of Geography teaching.</li> <li>reflect on framing and marking test items of achievement test in Geography.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Basha, Salim and Bhaskar Roa, Digumarti, "Methods of Teaching Geography", Discovery Publishing House, New Delhi, 2004.</li> <li>Hoti Prasad, "Methods of Teaching Geography," ABP Publishers, Jaipur, 2005.</li> <li>Long, M. (Ed.), "Handbook for Geography Teachers", The English language Book Society and Methuen &amp; Co. Ltd., 1964.</li> <li>Siddiqui, Mujibul Hasan, " Teaching of Geography", A.P.H. Publishing Corporation, New Delhi, 2004.</li> <li>जैन, मदनलाल, "भूगोल अध्यापन", रामप्रसाद एण्ड संस, आगरा, 1967</li> <li>दुबे, सुशील कुमार, "भूगोल शिक्षण में तकनीकी नवाचार", बाइकिंग बुक्स, जयपुर, 2014</li> <li>बालिया, शिरीष, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 'शिक्षा में मापन एवं मूल्यांकन', राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.</li> <li>वर्मा, जगदीश प्रसाद, "भूगोल अध्यापन", विनोद पुस्तक मंदिर, आगरा, 1971</li> <li>शर्मा, माता प्रसाद, "भूगोल शिक्षण",</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Basha, S., &amp; Rao, B. Digumarti. (2004). <i>Methods of Teaching Geography</i>. New Delhi: Discovery Publishing House.</li> <li>Hoti Prasad. (2005). <i>Methods of Teaching Geography</i>. Jaipur: ABP Publishers.</li> <li>Long, M. (1964). <i>Handbook for Geography Teachers</i>. The English language Book Society and Methuen &amp; Co. Ltd.</li> <li>Siddiqui, M. H. (2004). <i>Teaching of Geography</i>. New Delhi: A.P.H. Publishing Corporation.</li> <li>जैन, मदनलाल 1967 भूगोल अध्यापन आगरा रामप्रसाद एण्ड संस</li> <li>दुबे, सुशील कुमार, 2014 भूगोल शिक्षण में तकनीकी नवाचार, जयपुर बाइकिंग बुक्स,</li> <li>बालिया, शिरीष, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 2013 शिक्षा में मापन एवं मूल्यांकन, जयपुर राजस्थान हिन्दी ग्रन्थ अकादमी</li> <li>वर्मा, जगदीश प्रसाद 1971 भूगोल अध्यापन, आगरा, विनोद पुस्तक मंदिर, ,</li> <li>शर्मा, माता प्रसाद 2008 भूगोल शिक्षण जयपुर, अपोलो प्रकाशन.</li> <li>शर्मा, रमा एवं मिश्रा, एम0 के0, 2009 भूगोल शिक्षण, नई दिल्ली अर्जुन पब्लिशिंग हाउस 2009.</li> <li>सिंह, हरनारायण, 1968 भूगोल शिक्षण, आगरा विनोद पुस्तक मंदिर</li> <li>अमरनाथ, कपूर, 2004 भौगोलिक शब्दकोष और परिभाषाएँ, नई</li> </ol>	<b>No Change</b>
					<b>References and Web Resources Updated</b>

			<p>अपोलो प्रकाशन, जयपुर, 2008.</p> <p>10. शर्मा, रमा एवं मिश्रा, एम0 के0," भूगोल शिक्षण", अर्जुन पब्लिशिंग हाउस, नई दिल्ली, 2009.</p> <p>11. सिंह, हरनारायण, "भूगोल शिक्षण", विनोद पुस्तक मंदिर, आगरा, 1968</p> <p>12. अमरनाथ, कपूर, "भौगोलिक शब्दकोष और परिभाषाएँ", राधा पब्लिकेशन्स, नई दिल्ली, 2004.</p> <p>13. Philips World Atlas, "The Royal Geographical Society", Great Britain, 2002.</p> <p>14. Susan Mayhew, "Oxford Dictionary of Geography," Oxford University Press, 2009.</p> <p>15. Websters International Encyclopedia-I Edition, Trident Press International, 2003.</p>	<p>दिल्ली राधा पब्लिकेशन्स.</p> <p>13. Philips World Atlas 2002 Great Britain The Royal Geographical Society</p> <p>14. Susan M. (2009) Oxford Dictionary of Geography Oxford University Press.</p> <p>15. Websters International Encyclopedia-I Edition2003 Trident Press International.</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Evaluation in Teaching Learning Process- <a href="http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476">http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476</a></li> <li>2. Teaching and Learning Process in Geography- <a href="http://egyankosh.ac.in/handle/123456789/46729">http://egyankosh.ac.in/handle/123456789/46729</a></li> <li>3. Tools of Teaching Geography- <a href="http://egyankosh.ac.in/handle/123456789/46746">http://egyankosh.ac.in/handle/123456789/46746</a></li> <li>4. Introduction of Curriculum Construction- <a href="http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf">http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf</a></li> <li>5. NCF 2005- <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf</a></li> </ol>	
6	<b>EDU 425: Pedagogy of Hindi</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर</p> <p>छात्राध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी।</li> <li>हिन्दी भाषा के विविध रूपों में विभेद कर सकेंगी।</li> <li>विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त</li> </ul>	<p><b>इकाई: IV हिन्दी शिक्षण – योजना एवं मूल्यांकन</b></p> <ul style="list-style-type: none"> <li>इकाई योजना-अर्थ, महत्व, एवं तत्व</li> <li>पाठ-योजना- अर्थ, महत्व, एवं तत्व</li> <li>भाषा विकास की प्रगति का मूल्यांकन/आकलन</li> <li>प्रश्नों का स्वरूप एवं प्रश्न-पत्र निर्माण</li> <li>गतिविधि- विविध विधाओं पर पाठ योजना का विकास</li> </ul> <p><b>इकाई: V साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</b></p> <ul style="list-style-type: none"> <li>साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण-गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> <li>व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, एवं</li> </ul>	<p><b>इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</b></p> <ul style="list-style-type: none"> <li>साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण-गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> <li>व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> </ul> <p><b>गतिविधि- किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन</b></p> <p><b>इकाई: V हिन्दी शिक्षण – योजना एवं मूल्यांकन</b></p> <ul style="list-style-type: none"> <li>इकाई योजना-अर्थ, महत्व, एवं तत्व</li> <li>पाठ-योजना- अर्थ, महत्व, एवं तत्व</li> <li>भाषा विकास की प्रगति का मूल्यांकन/आकलन</li> <li>गतिविधि- विविध विधाओं पर पाठ योजना का विकास</li> </ul> <p><b>सन्दर्भ:</b></p> <p>vo/ks''k] ,- ¼1973½- fgUnh Hkk'kk dk Lo:lk</p>	<b>References and Web Resources Updated</b>

	<p>करने की क्षमता उत्पन्न कर सकेंगी।</p> <ul style="list-style-type: none"> <li>संदर्भ एवं परिस्थिति के अनुसार हिन्दी-शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी।</li> <li>हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन कर सकेंगी।</li> <li>विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदात्मिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी।</li> <li>विविध साहित्यिक विधाओं (गद्य-पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।</li> </ul>	<p>शिक्षण विधियाँ)</p> <p>गतिविधि- किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन</p> <p>सन्दर्भ:</p> <ol style="list-style-type: none"> <li>अवधेश, अरुण: हिन्दी भाषा का स्वरूप-विकास, बिहार ग्रन्थ अकादमी, पटना.</li> <li>ओड, एल० के०; हिन्दी शिक्षण में त्रुटि एवं उपचार, वनस्थली विद्यापीठ, 1982.</li> <li>तिवारी पुरुषोत्तम: सर्वोपयोगी हिन्दी सुधार कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976.</li> <li>पाण्डेय, रामशकल: हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1977.</li> <li>भाई, योगेन्द्रजीत: हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1981.</li> <li>रमन बिहारी लाल: हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ, 1965.</li> <li>पाटिल, हनुमंत राव, शेडके, सुधाकर: भाषा शिक्षण, विद्या प्रकाशन, कानपुर, 2005.</li> <li>श्रीवास्तव, रवीन्द्रनाथ: भाषा शिक्षण, मैकमिलन कम्पनी ऑफ इण्डिया, 1979.</li> <li>शर्मा, लक्ष्मीनारायण: हिन्दी संरचना का अध्ययन-अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा.</li> <li>गुप्त, मनोरमा: भाषा शिक्षण, सिद्धांत और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा, 1991.</li> <li>मित्तल, संतोष: शैक्षिक तकनीकी, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2005.</li> <li>शर्मा, आर० ए०: शिक्षा तकनीकी, आर० लाल० बुक डिपो, मेरठ, 2009.</li> <li>मित्तल, एम० एल०: "हिन्दी शिक्षण", पियर्सन।</li> </ol>	<p>fodkl- iVuk% fcgkj xzUFk vdkneh-</p> <p>xqIr] ,e- ¼1991½- Hkk'kk f'k{k.k % fl+)kUr ,oa izfof/k- vvxjk% dsUnzh; fgUnh laLFkku- Ykky] vkj- ch- ¼1965½- fgUnh f'k{k.k- esjB% jLrksxh ,.M dEiuh-</p> <p>feÜky] ,e- ,y- ¼2012½- fgUnh f'k{k.k- fnYyh% fi;lZu-</p> <p>feÜky] ,l- ¼2005½- "kSf{kdrduhdh- esjB% vkj- yky cqd fMiks-</p> <p>vksM] ,y- ds- ¼1982½- fgUnh f'k{k.k esa =qfV ,oa mipkj- jktLFkku% cuLFkyh fo kihB-</p> <p>ikfVy] ,p- vkj- vkSj "ksMds] ,l- ¼2005½- Hkk'kk f'k{k.k- dkuqj% fo k izdk"Uk-</p> <p>ik.Ms;] vkj- ,l- ¼1977½- fgUnh f'k{k.k- vvxjk% fouksn iqLrd efUnj-</p> <p>-"kekZ] vkj- ,- ¼2009½- f'k{k.k rduhdh- esjB% vkj- yky cqd fMiks-</p> <p>-"kekZ] ,y- ¼1989½- fgUnh lajpu dk v/;u&amp;v/;kiu- vvxjk% dsUnzh; fgUnh laLFkku-</p> <p>JhokLro] vkj- ¼1979½- Hkk'kk f'k{k.k- xkft;kckn% eSdfeyu dEiuh vkWQ bf.M;k-</p>	
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				<p>frokjh] ih- ¼1976½- loksZi;ksxh fgUnh lq/kkj dk;ZØe- vtesj% feJk cznlZ-</p> <p>-;ksxsUnzthr] ch- ¼1981½- fgUnh Hkk'kk f'k{k.k- vkxjk% fouksn iqLrd efUnj-</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>9. Pedagogy of Hindi--<a href="https://www.vmou.ac.in">https://www.vmou.ac.in</a></li> <li>10. Pedagogy of Hindi—<a href="http://ncert.nic.in/rightsidelinks/pdf/h">ncert.nic.in/rightsidelinks/pdf/h</a></li> <li>11. Unit-1—<a href="http://Wikipedia.org">Wikipedia.org</a></li> <li>12. Pedagogy of Hindi—<a href="http://www.mannu.ac.org">www.mannu.ac.org</a></li> <li>13. Pedagogy of Hindi—<a href="http://uou.ac.in">uou.ac.in</a></li> <li>14. Pedagogy of Hindi--<a href="http://www.uou.ac.in">www.uou.ac.in</a></li> <li>15. Pedagogy of Hindi—<a href="http://www.uprtou.ac.in">www.uprtou.ac.in</a></li> <li>16. Kendriya Hindi Sansthan Agra-- <a href="http://khsindia.org/india/hi">http://khsindia.org/india/hi</a></li> </ol>	
7	<b>EDU 426: Pedagogy of History</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the nature of History.</li> <li>• construct different lesson planning in History teaching.</li> <li>• apply different methods for teaching History.</li> <li>• state various appropriate innovative learning resources for teaching History.</li> <li>• apply alternative assessment tools for teaching learning evaluation in</li> </ul>	<p><b>References</b></p> <ul style="list-style-type: none"> <li>• Aggarwal, J.C. (1983). Teaching of History, New Delhi: Vikas Publishing House.</li> <li>• Dash, B.N.(2006). Teaching of History, Hyderabad: Neelkamal.</li> <li>• Ghate, V.D.(1964). The Teaching of History, London: Oxford University Press.</li> <li>• IGNOU (2000). Pedagogy of Teaching Social Studies, New Delhi: School of Education,ES-343-1.</li> <li>• IGNOU (2000). Teaching of History, New Delhi: School of Education, ES-343-2.</li> <li>• IGNOU (2000). Educational Technology: State of the Art, New Delhi: School of Education,ES-361- 2.</li> <li>• IGNOU (2000). Curriculum and Instruction: Curriculum Planning, New Delhi: School of Education, ES-331- 1.</li> <li>• IGNOU (2000). Planning and Management of Instruction, New Delhi: School of</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Aggarwal, J.C. (1983). <i>Teaching of History</i>. New Delhi: Vikas Publishing House.</li> <li>• Dash, B.N.(2006). <i>Teaching of History</i>. Hyderabad: Neelkamal Publication.</li> <li>• Ghate, V.D.(1964). <i>The Teaching of History</i>,. London: Oxford University Pres.</li> <li>• IGNOU (2000). <i>Pedagogy of Teaching Social Studies</i>. New Delhi: School of Education, ES-343-1.</li> <li>• IGNOU (2000). <i>Teaching of History</i>. New Delhi: School of Education, ES-343-2.</li> <li>• IGNOU (2000). <i>Educational Technology: State of the Art</i>. New Delhi: School of Education,ES-361- 2.</li> <li>• IGNOU (2000). <i>Curriculum and Instruction: Curriculum Planning</i>. New Delhi: School of Education, ES-331- 1.</li> <li>• IGNOU (2000). <i>Planning and Management of Instruction</i>. New Delhi: School of Education, ES-331- 3.</li> <li>• IGNOU (2000). <i>Teaching Skills</i>. New Delhi: School of Education, ES-331- 4.</li> </ul>	<b>No Change</b> <b>References and Web Resources Updated</b>

		<p>History.</p>	<p>Education, ES-331- 3.</p> <ul style="list-style-type: none"> <li>• IGNOU (2000). Teaching Skills, New Delhi: School of Education, ES-331- 4.</li> <li>• Johnson, A. (1963). The Teaching of History in Elementary and Secondary School, New York : Mc Millan.</li> <li>• Kochar, S.K. (1979). Teaching of History, New Delhi: Sterling.</li> <li>• NCERT (1970). Teaching History in Secondary School : A Handbook of History Teacher, New Delhi: NCERT.</li> <li>• Raina,V.K. (1992). The Realities of Teaching History, New Delhi: NCERT.</li> <li>• Sahoo,P.K.,Yadav,D.and Das, B.C. (2009). Professionalism in Teacher Education, New Delhi:Concept.</li> <li>• Sharma, Sita Ram (2003). Effective Methods of Teaching History, New Delhi: Shri Sai Printography.</li> <li>• Tripathy, Bhushan H.(2013). Effective Teaching: A Workshop Based on IUCEE Effective Teaching Workshop by Drs.Richard Felder and Rebecca Brent,2008,Mysore- A Workshop Module, Ahemdabad: GLS Institute of Computer Technology.</li> <li>• Vajreswari, R. (1966). A Handbook for History Teachers, Calcutta: Allied Publishers.</li> <li>• Yadav,M.S.and Lakshmi, T.K.S. (2003) Conceptual Inputs for Secondary Teacher Education: The Instructional Role, New Delhi:NCTE.</li> <li>• दीक्षित उपेन्द्रनाथ एवं बघेला हेत सिंह (1972). इतिहास शिक्षण – जयपुर राजस्थान हिन्दी ग्रंथ अकादमी।</li> <li>• घाटे, बी0 डी0 (1971). इतिहास शिक्षण-चंडीगढ़ हरियाणा हिन्दी ग्रन्थ अकादमी।</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, A. (1963). <i>The Teaching of History in Elementary and Secondary School</i>. New York : Mc Millan.</li> <li>• Kochar, S.K. (1979). <i>Teaching of History</i>. New Delhi: Sterling.</li> <li>• NCERT (1970). <i>Teaching History in Secondary School : A Handbook of History Teacher</i>. New Delhi: NCERT.</li> <li>• Raina,V.K. (1992). <i>The Realities of Teaching History</i>. New Delhi: NCERT.</li> <li>• Sahoo,P.K.,Yadav, D. and Das, B.C. (2009). <i>Professionalism in Teacher Education</i>. New Delhi: Concept.</li> <li>• Sharma, Sita Ram (2003). <i>Effective Methods of Teaching History</i>. New Delhi: Shri Sai Printography.</li> <li>• Tripathy, Bhushan H. (2013). <i>Effective Teaching: A Workshop Based on IUCEE Effective Teaching Workshop by Drs.Richard Felder and Rebecca Brent,2008, Mysore- A Workshop Module</i>. Ahemdabad: GLS Institute of Computer Technology.</li> <li>• Vajreswari, R. (1966). <i>A Handbook for History Teachers</i>. Calcutta: Allied Publishers.</li> <li>• Yadav,M.S.and Lakshmi, T.K.S. (2003) <i>Conceptual Inputs for Secondary Teacher Education: The Instructional Role</i>. New Delhi: NCTE.</li> <li>• दीक्षित उपेन्द्रनाथ एवं बघेला हेत सिंह. (1972). <i>इतिहास शिक्षण</i> . जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी.</li> <li>• घाटे, बी. डी. (1971). <i>इतिहास शिक्षण</i>. चंडीगढ़: हरियाणा हिन्दी ग्रन्थ अकादमी.</li> <li>• सिंह, रामपाल. (1994). <i>इतिहास शिक्षण</i>. मेरठ: आर. लाल बुक डिपो.</li> <li>• शर्मा, आर. ए. (1994). <i>इतिहास शिक्षण</i>. मेरठ: लायल बुक डिपो.</li> <li>• त्यागी, गुरसरन दास. (2001). <i>इतिहास शिक्षण</i>. आगरा: विनोद पुस्तक मंदिर.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Understanding History: <a href="http://kasturicollege.org/downloads/History.pdf">http://kasturicollege.org/downloads/History.pdf</a></li> <li>• Curriculum and Designing Instruction : <a href="http://assets.vmou.ac.in/BED127.pdf">http://assets.vmou.ac.in/BED127.pdf</a></li> <li>• InstructionalMethods <a href="http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEAR">http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEAR</a></li> </ul>	
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			<ul style="list-style-type: none"> <li>• सिंह, रामपाल (1994). इतिहास शिक्षण-मेरठ आर0 लाल बुक डिपो।</li> <li>• शर्मा, आर0 ए0 (1994). इतिहास शिक्षण-मेरठ लायल बुक डिपो।</li> <li>• त्यागी, गुरसरन दास (2001). इतिहास शिक्षण-आगरा विनोद पुस्तक मंदिर।</li> </ul>	<p><a href="#">NING%20STRATEGIES.pdf</a> ,</p> <ul style="list-style-type: none"> <li>• Learning Resources in History Teaching: <a href="http://assets.v mou.ac.in/BED127.pdf">http://assets.v mou.ac.in/BED127.pdf</a>, <a href="http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEARNING%20STRATEGIES.pdf">http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEARNING%20STRATEGIES.pdf</a></li> <li>• Evaluation in History Teaching: <a href="http://assets.v mou.ac.in/BED127.pdf">http://assets.v mou.ac.in/BED127.pdf</a></li> </ul>	
8	<b>EDU 427: Pada gogy of Home Science</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• explain the Nature and Relevance of Home Science.</li> <li>• formulate IOs in Behavioural Terms.</li> <li>• design appropriate Instructional Process.</li> <li>• discuss various Teaching Methods and activities.</li> <li>• prepare plans based on different Teaching Methods.</li> <li>• describe the Importance and Role of Lab and Other (Aids) ISM in Home Science Teaching.</li> <li>• preparation of Blue Print and Question Paper.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Chandra Arvind et al. Fundamentals of Home Science, Sterling Publishers, New Delhi, 1989.</li> <li>2. Chandra Arvind et al. Introduction to Home Science, Metropolitan Book, New Delhi, 1989.</li> <li>3. Das, R. and Ray Binita, Teaching of Home Science, Sterling Publishers, New Delhi, 1983..</li> <li>4. Devdas, Rajamal, Methods of Teaching Home Science, NCERT, New Delhi, 1978.</li> <li>5. Malik, Premlata, Elements of Home Science, Kalyani, New Delhi, 1984.</li> <li>6. Mujnul Hassan Siddiqui, Teaching of Home Science, APH, New Delhi, 2014.</li> <li>7. Shakuntala, Sharma, Grih Vigyan Shikshan, Kavita Publishing House, New Delhi, 2006.</li> <li>8. Sharna, N. K. Teaching of Home Science, K.S.K. Publishers, New Delhi, 2014.</li> <li>9. Shery, S. P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1976.</li> <li>10. Varna, Aneeta, Grih Vigyan Shikshan, Vandana Publishing House, New Delhi, 2007.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Chandra, A. et al. (1989). <i>Fundamentals of Home Science</i>. New Delhi : Sterling Publishers.</li> <li>2. Chandra A. et al. (1989). <i>Introduction to Home Science</i>. New Delhi: Metropolitan Book.</li> <li>3. Das, R. and Ray B. (1983). <i>Teaching of Home Science</i>. New Delhi: Sterling Publishers.</li> <li>4. Devdas, R. (1978). <i>Methods of Teaching Home Science</i>. New Delhi: NCERT.</li> <li>5. Malik, P. (1984). <i>Elements of Home Science</i>. New Delhi: Kalyani.</li> <li>6. Siddiqui, M. H. (2014). <i>Teaching of Home Science</i>. New Delhi: APH.</li> <li>7. Sharma, S. (2006). <i>Grih Vigyan Shikshan</i>. New Delhi: Kavita Publishing House.</li> <li>8. Sharna, N. K. (2014). <i>Teaching of Home Science</i>. New Delhi: K.S.K. Publishers.</li> <li>9. Shery, S. P. (1976). <i>Grih Vigyan Shikshan</i>. Agra: Vinod Pustak Mandir.</li> <li>10. Varna, A. (2007). <i>Grih Vigyan Shikshan</i>. New Delhi: Vandana Publishing House.</li> </ol> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Meaning and Importance of Home Science: <a href="http://cms.gcg11.ac.in/attachments/article/86/Meaning%20and%20importance%20of%20Home%20Science%20(1).pdf">http://cms.gcg11.ac.in/attachments/article/86/Meaning%20and%20importance%20of%20Home%20Science%20(1).pdf</a></li> <li>2. Methods of Teaching Home Science: <a href="https://books.google.co.in/books/about/Methods_Of_Teaching_Home_Science.html?id=gspWblEiFiUC&amp;redir_esc=y">https://books.google.co.in/books/about/Methods_Of_Teaching_Home_Science.html?id=gspWblEiFiUC&amp;redir_esc=y</a></li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

				<p><a href="https://delhi.gov.in/wps/wcm/connect/a04f310048bf0dbeb053f1c48a411e20/4-Home-Science-2011.pdf?MOD=AJPERES">https://delhi.gov.in/wps/wcm/connect/a04f310048bf0dbeb053f1c48a411e20/4-Home-Science-2011.pdf?MOD=AJPERES</a></p> <p>3. Home Science Lab Equipments:  <a href="http://www.cisismv.in/images/Affidavit_Disclosures_ListOfAllEquipments.pdf">http://www.cisismv.in/images/Affidavit_Disclosures_ListOfAllEquipments.pdf</a></p>	
9	<b>EDU 428: Pedagogy of Mathematics</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>discuss the nature of Mathematics.</li> <li>critically analyze the Mathematics Text Book.</li> <li>reflect on different methods of teaching Mathematics.</li> <li>prepare the lesson plan in teaching mathematics.</li> <li>reflect on framing and marking test items of achievement test in mathematics.</li> </ul>	<p><b>Unit-IV: Planning for Teaching</b></p> <p>a) Annual plan – Need, Main consideration and Format</p> <p>b) Unit plan - Concept and steps of planning</p> <p>c) Lesson plan – Need and preparation</p> <p>d) <del>Achievement Test in Mathematics</del></p> <p><b>Activity-</b> Workshop on Planning at different level.</p> <p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary Mathematics</i>. New York: Mc Graw Hill Book Co.</li> <li>Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</li> <li>Cornelius, Michael. (1982). <i>Teaching mathematics</i>. London : Croom Helm.</li> <li>Jain, S.L. (1973).<i>Ganit Shikshan</i>. Jaipur :Rajasthan Hindi Granth Academy.</li> <li>Johnson, D.A. &amp; Rahtz. R. (1961).<i>The New Mathematics in Our Schools</i>. New York: The macmillan Co.</li> <li>Maheshwari, Vijayandra Kishore (1995). <i>Ganit Shikshan</i>. Meerut :Lay Book Deptt.</li> <li>Mangal, S.K.(1997). <i>Ganit Shikshan</i>. New Delhi :Arya Book Depot.</li> <li>Sidhu, K. S. (1986).<i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</li> </ol> <p><b>e-Resources:</b>  Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</a>  <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a></p>	<p><b>Unit-IV: Planning for Teaching</b></p> <p>a) Annual plan – Need, Main consideration and Format</p> <p>b) Unit plan - Concept and steps of planning</p> <p>c) Lesson plan – Need and preparation</p> <p>Activity- Workshop on Planning at different level.</p> <p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary Mathematics</i>. New York: Mc Graw Hill Book Co.</li> <li>Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</li> <li>Cornelius, Michael. (1982). <i>Teaching mathematics</i>. London : Croom Helm.</li> <li>Jain, S.L. (1973).<i>Ganit Shikshan</i>. Jaipur :Rajasthan Hindi Granth Academy.</li> <li>Johnson, D.A. &amp; Rahtz. R. (1961).<i>The New Mathematics in Our Schools</i>. New York: The macmillan Co.</li> <li>Maheshwari, Vijayandra Kishore (1995). <i>Ganit Shikshan</i>. Meerut :Lay Book Deptt.</li> <li>Mangal, S.K.(1997). <i>Ganit Shikshan</i>. New Delhi :Arya Book Depot.</li> <li>Sidhu, K. S. (1986).<i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</li> </ol> <p><b>e-Resources:</b>  Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</a>  <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a></p>	<b>References and Web Resources Updated</b>

			<p>7. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</p> <p>8. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</p>	<p><b>Place in Secondary School Curriculum:</b>  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a></p> <p><b>Planning for Teaching:</b>  <a href="http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html">http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html</a>  <a href="https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf">https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf">http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf</a>  <a href="https://ndpublisher.in/admin/issues/EQv8n32.pdf">https://ndpublisher.in/admin/issues/EQv8n32.pdf</a></p>	
<b>10</b>	<b>EDU 429: Pedagogy of Music</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>•explain the importance and place of Music in the school curriculum.</li> <li>•discuss the aims &amp; objectives, principles of teaching Music at secondary, senior secondary stages.</li> <li>•formulate instructional objective for music-learning</li> <li>•apply different methods of Music teaching.</li> <li>•design the unit &amp; lesson plan for music teaching.</li> <li>•appreciate to human and physical resources in Music Teaching.</li> <li>•prepare the blue print and test paper for written and performance test.</li> </ul>	<p><b>References :</b></p> <ol style="list-style-type: none"> <li>1. Bemarr, Rainbow, "Handbook for Music Teachers", University of London Institute of Education, 1968.</li> <li>2. Roberta, Markel, "Parents and teacher guide to Music Education", Macmillan Company, U.S.A., 1972.</li> <li>3. Gowri, Kuppaswamy, M. Hariharan, "Teaching of music" Sterling Publishers Pvt. Ltd. New Delhi, 1978.</li> <li>4. Materials of the Ninth Conference of the International Society for Music Education, "Music Education in the Modern world", Union of Composers, The USSR Music Fund, 1974.</li> <li>5. दुबे, इन्दु, "संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती", कल्याण मण्डल एण्ड संस, जयपुर 1971.</li> <li>6. कालेकर, सरयू एवं श्रीवास्तव, सुशीला, "संगीत शिक्षण परिचय", लक्ष्मीनारायण अग्रवाल, आगरा, 1968.</li> <li>7. शोभना, शाह, "संगीत शिक्षण प्रणाली", विनोद पुस्तक मन्दिर, आगरा।</li> <li>8. कोठारी, कोमल, "संगीत शिक्षा सेमीनार" राजस्थान संगीत नाटक अकादमी, 1960.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bemarr, Rainbow. (1968). <i>Handbook for Music Teachers</i>. University of London Institute of Education.</li> <li>2. Roberta, Markel. (1972). <i>Parents and teacher guide to Music Education</i>. U.S.A.: Macmillan Company.</li> <li>3. Gowri, Kuppaswamy, M. Hariharan. (1978). <i>Teaching of music</i>. New Delhi: Sterling Publishers Pvt. Ltd.</li> <li>4. Materials of the Ninth Conference of the International Society for Music Education. (1974). <i>Music Education in the Modern world</i>. Union of Composers: The USSR Music Fund.</li> <li>5. दुबे, इन्दु. (1971). <i>संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती</i>. जयपुर: कल्याण मण्डल एण्ड संस.</li> <li>6. कालेकर, सरयू एवं श्रीवास्तव, सुशीला. (1968). <i>संगीत शिक्षण परिचय</i>. आगरा: लक्ष्मीनारायण अग्रवाल.</li> <li>7. शोभना, शाह. (1977). <i>संगीत शिक्षण प्रणाली</i>. आगरा: विनोद पुस्तक मन्दिर.</li> <li>8. कोठारी, कोमल. (1960). <i>संगीत शिक्षा सेमीनार</i>. जयपुर: राजस्थान संगीत नाटक अकादमी.</li> </ol> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• importance of music in school curriculum  <a href="https://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/">ps://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/</a></li> <li>• place of music in school curriculum  <a href="https://www.theguardian.com/education/2006/jan/30/schools.uk">https://www.theguardian.com/education/2006/jan/30/schools.uk</a></li> <li>• principles of music teaching  <a href="https://journals.sagepub.com/doi/pdf/10.1177/0027432110395080">https://journals.sagepub.com/doi/pdf/10.1177/0027432110395080</a></li> <li>• evaluation in music teaching</li> </ul>	<b>References and Web Resources Updated</b>



				<a href="https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/music/music2200/section2.pdf">https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/music/music2200/section2.pdf</a> <ul style="list-style-type: none"> <li>quality of music room <a href="http://www.creativemusicrooms.com/index.aspx">http://www.creativemusicrooms.com/index.aspx</a></li> </ul>	
11	<b>EDU 432: Pedagogy of Political Science</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>analyse the importance of teaching Political Science at Higher Secondary level.</li> <li>apply the basic concepts of teaching in the subject.</li> <li>develop instructional objectives and plan for teaching accordingly.</li> <li>apply appropriate methods in teaching the subject.</li> <li>select and use relevant teaching aids to make learning meaningful.</li> <li>develop c</li> <li>ompetency in orgnising effective evaluation programme in the subject.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Aggrawal, J.C., Teaching of Political Science and Civics, Vikas Publishing House Ltd., New Delhi, 1983.</li> <li>Sharma, P.L. Modern Methods of Teaching Political Science, Sarup &amp; Sons, New Delhi, 2002.</li> <li>Chopra, J.K., Teaching of Political Science, Commonwealth Publishers, New Delhi, 2004.</li> <li>Sharma, R.N., New Methods of Teaching Political Science, ABD Publishers, Jaipur, 2005.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Aggrawal, J.C. (1983). <i>Teaching of Political Science and Civics</i>. New Delhi: Vikas Publishing House Ltd.</li> <li>Sharma, P.L. (2002). <i>Modern Methods of Teaching Political Science</i>. New Delhi: Sarup &amp; Sons.</li> <li>Chopra, J.K. (2004). <i>Teaching of Political Science</i>. New Delhi: Commonwealth Publishers.</li> <li>Sharma, R.N. (2005). <i>New Methods of Teaching Political Science</i>. Jaipur: ABD Publishers.</li> </ol> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>Meaning and nature of plitical science <a href="https://www.enotes.com&gt;homework-help">https://www.enotes.com&gt;homework-help</a></li> <li><b>NCF2005</b> <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf</a></li> <li>Audio visual aids <a href="http://www.studylecturenotes.com&gt;audio-visual">www.studylecturenotes.com&gt;audio-visual</a></li> <li>Evaluation in Teaching Learning Process- <a href="http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476">http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476</a></li> <li>Teaching and Learning Process - <a href="http://egyankosh.ac.in//handle/123456789/46729">http://egyankosh.ac.in//handle/123456789/46729</a></li> <li>Tools of Teaching - <a href="http://egyankosh.ac.in//handle/123456789/46746">http://egyankosh.ac.in//handle/123456789/46746</a></li> <li>Introduction of Curriculum Construction- <a href="http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf">http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf</a></li> </ol>	No Change <b>References and Web Resources Updated</b>
12	<b>EDU 433: Pedagogy of Sanskrit</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर</p> <p>छात्राध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जाग्रत कर भाषा-सौंदर्य से</li> </ul>	<p><b>सन्दर्भ पुस्तक:</b></p> <ol style="list-style-type: none"> <li>आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960.</li> <li>पाण्डे, रामशकल: संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा.</li> <li>मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल</li> </ol>	<p><b>सन्दर्भ पुस्तक :</b></p> <p>आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल</i>. बड़ौदा: आचार्य बुक डिपो.</p> <p>भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत आयोग प्रतिवेदन 1956</i>. दिल्ली: भारत सरकार प्रेस</p> <p>चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण</i>. वाराणसी: नन्द किशोर एण्ड ब्रदर्स.</p> <p>द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी</i>. वाराणसी: विश्वविद्यालय प्रकाशन.</p>	No Change <b>References and Web Resources Updated</b>

	<p>परिचित करा सकेंगी।</p> <ul style="list-style-type: none"> <li>संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी।</li> <li>भाषा एवं साहित्यिक दृष्टि से संस्कृत की समस्त विधाओं जैसे—गद्य, पद्य व व्याकरण का इनके शिक्षण उद्देश्यों को ध्यान में रखकर शिक्षण कर सकेंगी।</li> <li>परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।</li> <li>संस्कृत गद्य, पद्य व व्याकरण शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी।</li> <li>संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणक्षेत्र कार्यक्रमों का आयोजन एवं मूल्यांकन करने की क्षमता विकसित होगी।</li> <li>दृश्य—श्रव्य सामग्री के सुरुचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।</li> </ul>	<p>बुक डिपो, मेरठ, 2000.</p> <ol style="list-style-type: none"> <li>भारत सरकार, शिक्षा विभाग: संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957.</li> <li>चतुर्वेदी, सीताराम: संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960.</li> <li>सफाया, रघुनाथ: संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997.</li> <li>मित्तल संतोष: शिक्षण तकनीकी, आर. लाल. बुक डिपो. मेरठ.</li> <li>शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>द्विवेदी, कपिल: वृहद् रचना अनुवाद कौमुदी, वाराणसी.</li> <li>साहू, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.</li> </ol>	<p>मित्तल, एस. (2000). <i>संस्कृत शिक्षण</i>. मेरठ: आर. लाल बुक डिपो. मित्तल, एस. (2012). <i>शिक्षण तकनीकी</i>. मेरठ: आर. लाल. बुक डिपो.</p> <p>पाण्डे, आर. (2000). <i>संस्कृत शिक्षण</i>. आगरा: विनोद पुस्तक मंदिर. साहू, आर. (2012). <i>संस्कृत व्याकरण</i>. जयपुर: हंसा प्रकाशन. सफाया, आर. (1997). <i>संस्कृत शिक्षण</i>. चण्डीगढ़: हरियाणा साहित्य अकादमी. शर्मा, आर. ए. (2009). <i>शिक्षा तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>Pedagogy of Sanskrit Part-I: <a href="http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf">http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf</a></li> <li>Pedagogy of Sanskrit Part-II: <a href="http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf">http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf</a></li> <li>Sanskrit Language Teaching: <a href="http://www.sanskrit.nic.in/sanskrit_language_teaching.php">http://www.sanskrit.nic.in/sanskrit_language_teaching.php</a></li> <li>Rashtriya Sanskrit Sansthan: <a href="http://www.sanskrit.nic.in/ebooks.php">http://www.sanskrit.nic.in/ebooks.php</a></li> <li>Methodology of Teaching Sanskrit: <a href="https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit">https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit</a></li> </ol>	
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## Discipline Elective (Enhancing Professional Capacity)

<p>1.</p>	<p><del>EDU 448L:</del> <b>Reading and Reflecting on Texts</b></p>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>read and respond to a variety of texts in different ways by learning to think together, depending on the text and the purposes of reading.</li> <li>enhance their capacities as readers and writers by becoming participants in the process of reading.</li> <li>develop the skill of critical thinking by offering opportunities to read a wide variety of texts,</li> <li>write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.</li> </ul>	<p><b>Unit-I: Skills for Reflection: Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>Reading-Meaning and Importance</li> <li>Types of Reading-             <ul style="list-style-type: none"> <li>Loud Reading (Individual &amp; Group)</li> <li>Silent Reading (Intensive &amp; Extensive)</li> </ul> </li> <li>Development of Reading</li> <li>Writing-Meaning and Importance</li> <li>Types of writing             <ul style="list-style-type: none"> <li>Narrative</li> <li>Descriptive</li> <li>Expository</li> <li>Persuasive</li> </ul> </li> <li>Mechanics of writing             <ul style="list-style-type: none"> <li>Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing).</li> </ul> </li> </ul> <p><b>Unit-II: Reflection on Texts</b></p> <ul style="list-style-type: none"> <li>Reflection-Meaning, elements and Importance</li> <li>Stages of reflection</li> <li>Reading for Comprehension and Reflection</li> <li>Reflection through Writing</li> </ul> <p><del>Unit-III: Practice Components</del></p> <p><b>1. Engaging with Narrative and Descriptive Accounts</b></p> <p>Suggested Activities (any two)</p> <ul style="list-style-type: none"> <li>Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)</li> <li>Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group)</li> <li>Narrating/describing a related account from one's life experience (in front of a smaller group)</li> <li>Discussion of characters and situations-sharing interpretations and points of view (in a smaller group)</li> <li>Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).</li> </ul> <p><b>2. Engaging with Popular Subject Based</b></p>	<p><b>Unit-I: Skills for Reflection: Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>Reading-Meaning and Importance</li> <li>Types of Reading-             <ul style="list-style-type: none"> <li>Loud Reading (Individual &amp; Group)</li> <li>Silent Reading (Intensive &amp; Extensive)</li> </ul> </li> <li>Development of Reading</li> <li>Writing-Meaning and Importance</li> <li>Types of writing             <ul style="list-style-type: none"> <li>Narrative</li> <li>Descriptive</li> <li>Expository</li> <li>Persuasive</li> </ul> </li> <li>Mechanics of writing             <ul style="list-style-type: none"> <li>Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing).</li> </ul> </li> </ul> <p><b>Unit-II: Reflection on Texts</b></p> <ul style="list-style-type: none"> <li>Reflection-Meaning, elements and Importance</li> <li>Stages of reflection</li> <li>Reading for Comprehension and Reflection</li> <li>Reflection through Writing</li> </ul> <p><b>Unit-III: Engaging with Narrative and Descriptive Accounts</b></p> <p>Suggested Activities (any two)</p> <ul style="list-style-type: none"> <li>Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)</li> <li>Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group)</li> <li>Narrating/describing a related account from one's life experience (in front of a smaller group)</li> <li>Discussion of characters and situations-sharing interpretations and points of view (in a smaller group)</li> <li>Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).</li> </ul> <p><b>2. Engaging with Popular Subject Based Expository writing (any two)</b></p> <ul style="list-style-type: none"> <li>Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind map, etc. (guided working in pairs).</li> <li>Explaining the gist of the text/topic to others (in the larger subject group)</li> <li>Attending the writing style, subject-specific</li> </ul>	<p><b>References and Web Resources Updated</b></p>
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			<p><b>Expository writing (any two)</b></p> <ul style="list-style-type: none"> <li>Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind map, etc. (guided working in pairs).</li> <li>Explaining the gist of the text/topic to others (in the larger subject group)</li> <li>Attending the writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing).</li> <li>Writing a review or a summary of the text, with comments and opinions (individual task)</li> </ul> <p><b>3. Engaging with Educational Writing and its presentation</b></p> <ul style="list-style-type: none"> <li>Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)</li> <li>Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion).</li> <li>Discussion of the theme, sharing responses and point (s) of view (small group discussion)</li> <li>Writing a response paper (individually or in pairs)</li> <li>Presentations of selected paper, questions and answers (large group).</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Brookfield, S. (1995), <i>Becoming a critically reflective teacher</i>. San Francisco: Jossey-Bass Inc.</li> <li>Dewey, J. (1933). <i>How we think. A restatement of the relations of reflective thinking to the educative process</i>. Boston: D.C.Heath.</li> <li>Goodlad J.I. (1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder &amp; K.A.Sirotnik (Eds.) <i>The moral dimensions of teaching</i> (pp3-34 San Francisco: Jossey-Bass.</li> <li>Hole, S.&amp; McEntee, G. (1999). <i>Reflection is at the heart of practice</i>. Educational</li> </ul>	<p>vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing).</p> <ul style="list-style-type: none"> <li>Writing a review or a summary of the text, with comments and opinions (individual task)</li> </ul> <p><b>3. Engaging with Educational Writing and its presentation</b></p> <ul style="list-style-type: none"> <li>Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)</li> <li>Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion).</li> <li>Discussion of the theme, sharing responses and point (s) of view (small group discussion)</li> <li>Writing a response paper (individually or in pairs)</li> <li>Presentations of selected paper, questions and answers (large group).</li> </ul> <p><b>References:</b></p> <p>Brookfield, S. (1995). <i>Becoming a critically reflective teacher</i>. San Francisco: Jossey-Bass Inc.</p> <p>Dewey, J. (1933). <i>How we think: A restatement of the relations of reflective thinking to the educative process</i>. Boston: D.C. Heath.</p> <p>Goodlad, J. I. (1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder &amp; K.A.Sirotnik (Eds.) <i>The moral dimensions of teaching</i>. 03-34. San Francisco: Jossey-Bass.</p> <p>Hole, S.&amp; McEntee, G. (1999). Reflection is at the heart of practice. <i>Educational Leadership</i>. 56 (8) May, p34-37.</p> <p>Kottamp, R. (1990). Means of facilitation reflection. <i>Education and Urban Society</i>. 22.2, pp. 182-203.</p> <p>Ross D. Bondy, E. &amp; Kyle D. (1993) <i>Reflective teaching for student empowerment: Elementary curriculum and methods</i>. New York : Macmillan.</p> <p>Schon, D. (1983). <i>Educating the reflective practitioner</i>. New York: Basic Books.</p> <p>Schon, D. (1987). <i>Educating the reflective practitioner</i>. San Francisco: Jossey-Bass.</p> <p>Zeichener, K.M. &amp; Liston, D.P. (1987). Teaching student teachers to reflect, <i>Harvard Educational Review</i>, 56(1), 23-48.</p> <p><b>e-Resources</b></p>	
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			<p>Leadership. 56 (8) May, p34-37.</p> <ul style="list-style-type: none"> <li>• Kottamp, R. (1990), Means of facilitation reflection. <i>Education and Urban Society</i>, 22.2pp. 182-203.</li> <li>• Lasley, T.(1990). Editorial. <i>Journal of Teacher Education</i> 40, (2), March-April 1998.</li> <li>• Osterman, K.F. (1990). Reflective Practice: A new agenda for education. <i>Education and Urban Society</i>, 22(2); February 1990,p 133-152.</li> <li>• Schon, D. (1983). <i>Educating the reflective practitioner</i>. New York:Basic Books.</li> <li>• Schon, D. (1987). <i>Educating the reflective practitioner</i>. San Francisco: Jossey-Bass.</li> <li>• Clark, Don. "Critical Reflection".</li> <li>• Kain, Patricia, "How to do a close reading".</li> <li>• Lye. John. "Critical reading: a guide".</li> <li>• New College Composition-Punjab University-1965.</li> <li>• Geoffrey Leech, Margaret Deuchatr and Robert Hoongenraad (2005). <i>English Grammer for Today: A New Introduction</i>.</li> </ul>	<p><b>Types of Reading:</b>  <a href="https://slllc.ucalgary.ca/Brian/611/readingtype.html">https://slllc.ucalgary.ca/Brian/611/readingtype.html</a></p> <p><b>Types of Academic Writing:</b>  <a href="https://sydney.edu.au/students/writing/types-of-academic-writing.html">https://sydney.edu.au/students/writing/types-of-academic-writing.html</a></p> <p><b>Reflecting on Teaching Reading:</b>  <a href="https://www.press.umich.edu/pdf/9780472035052-ch1.pdf">https://www.press.umich.edu/pdf/9780472035052-ch1.pdf</a></p> <p><b>Gibbs' Reflective Cycle:</b>  <a href="https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf">https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf</a></p> <p><b>Reflection Models and Frameworks:</b>  <a href="https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm">https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm</a></p> <p><b>Reflection, Elements and Reflective Writing:</b>  <a href="http://universityofhullscitts.org.uk/scitts/reflection/reflectionmodels.html">http://universityofhullscitts.org.uk/scitts/reflection/reflectionmodels.html</a></p>	
2.	<b>EDU 501L: Aesthetic Appreciation through Art and Drama</b>	<p>Upon completion of course student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the concepts of Art and Type of Arts</li> <li>• apply Fundamentals of Visual Art</li> <li>• explain Drama, Its Elements and Types of Drama</li> <li>• apply different type of Arts in teaching.</li> <li>• create Various Products by Using Art</li> <li>• perform Various Type of Drama by Organizing the Stage</li> </ul>	<p><b>Unit –I: Visual Art and Craft</b></p> <ul style="list-style-type: none"> <li>- Concept of Art</li> <li>- Types of Art - (a) Visual Art (b) Performing Art</li> </ul> <p><b>Unit-II: Performing Art: Drama</b></p> <ul style="list-style-type: none"> <li>- Meaning of Dramatic Art</li> <li>- Importance of Drama in Education</li> <li>- Elements of Drama</li> <li>- Types of Drama <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> </ul> </li> <li>- Importance of Stage – Setting in Drama</li> </ul>	<p><b>Unit –I: Visual Art and Craft</b></p> <ul style="list-style-type: none"> <li>- Concept of Art</li> <li>- Types of Art - (a) Visual Art (b) Performing Art</li> <li>- Fundamentals of Visual Art</li> <li>- Classification of Art Style</li> <li>- An introduction of Medium (Material) and Methods of Art</li> <li>- Importance of Visual Art Education</li> </ul> <p><b>Unit-II: Performing Art: Drama</b></p> <ul style="list-style-type: none"> <li>- Meaning of Dramatic Art</li> <li>- Importance of Drama in Education</li> <li>- Elements of Drama</li> <li>- Types of Drama <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> </ul> </li> <li>- Importance of Stage – Setting in Drama</li> </ul> <p><b>Unit –III: Visual Art and Craft (Practical)</b></p> <ul style="list-style-type: none"> <li>- Creating new, product through manipulating Different Material of Visual Art and Craft: (Any One)</li> </ul>	<b>References and Web Resources Updated</b>

			<p><b>Unit –III: Visual Art and Craft (Practical)</b></p> <ul style="list-style-type: none"> <li>- Creating new, product through manipulating Different Material of Visual Art and Craft: (Any One) <ul style="list-style-type: none"> <li>- Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material</li> </ul> </li> <li>- Creation by the use of Different Methods of Art: (Any Two)</li> <li>• Preparation of Composition (for Teaching) with the Application of Fundamentals of Art</li> <li>• Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting and Failing</li> <li>• Preparation of Composition (for Teaching) with the appreciation of fundamental of Art.</li> </ul> <p><b>Unit –IV: Improvised Material (Practical)</b></p> <ul style="list-style-type: none"> <li>- Making Puppet through Improvised Materials</li> <li>or</li> <li>- Making a Improvised Instructional Aid</li> </ul> <p><b>Unit –V: Drama and Theatre (Practical)</b></p> <ul style="list-style-type: none"> <li>- Listening, Viewing and Disrning Different Kinds of Drama and Present Report</li> <li>- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch).</li> </ul> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. शर्मा, प्रभा (2007), कला विज्ञान शिक्षण, जयपुर. श्रुति पब्लिकेशन.</li> <li>2. कासलीवाल, मीनाक्षी, (2003), ललितकला के आधारभूत सिद्धान्त, राजस्थान ग्रन्थ अकादमी, जयपुर.</li> <li>3 वैश्य, आर.पी. (1969) चित्रकला शिक्षण,</li> </ol>	<ul style="list-style-type: none"> <li>- Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material</li> <li>- Creation by the use of Different Methods of Art: (Any Two)</li> <li>• Preparation of Composition (for Teaching) with the Application of Fundamentals of Art</li> <li>• Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting and Failing</li> <li>• Preparation of Composition (for Teaching) with the appreciation of fundamental of Art.</li> </ul> <p><b>Unit –IV: Improvised Material (Practical)</b></p> <ul style="list-style-type: none"> <li>- Making Puppet through Improvised Materials</li> <li>or</li> <li>- Making a Improvised Instructional Aid</li> </ul> <p><b>Unit –V: Drama and Theatre (Practical)</b></p> <ul style="list-style-type: none"> <li>- Listening, Viewing and Disrning Different Kinds of Drama and Present Report</li> <li>- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch).</li> </ul> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. शर्मा, प्रभा. (2007). कला विज्ञान शिक्षण, जयपुर: श्रुति पब्लिकेशन.</li> <li>2. कासलीवाल, एम. (2003). ललितकला के आधारभूत सिद्धान्त. जयपुर: राजस्थान ग्रन्थ अकादमी.</li> <li>3 वैश्य, आर. पी. (1969). चित्रकला शिक्षण. आगरा: विनोद पुस्तक मन्दिर.</li> <li>4. गोदीका, साधना एवं सावित्री माथुर. (2008). कला शिक्षा शिक्षण. जयपुर: आस्था प्रकाशन.</li> <li>5 शर्मा, माता प्रसाद. (2008). कला शिक्षा शिक्षण. जयपुर: अपोलो प्रकाशन.</li> <li>6. Husain Ashfaque. (1956). Seminar on Art Education. New Delhi: Lalit Kala Academy.</li> <li>7. Ganga Darshan Munger, (1995). Bihar: India.</li> </ol> <p><b>e-Resources:</b></p> <p>Concept of Art  <a href="https://www.jstor.org/stable/2107219?seq=4#metadata_info_tab_contents">https://www.jstor.org/stable/2107219?seq=4#metadata_info_tab_contents</a></p> <p>Fundamental of Art  <a href="https://study.com/academy/lesson/what-are-the-principles-of-">https://study.com/academy/lesson/what-are-the-principles-of-</a></p>	
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3	<b>EDU 509L: Understanding the Self and Yoga</b>	<p>Upon completion of course student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• facilitate student to understand the self.</li> <li>• develop capacity to identify the values for a good teacher.</li> <li>• facilitate student to perform self reflected activities.</li> <li>• discuss students with the meaning and importance of yoga.</li> <li>• develop essential skills to perform various asanas.</li> </ul>	<p><b>Unit-I: Understanding the self</b></p> <ol style="list-style-type: none"> <li>Self and self development- Concept and Importance</li> <li>Concept and types of values- <ul style="list-style-type: none"> <li>- Individual</li> <li>- Social</li> </ul> </li> <li>Importance of Values</li> </ol> <p><b>Unit-II: Yoga and self development</b></p> <ol style="list-style-type: none"> <li>Concept of yoga.</li> <li>Importance of yoga for self development.</li> <li>Pranayam-types and importance.</li> <li>Three milestones of woman's life and yoga.</li> <li>Do's and Don'ts of Asanas.</li> </ol> <p><b>Practical Units: (activities based)-</b></p> <p><b>Unit-III: Self reflection and personal integration</b></p> <ol style="list-style-type: none"> <li>Expression of Aspiration &amp; Expectations.</li> <li>Self observation exercise to understand one's own strength and weakness.</li> <li>Self expression through creative activities.</li> </ol> <p><b>Unit-IV: Enhancing self development</b></p> <ol style="list-style-type: none"> <li>Community participation through</li> </ol>	<p><b>Unit-I: Understanding the self</b></p> <ol style="list-style-type: none"> <li>Self and self development- Concept and Importance</li> <li>Concept and types of values- <ul style="list-style-type: none"> <li>- Individual</li> <li>- Social</li> </ul> </li> <li>Importance of Values</li> </ol> <p><b>Unit-II: Yoga and self development</b></p> <ol style="list-style-type: none"> <li>Concept of yoga.</li> <li>Importance of yoga for self development.</li> <li>Pranayam-types and importance.</li> <li>Three milestones of woman's life and yoga.</li> <li>Do's and Don'ts of Asanas.</li> </ol> <p><b>Unit-III: Self reflection and personal integration</b></p> <ol style="list-style-type: none"> <li>Expression of Aspiration &amp; Expectations.</li> <li>Self observation exercise to understand one's own strength and weakness.</li> <li>Self expression through creative activities.</li> </ol> <p><b>Unit-IV: Enhancing self development</b></p> <ol style="list-style-type: none"> <li>Community participation through Radio Banasthali or Group work.</li> <li>Self reflecting report, based on one's own experience or reading great authors.</li> <li>Identification of the values for a good teacher.</li> </ol> <p><b>Unit-V: Yoga for healthy mind and body.</b></p> <ol style="list-style-type: none"> <li>Practice of various asanas.</li> <li>Practice of various skills of pranayam.</li> </ol>	<b>References and Web Resources Updated</b>

- Radio Banasthali or Group work.  
 b. Self reflecting report, based on one's own experience or reading great authors.  
 c. Identification of the values for a good teacher.

**Unit-V: Yoga for healthy mind and body.**

- a. Practice of various asanas.  
 b. Practice of various skills of pranayam.

**References:**

1. Dale Carnegie, Leader in you; you to win friends, influence people and succeed in a changing world.
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10. Kumar Praveen, Value Education, KSK Publishers, New Delhi.
- 11 अग्रवाल विजय, स्टूडेन्ट और पर्सनैलिटी

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- Dale, Carnegie, Leader in you. (1993). *you to win friends, influence people and succeed in a changing world*.
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**e-Resources:**



			<p>डेवलपमेंट, Benten Books, Bhopal.</p> <p>12 अग्रवाल विजय, स्टूडेन्ट और मन की शक्ति, Benten Books, Bhopal.</p> <p>13 गिजुभाई बधेका, दिवास्वप्न, नेशनल बुक इंडिया, नई दिल्ली।</p> <p>14 दिवाकर शास्त्री, गीता का नीतिशास्त्र, सस्ता साहित्य मण्डल, नई दिल्ली।</p> <p>15 मोहनदास करमचन्द गाँधी, सत्य के प्रयोग: गांधीजी की संक्षिप्त आत्म-कथा, राजपाल दिल्ली।</p> <p>16 योगेश कुमार शर्मा (एवं) प्रज्ञा शर्मा, 'नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ, पोइण्टर पब्लिशर्स, जयपुर।</p> <p>17 ले.जे.आई.पटेल, आधुनिक भारत के निर्माता: सरदार वल्लभभाई पटेल, प्रकाशन विभाग सूचना भवन, सी कॉम्प्लेक्स, ओ. जी. लोधी रोड, नई दिल्ली।</p> <p>18 शिव खेड़ा, जीत आपकी: कामयाबी की ओर ले जाने वाली सीढ़ी, फु सर्कल, दिल्ली।</p>	<p>Self and self development, concept and importance  <a href="http://www.businessmanagementideas.com/notes/management-notes/organisation-development/self-development-concept-process-and-methods-management/5313">http://www.businessmanagementideas.com/notes/management-notes/organisation-development/self-development-concept-process-and-methods-management/5313</a>  concept, types and importance of values.  <a href="http://www.yourarticlelibrary.com/society/values-its-meaning-characteristics-types-importance/35072">http://www.yourarticlelibrary.com/society/values-its-meaning-characteristics-types-importance/35072</a>  Importance of Yoga foe self development  <a href="https://thriveglobal.com/stories/10-benefits-of-yoga-for-personal-growth/amp/">https://thriveglobal.com/stories/10-benefits-of-yoga-for-personal-growth/amp/</a>  Concept of Yoga  <a href="https://www.speakingtree.in/blog/concept-of-yoga/m-lite">https://www.speakingtree.in/blog/concept-of-yoga/m-lite</a>  Pranayam - types and Importance  <a href="https://www.speakingtree.in/allslides/different-types-of-pranayam-and-their-respective-benefits-into-treating-diseases/m-lite">https://www.speakingtree.in/allslides/different-types-of-pranayam-and-their-respective-benefits-into-treating-diseases/m-lite</a>  Dos and don'ts of Asanas  <a href="http://theyogainstitute.org/yoga-asanas-dos-and-donts-for-beginners/">http://theyogainstitute.org/yoga-asanas-dos-and-donts-for-beginners/</a>  Self expression through Creativity  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;ct=j&amp;url=https://windsor.watermarkcommunities.com/self-expression-through-creative-activities/&amp;ved=2ahUKEwiqmNG10vngAhXFp48KHfLFBKMQFjAKegQIBhAB&amp;usg=AOvVaw1cQwCc_reTx-1WloqNvE9i">https://www.google.com/url?sa=t&amp;source=web&amp;ct=j&amp;url=https://windsor.watermarkcommunities.com/self-expression-through-creative-activities/&amp;ved=2ahUKEwiqmNG10vngAhXFp48KHfLFBKMQFjAKegQIBhAB&amp;usg=AOvVaw1cQwCc_reTx-1WloqNvE9i</a>  Identification of the values for a good Teacher  <a href="https://www.google.com/url?sa=t&amp;source=web&amp;ct=j&amp;url=https://www.skillsyouneed.com/rhubarb/effective-teaching.html&amp;ved=2ahUKEwiwn_Lm0vngAhVFvY8KHakbAmcQFjALegQIAhAB&amp;usg=AOvVaw3B_uh7fKSdew6iKPIcQsmd">https://www.google.com/url?sa=t&amp;source=web&amp;ct=j&amp;url=https://www.skillsyouneed.com/rhubarb/effective-teaching.html&amp;ved=2ahUKEwiwn_Lm0vngAhVFvY8KHakbAmcQFjALegQIAhAB&amp;usg=AOvVaw3B_uh7fKSdew6iKPIcQsmd</a></p>	
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## Discipline Elective (Focal Area)

<p>1.</p>	<p><b>EDU 414: Language across the Curriculum</b></p>	<p>Upon completion of course Student teacher will be able to -</p> <ul style="list-style-type: none"> <li>employ language according to its nature and function to acquaint with language diversity in classroom.</li> <li>carry out classroom interaction in reference to first, second and third language,</li> <li>appreciate multilingualism and culture in their class</li> <li>resolve Communication Problem of school Students.</li> <li>appreciate challenges of language across the curriculum(LAC).</li> <li>analyze barriers of Listening, Speaking, Reading and Writing ( LSRW) skills</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Pearson, J.C. et al. (2011). <i>Human Communication</i>. (4th ed.). New York: McGraw Hill Companies Inc.</li> <li>Floyd, K. (2009). <i>Interpersonal Communication</i>. New York: McGraw Hill Companies Inc.</li> <li>Fromkin, V, Rodman, R &amp;Hym, N. (2011). <i>Introduction to Language</i>. (9<sup>th</sup> ed.). Canada: Cengage Learning.</li> <li>Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i>. (6<sup>th</sup>ed.). Cambridge: MIT Press.</li> <li>Fasold, R. &amp;Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i>. (6<sup>th</sup> ed.). Cambridge: Cambridge University Press.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i>. (6<sup>th</sup>ed.). Cambridge: MIT Press.</li> <li>Fasold, R. &amp; Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i>. (6<sup>th</sup>ed.). Cambridge: Cambridge University Press.</li> <li>Floyd, K. (2009). <i>Interpersonal Communication</i>. New York: McGraw Hill Companies Inc.</li> <li>Fromkin, V, Rodman, R &amp; Hym, N. (2011). <i>Introduction to Language</i>. (9<sup>th</sup>ed.). Canada: Cengage Learning.</li> <li>Pearson, J.C. et al. (2011). <i>Human Communication</i>. (4<sup>th</sup> ed.). New York: McGraw Hill Companies Inc.</li> <li>लाल, आर., ब. (1965). <i>हिन्दी शिक्षण</i>. मेरठ: रस्तोगी एण्ड कम्पनी.</li> <li>मित्तल, एस. (2005). <i>शैक्षिक तकनीकी</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ol> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>First and Second Language Acquisition- a Brief Comparison. Retrieved from <a href="https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf">https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf</a></li> <li>Similarities and Differences between First and Second Language Acquisition Retrieved from <a href="http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences">http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences</a></li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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				<p>%20between%20First%20and%20Second%20Language%20Acquisition</p> <p>3. Activities for Developing Speaking Skill Retrieved from <a href="http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm">http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm</a> <a href="http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html">http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html</a></p> <p>4. Activities for Developing Listening Skill Retrieved from <a href="http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html">http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html</a> <a href="https://blog.udemy.com/listening-skills-exercises/">https://blog.udemy.com/listening-skills-exercises/</a></p>	
2.	EDU 508 Understanding Discipline and Subject	<p>Upon completion of course student teacher will be able to-</p> <ul style="list-style-type: none"> <li>utilize the nature and importance of Disciplinary Knowledge in class</li> <li>differentiate present content of teaching subject in school with its history</li> <li>appreciate the paradigm shift in disciplines</li> <li>critically appraise the Disciplinary and Interdisciplinary Subjects</li> <li>appraise the phenomenon of Interdisciplinary approach to Subjects</li> </ul>	<p><b>Unit I: Disciplinary Knowledge</b></p> <ol style="list-style-type: none"> <li>Nature of Disciplinary Knowledge</li> <li><del>Role of disciplinary Knowledge in School Curriculum</del></li> <li>Importance of understanding disciplinary knowledge for teachers</li> </ol> <p>Activity: Presentation of disciplinary knowledge in socio-Cultural, Political and Intellectual Context</p> <p><b>Unit-II: Disciplinary areas in School</b> Disciplinary areas in School education– Language, Mathematics, Social Science, Science</p> <ul style="list-style-type: none"> <li>Paradigm shifts in nature of discipline</li> <li>History of teaching subject areas in school at a glance.</li> </ul> <p><b>Activity:</b> Poster presentation on History of Teaching subject in school.</p> <p><b>Unit-III: Understanding School Subject (Content)</b></p>	<p><b>Unit I: Disciplinary Knowledge</b></p> <ol style="list-style-type: none"> <li>Nature of Disciplinary Knowledge</li> <li>Importance of understanding disciplinary knowledge for teachers</li> </ol> <p>Activity: Presentation of disciplinary knowledge from socio-Cultural, Political and Intellectual Context</p> <p><b>Unit-II: Disciplinary areas in School</b> Disciplinary areas in School education– Language, Mathematics, Social Science, Science</p> <ul style="list-style-type: none"> <li>Paradigm shifts in nature of discipline</li> <li>History of teaching subject areas in school at a glance.</li> </ul> <p><b>Activity:</b> Poster presentation on History of Teaching subject in school.</p> <p><b>Unit-III: Understanding School Subject (Content)</b></p> <p>Nature of content in school subject</p> <ul style="list-style-type: none"> <li>Theory of Content- <ul style="list-style-type: none"> <li>content selection,</li> <li>framing in syllabus</li> <li>transformation of content</li> </ul> </li> <li>Relationship between Curriculum, syllabus and text book-basic features in modern context</li> </ul>	Reshuffling of Content according to the unit wise theme

			<p>Nature of content in school subject</p> <ul style="list-style-type: none"> <li>• Theory of Content- <ul style="list-style-type: none"> <li>- content selection,</li> <li>- framing in syllabus</li> <li>- transformation of content</li> </ul> </li> <li>• Relationship between Curriculum, syllabus and text book-basic features in modern context</li> </ul> <p><b>Activity:</b> Discussion on identification of organization of knowledge in any one school subject.</p> <p><b>Unit IV: Interdisciplinary Approach and Subject</b></p> <ol style="list-style-type: none"> <li>1. Concept of Interdisciplinary Subject</li> <li>2. Critical Features of Interdisciplinary subject</li> <li>3. Objectives of Interdisciplinary subjects</li> </ol> <p><b>Activity:</b> Presentation and discussion on phenomenon of Interdisciplinary approach</p> <p><b>Unit V: Critical Appraisal of Subject</b></p> <ol style="list-style-type: none"> <li>1. Critical Appraisal of Interdisciplinary subject in school</li> <li>2. Critical Appraisal of disciplinary subject in school</li> </ol> <p><b>Activity:</b> Discussion on knowledge of interdisciplinary subject and disciplinary subject</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Arthur R. King J.R. and John A. Brownall (1966), The curriculum and the discipline of knowledge; John well &amp; Sons Inc. New York.</li> <li>2. Yadav M.S. and T.K.S.Lakshmi (2003) Conceptual inputs for Secondary Teacher Education, NCTE, New Delhi.</li> <li>3. Pandey, Ranjana (2016) Understanding Discipline &amp; Subjects, R. Lal Book Deport, Meerut.</li> </ol>	<p><b>Activity:</b> Discussion on identification of organization of knowledge in any one school subject.</p> <p><b>Unit IV: Disciplinary Subject in School</b></p> <ol style="list-style-type: none"> <li>1. Role of disciplinary Knowledge in School Curriculum</li> <li>2. Critical Appraisal of disciplinary subject in school</li> </ol> <p><b>Activity:</b> Discussion on knowledge of disciplinary subject</p> <p><b>Unit V: Interdisciplinary Approach and Subject</b></p> <ol style="list-style-type: none"> <li>1. Objectives of Interdisciplinary subjects</li> <li>2. Critical Appraisal of Interdisciplinary subject in school</li> </ol> <p><b>Activity:</b> Presentation and discussion on phenomenon of Interdisciplinary approach</p> <p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Maisnan Premlata, Lenka, S.K., Gandhi A.K., (2016), <i>Understanding Discipline and Subject</i>, Meerut, Surya R. Lal Publisher.</li> <li>2. Makel, Rajesh, MakalLalita, (2016), <i>Understanding Discipline and Subject</i>, Delhi.</li> <li>3. Pandey, Ranjana, 2016, <i>Understating Discipline and subje</i> Meerut, Surya R. LallPubl.</li> <li>4. TallaMrunalini, 2012, <i>Curriculum Development - Perspectives, Principles and Issues</i>, Noida, Pearson India education Service Pvt. Ltd.</li> <li>5. Yadav, GhawriSapna, 2016, <i>Knowledge and Curriculum</i>, New Delhi, Paragon International Publ.</li> <li>6. Yadav, M.S. and Lakhmi, T.K.S. (2003) <i>Conceptual Inputs for Secondary Teacher Education</i>, NCTE, New Delhi.</li> <li>7. Alaxander, W. M., &amp; Saylor, J. G. (1966).<i>Curriculum Planning for modern schools</i>. New York: Holt, Rinhart and Winston Inc.</li> <li>8. Balrara, M. (1999).<i>Principles of Curriculum Renewal</i>. New Delhi: Kanishka Publishers.</li> <li>9. Candra, A. (1977).<i>Curriculum Development and Evaluation in education</i>. New Delhi: Sterling Publishers.</li> <li>10. Darji, D. R., &amp;Lulla, B. P. (1967).<i>Curriculum development in secondary schools of Baroda</i>. Baroda: Sadhana Press.</li> <li>11. Erickson, H.L.(2007) <i>Concept based curriculum and instruction for the thinking classroom</i> California; corwin press.</li> <li>12. Hassrin, M. (2004).<i>Curriculum Planning for elementary education</i>. New Delhi: AnmolPublishers.</li> <li>13. Satyanarayan, P.V. (2004).<i>Curriculum development and management</i>. New Delhi: DPH.</li> <li>14. Taba, H. (1962).<i>Curriculum development theory &amp; practice</i>. New York: Harcourt, Brace &amp; World Inc.</li> <li>15.Yadav, Y.P. (2006). <i>Fundamentals of Curriculum design</i>.</li> </ol>	
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3	<b>EDU 504: Gender, School and Society</b>	<p>Upon completion of course student Teacher will be able to</p> <ul style="list-style-type: none"> <li>approve and appreciate gender equality .</li> </ul>	<p><b>References :</b></p> <p>1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). <i>Loved and Unloved: the Girl Child in West Bengal</i>. Kolkata: Stree</p>	<p><b>References :</b></p> <p>1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). <i>Loved and Unloved: the Girl Child in West Bengal</i>. Kolkata: Stree Publishers.</p>	<p><b>No Change</b></p> <p><b>References and Web Resources</b></p>
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	<ul style="list-style-type: none"> <li>• elucidate the constitutional and legal provisions related to women.</li> <li>• disapprove the gender bias in family, workplace and educational institution.</li> <li>• appreciate the role of education in eradicating gender bias.</li> <li>• reflect roles and responsibilities of various agencies in promoting gender equalities.</li> </ul>	<p>Publishers.</p> <ol style="list-style-type: none"> <li>2. Bank, B.J. (2007). <i>Gender and Education: An Encyclopedia</i>. London: Praeger, Westport.</li> <li>3. Batliwala, Srilatha.(1993). <i>Empowerment of Women in South Asia: Concepts and Practices</i>. New Delhi : Asian-South Pacific Bureau of Adult Education.</li> <li>4. Bhasin, Kamla.(2000). <i>Understanding Gender</i>. New Delhi: Kali for Women.</li> <li>5. Bhasin, Kamla.(2004). <i>Exploring Masculinity</i>. New Delhi: Women Unlimited.</li> <li>6. Bhatt, B.D. &amp; Sharma, S.R.(1992). <i>Women's' education and social Development</i>. Delhi: Kanishka.</li> <li>7. Chanana, Karuna(ed.). (1988). <i>Socialisation, Education and Women: Explorations in Gender Identity</i>. New Delhi: Orient Longman.</li> <li>8. Gould, S. J. (1981). <i>The Mismeasure of Man</i>. London: Penguin Books.</li> <li>10. Govinda, R. (ed.). (2002). <i>India Education Report: A Profile of Basic Education</i>. New Delhi: Oxford University Press.</li> <li>11. Kathleen, Weiler. (1988). <i>Women Teaching for Change: Gender, Class, and Power</i>. New York: Bergin Garvey.</li> <li>12. Mehrotra, S. (2006). <i>Child Malnutrition and Gender Discrimination in South Asia</i>. Economics and Political Weekly, Vol. 41, No. 10 (Mar. 11-17, 2006), pp. 912-918.</li> <li>13. Ramachandran, Vimala. (2004).</li> </ol>	<ol style="list-style-type: none"> <li>2. Bank, B.J. (2007). <i>Gender and Education: An Encyclopedia</i>. London: Praeger, Westport.</li> <li>3. Batliwala, Srilatha. (1993). <i>Empowerment of Women in South Asia: Concepts and Practices</i>. New Delhi : Asian-South Pacific Bureau of Adult Education.</li> <li>4. Bhasin, Kamla.(2000). <i>Understanding Gender</i>. New Delhi: Kali for Women.</li> <li>5. Bhasin, Kamla. (2004). <i>Exploring Masculinity</i>. New Delhi: Women Unlimited.</li> <li>6. Bhatt, B.D. &amp; Sharma, S.R. (1992). <i>Women's' education and social Development</i>. Delhi: Kanishka.</li> <li>7. Chanana, Karuna(ed.). (1988). <i>Socialisation, Education and Women: Explorations in Gender Identity</i>. New Delhi: Orient Longman.</li> <li>8. Gould, S. J. (1981). <i>The Mismeasure of Man</i>. London: Penguin Books.</li> <li>10. Govinda, R. (ed.). (2002). <i>India Education Report: A Profile of Basic Education</i>. New Delhi: Oxford University Press.</li> <li>11. Kathleen, W. (1988). <i>Women Teaching for Change: Gender, Class, and Power</i>. New York: Bergin Garvey.</li> <li>12. Mehrotra, S. (2006). <i>Child Malnutrition and Gender Discrimination in South Asia</i>. Economics and Political Weekly, Vol. 41, No. 10 (Mar. 11-17, 2006), pp. 912-918.</li> <li>13. Ramachandran, V. (2004). <i>Gender and Social Equity in Education: Hierarchies of Access</i>. New Delhi: Sage.</li> <li>14. Ramchandran, V. (1998). <i>Girls and women Education: Policies and implementation Mechanism</i>. Case study: India, Bangkok, UNESCO.</li> <li>15. Sharma, M.C. &amp; Sharma, A.K. (2003). <i>Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators</i>. NCTE &amp; NHRC.</li> <li>16. Subramanyam, R. (2003). <i>Gender Equality in Education: Definitions and Measurements</i>.</li> </ol>	<ol style="list-style-type: none"> <li>2. Bank, B.J. (2007). <i>Gender and Education: An Encyclopedia</i>. London: Praeger, Westport.</li> <li>3. Batliwala, Srilatha. (1993). <i>Empowerment of Women in South Asia: Concepts and Practices</i>. New Delhi : Asian-South Pacific Bureau of Adult Education.</li> <li>4. Bhasin, Kamla.(2000). <i>Understanding Gender</i>. New Delhi: Kali for Women.</li> <li>5. Bhasin, Kamla. (2004). <i>Exploring Masculinity</i>. New Delhi: Women Unlimited.</li> <li>6. Bhatt, B.D. &amp; Sharma, S.R. (1992). <i>Women's' education and social Development</i>. Delhi: Kanishka.</li> <li>7. Chanana, Karuna(ed.). (1988). <i>Socialisation, Education and Women: Explorations in Gender Identity</i>. New Delhi: Orient Longman.</li> <li>8. Gould, S. J. (1981). <i>The Mismeasure of Man</i>. London: Penguin Books.</li> <li>10. Govinda, R. (ed.). (2002). <i>India Education Report: A Profile of Basic Education</i>. New Delhi: Oxford University Press.</li> <li>11. Kathleen, W. (1988). <i>Women Teaching for Change: Gender, Class, and Power</i>. New York: Bergin Garvey.</li> <li>12. Mehrotra, S. (2006). <i>Child Malnutrition and Gender Discrimination in South Asia</i>. 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			<p><i>Gender and Social Equity in Education: Hierarchies of Access.</i> New Delhi: Sage.</p> <p>14. Ramchandran, V. (1998). <i>Girls and women Education: Policies and implementation Mechanism.</i> Case study: India, Bangkok, UNESCO.</p> <p>15. Sharma, M.C. &amp; Sharma, A.K. (2003). <i>Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators.</i> NCTE &amp; NHRC.</p> <p>16. Subramanyam, R. (2003). <i>Gender Equality in Education: Definitions and Measurements.</i> International Journal of Educational Development, July 2005. Vol.25 No.4: p.p. 395-407.</p>	<p>International Journal of Educational Development, July 2005. Vol.25 No.4: p.p. 395-407.</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Gender School and Society, <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf</a></li> <li>2. Gender Bias in Education, <a href="http://uou.ac.in/sites/default/files/bed17/PE-5.pdf">http://uou.ac.in/sites/default/files/bed17/PE-5.pdf</a></li> <li>3. Dowry prohibition Act, 1961. <a href="http://wcd.nic.in/act/dowry-prohibition-act-1961">http://wcd.nic.in/act/dowry-prohibition-act-1961</a></li> <li>4. The Medical termination of Pregnancy Act, 1971. <a href="http://tcw.nic.in/Acts/MTP-Act-1971.pdf">http://tcw.nic.in/Acts/MTP-Act-1971.pdf</a></li> <li>5. Domestic Violence Act, 2005. <a href="http://wcd.nic.in/sites/default/files/wdvact.pdf">http://wcd.nic.in/sites/default/files/wdvact.pdf</a></li> </ol>	
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<b>4</b>	<b>EDU 402 Creating an Inclusive School</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• analyze and explain the diversity in Indian classroom, School and Society.</li> <li>• differentiate the concept of special education, integrated education and inclusive education.</li> <li>• analyze and discuss about national initiatives and provisions for inclusive education.</li> <li>• use various aids and equipments in inclusive classroom.</li> <li>• create learning</li> </ul>	<p><b>Unit –I: Classroom as Reflection of Society</b></p> <ul style="list-style-type: none"> <li>• <del>Diversities in Society and Classroom</del></li> <li>- Meaning of Diversity</li> <li>- Diversities in Society and Classroom</li> <li>• CWSN (Children with Special Need) in classrooms.</li> <li>- Concept &amp; Categories</li> </ul> <p><b>Activity:</b> Discussion on the type of diversity which exist in Indian Classroom.</p> <p><b>Unit-II: Inclusive Education : An Overview</b></p> <ul style="list-style-type: none"> <li>• Concept of Inclusion</li> <li>• Different relative concepts - Special Education, Integrated Education, Inclusive Education.</li> </ul>	<p><b>Unit –I: Classroom as Reflection of Society</b></p> <ul style="list-style-type: none"> <li>• Meaning of Diversity</li> <li>• Diversities in Indian Society</li> <li>• Diversities in Indian Classroom</li> <li>• CWSN (Children with Special Need) in classrooms.</li> <li>- Concept &amp; Categories</li> </ul> <p><b>Activity:</b> Discussion on the type of diversity which exist in Indian Classroom.</p> <p><b>Unit-II: Inclusive Education : An Overview</b></p> <ul style="list-style-type: none"> <li>• Concept of Inclusion</li> <li>• Different relative concepts - Special Education, Integrated Education, Inclusive Education.</li> <li>• National Initiatives for Inclusive Education</li> </ul> <ul style="list-style-type: none"> <li>- RCI Act 1992</li> <li>- PWD Act 1995</li> <li>- Sarva Shiksha Abhiyaan (SSA)</li> <li>- NCF 2005</li> </ul> <p><b>Activity:</b> Presentation on any initiative programme</p>	<b>References and Web Resources Updated</b>
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		<p>environment of an inclusive classroom.</p> <ul style="list-style-type: none"> <li>discuss the role of supportive services in inclusive schools.</li> </ul>	<ul style="list-style-type: none"> <li>National Initiatives for Inclusive Education <ul style="list-style-type: none"> <li><del>Constitutional Provisions in RCI Act 1992, PWD Act 1995</del></li> <li>Sarva Shiksha Abhiyaan (SSA)</li> <li>NCF 2005</li> </ul> </li> </ul> <p><b>Activity:</b> Presentation on any initiative programme for Inclusive Education.</p> <p><b>Unit-III: Inclusive Schools - Vision and Provision</b></p> <ul style="list-style-type: none"> <li>Provision in Inclusive Schools <ul style="list-style-type: none"> <li>Physical Facilities</li> <li>Aids &amp; Equipments</li> <li><del>Guidance and Counseling</del></li> </ul> </li> <li>Role of a Teacher in inclusive school.</li> </ul> <p><b>Activity:</b> Discussion on teacher's role in inclusive school.</p> <p><b>Unit- IV: Generating Learning Environment in Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li><del>Curricular Adaption for CWSN.</del></li> <li>Pedagogical strategies to support learners' need- <ul style="list-style-type: none"> <li>Cooperative Learning, Participative Learning, Peer Tutoring, IEP, Multisensory Teaching.</li> </ul> </li> <li>Evaluation process in inclusive classroom (with reference to CBSE &amp; RBSE's Provisions).</li> </ul> <p><b>Unit –V: Public-Private Participation (PPP) in Inclusive Schools</b></p> <ul style="list-style-type: none"> <li>Role of Supportive Services for Inclusive Schools</li> </ul>	<p>for Inclusive Education.</p> <p><b>Unit-III: Inclusive Schools - Provision</b></p> <ul style="list-style-type: none"> <li>Provision in Inclusive Schools <ul style="list-style-type: none"> <li>Physical Facilities</li> <li>Aids &amp; Equipments</li> </ul> </li> <li>Curricular Adaption for CWSN.</li> <li>Role of a Teacher in inclusive school.</li> </ul> <p><b>Activity:</b> Discussion on teacher's role in inclusive school.</p> <p><b>Unit- IV: Generating Learning Environment in Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li>Pedagogical strategies to support learners' need- <ul style="list-style-type: none"> <li>Cooperative Learning,</li> <li>Peer Tutoring,</li> <li>Individualized Education Programm (IEP),</li> <li>Multisensory Teaching.</li> </ul> </li> <li>Evaluation process in inclusive classroom (with reference to CBSE &amp; RBSE's Provisions).</li> </ul> <p><b>Unit –V: Supportive Services for Inclusive Schools</b></p> <ul style="list-style-type: none"> <li>Role of Supportive Services for Inclusive Schools <ul style="list-style-type: none"> <li>In-service Teacher Educations Institutions</li> <li>Professionals.</li> <li>Parents</li> <li>Community</li> </ul> </li> </ul> <p><b>Activity:</b> Group discussion on supportive services for inclusive schools.</p> <p><b>Practicums: (Any two of the following)</b></p> <ol style="list-style-type: none"> <li>Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.</li> <li>Exhibition on Inclusive Education</li> <li>Thematic Term paper.</li> </ol> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>Dash, N. (2006). <i>Inclusive Education for CWSN</i>. New Delhi: Atlantic Publisher and</li> </ol>	
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			<p>- <del>Pre-Service</del> and In-service Teacher Educations Institutions</p> <p>- Professionals.</p> <p>- Parents</p> <p>- Community</p> <p><b>Activity:</b> Group discussion on supportive services for inclusive schools.</p> <p><b>Practicums: (Any two of the following)</b></p> <ol style="list-style-type: none"> <li>1 Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.</li> <li>2 Exhibition on Inclusive Education</li> <li>3 Thematic Term paper.</li> </ol> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1 Dash Neha. (2006), Inclusive Education for CWSN, Atlantic Publisher and Distributers, New Delhi.</li> <li>2 Loreman Tim, Jaonne Deppeur and Davice Harvey (2005)- Inclusive Education- A Practical guide to Supporting Diversity in classroom, Roudledge falmer, London.</li> <li>3 Prui Madhumita and George Abraham (2009), Handbook of Inclusive Education for Educators, Administrators and Planners, Sage Publications, New Delhi.</li> <li>4 Balsara Maitreya (2011), Inclusive Education for Special Children, Kanishk Publishers, New Delhi.</li> <li>5 Dash Nibeta (2003),</li> </ol>	<p>Distributers.</p> <ol style="list-style-type: none"> <li>2 Loreman, T., Jaonne D., &amp; Davice, H. (2005). <i>Inclusive Education A Practical guide to Supporting Diversity in classroom.</i> London: Roudledge Falmer.</li> <li>3 Puri, M. &amp; George, A. (2009), <i>Handbook of Inclusive Education for Educators, Administrators and Planners.</i> New Delhi: Sage Publications.</li> <li>4 Balsara, M. (2011). <i>Inclusive Education for Special Children.</i> New Delhi: Kanishk Publishers.</li> <li>5 Dash, N. (2003). <i>Integrated Education for Children, with Special Need.</i> New Delhi: Dominant Publishers.</li> <li>6 Sharma, B. (2011). <i>Inclusive Education- Needs Practices and Prospects.</i> New Delhi: Kanishk Publishers.</li> <li>7 Gargiulo, R. M. &amp; Debbie, M. (2008). <i>Teaching in Today's Inclusive Classroom.</i> California, USA: Wadsworth Publishing Company.</li> <li>8 Alur, M. &amp; Timmous. (2009). <i>Inclusive Education across Cultures.</i> New Delhi: Sage Publication.</li> </ol> <p><b>e- Resources:</b></p> <ol style="list-style-type: none"> <li>1. Inclusive Education- <a href="https://education.cu-">https://education.cu-</a></li> </ol>	
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			<p>Integrated Education for Children, with special need, Dominant Publishers, New Delhi.</p> <p>6 Sharma, Bharti (2011), Inclusive Education-Needs Practices and Prospects, Kanishk Publishers, New Delhi.</p> <p>7 Gargiulo, Richare M. and Debbie Metcalf, (2008), Teaching in Today's Inclusive Classroom, WADSWORTH, USA.</p> <p>8 Alur Mithu and Timmous (2009), Inclusive Education across Cultures, Sage Publication, New Delhi.</p>	<p><a href="http://portland.edu/blog/classroom-resources/inclusive-education/">portland.edu/blog/classroom-resources/inclusive-education/</a></p> <p>2. RCI Act- <a href="http://rehabcouncil.nic.in/writereaddata/rti_manual.PDF">http://rehabcouncil.nic.in/writereaddata/rti_manual.PDF</a></p> <p>3. NCF 2005- <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf</a></p> <p>4. Cooperative Learning- <a href="https://serc.carleton.edu/introgeo/cooperative/whatis.html">https://serc.carleton.edu/introgeo/cooperative/whatis.html</a></p> <p>5. Multi Sensory Learning- <a href="http://www.calverteducation.com/learning-motivation/an-introduction-to-multi-sensory-learning">http://www.calverteducation.com/learning-motivation/an-introduction-to-multi-sensory-learning</a></p>	
5	<b>EDU 405: Educational Guidance and Counselling</b>	<p>Upon completion of course Pupil Teacher will be able to:</p> <ul style="list-style-type: none"> <li>explain the concept of guidance and counselling.</li> <li>describe the process and procedures being used in guidance &amp; counselling.</li> <li>develop competence of providing guidance and counselling to school Students.</li> <li>discuss about the various guidance services at school level.</li> <li>aware the barriers of guidance and counselling.</li> </ul>	<p><b>References :</b></p> <ul style="list-style-type: none"> <li>- Osipow, S. H. &amp; Fitzgerald, L. F. (1996). <i>Theories of Career Development. (4<sup>th</sup> ed.)</i>. Boston: Ally and Bacon.</li> <li>- Arthur, J.Jones, Principles of Guidance, Tokyo: Mc Graw, New Delhi: Vikas Pub. House Pvt. Ltd. Inc., 1963.</li> <li>- Chauhan S.S., Principles and Techniques of Guidance, New Delhi: Vikas Pub. House Pvt. Ltd., 1982.</li> <li>- Dosajh, N. L. Guidance Services in India, New Delhi: Euraria Pub. House, 1962.</li> <li>- Jayswal, S.R. Shiksha Mein Nirdeshan Aur Paramarsha, Agra: Vinod Pustak Mandir, 1987.</li> <li>- Labh Singh &amp; D. Prasad, Nirdeshan ke Mool Adhar, Agra, Shri Ram Mehra and Co., 1973.</li> <li>- Sharma, S.R., ed: Research in Educational and Vocational Guidance:</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Chouhan. S.S. (1982). <i>Principles and Techniques of Guidance</i>. New Delhi: Vikash Publication House Pvt. Ltd.</li> <li>• Crow &amp; Crow. (1964). <i>Introduction to Guidance</i>. New Delhi: Vikas Publication House Pvt. Ltd.</li> <li>• Donald, Super. (1965). <i>Counselling in the Secondary School</i>. New Delhi: Harper and Row.</li> <li>• Dosiajh, N.L. (1969). <i>Guidance Services in India</i>. New Delhi: Arya Book Depot.</li> <li>• Jones, A.J. (1951). <i>Principles of Guidance and Pupil Personal Work</i>. Tokyo: Mc Graw Hill. Book Co.</li> <li>• Kochhar, S.K. (1984). <i>Educational and Vocational Guidance in Secondary School</i>. Sterling Publishers Pvt. Ltd.</li> <li>• Mathuson, R.S. (1962). <i>Guidance Policy &amp; Practice</i>. New York: Harper and Bros.</li> <li>• Smith, Robert. &amp; Erickson.(1953). <i>Organization and Administration of Guidance Service</i>. London: Mc Graw Hill Book Co.</li> <li>• Stoops. (1959). <i>Principles and Practices in Guidance, Guidance service</i>. London: Mc. Graw Hill Book Co.</li> <li>• 10. दवे एवं पाठक, अरविन्द. (1973). <i>निर्देशन के</i></li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

			<p>Anmol Publications, 1994.</p> <ul style="list-style-type: none"> <li>- Vashist, S.R.: Vocational education and training, Mittal Publications; New Delhi, 1994.</li> <li>- Verma &amp; Upadhyay, Shikshak Evam Vyavasayik Nirdeshan, Agra: Vinod Pustak Mandir, 1967.</li> <li>- Madhukar, Indira, Guidance of Counselling, Delhi, Authors Press-2000.</li> <li>- S.Narayan, Counselling &amp; Guidance, New Delhi, Mc Graw Hill Publishing Company Ltd., 2000.</li> <li>- Chibber, S.K.: Guidance &amp; Educational Counselling, New Delhi, Commonwealth Publication-1999.</li> <li>- Rao, V.K.: Vocational &amp; Technological Education, New Delhi, Commonwealth Publication-1999.</li> <li>- Sharma &amp; Chaturvedi Shikha, शैक्षिक एवं व्यावसायिक निर्देशन एवं परामर्श, सूर्या पब्लिकेशन मेरठ, 2000.</li> </ul>	<p>मूल तत्व. जयपुर: राजस्थान हिन्दी ग्रंथ आकदमी.</p> <ul style="list-style-type: none"> <li>• 11 जायसवाल, एस. आर. (1987). निर्देशन एवं परामर्शन. आगरा: विनोद पुस्तक मंदिर.</li> <li>• 12. वर्मा एवं उपाध्याय. (1967). शैक्षिक एवं व्यावसायिक निर्देशन. आगरा: विनोद पुस्तक मंदिर.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Concept of Guidance and counseling- <a href="http://ncert.nic.in/textbook/pdf/lehe108.pdf">http://ncert.nic.in/textbook/pdf/lehe108.pdf</a></li> <li>• Organization of guidance services in schools- <a href="http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674">http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674</a></li> <li>• Need of Guidance and Counselling- <a href="https://www.nalandaschool.org/importance-of-guidance-and-counselling">https://www.nalandaschool.org/importance-of-guidance-and-counselling</a></li> <li>• Follow up services- <a href="http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682">http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682</a></li> </ul>	
6	<b>EDU 406: Educational Technology I</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• explain basic concepts related to Educational Technology.</li> <li>• match appropriate strategies to Teaching Levels.</li> <li>• clarify the concept of Communication &amp; its relation to Instruction.</li> <li>• demonstrate improvement in teaching behavior.</li> <li>• develop and use Instructional Support Materials.</li> </ul>	<p><b>References :</b></p> <ol style="list-style-type: none"> <li>1. Levine, J.M., Secondary instruction: A manual for classroom Teaching, boston: Allyn &amp; Becon, 1989.</li> <li>2. Percival, F. and Ellington, H., A Handbook of Educational Technology, London: Kogen Page, 1984.</li> <li>3. Rao, Usha, Educational Technology, Bombay : Himalaya Publishing House, 1991.</li> <li>4. Sampath, K. Panneerselvam, A. And santhanam S., 1984, Introduction to Educational Technology, New Delhi : Sterling Publishers.</li> <li>5. Sharma, Mittal, System Approach : Its Application in Education, Bombay,</li> </ol>	<p><b>References:</b></p> <p>Cruickshank, Donald R., Deborah B. Jenkins &amp; Kim K. Metcalf (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</p> <p>Hough, J. B. &amp; James, K. D. (1970). <i>Teaching: Description and Analysis</i>. Massachusetts: Addison-Wesley Publishing Company.</p> <p>Jyoce, B. &amp; Weil, M. (1985). <i>Models of Teaching</i>. New Delhi: Prentice Hall of India.</p> <p>Levine, J.M. (1989). <i>Secondary instruction: A manual for classroom Teaching</i>. Boston: Allyn &amp; Becon.</p> <p>Mangal, S.K. &amp; Mangal, Uma (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Pvt. Ltd.</p> <p>Mangal, S.K. and Mangal, U. (2009). <i>Shiksha Takniki</i>. New Delhi: PHI Learning Pvt. Ltd.</p> <p>Percival, F. and Ellington, H. (1984). <i>A Handbook of</i></p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

			<p>Himalaya Publishing House, 1985.</p> <p>6. Sharma, R.A., Shiksha Takniki, Meerut : Loyal book Depot., 1987.</p> <p>7. Woolfolk, A.E., Educational Psychology, New Jersey: Prentice Hall, 1990.</p>	<p><i>Educational Technology</i>. London: Kogen Page.</p> <p>Pierce, W. D., Micheal, A. L. (1977). Objectives and Methods for Secondary Teaching. New Jersey: Prentice-Hall Inc.</p> <p>Rao, U. (1991). <i>Educational Technology</i>. Bombay : Himalaya Publishing House.</p> <p>Sampath, K. Panneerselvam, A. And santhanam S., (1984). <i>Introduction to Educational Technology</i>. New Delhi : Sterling Publishers.</p> <p>Sharma, R.A. (1987). <i>Shiksha Takniki</i>. Meerut : Loyal book Depot.</p> <p>Sharma, R.A. (2012). <i>Technological Foundation of Education</i>. Meerut: R. Lall Book Depot.</p> <p>Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd.</p> <p><b>e-Resources:</b></p> <p>Educational Technology:  <a href="http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf">http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf</a></p> <p>Technology Education vs. Educational Technology:  <a href="http://iteaconnect.org/TAA/Resources/TAA_Differences.html">http://iteaconnect.org/TAA/Resources/TAA_Differences.html</a></p> <p>Educational Technology:  <a href="http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf">http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf</a></p> <p>Models of Teaching:  <a href="http://thesecondprinciple.com/teaching-essentials/models-teaching">http://thesecondprinciple.com/teaching-essentials/models-teaching</a></p> <p>Understanding Level of Teaching:  <a href="https://www.scribd.com/doc/57768891/99/Understanding-Level-of-Teaching">https://www.scribd.com/doc/57768891/99/Understanding-Level-of-Teaching</a></p> <p>Evaluation and Selection of Learning Resources: A Guide:  <a href="http://www.gov.pe.ca/photos/original/ed_ESLR_08.pdf">www.gov.pe.ca/photos/original/ed_ESLR_08.pdf</a></p>	
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## Reading Elective

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>Disaster Management Education</b>	<p>Upon completion of course Student teacher will be able to-</p> <ul style="list-style-type: none"> <li>interpret causes, effects and prevention of natural and man-made disaster.</li> <li>clarify the meaning and need of disaster management.</li> <li>appreciate the governmental efforts for disaster management.</li> <li>discuss the role of educational institutions, Pre-service and In-service teacher education Institute in disaster management.</li> </ul>	<ul style="list-style-type: none"> <li>Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault)</li> <li>Efforts for disaster management by government authorities and Non Governmental organization.</li> <li>Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Ariyabandu, Madhavi Malagoda (2005). <i>Gender Dimensions in disaster management: a guide for South Asia</i>. New Delhi: Zubaan.</li> <li>Asthana, N.C., Priyanka Asthana (2014). <i>Disaster Management</i>. Jaipur: Aavishkar Pub.</li> <li>Coppola P. Damon. (2011). <i>Introduction to international disaster management</i>. Amsterdam: Elsevier.</li> <li>Dhunna, Mukesh. (2009). <i>Disaster Management</i>. New Delhi: Vayu Education of India.</li> <li>Ghosh G.K. (2015). <i>Disaster Management</i>. New Delhi: APH Pub.</li> <li>Gupta, Harsh K., (2003). <i>Disaster Management</i>. Hyderabad: University Press.</li> <li>I. Sundar and T. Sezhiyan, (2007). <i>Disaster Management</i>. New Delhi: Sarup &amp; Sons.</li> <li>Rajib. Shaw, Krishnamurthy, (2009). <i>Disaster Management: Global challenges and local Solutions</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault)</li> <li>Efforts for disaster management by government authorities and Non Governmental organization.</li> <li>Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Ariyabandu, Madhavi Malagoda (2005). <i>Gender Dimensions in disaster management: a guide for South Asia</i>. New Delhi: Zubaan.</li> <li>Asthana, N.C., Priyanka Asthana (2014). <i>Disaster Management</i>. Jaipur: Aavishkar Pub.</li> <li>Coppola P. Damon. (2011). <i>Introduction to international disaster management</i>. Amsterdam: Elsevier.</li> <li>Dhunna, Mukesh. (2009). <i>Disaster Management</i>. New Delhi: Vayu Education of India.</li> <li>Ghosh G.K. (2015). <i>Disaster Management</i>. New Delhi: APH Pub.</li> <li>Gupta, Harsh K., (2003). <i>Disaster Management</i>. Hyderabad: University Press.</li> <li>I. Sundar and T. Sezhiyan, (2007). <i>Disaster Management</i>. New Delhi: Sarup &amp; Sons.</li> <li>Rajib. Shaw, Krishnamurthy, (2009).</li> </ul>	<p>No Change</p> <p><b>References and Web Resources Updated</b></p>

			<p>Hyderabad: University Press.</p> <ul style="list-style-type: none"> <li>• Taori, Kamal, (2005). <i>Disaster Management through Panchayati Raj</i>. New Delhi: Concept Publishing company.</li> <li>• जाट, बी०सी० (2013). <i>आपदा प्रबन्धन</i>. जयपुर: मंथन पब्लिकेशन्स.</li> <li>• शील, कुमार. (2007). पर्यावरणीय आपदा प्रबन्धन. दिल्ली: ज्योति इण्टरप्राइजेज .</li> <li>• प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, आपदा प्रबंधन परिचय . नई दिल्ली.</li> </ul>	<p><i>Disaster Management: Global challenges and local Solutions</i>. Hyderabad: University Press.</p> <ul style="list-style-type: none"> <li>• Taori, Kamal, (2005). <i>Disaster Management through Panchayati Raj</i>. New Delhi: Concept Publishing company.</li> <li>• जाट, बी०सी० (2013). <i>आपदा प्रबन्धन</i>. जयपुर: मंथन पब्लिकेशन्स.</li> <li>• शील, कुमार. (2007). पर्यावरणीय आपदा प्रबन्धन. दिल्ली: ज्योति इण्टरप्राइजेज .</li> <li>• प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, आपदा प्रबंधन परिचय . नई दिल्ली.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Natural Disaster: <a href="https://books.google.co.in/books?id=WhUXtA6qSF4C&amp;printsec=frontcover&amp;dq=Natural+disaster+in+india&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwigi73I4NPgAhXLq48KHd5vDjQQ6AEIPzAE#v=onepage&amp;q=Natural%20disaster%20in%20india&amp;f=false">https://books.google.co.in/books?id=WhUXtA6qSF4C&amp;printsec=frontcover&amp;dq=Natural+disaster+in+india&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwigi73I4NPgAhXLq48KHd5vDjQQ6AEIPzAE#v=onepage&amp;q=Natural%20disaster%20in%20india&amp;f=false</a></li> <li>• Natural Hazards: Causes and Effects <a href="http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf">http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf</a></li> <li>• Man-Made Disaster: <a href="https://www.infoplease.com/world/disasters/man-made">https://www.infoplease.com/world/disasters/man-made</a></li> <li>• Efforts of government authorities: <a href="https://nidm.gov.in/">https://nidm.gov.in/</a></li> <li>• Role of Education <a href="http://www.academia.edu/11136022/THE_ROLE_OF_EDUCATION_IN_NATURAL_DISASTER_RISK_REDUCTION">http://www.academia.edu/11136022/THE_ROLE_OF_EDUCATION_IN_NATURAL_DISASTER_RISK_REDUCTION</a></li> </ul>	
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2.	<b>EDU : Women Education</b>	<p>Upon completion of course Student teacher will be able to-</p> <ul style="list-style-type: none"> <li>critically analyze the status of women in Indian society.</li> <li>discuss the problems of women education at different levels.</li> <li>analyze and appraise the recommendations of committees, commissions and policies formed for women education.</li> <li>analyze the legal provisions for women in India.</li> </ul>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li><b>Status of Women in Indian Society</b> <ul style="list-style-type: none"> <li>Pre Independence</li> <li>Post Independence</li> </ul> </li> <li><b>Problems of women Education at different levels</b> <ul style="list-style-type: none"> <li>Primary level</li> <li>Secondary and Senior Secondary level</li> <li>Higher level of education</li> </ul> </li> <li><b>Committees on Women Education</b> <ul style="list-style-type: none"> <li>Durgabai Deshmukh Committee</li> <li>Hansa Mehta Committee</li> <li>Bharatvaslam Committee</li> </ul> </li> <li><b>Commissions and policy on Women Education</b> <ul style="list-style-type: none"> <li>Secondary Education Commission (1952-53)</li> <li>Education Commission (1964-66)</li> <li>NPE 1986</li> </ul> </li> <li><b>Legal Provisions for Women in India</b> <ul style="list-style-type: none"> <li>Maternity Benefit Act 1961</li> <li>Equal Remuneration Act 1976</li> <li>Sexual Harassment of women at work place (Prevention, Prohibition, Redressed) Act 2013</li> </ul> </li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>M.H.R.D. (2008). <i>Elementary Education in India-Analysis Report 2006-07, NEUPA and Department of School education and Literacy, Ministry of Human Resource Development.</i> New Delhi: Government of India,</li> <li>Satya, B.R. (2003). <i>Trends in Education.</i> New Delhi: Anmol Publication.</li> <li>Sharma, Usha, B.M. Sharma. (1995). <i>Girl's Education, Women and Educational Development Series-6.</i> New Delhi: Common Wealth Publishers.</li> <li>Verma, G.C. (1984). <i>Modern Education, Growth and Development in Rajasthan.</i> Jaipur: Publication Scheme.</li> </ul>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li><b>Status of Women in Indian Society</b> <ul style="list-style-type: none"> <li>Pre Independence</li> <li>Post Independence</li> </ul> </li> <li><b>Problems of women Education at different levels</b> <ul style="list-style-type: none"> <li>Primary level</li> <li>Secondary and Senior Secondary level</li> <li>Higher level of education</li> </ul> </li> <li><b>Committees on Women Education</b> <ul style="list-style-type: none"> <li>Durgabai Deshmukh Committee</li> <li>Hansa Mehta Committee</li> <li>Bharatvaslam Committee</li> </ul> </li> <li><b>Commissions and policy on Women Education</b> <ul style="list-style-type: none"> <li>Secondary Education Commission (1952-53)</li> <li>Education Commission (1964-66)</li> <li>NPE 1986</li> </ul> </li> <li><b>Legal Provisions for Women in India</b> <ul style="list-style-type: none"> <li>Maternity Benefit Act 1961</li> <li>Equal Remuneration Act 1976</li> <li>Sexual Harassment of women at work place (Prevention, Prohibition, Redressed) Act 2013</li> </ul> </li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>M.H.R.D. (2008). <i>Elementary Education in India-Analysis Report 2006-07, NEUPA and Department of School education and Literacy, Ministry of Human Resource Development.</i> New Delhi: Government of India,</li> <li>Satya, B.R. (2003). <i>Trends in Education.</i> New Delhi: Anmol Publication.</li> <li>Sharma, Usha, B.M. Sharma. (1995). <i>Girl's Education, Women and Educational Development Series-6.</i> New Delhi: Common Wealth Publishers.</li> </ul>	<p>No Change</p> <p><b>References and Web Resources Updated</b></p>
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			<ul style="list-style-type: none"> <li>• शिक्षा विभाग. (2008). <i>वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग</i>, जयपुर: राजस्थान सरकार.</li> <li>• पारीक, मथुरेश्वर, सम्पादक. (2002). <i>राजस्थान में शिक्षा</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>• वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). <i>महिला जाग्रति और सशक्तिकरण</i>. जयपुर: आविष्कार पब्लिशर्स.</li> <li>• Goel, Aruna. (2004). <i>Education and Socio-Economic Perspectives of Women Development and Empowerment</i>. New Delhi: Government of India.</li> <li>• Panigrahi, L.K. (2003). <i>Women and child Education</i>. Chandigarh: Abhishek Publication.</li> </ul>	<ul style="list-style-type: none"> <li>• Verma, G.C. (1984). <i>Modern Education, Growth and Development in Rajasthan</i>. Jaipur: Publication Scheme.</li> <li>• शिक्षा विभाग. (2008). <i>वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग</i>, जयपुर: राजस्थान सरकार.</li> <li>• पारीक, मथुरेश्वर, सम्पादक. (2002). <i>राजस्थान में शिक्षा</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>• वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). <i>महिला जाग्रति और सशक्तिकरण</i>. जयपुर: आविष्कार पब्लिशर्स.</li> <li>• Goel, Aruna. (2004). <i>Education and Socio-Economic Perspectives of Women Development and Empowerment</i>. New Delhi: Government of India.</li> <li>• Panigrahi, L.K. (2003). <i>Women and child Education</i>. Chandigarh: Abhishek Publication.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Secondary Education:</b> <a href="http://www.education.nic.in">www.education.nic.in</a></li> <li>• <b>Education for all towards quality for equality:</b> <a href="http://www.educationforallinindia.com">http://www.educationforallinindia.com</a></li> <li>• <b>Durgabai Deshmukh Committee:</b> <a href="https://www.indiatoday.in/education-today/gk-current-affairs/story/durgabai-deshmukh-started-national-council-for-women-know-about-its-aims-and-functions-1368951-2018-10-16">https://www.indiatoday.in/education-today/gk-current-affairs/story/durgabai-deshmukh-started-national-council-for-women-know-about-its-aims-and-functions-1368951-2018-10-16</a></li> <li>• <b>Legal Provisions for Women:</b> <a href="http://www.legalserviceindia.com/help/line/woman_rights.htm">http://www.legalserviceindia.com/help/line/woman_rights.htm</a></li> </ul>	
3.	<b>EDU Peace Education</b>	<p>Upon completion of course Pupil Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Clarify the concept of Peace education</li> <li>• Assess need for peace education</li> <li>• Appraise the peace initiatives and movements</li> </ul>	<p><b>Course Outline:</b></p> <p>Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario, Strategies for peace education Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996 , UNESCO's Conference for peace and</p>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li>• Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario,</li> </ul>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>



		<p>for peace</p> <ul style="list-style-type: none"> <li>Organize curricular and co-curricular activities for promotion of peace in school</li> </ul>	<p>International Understanding, Tokyo, 1999 ,Creation of UNO, UNESCO, UNICEF</p> <p>Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games</p>	<p>Strategies for peace education</p> <ul style="list-style-type: none"> <li>Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996 , UNESCO's Conference for peace and International Understanding, Tokyo, 1999 , Creation of UNO, UNESCO, UNICEF</li> <li>Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>Harris, I. &amp; Morrison, M. (2003). <i>Peace Education</i>. New York: McFarland &amp; Co. Chapter 3.</li> <li>Montessori, M. (1972). <i>Education and peace</i>. Chicago: Henry Regnery. .</li> <li>NCERT. (2004). <i>Peace Education: Self Instructional Package for Teacher Education</i>. New Delhi: NCERT.</li> <li>NCERT. (2006). <i>NCF 2005 Position Paper, National Focus Groups on Education for Peace</i>. New Delhi.</li> </ul>	
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				<p><b>e-Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Education-II/PEACE%20EDUCATION.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Education-II/PEACE%20EDUCATION.pdf,</a></li><li>• <a href="https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...">https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...</a></li><li>• <a href="https://minds.wisconsin.edu/bitstream/handle/1793/.../MarketLockwood.pdf?...1...y">https://minds.wisconsin.edu/bitstream/handle/1793/.../MarketLockwood.pdf?...1...y</a></li><li>• <a href="https://www.isesco.org.ma/wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf">https://www.isesco.org.ma/wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf</a></li><li>• <a href="https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence">https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence</a></li><li>• <a href="https://en.unesco.org/70years/building_peace">https://en.unesco.org/70years/building_peace</a></li><li>• <a href="http://www.un.org/documents/ga/docs/51/plenary/a51-395.htm">www.un.org/documents/ga/docs/51/plenary/a51-395.htm</a></li></ul>	
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## Name of Programme: Bachelor of Science and Bachelor of Education (2019-23)

Course Details:  
Semester-I

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 401: Childhood and Growing Up	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> <li>clarify development as a continuous process.</li> <li>explain childhood development in various aspects.</li> <li>describe the adolescent stage in reference to characteristics &amp; problems.</li> <li>describe the causes of the problems in adolescent learner and imply the suitable solutions.</li> <li>recognize and appreciate adolescent learner's uniqueness and enshape them.</li> <li>illustrate the impact of social context upon growing child.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Barnard H. W. : Psychology of Learning Teaching, Mc.Graw Hill, New York, 1965.</li> <li>Borich G. D. &amp; Tombari M. L.: Educational Psychology, a contemporary approach, Longman, NewYork, 1997.</li> <li>Chauhan S.S., Advance Educational Psychology, Vikas publication, New Delhi,1998.</li> <li>Cronbach L.J., Educational Psychology, Staples Press, London, 1963.</li> <li>Crow L.D. &amp; Crow A.D., Educational Psychology, Eurasia Publishing House, Delhi, 1964.</li> <li>Hurlock E., Developmental Psychology, Tata Mc Graw Hill Publication Company, NewYork, 1959.</li> <li>Kolesnic W. B. : Educational Psychology, Mc. Graw Hill, New York, 1953.</li> <li>Lindgren H. C. : Educational Psychology, John Wiley, New York, 1962.</li> <li>Mangal, S.K., Advance Educational Psychology, PHI Learning Private Limited, New Delhi, 2009.</li> <li>Morris Charles G. : Psychology : An Introduction. Prentice Hall, New Jersey, 1979</li> <li>Woolfolk Anita E., Educational Psychology, Allyn &amp; Bacon, Bostan, USA, 1995.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Barnard, H. W. (1965). <i>Psychology of Learning Teaching</i>. New York : Mc.Graw Hill.</li> <li>Borich, G. D., &amp; Tombari, M. L. (1997). <i>Educational Psychology A Contemporary Approach</i>. New York: Longman.</li> <li>Chauhan, S.S. (1998). <i>Advance Educational Psychology</i>. New Delhi: Vikas Publication.</li> <li>Cronbach, L.J. (1963). <i>Educational Psychology</i>. London: Staples Press.</li> <li>Crow, L.D., &amp; Crow, A.D. (1964). <i>Educational Psychology</i>. Delhi: Eurasia Publishing House.</li> <li>Hurlock, E.(1959). <i>Developmental Psychology</i>. New York,: Tata Mc Graw Hill Publication Company.</li> <li>Kolesnic, W. B. (1953). <i>Educational Psychology</i>. New York: Mc. Graw Hill.</li> <li>Lindgren, H. C. (1962). <i>Educational Psychology</i>. New York:: John Wiley.</li> <li>Mangal, S.K.(2009). <i>Advance</i></li> </ol>	<p>No Change</p> <p>References and Web Resources Updated</p>

				<p><i>Educational Psycholog.</i> New Delhi: PHI Learning Private Limited..</p> <p>10. Morris, C. G. (1979). <i>Psychology: An Introduction..</i> New Jersey: Prentice Hall.</p> <p>12. Woolfolk, A. E. ( 1995.) <i>Educational Psychology.</i> Bostan, USA: Allyn &amp; Bacon.</p> <p><b>e-Resources:</b></p> <p>1. Stages of Development-  <a href="http://www.psychologydiscussion.net/psychology/stages-of-development-of-psychology-of-people-at-different-ages-from-infancy-to-old-age/732">http://www.psychologydiscussion.net/psychology/stages-of-development-of-psychology-of-people-at-different-ages-from-infancy-to-old-age/732</a></p> <p>2. Individual differences-  <a href="http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557">http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557</a></p> <p>3. Depression-  <a href="https://www.healthline.com/health/adolescent-depression">https://www.healthline.com/health/adolescent-depression</a></p> <p>4. Differences between growth and development-  <a href="http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html">http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html</a></p>	
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## Semester-II

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 415: Learning and Teaching	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>differentiate between types of learner while teaching.</li> <li>analyze the different factors influencing teaching learning process during class interaction.</li> <li>apply different type of methods and media.</li> <li>plan according to Phases, level and maxims of teaching.</li> <li>manage the classroom as a professional.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Hough, John B. &amp; James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A.</li> <li>Cruikshank, Donald R., Deborah B. Jenkins &amp; Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill Company, New York, U.S.A.</li> <li>Weimer, Maryelen (1996), <i>Improving your classroom Teaching</i>, SAGE Publications, Inc., California, USA.</li> <li>Pierce Walter D., Micheal A. Lorber (1977); 'Objectives and Methods for Secondary Teaching', Prentice-Hall, Inc., New Jersey, U.S.A.</li> <li>Yadav, Neelam (2003); 'A Handbook of Education Technology', Anmol Publications Pvt. Ltd., New Delhi, India.</li> <li>Mangal, S.K. &amp; Uma Mangal (2009); 'Essentials of Education Technology', PHI Learning Private Ltd., New Delhi.</li> <li>Capel, Susan, Marilyn Leask &amp; Tony Turner (1995); 'Learning to teach in Secondary Schools', Routlage, London, England.</li> <li>Rao, D.B. (2001); 'Science &amp; Technology Education', Discovery House, New Delhi.</li> <li>Sampath, K.A.Panneevselvan &amp; S. Santhanam (1994); 'Introduction to Education Technology', Steerling Publication pvt., Ltd.</li> <li>Sharma, R.A. (2000), 'Technological Foundation of Education Technology, International Publications, Meerut, India.</li> <li>Sood, J.K. (1989); 'New Direction in Science Teaching,' Kohli Publishers, Chandigarh.</li> <li>Washton, N.S. (1967); 'Teaching Science Creativity', W.B.Saunders Company, London.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Hough, J. B. &amp; James K. D. (1970). <i>Teaching: Description and Analysis</i>. U.S.A.:Addison-Wesley Publishing Company, Massachusetts.</li> <li>Cruikshank, D. R., Deborah B. J. &amp; Kim K. M. (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</li> <li>Weimer, M. (1996). <i>Improving your classroom Teaching</i>. California, U.S.A.:SAGE Publications, Inc.</li> <li>Pierce W. D., Micheal A. L. (1977). <i>Objectives and Methods for Secondary Teaching</i>. New Jersey: Prentice-Hall, Inc.</li> <li>Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd.</li> <li>Mangal, S.K. &amp; Uma M. (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Private Ltd.</li> <li>Capel, Susan, Marilyn L.k &amp; Tony T. (1995). <i>Learning to teach in Secondary Schools</i>. London: Routlage.</li> <li>Rao, D.B. (2001). <i>Science &amp; Technology Education</i>. New Delhi: Discovery House.</li> <li>Sampath, Panneevselvan, K.A. &amp; Santhanam, S. (1994). <i>Introduction to Education Technology</i>, Steerling Publication pvt., Ltd.</li> <li>Sharma, R.A. (2000). <i>Technological Foundation of Education Technology</i>. Meerut: International Publications.</li> <li>Sood, J.K. (1989). <i>New Direction in Science Teaching</i>. Chandigarh: Kohli Publishers.</li> <li>Washton, N.S. (1967). <i>Teaching Science Creativity</i>. London: W.B.Saunders Company.</li> <li>Sharma R.A. (1987). <i>Shiksha Takniki</i>. Meerut: Loyal Book Depot.</li> </ol>	<p>No Change</p> <p>References and Web Resources Updated</p>

			<p>13. Sharma R.A. (1987) 'Shiksha Takniki', Loyal Book Depot, Meerut.</p> <p>14. Sharma Y.K. (2002) 'Fundamentals of Educational Technology' Kaniska Publishers, New Delhi.</p> <p>15. Saxena, N.R.S &amp; S.C. Oberoi (1996), 'Technology of Teaching; R.L. Book, Meerut.</p> <p>16. Wragg E.C. (1996); Classroom Teaching Skills' Routledge, London.</p> <p>17. Kumari, Sarita (2004) 'Increasing Role of Technology in Education, Chawla Offset Press, Delhi.</p>	<p>14. Sharma Y.K. (2002). <i>Fundamentals of Educational Technology</i>. New Delhi: Kaniska Publishers.</p> <p>15. Saxena, N.R.S &amp; S.C. Oberoi (1996). <i>Technology of Teaching</i>. Meerut; R.L. Book.</p> <p>16. Wragg E.C. (1996). <i>Classroom Teaching Skills</i>. London: Routledge.</p> <p>17. Kumari, S. (2004). <i>Increasing Role of Technology in Education</i>. Delhi: Chawla Offset Press.</p> <p><b>e- Resources:</b></p> <ol style="list-style-type: none"> <li>1. Instructional media and Types of Media- <a href="http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf">http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf</a></li> <li>2. Role of Teacher in Classroom Management- <a href="https://books.google.co.in/books?id=dQsE9WisCIYC&amp;printsec=frontcover&amp;dq=teacher+and+classroom+management&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&amp;q=teacher%20and%20classroom%20management&amp;f=false">https://books.google.co.in/books?id=dQsE9WisCIYC&amp;printsec=frontcover&amp;dq=teacher+and+classroom+management&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&amp;q=teacher%20and%20classroom%20management&amp;f=false</a></li> <li>3. Learning - inside and outside the school- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> <li>4. Socio-cultural background of learner- <a href="http://egyankosh.ac.in/handle/123456789/47116">http://egyankosh.ac.in/handle/123456789/47116</a></li> <li>5. Concept of Teaching, Instruction &amp; Training- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> <li>6. Phases of Teaching- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> </ol>	
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### Semester-III

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 503: Contemporary Indian Education</b>	<p>Upon completion of course The student teacher will be able to</p> <ul style="list-style-type: none"> <li>reflect diversity in Indian Society.</li> <li>express the constitutional values (Secularism, Socialism, Democracy) as reflected in Education.</li> <li>analyze the roles of commissions and policies in Secondary Education.</li> <li>deal with inequality and marginalization related issues in India.</li> <li>analyze and appraise the policy framework for Public Education in India.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>सकसैना, राधारानी एवं अन्य: उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000.</li> <li>ओड, एल0के0: शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978.</li> <li>पाण्डे, रामशकल: शिक्षा के मूल सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 1986.</li> <li>शर्मा, डी0 एल0: शिक्षा तथा भारतीय समाज, आर लाल बुक डिपो, मेरठ, 1994.</li> <li>Srivastava, K.K.: Philosophical Foundations of Education, Kanishka Publishers, distributors, New Delhi, 2003.</li> <li>Taneja V.R.: Foundation of education (Philosophical and Sociological), Abhishek Publications, Chandigarh, 2002.</li> <li>Taneja V.R: Philosophical Approach to Education, Atlantic Publishers Distributors, Delhi, 2005.</li> <li>Bhattacharya, Srinivas: Foundations of Education, Atlantic Publishers and Distributors, Delhi, 2003.</li> <li>अग्निहोत्री, रवीन्द्र: आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2008.</li> <li>सिंह, आर0 पी0 एवं उपाध्याय राधावल्लभ: शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत, विनोद पुस्तक मंदिर, आगरा,</li> <li>पाण्डेय, रामशकल: शिक्षा की दार्शनिक एवं समाजशास्त्रीय प भूभूमि, विनोद पुस्तक मंदिर, आगरा, 2005.</li> <li>मदन, जी0आर0: समाजशास्त्र के सिद्धांत, आत्माराम एण्ड सन्स, दिल्ली, 1988.</li> </ol>	<p><b>References:</b></p> <p>अग्निहोत्री, आर. (2008). <i>आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>भारत सरकार (1986). <i>नेशनल पॉलिसी ऑन एज्यूकेशन</i>. मानव संसाधन विकास मंत्रालय. नई दिल्ली: शिक्षा विभाग,</p> <p>भारत सरकार 1985., <i>शिक्षा नीति की चुनौती</i>. नई दिल्ली: शिक्षा मंत्रालय.</p> <p>Bhattacharya, S. (2003). <i>Foundations of Education</i>. Delhi: Atlantic Publishers and Distributors.</p> <p>Dhiman, O.P. (2007). <i>Principles and Techniques of Education</i>. Delhi: Kalpaz publications.</p> <p>Jayapalan, N. (2005). <i>Problems of Indian Education</i>. Delhi: Atlantic Publishers and Distributors.</p> <p>मदन, जी. आर. (1988). <i>समाजशास्त्र के सिद्धांत</i>. दिल्ली: आत्माराम एण्ड सन्स.</p> <p>Mangla, S. (2012). <i>Teacher Education, Trends and Strategies</i>. New Delhi: Radha Publications.</p> <p>माथुर, एस. एस. (1978). <i>शिक्षा सिद्धांत</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>ओड, एल. के. (1978). <i>शिक्षा के नूतन आयाम</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>पाण्डेय, आर. (2005). <i>शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>पाण्डेय, आर. (1986). <i>शिक्षा के मूल सिद्धांत</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>पारीक, एम. एवं शर्मा, आर. (2004-05). <i>उदीयमान भारतीय समाज और शिक्षा</i>.</p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

			<p>13. Dhiman, O.P.: Principles and Techniques of Education, Kalpaz publications, Delhi, 2007.</p> <p>14. Pathak, R.P.: Philosophical and Sociological Foundations of Education, Kanishka Publications distributors, 2009.</p> <p>15. Sharma, B.L and Maheshwari, B.K: Education for Values, Environment” Human Rights, R.Lall Book Depot, Meerut, 2010.</p> <p>16. Reddy, V.DayaKara and Rao, Digumarti Baskara: Value Oriented Education, Discovery Publishing House, New Delhi, 2006.</p> <p>17. माथुर, एस0 एस0: शिक्षा सिद्धांत विनोद पुस्तक मन्दिर, आगरा, 1978,</p> <p>18. पारीक, मथुरेश्वर एवं शर्मा, रजनी: उदीयमान भारतीय समाज और शिक्षा, शिक्षा प्रकाशन, जयपुर, 2004-05.</p> <p>19. रावत, प्यारेलाल: भारतीय शिक्षा का इतिहास, रामप्रसाद एण्ड सन्स, आगरा, 1992.</p> <p>20. Sharma, Bharti: History of Indian Education, Vohara Publishers and Distributors, New Delhi, 2004.</p> <p>21. Saini, S.K.:Development of Education in India, Socio economic and political perspective, COSMO publications, New Delhi, 1980.</p> <p>22. Sharma, R.A: Metaphysics, Epistemology, Axiology and Education, R.Lall Book Depot, Meerut, 2008.</p> <p>23. Jayapalan, N.: Problems of Indian Education, Atlantic Publishers and Distributors, Delhi, 2005.</p> <p>24. भारत सरकार, शिक्षा नीति की चुनौती, शिक्षा मंत्रालय, नई दिल्ली, 1985.</p> <p>25. भारत सरकार, नेशनल पॉलिसी ऑन एज्युकेशन, मानव संसाधन विकास मंत्रालय, शिक्षा विभाग, नई दिल्ली, 1986.</p> <p>26. Report of Secondary Education</p>	<p>जयपुर: शिक्षा प्रकाशन.</p> <p>Pathak, R.P. (2009). <i>Philosophical and Sociological Foundations of Education</i>. Kanishka Publications distributors.</p> <p>रावत, पी. (1992). <i>भारतीय शिक्षा का इतिहास</i>. आगरा: रामप्रसाद एण्ड सन्स.</p> <p>Reddy, V., Daya K. and Rao, D. B. (2006). <i>Value Oriented Education</i>. New Delhi: Discovery Publishing House.</p> <p>Report of Education Commission (1964-66). <i>Ministry of Education &amp; Culture</i>. New Delhi: Govt. of India,</p> <p>Report of Secondary Education Commission (1952-53). <i>Ministry of Education &amp; Culture</i>. New Delhi: Govt. of India</p> <p>Saini, S.K. (1980). <i>Development of Education in India: Socio economic and political perspective</i>. New Delhi: COSMO publications.</p> <p>सक्सैना, आर., शर्मा, जी. एवं शास्त्री, आई. (2000). <i>उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक</i>. जयपुर: क्लासिक पब्लिकेशन्स.</p> <p>शर्मा, डी. एल. (1994). <i>शिक्षा तथा भारतीय समाज</i>. मेरठ: आर लाल बुक डिपो.</p> <p>शर्मा, आर. ए. (1998). <i>शिक्षा तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p>Sharma, B.L. and Maheshwari, B.K (2010). <i>Education for Values, Environment Human Rights</i>. Meerut: R. Lall Book Depot.</p> <p>Sharma, B. (2004). <i>History of Indian Education</i>. New Delhi: Vohara Publishers and Distributors.</p> <p>Sharma, R. A. (2008). <i>Metaphysics, Epistemology, Axiology and Education</i>. Meerut: R. Lall Book Depot,</p> <p>सिंह, आर. पी. एवं उपाध्याय, आर. <i>शिक्षा के</i></p>	
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			<p>Commission: Ministry of Education &amp; Culture, Govt. of India, 1952-53.</p> <p>27. Report of Education Commission: Ministry of Education &amp; Culture, Govt. of India, 1964-66.</p> <p>28. Singh, L.C. Sharma, P.C., Teacher Education and Teacher, Vikas Publication House, New Delhi, 1995.</p> <p>29. Mangla, Sheela: Teacher Education, Trends and Strategies, Radha Publications, New Delhi, 2012.</p> <p>30. शर्मा, आर. ए.: शिक्षा तकनीकी, आर. लाल बुक डिपो, मेरठ, 1998.</p>	<p>दार्शनिक एवं सामाजिक सिद्धांत. आगरा: विनोद पुस्तक मंदिर.</p> <p>Singh, L.C. Sharma, P.C. (1995). <i>Teacher Education and Teacher</i>. New Delhi: Vikas Publication House.</p> <p>Srivastava, K.K. (2003). <i>Philosophical Foundations of Education</i>. New Delhi: Kanishka Publishers distributors.</p> <p>Taneja, V. R (2005). <i>Philosophical Approach to Education</i>. Delhi: Atlantic Publishers Distributors.</p> <p>Taneja, V. R. (2002). <i>Foundation of Education (Philosophical and Sociological)</i>. Chandigarh: Abhishek Publications.</p> <p><b>e-Resources:</b></p> <p>Mid day Meal:  <a href="http://mdm.nic.in/VDO.html">http://mdm.nic.in/VDO.html</a>  Mid day Meal (Capacity Building):  <a href="http://mdm.nic.in/Capacity_building.html">http://mdm.nic.in/Capacity_building.html</a>  Mid day Meal (School Health Program):  <a href="http://mdm.nic.in/School%20Health%20Program.html">http://mdm.nic.in/School%20Health%20Program.html</a>  Mid day Meal (Community Participation):  <a href="http://mdm.nic.in/Community%20Participation.html">http://mdm.nic.in/Community%20Participation.html</a>  Right to Education:  <a href="http://rte.raj.nic.in/View/ViewDocuments.aspx?id=167&amp;type=1">http://rte.raj.nic.in/View/ViewDocuments.aspx?id=167&amp;type=1</a>  Rashtriya Madhyamik Shiksha Abhiyan  <a href="http://rajrmsa.nic.in/Public/DOCView.aspx?Title=Documents&amp;Id=1">http://rajrmsa.nic.in/Public/DOCView.aspx?Title=Documents&amp;Id=1</a>  Secondary Education Commission (1952-53):  <a href="http://dSPACE.gipe.ac.in/xmlui/bitstream/handle/10973/33772/GIPE-111964.pdf?sequence=2&amp;isAllowed=y">http://dSPACE.gipe.ac.in/xmlui/bitstream/handle/10973/33772/GIPE-111964.pdf?sequence=2&amp;isAllowed=y</a>  Education Commission (1963-64):  <a href="http://www.kkhsou.in/main/education/edu_commission.html">http://www.kkhsou.in/main/education/edu_commission.html</a>  National Policy on Education 1986:  <a href="http://www.ncert.nic.in/oth_anoun/npe86.pdf">www.ncert.nic.in/oth_anoun/npe86.pdf</a>  Review of National Policy on Education 1986:  <a href="http://www.kkhsou.in/main/education/nationa">http://www.kkhsou.in/main/education/nationa</a></p>	
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				<p><a href="#">l_policy1992.html</a> <a href="http://www.right-to-education.org/girlswomen">http://www.right-to-education.org/girlswomen</a> Position Paper National Focus Group on Education of Children with Special Needs: <a href="http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf">http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf</a> Policies, Programmes and Schemes for Educational Development of Children from Scheduled Castes: <a href="http://www.ncert.nic.in/departments/nie/degsn/pdf_files/degsnmodule6.pdf">www.ncert.nic.in/departments/nie/degsn/pdf_files/degsnmodule6.pdf</a></p>	
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## Semester-IV

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 413: Knowledge and Curriculum</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>• explain the conceptual basis of knowledge and as a process.</li> <li>• analyze various approaches of knowledge structuring.</li> <li>• describe the form of knowledge.</li> <li>• discuss the epistemological bases of education and implementing the different learner driven pedagogies.</li> <li>• explain the concept and various kinds of curriculum.</li> <li>• analyze and synthesize the different phases of curriculum.</li> <li>• critically analyze the curriculum frame work as a policy decisions.</li> </ul>	<p><b>Unit-I: Conceptual Basis of Knowledge</b></p> <ul style="list-style-type: none"> <li>• <del>Meaning of concept, Principle, Theories and Experience.</del></li> <li>• <del>Differentiation between Data, Information, Knowledge and Wisdom.</del></li> <li>• Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference.</li> <li>• Knowledge and Skills needed in Democratic Citizenship</li> </ul> <p><b>Activity:</b> Exposing learners to diverse situations for exploring (Discussion, research and Documentation)</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Butler, Donald I, 1968, Four philosophies and their practice in Education. Iied. Harper and Row Publishers. New York.</li> <li>2. Dupuis, Adrian M., 1966, Philosophy of education in Historical Perspective, Thomson Press India Ltd., New Delhi.</li> <li>3. Gupta, R and M.M. Bajaj, Principles of Education, Sahib Publishers and distributors, New Delhi, 2008.</li> <li>4. Saxena, N.R.S., Philosophical and Sociological Foundation, R.Lall book depot, Meerut, 2011.</li> <li>5. Chandra S.S. &amp; R.K.Sharma, Philosophy of Education, Atlantic publishers &amp; distributors pvt. Ltd.New Delhi, 2007.</li> <li>6. Yadav, M.S. and Lakhmi, T.K.S.</li> </ol>	<p><b>Unit-I: Conceptual Basis of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Meaning of Data, Information, Knowledge and Wisdom.</li> <li>• Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference.</li> <li>• Knowledge and Skills needed in Democratic Citizenship</li> </ul> <p><b>Activity:</b> Exposing learners to diverse situations for exploring (Discussion, research and Documentation)</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Aggrawal, J. C. and Gupta, S. (2005). <i>Curriculum Development</i>. New Delhi: Shipra Publisher.</li> <li>2. Alaxander, W. M. &amp; Saylor, J. G. (1966). <i>Curriculum Planning for modern schools</i>. New York: Holt, Rinhart and Winston Inc.</li> <li>3. Balrara, M. (1999). <i>Principles of Curriculum Renewal</i>. New Delhi: Kanishka Publishers.</li> <li>4. Butler, D. I. (1968). <i>Four philosophies and their practice in Education</i> (II Ed). New York: Harper and Row Publishers.</li> <li>5. Candra, A. (1977). <i>Curriculum Development and Evaluation in education</i>. New Delhi: Sterling</li> </ol>	References and Web Resources Updated

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			<p>teaching. New Delhi: Shipra Publishers.</p> <p>29. Taba, H. (1962). <i>Curriculum development theory &amp; practice</i>. New York: Harcourt, Brace &amp; World Inc.</p> <p>30. Yadav, Y.P. (2006). <i>Fundamentals of Curriculum design</i>. New Delhi; Shri Sai Printographers.</p> <p>31. पाण्डेय, रामशकल, उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तक मंदिर, आगरा, 2003.</p> <p>32. सक्सेना, एन० आर० स्वरूप एवं शिखा चतुर्वेदी, उदीयमान भारतीय समाज में शिक्षक, आर० लाल० बुक डिपो, मेरठ, 2006.</p> <p>33. लाल, रमन बिहारी, शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, रस्तौगी पब्लिकेशन्स, मेरठ, 1995.</p> <p>34. चौबे, सरयुप्रसाद, शिक्षा के दार्शनिक, ऐतिहासिक एवं समाजशास्त्रीय आधार, आर०लाल० बुक डिपो, मेरठ, 1993.</p> <p>35. ओड, एल० के०, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2004.</p> <p>36. गुप्त, रामबाबू, महान पाश्चात्य शिक्षा शास्त्री, सामाजिक विज्ञान प्रकाशन, कानपुर, 1983.</p> <p>37. पाण्डेय, रामशकल, भारतीय शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा, 1994.</p> <p>38. पचौरी, गिरीश, शिक्षा के दार्शनिक आधार, आर० लाल० बुक डिपो, मेरठ.</p> <p>39. तिवारी, के०एन०, तत्वमीमांसा एवं ज्ञान मीमांसा, मोतीलाल बनारसीदास, नई दिल्ली, 2002.</p> <p>40. श्रीवास्तव, मदनमोहन, शिक्षा के दार्शनिक परिप्रेक्ष्य, विजय प्रकाशन मन्दिर, वाराणसी, 2007.</p>	<p>F.P. (1988). <i>Curriculum foundations, Principles and issues</i>. New Jersey: Prentice hall.</p> <p>23. Panday, M. (2007). <i>Principles of Curriculum Development</i>. New Delhi: Rajat publications.</p> <p>24. Rajput, J. S. (2004). <i>Encyclopedia of Indian Education</i>. New Delhi: NCERT.</p> <p>25. Satyanarayan, P.V. (2004). <i>Curriculum development and management</i>. New Delhi: DPH.</p> <p>26. Sharma, S. R. (1999). <i>Issues in Curriculum Administration</i>. New Delhi: Pearl Publishing House.</p> <p>27. Sharma, R. (2002). <i>Modern methods of Curriculum Organisation</i>. Jaipur: Book Enclave.</p> <p>28. Srivastava, H. S. (2006). <i>Curriculum and methods of teaching</i>. New Delhi: Shipra Publishers.</p> <p>29. Taba, H. (1962). <i>Curriculum development theory &amp; practice</i>. New York: Harcourt, Brace &amp; World Inc.</p> <p>30. Yadav, M.S. and Lakhmi, T.K.S. (2003). <i>Conceptual Inputs for Secondary Teacher Education</i>. New Delhi : NCTE.</p> <p>31. Yadav, Y.P. (2006). <i>Fundamentals of Curriculum design</i>. New Delhi: Shri Sai</p>	
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35. चौबे, सरयुप्रसाद. (1993). *शिक्षा के दार्शनिक, ऐतिहासिक एवं समाजशास्त्रीय आधार*. मेरठ : आर. लाल. बुक डिपो.
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37. गुप्त, रामबाबू. (1983). *महान पाश्चात्य शिक्षा शास्त्री*. कानपुर : सामाजिक विज्ञान प्रकाशन.
38. पाण्डेय, रामशकल. (1994). *भारतीय शिक्षा दर्शन*. आगरा : विनोद पुस्तक मन्दिर .
39. पचौरी, गिरीश. (2003). *शिक्षा के दार्शनिक आधार*. मेरठ : आर. लाल. बुक डिपो.
40. तिवारी, के. एन. (2002). *तत्वमीमांसा एवं ज्ञान मीमांसा*. नई दिल्ली : मोतीलाल बनारसीदास.
41. श्रीवास्तव, मदनमोहन. (2007). *शिक्षा के दार्शनिक परिप्रेक्ष्य*. वाराणसी : विजय प्रकाशन मन्दिर.

### e-Resources

- Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference- [www.ignouhelp.in/ignou-bed-study-material/](http://www.ignouhelp.in/ignou-bed-study-material/) , <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/KNOWLEDGE%20AND%20CURRICULUM.pdf>
- Knowledge and Skills needed in Democratic Citizenship- <http://epathshala.nic.in/programmes/nati>

				<p>onal-curriculum-frameworks/</p> <ul style="list-style-type: none"> <li>• Meaning of Education: Etymological, Analytical, Narrow and Broader- <a href="http://www.ignouhelp.in/ignou-bed-study-material/">www.ignouhelp.in/ignou-bed-study-material/</a> , <a href="http://www.elearning.uou.ac.in/mod/resource/view.php">www.elearning.uou.ac.in/mod/resource/view.php</a></li> <li>• M K Gandhi and Education- <a href="https://www.mkgandhi.org/edugandhi/index.htm">https://www.mkgandhi.org/edugandhi/index.htm</a>, <a href="https://www.mkgandhi.org/edugandhi/gviews.htm">https://www.mkgandhi.org/edugandhi/gviews.htm</a>, <a href="http://www.shareyouessays.com/essays/essay-on-the-main-principles-of-gandhis-educational-philosophy/116633">http://www.shareyouessays.com/essays/essay-on-the-main-principles-of-gandhis-educational-philosophy/116633</a></li> <li>• Swami Vivekananda and Education- <a href="http://www.shareyouessays.com/hindi-essays/essay-on-the-life-of-swami-vivekananda-in-hindi/109423">http://www.shareyouessays.com/hindi-essays/essay-on-the-life-of-swami-vivekananda-in-hindi/109423</a>,<a href="http://www.shareyouessays.com/essays/essay-on-the-aims-of-education-according-to-swami-vivekananda/116644">http://www.shareyouessays.com/essays/essay-on-the-aims-of-education-according-to-swami-vivekananda/116644</a>,<a href="http://www.shareyouessays.com/essays/essay-on-the-main-principles-of-swami-vivekanandas-educational-philosophy/116643">http://www.shareyouessays.com/essays/essay-on-the-main-principles-of-swami-vivekanandas-educational-philosophy/116643</a>,<a href="http://ncte-india.org/nctenew/pdf/Swami%20Vivekananda1.pdf">http://ncte-india.org/nctenew/pdf/Swami%20Vivekananda1.pdf</a></li> <li>• Domain Wise Knowledge structuring- <a href="http://www.nwlink.com/~donclark/hrd/loom.html">http://www.nwlink.com/~donclark/hrd/loom.html</a></li> <li>• Discovery as a Learner driven pedagogy- <a href="http://www.academia.edu/9838419">http://www.academia.edu/9838419</a></li> <li>• Multidisciplinary and Interdisciplinary Approach of Knowledge Structuring <a href="https://www.researchgate.net/.../267939164_Disciplinary_Multidisciplinary_Interdisciplinary-Concepts_and_Indicators">https://www.researchgate.net/.../267939164_Disciplinary_Multidisciplinary_Interdisciplinary-Concepts_and_Indicators</a>, <a href="https://pdfs.semanticscholar.org/a356/a7d8086b5d85e7804b7d25d421520562309d.pdf">https://pdfs.semanticscholar.org/a356/a7d8086b5d85e7804b7d25d421520562309d.pdf</a></li> <li>• Concept of Curriculum, Syllabus and Text Book.- <a href="http://www.assets.vmu.ac.in/BED115.pdf">www.assets.vmu.ac.in/BED115.pdf</a> ,</li> </ul>	
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				<p><a href="http://www.elearning.uou.ac.in/mod/resource/view.php?id=123456789">www.elearning.uou.ac.in/mod/resource/view.php?id=123456789</a>,  <a href="http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf">http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf</a>,  <a href="http://www.bdu.ac.in/cde/docs/ebooks/Bed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf">http://www.bdu.ac.in/cde/docs/ebooks/Bed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</a></p> <ul style="list-style-type: none"> <li>• Types of Curriculum-  <a href="http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf">http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf</a></li> <li>• National Curriculum Framework -  <a href="http://epathshala.nic.in/programmes/national-curriculum-frameworks/">http://epathshala.nic.in/programmes/national-curriculum-frameworks/</a></li> <li>• Curriculum Development-  <a href="http://www.bdu.ac.in/cde/docs/ebooks/Bed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf">http://www.bdu.ac.in/cde/docs/ebooks/Bed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</a></li> <li>• Curriculum Transaction-  <a href="http://egyankosh.ac.in/bitstream/123456789/42017/1/Block-2.pdf">http://egyankosh.ac.in/bitstream/123456789/42017/1/Block-2.pdf</a></li> <li>• Curriculum Evaluation-  <a href="http://egyankosh.ac.in/handle/123456789/42631">http://egyankosh.ac.in/handle/123456789/42631</a></li> </ul>
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## Semester-VII

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 502: Assessment for Learning</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>interpret concept of assessment in education, evaluation and its related term.</li> <li>differentiate between kinds of evaluation.</li> <li>apply appropriate tools of evaluation in field.</li> <li>elucidate different forms and characteristics of achievement test.</li> <li>organize an effective evaluation program.</li> <li>apply ICT skills during evaluation program.</li> <li>conduct an action research related to problems at school level.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Best, John W, Research in Education, IV edition, Prentice Hall Inc., New York.</li> <li>Borg, Walter R, 1981. Applying Educational Research, A Practical Guide to Teacher, Longman Inc., New York.</li> <li>Elbe, Robert L. and David A. Frisbie, Essentials of Educational Measurements, Prentice Hall, Inc, Englewoods Clifs, New Jersey, 1986.</li> <li>Gronlund, N.E., "Measurement of Evaluation in Teaching", MacMillan Publishing Co. New York, 1976.</li> <li>Pandey, K.P. (2010), Fundamentals of Educational Research, Varanasi: Vishwavidyalya Prakashan.</li> <li>Pathak, R.P, "Measurement &amp; Evaluation in Education", Dorling Kindessely (India) Pvt. Ltd., Pearson, South Education.</li> <li>Rao., V.K. &amp; Reddy, R.S., "Perspective in Educational &amp; Evaluation (World Education Development-Series-8) Commonwealth Publishers, New Delhi, 1992.</li> <li>Rummel, Francis, J. 1984. An Introduction to Research Procedure in Education, II edition, Harper &amp; Row Publishers, New Jersey.</li> <li>Vashist, S.R., "Perspectives in Measurement &amp; Evaluation in Education Series," Anmol Publications, New Delhi, 1994.</li> <li>Worthen, Blaine R. and Sanders, James R., "Educational Evaluation," Longman INC, New Delhi, 1987.</li> <li>अस्थाना, विपिन एवं अस्थाना, स्वेता, "मनोविज्ञान और शिक्षा में मापन तथा मूल्यांकन," सोलहवों संस्करण, अग्रवाल पब्लिकेशन्स, आगरा, 2009</li> <li>बालिया, शिरीश, अरोड़ा, रीता, शर्मा, ओ0पी0,</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Best, J. W., &amp; James V. K. (1992). <i>Research in Education</i>. IV edition, Prentice Hall Inc., New York.</li> <li>Borg, W., R. (1981). <i>Applying Educational Research, A Practical Guide to Teacher</i>. New York: Longman Inc.</li> <li>Ebel, R. L., &amp; David A. F. (1986). <i>Essentials of Educational Measurements</i>. New Jersey Prentice Hall, Inc, E. Clifs.</li> <li>Gronlund, N. E. (1976). <i>Measurement of Evaluation in Teaching</i>. New York: MacMillan Publishing Co.</li> <li>Pandey, K. P. (2010). <i>Fundamentals of Educational Research</i>. Varanasi: Vishwavidyalya Prakashan.</li> <li>Pathak, R.P. (2012). <i>Measurement &amp; Evaluation in Education</i>. New Delhi: Dorling Kindessely (India) Pvt. Ltd., Pearson, South Education.</li> <li>Rao, V.K. &amp; Reddy, R.S.(1992). <i>Perspective in Educational &amp; Evaluation</i> (World Education Development-Series-8) New Delhi: Commonwealth Publishers.</li> <li>Rummel, F., J. (1984). <i>An Introduction to Research Procedure in Education</i>. II edition. New Jersey: Harper &amp; Row Publishers.</li> <li>Vashist, S.R. (1994). <i>Perspectives in Measurement &amp; Evaluation in Education Series</i>. New Delhi: Anmol Publications.</li> <li>Worthen, B. R., &amp; Sanders, J. R. (1987). <i>Educational Evaluation</i>. New Delhi: Longman INC.</li> <li>अस्थाना, वि. एवं अस्थाना, एस. (2009). <i>मनोविज्ञान और शिक्षा में मापन तथा मूल्यांकन</i>. सोलहवों संस्करण. आगरा: अग्रवाल</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

			<p>“शिक्षा में मापन एवं मूल्यांकन,” तृतीय संस्करण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.</p> <ul style="list-style-type: none"> <li>• भार्गव, महेश, “आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन”, राखी प्रकाशन, आगरा, “19वें संस्करण”, 2010,</li> <li>• भटनागर, ए0 बी0, भटनागर, मीनाक्षी, “मापन एवं मूल्यांकन,” तृतीय संस्करण, आर0 लाल बुक डिपो, मेरठ, 1999.</li> <li>• पाण्डे, के0 पी0, “शैक्षिक मापन एवं मूल्यांकन,” विश्वविद्यालय पब्लिकेशन्स, वाराणसी. 2011</li> <li>• गुप्ता, एस. पी. एव. अलका गुप्ता, “आधुनिक मापन एवं मूल्यांकन,” शारदा पुस्तक मन्दिर, इलाहाबाद, 2000</li> <li>• कपिल, एच. के. (2006), अनुसंधान विधियों, आगरा, : भार्गव बुक हाउस.</li> <li>• रायजादा, बी. एस. (2010), शिक्षा में अनुसंधान के मूल आधार जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ul>	<p>पब्लिकेशन्स.</p> <ul style="list-style-type: none"> <li>• बालिया, एस., अरोड़ा, आर., शर्मा, ओ. पी. (2013). शिक्षा में मापन एवं मूल्यांकन. तृतीय संस्करण. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी</li> <li>• भार्गव, एम. (2010). आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन. 19वें संस्करण. आगरा: राखी प्रकाशन.</li> <li>• भटनागर, ए . बी. भटनागर, एम. (1999). मापन एवं मूल्यांकन. तृतीय संस्करण. मेरठ: आर. लाल बुक डिपो.</li> <li>• पाण्डे, के. पी. (2011) . शैक्षिक मापन एवं मूल्यांकन. वाराणसी : विश्वविद्यालय पब्लिकेशन्स.</li> <li>• गुप्ता, एस. पी. एवं. गुप्ता ए., (2000) . आधुनिक मापन एवं मूल्यांकन. इलाहाबाद: शारदा पुस्तक मन्दिर.</li> <li>• कपिल, एच. के. (2006). अनुसंधान विधियों. आगरा : भार्गव बुक हाउस.</li> <li>• रायजादा, बी. एस. (2010). शिक्षा में अनुसंधान के मूल आधार. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ul> <p><b>e-Resources:</b></p> <p>Grading System  <a href="https://content.wisestep.com/advantages-disadvantages-grading-system-education/">https://content.wisestep.com/advantages-disadvantages-grading-system-education/</a>  Online Examination  <a href="https://www.onlineexambuilder.com/knowledge-center/exam-knowledge-center/advantages-and-disadvantages-of-online-examination-system/item10240">https://www.onlineexambuilder.com/knowledge-center/exam-knowledge-center/advantages-and-disadvantages-of-online-examination-system/item10240</a>  Use of ICT  <a href="https://www.researchgate.net/publication/271644313_Use_of_ICT_in_Teaching_Learning_and_Evaluation">https://www.researchgate.net/publication/271644313_Use_of_ICT_in_Teaching_Learning_and_Evaluation</a>  Use of ICT in assessment  <a href="https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462">https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462</a>  Action Research  <a href="http://www.ncert.nic.in/departments/nie/der/publication/modules_material.html">http://www.ncert.nic.in/departments/nie/der/publication/modules_material.html</a></p>	
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## Discipline Elective (Main Pedagogy)

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 442: Pedagogy of Mathematics-I	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>discuss the nature of Mathematics.</li> <li>critically analyze the Mathematics Text Book.</li> <li>reflect on different methods of teaching Mathematics.</li> <li>prepare the lesson plan in teaching mathematics.</li> <li>reflect on framing and marking test items of achievement test in mathematics.</li> </ul>	<p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965.</li> <li>Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.</li> <li>Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.</li> <li>Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973.</li> <li>Johnson, D.A. &amp; Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961.</li> <li>Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995.</li> <li>Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</li> <li>Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</li> </ol>	<p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary Mathematics</i>. New York: Mc Graw Hill Book Co.</li> <li>2. Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</li> <li>3. Cornelius, Michael. (1982). <i>Teaching mathematics</i>. London : Croom Helm.</li> <li>4. Jain, S.L. (1973). <i>Ganit Shikshan</i>. Jaipur :Rajasthan Hindi Granth Academy.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. (1961). <i>The New Mathematics in Our Schools</i>. New York: The macmillan Co.</li> <li>6. Maheshwari, Vijayandra Kishore (1995). <i>Ganit Shikshan</i>. Meerut :Lay Book Deptt.</li> <li>7. Mangal, S.K.(1997). <i>Ganit Shikshan</i>. New Delhi :Arya Book Depot.</li> <li>8. Sidhu, K. S. (1986). <i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</li> </ol> <p><b>e-Resources:</b>  <b>Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:</b>  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</a>  <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a>  <a href="http://egvankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egvankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a>  <b>Place in Secondary School Curriculum:</b>  <a href="http://egvankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egvankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a></p>	<p>No Change</p> <p><b>References and Web Resources Updated</b></p>

				<p><b>Planning for Teaching:</b>  <a href="http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html">http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html</a>  <a href="https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf">https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf">http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf</a>  <a href="https://ndpublisher.in/admin/issues/EQv8n32.pdf">https://ndpublisher.in/admin/issues/EQv8n32.pdf</a></p>	
2.	EDU 438: Pedagogy of General Science - I	<p>Upon completion of course Students will be able to-</p> <ul style="list-style-type: none"> <li>• explain the nature and importance of general science.</li> <li>• discuss and correlate the general science with other school subject.</li> <li>• analyze the NCF 2005 with reference to science education.</li> <li>• frame instructional objectives in behavioural terms.</li> <li>• prepare unit plan and lesson plan based on different method.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009.</li> <li>2. Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007.</li> <li>3. Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967.</li> <li>4. Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008.</li> <li>5. Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999.</li> <li>6. Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012.</li> <li>7. Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011.</li> <li>8. Sharma, R.C., "Teaching of Science", Dhanpat Rai &amp; Sons, Delhi 1971.</li> <li>9. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989.</li> <li>10- कुलश्रेष्ठ, अरुण कुमार और कुलश्रेष्ठ, नीर कमल, "विज्ञान शिक्षण", आर०लाल बुक डिपो, मेरठ, 2013.</li> <li>11. भटनागर, ए० बी०, "विज्ञान शिक्षण", आर० लाल डिपो, मेरठ, 2014.</li> <li>12. मंगल, एस० के०, "साधारण विज्ञान शिक्षण", (पाँचवा संस्करण), आर्य बुक डिपो, नई दिल्ली, 2007.</li> <li>13. रावत, एम० एस०, और अग्रवाल, एम० बी० लाल, "नवीन विज्ञान शिक्षण" (बारहवाँ संस्करण), अग्रवाल पब्लिकेशन्स, आगरा-2. 2007 / 2008.</li> <li>14. सूद, जे० के०, "विज्ञान शिक्षण", (पंचम संस्करण), श्री विनोद पुस्तक मन्दिर, आगरा, 2010.</li> <li>15. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु, "विज्ञान शिक्षण", (आठवाँ संस्करण), राजस्थान</li> </ol>	<p>References:</p> <ol style="list-style-type: none"> <li>1. Bhandula, N. &amp; Shrama, Sidheswar. (2009). Teaching of Science. Ludhiyana :Vijaya Publications.</li> <li>2. Das, D.N. (2007). Practice Teaching. Jaipur : Pointer Publisher.</li> <li>3. Gupta, Nirmala . (1967). Method of Teaching Science. Meerut :Rastogi and Company.</li> <li>4. Misra, Karuna Sankar. (2008). Effective Science Education. Allahabad : Anubhav Publishing House.</li> <li>5. Prasad, Janardhan.(1999). Practical Aspects in Teaching of Science. Delhi : Kanishka Publishers Distributors.</li> <li>6. Rajan, Sonika. (2012). Methodology of Teaching Science (I ed.), Delhi : Pearson Publication.</li> <li>7. Rawat, Hemant, . (2009). Teaching of Science. New Delhi : Lakshay Publication.</li> <li>8. Sharma, R.C. (2001). Modern Science Teaching. New Delhi : Dhanpat Rai Publishing co. Pvt. Ltd.</li> <li>9. Sood, J.K. (1989). New Direction in Science Technology. Chandigarh : Kohli Publishers.</li> <li>10. Sen, B.R. (2005). Teaching Science in Secondary school. New Delhi : Commonwealth Publisher's.</li> <li>11. Vaidya, Narendra . (1996). Science teaching for the 21st century. New Delhi : Deep and Deep Publications.</li> <li>10- कुलश्रेष्ठ, अरुण कुमार एवं कुलश्रेष्ठ, नीर कमल. (2013). विज्ञान शिक्षण. मेरठ : आर०लाल बुक डिपो.</li> </ol>	No Change  References and Web Resources Updated

			<p>हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.</p>	<ol style="list-style-type: none"> <li>11. भटनागर, ए० बी०. (2014). विज्ञान शिक्षण. मेरठ : आर०लाल बुक डिपो.</li> <li>12. मंगल, एस० के०. (2007). साधारण विज्ञान शिक्षण (पाँचवा संस्करण). नई दिल्ली : आर्य बुक डिपो.</li> <li>13. रावत, एम० एस०, एवं अग्रवाल, एम० बी० लाल. (2008). नवीन विज्ञान शिक्षण (बारहवाँ संस्करण). आगरा : अग्रवाल पब्लिकेशन्स.</li> <li>14. सूद, जे० के०. (2010). विज्ञान शिक्षण (पंचम संस्करण). आगरा : विनोद पुस्तक मन्दिर.</li> <li>15. श्रीमाली, नन्द किशोर., भूषण आनन्द एवं रिहानी, इन्दु. (2013). विज्ञान शिक्षण (आठवाँ संस्करण). जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ol> <p>e- Resources:</p> <p>Nature of Science-  <a href="http://www.project2061.org/tools/sfaao1/chap1.htm">http://www.project2061.org/tools/sfaao1/chap1.htm</a></p> <p>Objective and Curriculum-  <a href="http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf">http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf</a></p> <p>Blooms Taxonomy of Learning Domain-  <a href="https://www.giocities.com/eltsq/cognitive.htm">https://www.giocities.com/eltsq/cognitive.htm</a></p> <p>Correlation with other school subject-  <a href="https://www.galaxy.org/correlations/gal scope seq.html">https://www.galaxy.org/correlations/gal scope seq.html</a></p> <p><a href="https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives">https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives</a></p> <p>Lecture-method-  <a href="http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits">http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits</a>,</p> <p>Problem solving method-  <a href="https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB">https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB</a></p> <p>Advantages and disadvantages of Problem solving method  <a href="https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/">https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/</a>,  <a href="https://4h.unl.edu.volun/rlen/method1.htm">https://4h.unl.edu.volun/rlen/method1.htm</a></p> <p>Heuristic Method-  <a href="http://www.preservearticles.com/201105216966/advantages-and-disadvantages-of-heuristic-method-of-teaching-science.html">http://www.preservearticles.com/201105216966/advantages-and-disadvantages-of-heuristic-method-of-teaching-science.html</a></p>
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<p>3.</p>	<p><b>EDU 443: Pedagogy of Mathematics-II</b></p>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• apply various methods and techniques of teaching mathematics.</li> <li>• reflect on framing and marking test items of achievement test in mathematics.</li> <li>• demonstrate the models on audio visual aids.</li> <li>• prepare the ICT based materials in teaching mathematics.</li> </ul>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. <b>Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965.</b></li> <li>2. <b>Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.</b></li> <li>3. <b>Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.</b></li> <li>4. <b>Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973.</b></li> <li>5. <b>Johnson, D.A. &amp; Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961.</b></li> <li>6. <b>Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995.</b></li> <li>7. <b>Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</b></li> <li>8. <b>Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</b></li> </ol>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L.(1965).The Teaching of Secondary Mathematics. New York:Mc Graw Hill Book Co.</li> <li>2. Chadha, B.N. (1961). Teaching of Mathematics. Delhi : Gurudas Kappor and Sons.</li> <li>3. Cornelius, Michael. (1982).Teaching mathematics. London : Croom Helm.</li> <li>4. Jain S.L. (1973). Ganit Shikshan. Jaipur: Rajasthan Hindi Granth Academy.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. (1961).The New Mathematics in Our Schools. New York:The macmillan Co.</li> <li>6. Maheshwari, Vijayandra Kishore . (1995).Ganit Shikshan. Meerut : Lay Book Deptt.</li> <li>7. Mangal, S.K. (1997). Ganit Shikshan. New Delhi : Arya Book Depot</li> <li>8. Sidhu, K.S. (1986). The Teaching of Mathematics. New Delhi :Sterling Publisher.</li> </ol> <p>e-Resources:</p> <ol style="list-style-type: none"> <li>1 Teaching of Mathematics Course Material Prepared by Bharathidasan University Retrieved From:  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</a></li> <li>2 Pedagogy of Mathematic Prepared by Course Material s Prepared by Tamilnadu Teachers Education University Retrieved From: <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a></li> <li>3 Pedagogy of Mathematics Course Material Prepared by IGNOU Retrieved From: <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a></li> <li>4Teaching of Mathematics Course Material Prepared by NCERT Retrieved From:  <a href="http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf">http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf</a></li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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4.	<b>EDU 439: Pedagogy of General Science- II</b>	<p>Upon completion of course Students will be able to-</p> <ul style="list-style-type: none"> <li>• select and use of various methods of teaching general science.</li> <li>• select and use of ISM in teaching general science.</li> <li>• construct improvised apparatus in teaching general science.</li> <li>• explain and organize different strength activities in general science.</li> <li>• analyze related subject content for framing different types of test items.</li> <li>• discuss on different ways of professional development of Science teacher.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009.</li> <li>2. Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007.</li> <li>3. Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967.</li> <li>4. Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008.</li> <li>5. Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999.</li> <li>6. Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012.</li> <li>7. Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011.</li> <li>8. Sharma, R.C., "Teaching of Science", Dhanpat Rai &amp; Sons, Delhi 1971.</li> <li>9. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989.</li> <li>10. Bhatt, Dipti Pinakin, Teaching of Science, A.P.H. Publishing Corporation, New Delhi, 2011.</li> <li>11. Mohan, Radha, Innovative Science teaching, Second edi, prentice Hall of India Pvt. Ltd., New Delhi, 2002.</li> <li>12. Mishra, Karuna Shanker, Effective science teaching, Anubhav publishing House, Allahabad, 2008.</li> <li>13. Nagaraju, M.T.V., Handbook for Teaching Physical Sciences (Methods and Techniques), Kanishka Publisher's, New Delhi, 2008.</li> <li>14. Sen, B.R., Teaching Science in Secondary school, commonwealth</li> </ol>	<p>References:</p> <ol style="list-style-type: none"> <li>1. Bhandula, N. &amp; Shrama, Sidheswar. (2009). Teaching of Science. New Delhi : A.P.H. Publishing Corporation.</li> <li>2. Bhatt, Dipti Pinakin. (2011). Teaching of Science. New Delhi : A.P.H. Publishing Corporation.</li> <li>3. Mohan, Radha. (2002). Innovative Science teaching (II edi). New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>4. Nagaraju, M.T.V. (2008). Handbook for Teaching Physical Sciences (Methods and Techniques). New Delhi: Kanishka Publisher's.</li> <li>5. Sen, B.R. (2005). Teaching Science in Secondary school. New Delhi : Commonwealth Publisher's.</li> <li>6. Sharma, R.C. (2001). Modern Science Teaching. New Delhi : Dhanpat Rai Publishing co. Pvt. Ltd.</li> <li>7. Vaidya, Narendra . (1996). Science teaching for the 21st century. New Delhi : Deep and Deep Publications.</li> <li>8. Yadav, M.S. (2007). Teaching of Science. New Delhi : Anmol Publications Pvt. Ltd.</li> <li>9. Das, D.N. (2007). Practice Teaching. Jaipur : Pointer Publisher.</li> <li>10. Gupta, Nirmala . (1967). Method of Teaching Science. Meerut :Rastogi and Company.</li> <li>11. Misra, Karuna Sankar. (2008). Effective Science Education. Allahabad : Anubhav Publishing House.</li> <li>12. Prasad, Janardhan.(1999). Practical Aspects in Teaching of Science. Delhi : Kanishka Publishers Distributors.</li> <li>13. Rajan, Sonika. (2012). Methodology of Teaching Science (I ed.), Delhi : Pearson Publication.</li> <li>14. Rawat, Hemant, . (2009). Teaching of</li> </ol>	<b>No Change</b> <b>References and Web Resources Updated</b>



			<p>publisher's, N. Delhi, 2005.</p> <p>15. Sharma, R.C., Modern Science Teaching, Dhanpat Rai Publishing co., Pvt., Ltd, New Delhi, 2001.</p> <p>16. Vaidya, Narendra, Science teaching for the 21st century, deep and deep publications, N. Delhi, 1996.</p> <p>17. Yadav, M.S., Teaching of Science, Anmol Publications Pvt. Ltd., New Delhi, 2007.</p> <p>18<sup>प</sup> कुलश्रेष्ठ, अरुण कुमार और कुलश्रेष्ठ, नीर कमल, "विज्ञान शिक्षण", आर०लाल बुक डिपो, मेरठ, 2013.</p> <p>19<sup>प</sup> भटनागर, ए० बी०, "विज्ञान शिक्षण", आर० लाल डिपो, मेरठ, 2014.</p> <p>20<sup>प</sup> रावत, एम० एस०, और अग्रवाल, एम० बी० लाल, "नवीन विज्ञान शिक्षण" (बारहवाँ संस्करण), अग्रवाल पब्लिकेशन्स, आगरा-2, 2007 / 2008.</p> <p>21<sup>प</sup> सूद, जे० के०, "विज्ञान शिक्षण", (पंचम संस्करण), श्री विनोद पुस्तक मन्दिर, आगरा-2, 2010.</p> <p>22<sup>प</sup> श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु, "विज्ञान शिक्षण", (आठवाँ संस्करण), राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.</p>	<p>Science. New Delhi : Lakshay Publication.</p> <p>15. Sharma, R.C. (1971). Teaching of Science. Delhi : Dhanpat Rai &amp; Sons.</p> <p>16. Sood, J.K. (1989). New Direction in Science Technology. Chandigarh : Kohli Publishers.</p> <p>17. कुलश्रेष्ठ, अरुण कुमार एवं कुलश्रेष्ठ, नीर कमल. (2013). विज्ञान शिक्षण. मेरठ : आर०लाल बुक डिपो.</p> <p>18<sup>प</sup> भटनागर, ए० बी०. (2014). विज्ञान शिक्षण. मेरठ : आर०लाल बुक डिपो.</p> <p>19<sup>प</sup> रावत, एम० एस०, एवं अग्रवाल, एम० बी० लाल. (2008). नवीन विज्ञान शिक्षण (बारहवाँ संस्करण). आगरा : अग्रवाल पब्लिकेशन्स.</p> <p>20<sup>प</sup> सूद, जे० के०. (2010). विज्ञान शिक्षण (पंचम संस्करण). आगरा : विनोद पुस्तक मन्दिर.</p> <p>21<sup>प</sup> श्रीमाली, नन्द किशोर., भूषण आनन्द एवं रिहानी, इन्दु. (2013). विज्ञान शिक्षण (आठवाँ संस्करण). जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी .</p> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Project Method - <a href="http://www.studylecturenotes.com/curriculum-instructions/project-method-of-teaching-meaning-advantage-disadvantages">http://www.studylecturenotes.com/curriculum-instructions/project-method-of-teaching-meaning-advantage-disadvantages</a> , <a href="https://unacademy.com/lesson/project-method-in-hindi/XQ0C6FFL">https://unacademy.com/lesson/project-method-in-hindi/XQ0C6FFL</a>, <a href="https://unacademy.com/lesson/project-method-in-hindi/XQ0C6FFL">https://unacademy.com/lesson/project-method-in-hindi/XQ0C6FFL</a></li> <li>• Importance of Audio-Visual aids - <a href="http://www.lisbdnet.com/importance-of-audio-visual-aids-in/">http://www.lisbdnet.com/importance-of-audio-visual-aids-in/</a></li> <li>• Science club - <a href="http://www.vkmaheshwari.com/WP/?p=2380">http://www.vkmaheshwari.com/WP/?p=2380</a></li> <li>• Science Museum - <a href="https://www.fgsi.co.in/blog/best-science-museums/">https://www.fgsi.co.in/blog/best-science-museums/</a></li> <li>• Science fair- <a href="https://www.fgsi.co.in/blog/top-science-fairs-in-india/">https://www.fgsi.co.in/blog/top-science-fairs-in-india/</a></li> <li>• Assessment in Science Education - <a href="https://www.nap.edu/read/4962/chap">https://www.nap.edu/read/4962/chap</a></li> </ul>	
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				<p><a href="#">ter/7</a></p> <ul style="list-style-type: none"><li>• Qualities of science teacher - <a href="http://info.marygrove.edu/MATblog/bid/85000/Essential-Qualities-of-a-Highly-Effective-Science-Teacher">http://info.marygrove.edu/MATblog/bid/85000/Essential-Qualities-of-a-Highly-Effective-Science-Teacher</a></li><li>• Teacher as a Researcher- <a href="https://www.ericdigests.org/1993/researcher.htm">https://www.ericdigests.org/1993/researcher.htm</a></li><li>• Ways of Professional Development- <a href="https://www.teachhub.com/15-professional-development-skills-modern-teachers">https://www.teachhub.com/15-professional-development-skills-modern-teachers</a></li></ul>	
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## Discipline Elective (Subsidiary Pedagogy)

<p>1.</p>	<p><b>EDU 416: Pedagogy of Biology</b></p>	<p>Upon completion of course Students will be able to-</p> <ul style="list-style-type: none"> <li>• explain the rationale of study of Biology.</li> <li>• develop skill in framing instructional objective in behavioral terms.</li> <li>• discuss the major principles of curriculum construction.</li> <li>• identify and use various method of teaching Biology.</li> <li>• develop skill in preparing unit and lesson plan.</li> <li>• selection and use of ISM and related science activities.</li> <li>• construct various test items for making question paper.</li> </ul>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1 Arthur, Carwin, Robers, B., Teaching Modern Science, Charles E, Merrill Publishing Company U.S.A. 1970.</li> <li>2 Kohli, V.K. Teaching of Science Krishna Brothers, Chowk Adda Tanda, Jullundur, 1969.</li> <li>3 Sood, J.K. New Direction in Science Teaching, Kohli Publications, Chandigarh, 1980.</li> <li>4 Nathan, S., Teaching Science Creatively in the Secondary School, W.B. Saunders Company, New Delhi, 1967.</li> <li>5 Vaidya, N. The impact Science Teaching, Oxford and IBH Publishing Co. New York, 1971.</li> <li>6 Sharma, R.C., Teaching of Science, Dhanpat Rai and Sons, Jullundhur, Delhi 1971.</li> <li>7 Vaidya, N. Some Aspects of Piaget's work and Science Teaching, S. Chand and Company, New Delhi, 1970.</li> <li>8 Richardson, S., Science Teaching in Secondary School, Printice Hall, U.S.A., 1957.</li> <li>9 The world we live in: Life Publications, New York, 1955.</li> <li>10 The world of Fossils: Giovannipina ORBIS Publication, London, 1978.</li> <li>11 General Astronomy: H. Spencer Jones. Adward Amold and Co., London 1924.</li> <li>12 Life on the Words: Sir H.Spencer Jones Science Today Series, The English Language books Societies, London, 1959.</li> <li>13 The Science of Biology: Mc Graw Hill Company, New York, 1967.</li> <li>14 Pual B. Weise and Fuller Melvin S., Science</li> </ol>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Arthur, Carwin., &amp; Robers, B.(1970). <i>Teaching Modern Science.</i> U.S.A.: Charles E, Merrill Publishing Company.</li> <li>2. Das, R.C. (1985). <i>Science Teaching in schools.</i> New Delhi : Sterling Publishers Pvt. Ltd.</li> <li>3. Dave, R.M. (1969). <i>Taxonomy of Educational objectives and Achievement Teaching.</i> London: London University Press.</li> <li>4. Gupta, S.K. (1983). <i>Technology of Science Education.</i> New Delhi : Vikas publishing House Pvt. Ltd.</li> <li>5. Heiss, Obourm., &amp; S. Hoffman W.(Ed). (1961). <i>Modern Science Teaching.</i> New York : The Macmillian company.</li> <li>6. Kohli, V.K. (1969). <i>Teaching of Science.</i> Jullundur : Krishna Brothers Chowk Adda Tanda.</li> <li>7. Mangal, S.K., . (1996). <i>Science teaching.</i> New Delhi : Arya Book Depot.</li> <li>8. Nathan, S. (1967). <i>Teaching Science Creatively in the Secondary School,</i> New Delhi : W.B. Saunders Company.</li> <li>9. Paul, B. Weize .(1969). <i>Elements of Biology (3ed.).</i> NewYork : Mc Graw Hill Co.</li> <li>10. Pual, B. Weise., &amp; Fuller Melvin S.(1962). <i>Science of Botany.</i> New York : Mc Grew hills Book Co.</li> <li>11. Ratho, T.N., &amp; Prakash, Ravi .(1996).</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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with special reference to Bloom's Taxonomy-  
<https://www.giocities.com/eltsqu/cognitive.htm>

- Major principles of curriculum construction-  
<http://www.preservearticles.com/2012010920286/the-main-principles-of-curriculum-construction-may-be-mentioned-as-under.html>
- Developmental History of Science Curriculum-  
<http://www.ignouhelp.in/ignou-bes-141-study-material/>
- Lecture method-Merit and Demerit-  
<http://www.studylecturenates.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits>
- Problem solving method-Merit and Demerit-  
<https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB>
- Demerits of Problem solving method-  
<https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/>
- Community Resources-  
<http://www.sedl.org/scimath/compass/v03n01/usingcom.html>
- Use of audio visual aids-  
[https://www.elixirpublishers.com/articles/1351336051\\_50%20\(2012\)%2010597-10605.pdf](https://www.elixirpublishers.com/articles/1351336051_50%20(2012)%2010597-10605.pdf)
- Science club-  
<http://vigyanprasar.gov.in/science-communication-programs/vipnet/>

2.	<b>EDU 417: Pedagogy of Chemistry</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>analyze concepts and generalization used in framing chemistry curriculum.</li> <li>analyze nature of chemistry and the relationship between nature of chemistry and objectives of teaching chemistry.</li> <li>analyze role of laboratory, text book and other resources in teaching of chemistry formulate IOs for cognitive, affective &amp; psychomotor domain.</li> <li>frame test items for different types of test.</li> <li>reflect on different teaching methods used in Chemistry.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009.</li> <li>Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007.</li> <li>Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967.</li> <li>Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008.</li> <li>Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999.</li> <li>Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012.</li> <li>Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011.</li> <li>Sharma, R.C., "Teaching of Science", Dhanpat Rai &amp; Sons, Delhi 1971.</li> <li>Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989.</li> <li>Bhatt, Dipti Pinakin, Teaching of Science, A.P.H. Publishing Corporation, New Delhi, 2011.</li> <li>Mohan, Radha, Innovative Science teaching, Second edi, prentice Hall of India Pvt. Ltd., New Delhi, 2002.</li> <li>Mishra, Karuna Shanker, Effective Science Teaching, Anubhav publishing House, Allahabad, 2008.</li> <li>Nagaraju, M.T.V., Handbook for Teaching Physical Sciences (Methods and Techniques), Kanishka Publisher's, New Delhi, 2008.</li> <li>Sen, B.R., Teaching Science in Secondary school, commonwealth publisher's, N. Delhi, 2005.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Bhandula, N. and Shrama Sidheswar. (2009). <i>Teaching of Science</i>. Ludhiyana: Vijaya Publications.</li> <li>Das, D.N. (2007). <i>Practice Teaching</i>. Jaipur: Pointer Publisher.</li> <li>Gupta, Nirmala. (1967). <i>Method of Teaching Science</i>. Meerut: Rastogi and Company.</li> <li>Prasad, Janardhan. (1999). <i>Practical Aspects in Teaching of Science</i>. Kanishka Publishers Distributors.</li> <li>Rajan, Sonika. (2012). <i>Methodology of Teaching Science</i>. Delhi: Pearson.</li> <li>Rawat, Hemant. (2011). <i>Teaching of Science</i>. New Delhi: Lakshay Publication.</li> <li>Sharma, R.C. (1971). <i>Teaching of Science</i>. Delhi: Dhanpat Rai &amp; Sons.</li> <li>Sood, J.K. (1989). <i>New Direction in Science Technology</i>. Chandigarh: Kohli Publishers.</li> <li>Bhatt, Dipti. (2011). <i>Teaching of Science</i>. New Delhi: A.P.H. Publishing Corporation.</li> <li>Mohan, Radha. (2002). <i>Innovative Science teaching</i>. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>Mishra, K. S. (2008). <i>Effective Science Teaching</i>. Allahabad: Anubhav publishing House.</li> <li>Nagaraju, M.T.V. (2008). <i>Handbook for Teaching Physical Sciences (Methods and Techniques)</i>. New Delhi: Kanishka Publishers.</li> <li>Sen, B.R. (2005). <i>Teaching Science in Secondary school</i>. New Delhi: commonwealth publishers.</li> <li>Sharma, R.C. (2001). <i>Modern Science Teaching</i>. New Delhi: Dhanpat Rai Publishing co., Pvt., Ltd.</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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3.	<b>EDU 419 Pedagogy of Computer Science</b>	<p>Upon completion of course Pupil Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Acquaint with the aims and objectives of pedagogy of computer science</li> <li>• Familiarize with the various methods that can be employed for the pedagogy of</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Chauhan, S.S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing Ltd</li> <li>• Goel, H.K. (2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot.</li> <li>• Mangal, S.K., Uma Mangal, (2009). Essentials of Educational Technology, PHI learning Private Limited. New Delhi</li> <li>• Kochchar, S.K.(1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd.</li> <li>• Sharma, R.A.(2008). Technological foundation of Education. Meerut: R.Lall Book Depot.</li> </ul>	<p><b>References:</b></p> <p>Chauhan, S.S. (1985). <i>Innovations in teaching learning process</i>. New Delhi: Vikas Publishing Ltd</p> <p>Goel, H.K. (2005). <i>Teaching of Computer Science</i>. New Delhi: R.Lall Book Depot.</p> <p>Kochchar, S.K.(1992). <i>Methods and techniques of teaching</i>. New Delhi: Sterling Publishers Pvt Ltd.</p> <p>Mangal, S.K., Uma Mangal, (2009). <i>Essentials of Educational Technology</i>. New Delhi: PHI learning Private Limited.</p> <p>Sharma, R.A.(2008). <i>Technological foundation of Education</i>. Meerut: R.Lall Book Depot.</p> <p><b>e-Resources</b>  Concept, Need and Scope of Computer</p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>



		<p>computer science.</p> <ul style="list-style-type: none"> <li>• Acquaint in preparation of instructional materials for Computer Science teaching.</li> <li>• Acquire knowledge of latest trends in Information Technology and assessment practices.</li> </ul>		<p>Science.</p> <p>Need and Significance of Teaching Computer science at various levels.</p> <p>General Aims and Objectives of Teaching Computer Science</p> <p><a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a></p> <p>Concept, Need and Scope of Computer Science.</p> <p>Need and Significance of Teaching Computer science at various levels.</p> <p>General Aims and Objectives of Teaching Computer Science</p> <p><a href="http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf">http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf</a></p> <p>Methods of Techniques of Teaching Computer Science-</p> <p><a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a></p> <p><a href="http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf">http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf</a></p> <p>Designing for Instruction</p> <p><a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a></p> <p><a href="http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf">http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf</a></p> <p>Development of Instructional material-</p> <p><a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a></p> <p>Trends and Issues in Teaching-Learning-</p> <p><a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a></p>	
4.	<b>EDU 423: Pedagogy of Geography</b>	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• describe the nature of content in Geography subject.</li> <li>• formulate Instructional objectives and plan for Geography</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Basha, Salim and Bhaskar Roa, Digumarti, "Methods of Teaching Geography", Discovery Publishing House, New Delhi, 2004.</li> <li>2. Hoti Prasad, "Methods of Teaching Geography," ABP Publishers, Jaipur, 2005.</li> <li>3. Long, M. (Ed.), "Handbook for Geography Teachers", The English</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Basha, S.,&amp; Rao, B. Digumarti. (2004). <i>Methods of Teaching Geography</i>. New Delhi: Discovery Publishing House.</li> <li>2. Hoti Prasad.(2005). <i>Methods of Teaching Geography</i>. Jaipur: ABP Publishers.</li> <li>3. Long, M.(1964). <i>Handbook for Geography Teachers</i>. The English language Book Society and Methuen &amp;</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

		<p>teaching at Senior Secondary Level.</p> <ul style="list-style-type: none"> <li>• apply different methods of teaching Geography in classroom.</li> <li>• select and use appropriate resources and media for Geography teaching.</li> <li>• use various resources for enrichment of Geography teaching.</li> <li>• reflect on framing and marking test items of achievement test in Geography.</li> </ul>	<p>language Book Society and Methuen &amp; Co. Ltd., 1964.</p> <ol style="list-style-type: none"> <li>4. Siddiqui, Mujibul Hasan, " Teaching of Geography", A.P.H. Publishing Corporation, New Delhi, 2004.</li> <li>5. जैन, मदनलाल, "भूगोल अध्यापन", रामप्रसाद एण्ड संस, आगरा, 1967</li> <li>6. दुबे, सुशील कुमार, "भूगोल शिक्षण में तकनीकी नवाचार", बाइकिंग बुक्स, जयपुर, 2014</li> <li>7. बालिया, शिरीष, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 'शिक्षा में मापन एवं मूल्यांकन', राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.</li> <li>8. वर्मा, जगदीश प्रसाद, "भूगोल अध्यापन", विनोद पुस्तक मंदिर, आगरा, 1971</li> <li>9. शर्मा, माता प्रसाद, "भूगोल शिक्षण", अपोलो प्रकाशन, जयपुर, 2008.</li> <li>10. शर्मा, रमा एवं मिश्रा, एम0 के0, " भूगोल शिक्षण", अर्जुन पब्लिशिंग हाउस, नई दिल्ली, 2009.</li> <li>11. सिंह, हरनारायण, "भूगोल शिक्षण", विनोद पुस्तक मंदिर, आगरा, 1968</li> <li>12. अमरनाथ, कपूर, "भौगोलिक शब्दकोष और परिभाषाएँ", राधा पब्लिकेशन्स, नई दिल्ली, 2004.</li> <li>13. Philips World Atlas, "The Royal Geographical Society", Great Britain, 2002.</li> <li>14. Susan Mayhew, "Oxford Dictionary of Geography," Oxford University Press, 2009.</li> <li>15. Websters International Encyclopedia-I Edition, Trident Press International, 2003.</li> </ol>	<p>Co. Ltd.</p> <ol style="list-style-type: none"> <li>4. Siddiqui, M. H. (2004). <i>Teaching of Geography</i>. New Delhi: A.P.H. Publishing Corporation.</li> <li>5. जैन, मदनलाल 1967 <i>भूगोल अध्यापन</i> आगरा रामप्रसाद एण्ड संस</li> <li>6. दुबे, सुशील कुमार, 2014 <i>भूगोल शिक्षण में तकनीकी नवाचार</i>, जयपुर बाइकिंग बुक्स,</li> <li>7. बालिया, शिरीष, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 2013 <i>शिक्षा में मापन एवं मूल्यांकन</i>, जयपुर राजस्थान हिन्दी ग्रन्थ अकादमी</li> <li>8. वर्मा, जगदीश प्रसाद 1971 <i>भूगोल अध्यापन</i>, आगरा, विनोद पुस्तक मंदिर, ,</li> <li>9. शर्मा, माता प्रसाद 2008 <i>भूगोल शिक्षण</i> जयपुर, अपोलो प्रकाशन।</li> <li>10. शर्मा, रमा एवं मिश्रा, एम0 के0, 2009 <i>भूगोल शिक्षण</i>, नई दिल्ली अर्जुन पब्लिशिंग हाउस 2009.</li> <li>11. सिंह, हरनारायण, 1968 <i>भूगोल शिक्षण</i>, आगरा विनोद पुस्तक मंदिर</li> <li>12. अमरनाथ, कपूर, 2004 <i>भौगोलिक शब्दकोष और परिभाषाएँ</i>, नई दिल्ली राधा पब्लिकेशन्स.</li> <li>13. <i>Philips World Atlas</i> 2002 Great Britain The Royal Geographical Society</li> <li>14. Susan M. (2009) <i>Oxford Dictionary of Geography</i> Oxford University Press.</li> <li>15. Websters International Encyclopedia-I Edition 2003 Trident Press International.</li> </ol> <p><b>e- Resources:</b></p> <ol style="list-style-type: none"> <li>1. Evaluation in Teaching Learning Process- <a href="http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476">http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476</a></li> <li>2. Teaching and Learning Process in Geography- <a href="http://egyankosh.ac.in/handle/123456789/46729">http://egyankosh.ac.in/handle/123456789/46729</a></li> </ol>	
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				<p>3. Tools of Teaching Geography- <a href="http://egyankosh.ac.in/handle/123456789/46746">http://egyankosh.ac.in/handle/123456789/46746</a></p> <p>4. Introduction of Curriculum Construction- <a href="http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf">http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf</a></p> <p>5. NCF 2005- <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf</a></p>	
5.	<b>EDU 428: Pedagogy of Mathematics</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the nature of Mathematics.</li> <li>• critically analyze the Mathematics Text Book.</li> <li>• reflect on different methods of teaching Mathematics.</li> <li>• prepare the lesson plan in teaching mathematics.</li> <li>• reflect on framing and marking test items of achievement test in mathematics.</li> </ul>	<p><b>Unit-IV: Planning for Teaching</b></p> <p>a) Annual plan – Need, Main consideration and Format</p> <p>b) Unit plan - Concept and steps of planning</p> <p>c) Lesson plan – Need and preparation</p> <p>d) <del>Achievement Test in Mathematics</del></p> <p><b>Activity-</b> Workshop on Planning at different level.</p> <p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965.</li> <li>2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.</li> <li>3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.</li> <li>4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961.</li> <li>6. Maheshwari, Vijayandra Kishore</li> </ol>	<p><b>Unit-IV: Planning for Teaching</b></p> <p>a) Annual plan – Need, Main consideration and Format</p> <p>b) Unit plan - Concept and steps of planning</p> <p>c) Lesson plan – Need and preparation</p> <p>Activity- Workshop on Planning at different level.</p> <p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary Mathematics</i>. New York: Mc Graw Hill Book Co.</li> <li>2. Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</li> <li>3. Cornelius, Michael. (1982). <i>Teaching mathematics</i>. London : Croom Helm.</li> <li>4. Jain, S.L. (1973).<i>Ganit Shikshan</i>. Jaipur :Rajasthan Hindi Granth Academy.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. (1961).<i>The New Mathematics in Our Schools</i>. New York: The macmillan Co.</li> <li>6. Maheshwari, Vijayandra Kishore (1995). <i>Ganit Shikshan</i>. Meerut :Lay Book Deptt.</li> <li>7. Mangal, S.K.(1997). <i>Ganit Shikshan</i>. New Delhi :Arya Book Depot.</li> <li>8. Sidhu, K. S. (1986).<i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</li> </ol> <p><b>e-Resources:</b></p>	<b>References and Web Resources Updated</b>

			<p>"Ganit Shikshan" Lay Book Deptt. Meerut, 1995.</p> <p>7. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</p> <p>8. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</p>	<p><b>Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:</b>  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</a>  <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a>  <b>Place in Secondary School Curriculum:</b>  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a>  <b>Planning for Teaching:</b>  <a href="http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html">http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html</a>  <a href="https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf">https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf">http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf</a>  <a href="https://ndpublisher.in/admin/issues/EQv8n32.pdf">https://ndpublisher.in/admin/issues/EQv8n32.pdf</a></p>	
6.	<b>EDU 431 Pedagogy of Physics</b>	<p>Upon completion of course Pupil Teachers will be able to</p> <ul style="list-style-type: none"> <li>• discuss the nature and relevance of Physics as a School Subject.</li> <li>• identify Aim and objectives of teaching Physics.</li> <li>• discuss various methods of Physics teaching.</li> <li>• organize and develop Physics lab.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009.</li> <li>2. Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007.</li> <li>3. Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967.</li> <li>4. Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008.</li> <li>5. Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999.</li> <li>6. Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012.</li> <li>7. Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011.</li> <li>8. Sharma, R.C., "Teaching of Science", Dhanpat Rai &amp; Sons, Delhi 1971.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bhandula, N. &amp; Shrama, S. (2009). <i>Teaching of Science</i>. Ludhiyana :Vijaya Publications.</li> <li>2. Das, D.N. (2007). <i>Practice Teaching</i>. Jaipur: Pointer Publisher.</li> <li>3. Gupta, N. (1967). <i>Method of Teaching Science</i>. Meerut: Rastogi and Company.</li> <li>4. Mishra, K.S. (2008). <i>Effective Science Education</i>. Uttar Pradesh: Anubhav Publishing House.</li> <li>5. Prasad, J. (1999). <i>Practical Aspects in Teaching of Science</i>. New Delhi: Kanishka Publishers Distributors.</li> <li>6. Rajan, S. (2012). <i>Methodology of Teaching Science</i>. Delhi: Pearson.</li> <li>7. Rawat, H. (2011). <i>Teaching of Science</i>. New Delhi : Lakshay Publication.</li> <li>8. Sharma, R.C. (1971). <i>Teaching of Science</i>. Delhi : Dhanpat Rai &amp; Sons.</li> <li>9. Sood, J.K. (1989). <i>New Direction in Science Technology</i>. Chandigarh : Kohli</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

			<p>9. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989.</p> <p>10. Bhatt, Dipti Pinakin, Teaching of Science, A.P.H. Publishing Corporation, New Delhi, 2011.</p> <p>11. Mohan, Radha, Innovative Science teaching, Second edi, prentice Hall of India Pvt. Ltd., New Delhi, 2002.</p> <p>12. Mishra, Karuna Shanker, Effective Science Teaching, Anubhav publishing House, Allahabad, 2008.</p> <p>13. Nagaraju, M.T.V., Handbook for Teaching Physical Sciences (Methods and Techniques), Kanishka Publisher's, New Delhi, 2008.</p> <p>14. Sen, B.R., Teaching Science in Secondary school, commonwealth publisher's, N. Delhi, 2005.</p> <p>15. Sharma, R.C., Modern Science Teaching, Dhanpat Rai Publishing co., Pvt., Ltd, New Delhi, 2001.</p> <p>16. Vaidya, Narendra, Science teaching for the 21<sup>st</sup> century, deep and deep publications, N. Delhi, 1996.</p> <p>17. Yadav, M.S., Teaching of Science, Anmol Publications Pvt. Ltd., New Delhi, 2007.</p> <p>18. कुलश्रेष्ठ, अरुण कुमार और कुलश्रेष्ठ, नीर कमल, "विज्ञान शिक्षण", आर०लाल बुक डिपो, मेरठ, 2013.</p> <p>19. भटनागर, ए० बी०, "विज्ञान शिक्षण", आर० लाल डिपो, मेरठ, 2014.</p> <p>20. रावत, एम० एस०, और अग्रवाल, एम० बी० लाल, "नवीन विज्ञान शिक्षण" (बारहवॉ संस्करण), अग्रवाल पब्लिकेशन्स, आगरा-2. 2007 / 2008</p> <p>21. सूद, जे० के०, "विज्ञान शिक्षण", (पंचम संस्करण), श्री विनोद पुस्तक मन्दिर, आगरा-2, 2010.</p> <p>22. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु, "विज्ञान शिक्षण", (आठवॉ संस्करण),</p>	<p>Publishers.</p> <p>10. Bhatt, D.P. (2011). <i>Teaching of Science</i>. New Delhi : A.P.H. Publishing Corporation.</p> <p>11. Mohan, R. ( 2002). <i>Innovative Science Teaching</i>. New Delhi : Prentice Hall of India Pvt. Ltd.</p> <p>12. Nagaraju, M.T.V. (2008). <i>Handbook for Teaching Physical Sciences (Methods and Techniques)</i>. New Delhi: Kanishka Publisher's.</p> <p>13. Sen, B.R. (2005). <i>Teaching Science in Secondary School</i>. New Delhi: Commonwealth publisher's.</p> <p>14. Sharma, R.C. (2001). <i>Modern Science Teaching</i>. New Delhi : Dhanpat Rai Publishing co., Pvt., Ltd.</p> <p>15. Vaidya, N. (1996). <i>Science Teaching for the 21<sup>st</sup> century</i>. New Delhi : Deep and Deep publications.</p> <p>16. Yadav, M.S. (2007). <i>Teaching of Science</i>, New Delhi : Anmol Publications Pvt. Ltd.</p> <p>17. Brandwein Paul, F. et. al. (1958). <i>Teaching High School Science, A Book of Methods</i>. New York: Harcourt Brace Jovanovich, Columbus, Ohio: Carless E. Merrill Books, Inc.</p> <p>18. Croxton, W.C. (1937). <i>Science Teaching in the Elementary School</i>. New York: Mcgraw Hill.</p> <p>19. Gupta, S.K. (1985). <i>Teaching Physical Science in Secondary Schools</i>. New Delhi: Sterling Publishers.</p> <p>20. Gaez, Albert V. (nd). <i>Innovations in Science Education world wide paris</i>. UNESCO Press.</p> <p>21. Negi, J.S. (1999). <i>Bhautiki Shikshan</i>. Agra: Vinod Pustak Mandir.</p> <p>22. Bhaskara Rao, D. (2016). <i>Methods of Teaching Physics</i>. New Delhi: Discovery Publishing House.</p> <p>23. Vanaja, M. &amp; Rao, B.D. (2016). <i>Methods</i></p>	
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			<p>राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013</p> <p>23. Sunder, Prem (2010). Teaching of Chemistry, KSK Publishers and Distributors, New Delhi.</p> <p>24. Aggarwal, D. D. (2001). Modern Methods of Teaching Chemistry, Sarup and Sons Publishers, New Delhi</p> <p>25. Singh, P. P. and V. D. Kalia (2004). Teaching of Chemistry: New Trends and Innovations, Deep and Deep Publications Pvt. Ltd., New Delhi</p> <p>26. Rathor, T. N. and Ravi Prakash (2007). Emerging Trends in Teaching of Chemistry, Kanishka Publishers and Distributors, New Delhi.</p>	<p><i>of Teaching Physics</i>. New Delhi: Discovery Publishing House.</p> <p>24. कुलश्रेष्ठ, अरुण कुमार और कुलश्रेष्ठ, नीर कमल. (2013). <i>विज्ञान शिक्षण</i>. मेरठ: आर०लाल बुक डिपो.</p> <p>25. भटनागर, ए. बी. (2014). <i>विज्ञान शिक्षण</i>. मेरठ: आर० लाल डिपो.</p> <p>26. रावत, एम० एस०, और अग्रवाल, एम० बी० लाल. (2008). <i>नवीन विज्ञान शिक्षण</i>. आगरा: अग्रवाल पब्लिकेशन्स.</p> <p>27. सूद, जे० के०. (2010). <i>विज्ञान शिक्षण</i>. आगरा: श्री विनोद पुस्तक मन्दिर.</p> <p>28. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु. (2013). <i>विज्ञान शिक्षण</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p><b>e- Resources:</b>  <b>Concept and Nature of Physics:</b>  <a href="http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_science.pdf">http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_science.pdf</a>  <a href="http://assets.v mou.ac.in/BED123.pdf">http://assets.v mou.ac.in/BED123.pdf</a>  <a href="http://www.iapweb.org/nature_of_physics.pdf">http://www.iapweb.org/nature_of_physics.pdf</a>  <a href="https://hemantmore.org/physics-1/p11101001/2760/">https://hemantmore.org/physics-1/p11101001/2760/</a>  <a href="https://www.univie.ac.at/pluslucis/Archiv/ICPE/B1.html">https://www.univie.ac.at/pluslucis/Archiv/ICPE/B1.html</a>  <b>History of Physics and its Branches:</b>  <a href="http://poincare.matf.bg.ac.rs/~zarkom/Book_Wikipedia_PHYSICS.pdf">http://poincare.matf.bg.ac.rs/~zarkom/Book_Wikipedia_PHYSICS.pdf</a>  <b>Methods in Teaching Physics:</b>  <a href="http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf">http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf</a>  <a href="https://www.aapt.org/resources/policy/roleoflabs.cfm">https://www.aapt.org/resources/policy/roleoflabs.cfm</a>  <a href="https://sites.nationalacademies.org/cs/groups/dbasse/site/documents/webpage/dbasse_073330.pdf">https://sites.nationalacademies.org/cs/groups/dbasse/site/documents/webpage/dbasse_073330.pdf</a>  <a href="https://www.britishcouncil.org.za/sites/default/files/163275-planning-practical-science-interactive.pdf">https://www.britishcouncil.org.za/sites/default/files/163275-planning-practical-science-interactive.pdf</a>  <b>Use of ICT and Virtual Laboratory for Physics Teaching:</b>  <a href="http://www.ipedr.com/vol37/062-ICMEI2012-E10015.pdf">http://www.ipedr.com/vol37/062-ICMEI2012-E10015.pdf</a>  <a href="http://ndpublisher.in/admin/issues/tlv3n1f.pdf">http://ndpublisher.in/admin/issues/tlv3n1f.pdf</a>  <a href="http://blog.scientix.eu/2015/08/virtual-laboratories-in-teaching-and-learning-science/">http://blog.scientix.eu/2015/08/virtual-laboratories-in-teaching-and-learning-science/</a>  <b>UNESCO Source Book of Science Teaching.</b>  <b>UNESCO Publication in new methods and techniques in education.</b></p>	
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## Discipline Elective (Enhancing Professional Capacity)

<p>1.</p>	<p><b>EDU 448L:- Reading and Reflecting on Texts Lab</b></p>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• read and respond to a variety of texts in different ways by learning to think together, depending on the text and the purposes of reading.</li> <li>• enhance their capacities as readers and writers by becoming participants in the process of reading.</li> <li>• develop the skill of critical thinking by offering opportunities to read a wide variety of texts,</li> <li>• write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.</li> </ul>	<p><b>Unit-I: Skills for Reflection: Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Reading-Meaning and Importance</li> <li>• Types of Reading-             <ul style="list-style-type: none"> <li>▪ Loud Reading (Individual &amp; Group)</li> <li>▪ Silent Reading (Intensive &amp; Extensive)</li> </ul> </li> <li>• Development of Reading</li> <li>• Writing-Meaning and Importance</li> <li>• Types of writing             <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Descriptive</li> <li>○ Expository</li> <li>○ Persuasive</li> </ul> </li> <li>• Mechanics of writing             <ul style="list-style-type: none"> <li>○ Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing).</li> </ul> </li> </ul> <p><b>Unit-II: Reflection on Texts</b></p> <ul style="list-style-type: none"> <li>• Reflection-Meaning, elements and Importance</li> <li>• Stages of reflection</li> <li>• Reading for Comprehension and Reflection</li> <li>• Reflection through Writing</li> </ul> <p><b>Unit-III: Practice Components</b></p> <p><b>1. Engaging with Narrative and Descriptive Accounts</b></p> <p>Suggested Activities (any two)</p> <ul style="list-style-type: none"> <li>• Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)</li> <li>• Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group)</li> <li>• Narrating/describing a related account from one's life experience (in front of a smaller group)</li> <li>• Discussion of characters and situations-sharing interpretations and points of view (in a smaller group)</li> <li>• Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).</li> </ul> <p><b>2. Engaging with Popular Subject Based</b></p>	<p><b>Unit-I: Skills for Reflection: Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Reading-Meaning and Importance</li> <li>• Types of Reading-             <ul style="list-style-type: none"> <li>▪ Loud Reading (Individual &amp; Group)</li> <li>▪ Silent Reading (Intensive &amp; Extensive)</li> </ul> </li> <li>• Development of Reading</li> <li>• Writing-Meaning and Importance</li> <li>• Types of writing             <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Descriptive</li> <li>○ Expository</li> <li>○ Persuasive</li> </ul> </li> <li>• Mechanics of writing             <ul style="list-style-type: none"> <li>○ Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing).</li> </ul> </li> </ul> <p><b>Unit-II: Reflection on Texts</b></p> <ul style="list-style-type: none"> <li>• Reflection-Meaning, elements and Importance</li> <li>• Stages of reflection</li> <li>• Reading for Comprehension and Reflection</li> <li>• Reflection through Writing</li> </ul> <p><b>Unit-III: Engaging with Narrative and Descriptive Accounts</b></p> <p>Suggested Activities (any two)</p> <ul style="list-style-type: none"> <li>• Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)</li> <li>• Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group)</li> <li>• Narrating/describing a related account from one's life experience (in front of a smaller group)</li> <li>• Discussion of characters and situations-sharing interpretations and points of view (in a smaller group)</li> <li>• Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).</li> </ul> <p><b>2. Engaging with Popular Subject Based</b></p>	<p><b>References and Web Resources Updated</b></p>
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			<p><b>Expository writing (any two)</b></p> <ul style="list-style-type: none"> <li>Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind map, etc. (guided working in pairs).</li> <li>Explaining the gist of the text/topic to others (in the larger subject group)</li> <li>Attending the writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing).</li> <li>Writing a review or a summary of the text, with comments and opinions (individual task)</li> </ul> <p><b>3. Engaging with Educational Writing and its presentation</b></p> <ul style="list-style-type: none"> <li>Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)</li> <li>Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion).</li> <li>Discussion of the theme, sharing responses and point (s) of view (small group discussion)</li> <li>Writing a response paper (individually or in pairs)</li> <li>Presentations of selected paper, questions and answers (large group).</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Brookfield, S. (1995), <i>Becoming a critically reflective teacher</i>. San Francisco: Jossey-Bass Inc.</li> <li>Dewey, J. (1933). <i>How we think. A restatement of the relations of reflective thinking to the educative process</i>. Boston: D.C.Heath.</li> <li>Goodlad J.I .(1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder &amp; K.A.Sirotnik (Eds.) <i>The moral dimensions of teaching</i> (pp3-34 San Francisco: Jossey-Bass.</li> <li>Hole, S.&amp; McEntee, G. (1999). <i>Reflection is at the heart of practice</i>. Educational Leadership. 56 (8) May, p34-37.</li> </ul>	<p><b>Expository writing (any two)</b></p> <ul style="list-style-type: none"> <li>Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind map, etc. (guided working in pairs).</li> <li>Explaining the gist of the text/topic to others (in the larger subject group)</li> <li>Attending the writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing).</li> <li>Writing a review or a summary of the text, with comments and opinions (individual task)</li> </ul> <p><b>3. Engaging with Educational Writing and its presentation</b></p> <ul style="list-style-type: none"> <li>Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)</li> <li>Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion).</li> <li>Discussion of the theme, sharing responses and point (s) of view (small group discussion)</li> <li>Writing a response paper (individually or in pairs)</li> <li>Presentations of selected paper, questions and answers (large group).</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Brookfield, S. (1995). <i>Becoming a critically reflective teacher</i>. San Francisco: Jossey-Bass Inc.</li> <li>Dewey, J. (1933). <i>How we think: A restatement of the relations of reflective thinking to the educative process</i>. Boston: D.C. Heath.</li> <li>Goodlad, J. I .(1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder &amp; K.A.Sirotnik (Eds.) <i>The moral dimensions of teaching</i>. 03-34. San Francisco: Jossey-Bass.</li> <li>Hole, S.&amp; McEntee, G. (1999). <i>Reflection</i></li> </ul>	
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			<ul style="list-style-type: none"> <li>• Kottamp, R. (1990), Means of facilitation reflection. <i>Education and Urban Society</i>, 22.2pp. 182-203.</li> <li>• Lasley, T.(1990). Editorial. <i>Journal of Teacher Education</i> 40, (2), March-April 1998.</li> <li>• Osterman, K.F. (1990). Reflective Practice: A new agenda for education. <i>Education and Urban Society</i>, 22(2); February 1990,p 133-152.</li> <li>• Schon, D. (1983). <i>Educating the reflective practitioner</i>. New York:Basic Books.</li> <li>• Schon, D. (1987). <i>Educating the reflective practitioner</i>. San Francisco: Jossey-Bass.</li> <li>• Clark, Don. "Critical Reflection".</li> <li>• Kain, Patricia, "How to do a close reading".</li> <li>• Lye. John. "Critical reading: a guide".</li> <li>• New College Composition-Punjab University-1965.</li> <li>• Geoffrey Leech, Margaret Deuchatr and Robert Hoongenraad (2005). <i>English Grammer for Today: A New Introduction</i>.</li> </ul>	<p>is at the heart of practice. <i>Educational Leadership</i>. 56 (8) May, p34-37.</p> <p>Kottamp, R. (1990). Means of facilitation reflection. <i>Education and Urban Society</i>. 22.2, pp. 182-203.</p> <p>Ross D. Bondy, E. &amp; Kyle D. (1993) <i>Reflective teaching for student empowerment: Elementary curriculum and methods</i>. New York : Macmillan.</p> <p>Schon, D. (1983). <i>Educating the reflective practitioner</i>. New York: Basic Books.</p> <p>Schon, D. (1987). <i>Educating the reflective practitioner</i>. San Francisco: Jossey-Bass.</p> <p>Zeichener, K.M. &amp; Liston, D.P. (1987). Teaching student teachers to reflect, <i>Harvard Educational Review</i>, 56(1), 23-48.</p> <p><b>e-Resources</b></p> <p><b>Types of Reading:</b>  <a href="https://slllc.ucalgary.ca/Brian/611/readingtype.html">https://slllc.ucalgary.ca/Brian/611/readingtype.html</a></p> <p><b>Types of Academic Writing:</b>  <a href="https://sydney.edu.au/students/writing/types-of-academic-writing.html">https://sydney.edu.au/students/writing/types-of-academic-writing.html</a></p> <p><b>Reflecting on Teaching Reading:</b>  <a href="https://www.press.umich.edu/pdf/9780472035052-ch1.pdf">https://www.press.umich.edu/pdf/9780472035052-ch1.pdf</a></p> <p><b>Gibbs' Reflective Cycle:</b>  <a href="https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf">https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf</a></p> <p><b>Reflection Models and Frameworks:</b>  <a href="https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm">https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm</a></p> <p><b>Reflection, Elements and Reflective Writing:</b>  <a href="http://universityofhullscitts.org.uk/scitts/reflection/reflectionmodels.html">http://universityofhullscitts.org.uk/scitts/reflection/reflectionmodels.html</a></p>	
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<p>2.</p>	<p><b>EDU-501L: Aesthetic Appreciation through Art and Drama Lab</b></p>	<p>Upon completion of course student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the concepts of Art and Type of Arts</li> <li>• apply Fundamentals of Visual Art</li> <li>• explain Drama, Its Elements and Types of Drama</li> <li>• apply different type of Arts in teaching.</li> <li>• create Various Products by Using Art</li> <li>• perform Various Type of Drama by Organizing the Stage</li> </ul>	<p><b>Unit –I: Visual Art and Craft</b></p> <ul style="list-style-type: none"> <li>- Concept of Art</li> <li>- Types of Art - (a) Visual Art (b) Performing Art</li> <li>- Fundamentals of Visual Art</li> <li>- Classification of Art Style</li> <li>- An introduction of Medium (Material) and Methods of Art</li> <li>- Importance of Visual Art Education</li> </ul> <p><b>Unit-II: Performing Art: Drama</b></p> <ul style="list-style-type: none"> <li>- Meaning of Dramatic Art</li> <li>- Importance of Drama in Education</li> <li>- Elements of Drama</li> <li>- Types of Drama <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> </ul> </li> <li>- Importance of Stage – Setting in Drama</li> </ul> <p><b>Unit –III: Visual Art and Craft (Practical)</b></p> <ul style="list-style-type: none"> <li>- Creating new, product through manipulating Different Material of Visual Art and Craft: (Any One) <ul style="list-style-type: none"> <li>- Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material</li> </ul> </li> <li>- Creation by the use of Different Methods of Art: (Any Two) <ul style="list-style-type: none"> <li>• Preparation of Composition (for Teaching) with the Application of Fundamentals of Art</li> <li>• Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting and Failing</li> <li>• Preparation of Composition (for Teaching) with the appreciation of fundamental of Art.</li> </ul> </li> </ul>	<p><b>Unit –I: Visual Art and Craft</b></p> <ul style="list-style-type: none"> <li>- Concept of Art</li> <li>- Types of Art - (a) Visual Art (b) Performing Art</li> <li>- Fundamentals of Visual Art</li> <li>- Classification of Art Style</li> <li>- An introduction of Medium (Material) and Methods of Art</li> <li>- Importance of Visual Art Education</li> </ul> <p><b>Unit-II: Performing Art: Drama</b></p> <ul style="list-style-type: none"> <li>- Meaning of Dramatic Art</li> <li>- Importance of Drama in Education</li> <li>- Elements of Drama</li> <li>- Types of Drama <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> </ul> </li> <li>- Importance of Stage – Setting in Drama</li> </ul> <p><b>Unit –III: Visual Art and Craft (Practical)</b></p> <ul style="list-style-type: none"> <li>- Creating new, product through manipulating Different Material of Visual Art and Craft: (Any One) <ul style="list-style-type: none"> <li>- Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material</li> </ul> </li> <li>- Creation by the use of Different Methods of Art: (Any Two) <ul style="list-style-type: none"> <li>• Preparation of Composition (for Teaching) with the Application of Fundamentals of Art</li> <li>• Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting and Failing</li> <li>• Preparation of Composition (for</li> </ul> </li> </ul>	<p><b>References and Web Resources Updated</b></p>
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			<p><b>Unit –IV: Improved Material (Practical)</b></p> <ul style="list-style-type: none"> <li>- Making Puppet through Improved Materials</li> <li>or</li> <li>- Making a Improved Instructional Aid</li> </ul> <p><b>Unit –V: Drama and Theatre (Practical)</b></p> <ul style="list-style-type: none"> <li>- Listening, Viewing and Disrning Different Kinds of Drama and Present Report</li> <li>- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch).</li> </ul> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. शर्मा, प्रभा (2007), कला विज्ञान शिक्षण, श्रुति पब्लिकेशन, जयपुर.</li> <li>2. कासलीवाल, मीनाक्षी, (2003), ललितकला के आधारभूत सिद्धान्त, राजस्थान ग्रन्थ अकादमी, जयपुर.</li> <li>3. वैश्य, आर.पी. (1969) चित्रकला शिक्षण, विनोद पुस्तक मन्दिर, आगरा.</li> <li>4. गोदीका, साधना एवं सावित्री माथुर (2008) कला शिक्षा शिक्षण, आस्था प्रकाशन, जयपुर.</li> <li>5. शर्मा, माता प्रसाद (2008), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर.</li> <li>6. Husain Ashfaque (1956), Seminar on Art Education, Lalit Kala Academy, New Delhi.</li> <li>7. Ganga Darshan Munger, Bihar, India, 1995.</li> </ol>	<p>Teaching) with the appreciation of fundamental of Art.</p> <p><b>Unit –IV: Improved Material (Practical)</b></p> <ul style="list-style-type: none"> <li>- Making Puppet through Improved Materials</li> <li>or</li> <li>- Making a Improved Instructional Aid</li> </ul> <p><b>Unit –V: Drama and Theatre (Practical)</b></p> <ul style="list-style-type: none"> <li>- Listening, Viewing and Disrning Different Kinds of Drama and Present Report</li> <li>- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch).</li> </ul> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. शर्मा, प्रभा. (2007). कला विज्ञान शिक्षण, जयपुर: श्रुति पब्लिकेशन.</li> <li>2. कासलीवाल, एम. (2003). ललितकला के आधारभूत सिद्धान्त. जयपुर: राजस्थान ग्रन्थ अकादमी.</li> <li>3. वैश्य, आर. पी. (1969). चित्रकला शिक्षण. आगरा: विनोद पुस्तक मन्दिर.</li> <li>4. गोदीका, साधना एवं सावित्री माथुर. (2008). कला शिक्षा शिक्षण. जयपुर: आस्था प्रकाशन.</li> <li>5. शर्मा, माता प्रसाद. (2008). कला शिक्षा शिक्षण. जयपुर: अपोलो प्रकाशन.</li> <li>6. Husain Ashfaque. (1956). Seminar on Art Education. New Delhi: Lalit Kala Academy.</li> <li>7. Ganga Darshan Munger, (1995). Bihar: India.</li> </ol>	
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3	<b>EDU-509L: Understanding the Self and Yoga Lab</b>	<p>Upon completion of course student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• facilitate student to understand the self.</li> <li>• develop capacity to identify the values for a good teacher.</li> <li>• facilitate student to perform self reflected activities.</li> <li>• discuss students with the meaning and importance of yoga.</li> <li>• develop essential skills to perform various asanas.</li> </ul>	<p><b>Unit-I: Understanding the self</b></p> <ol style="list-style-type: none"> <li>Self and self development- Concept and Importance</li> <li>Concept and types of values- <ul style="list-style-type: none"> <li>- Individual</li> <li>- Social</li> </ul> </li> <li>Importance of Values</li> </ol> <p><b>Unit-II: Yoga and self development</b></p> <ol style="list-style-type: none"> <li>Concept of yoga.</li> <li>Importance of yoga for self development.</li> <li>Pranayam-types and importance.</li> <li>Three milestones of woman's life and yoga.</li> <li>Do's and Don'ts of Asanas.</li> </ol> <p><b>Practical Units: (activities based)-</b></p> <p><b>Unit-III: Self reflection and personal integration</b></p> <ol style="list-style-type: none"> <li>Expression of Aspiration &amp; Expectations.</li> <li>Self observation exercise to understand one's own strength and</li> </ol>	<p><b>Unit-I: Understanding the self</b></p> <ol style="list-style-type: none"> <li>Self and self development- Concept and Importance</li> <li>Concept and types of values- <ul style="list-style-type: none"> <li>- Individual</li> <li>- Social</li> </ul> </li> <li>Importance of Values</li> </ol> <p><b>Unit-II: Yoga and self development</b></p> <ol style="list-style-type: none"> <li>Concept of yoga.</li> <li>Importance of yoga for self development.</li> <li>Pranayam-types and importance.</li> <li>Three milestones of woman's life and yoga.</li> <li>Do's and Don'ts of Asanas.</li> </ol> <p><b>Unit-III: Self reflection and personal integration</b></p> <ol style="list-style-type: none"> <li>Expression of Aspiration &amp; Expectations.</li> <li>Self observation exercise to</li> </ol>	<b>References and Web Resources Updated</b>

			<p>weakness. c. Self expression through creative activities.</p> <p><b>Unit-IV: Enhancing self development</b></p> <p>a. Community participation through Radio Banasthali or Group work. b. Self reflecting report, based on one's own experience or reading great authors. c. Identification of the values for a good teacher.</p> <p><b>Unit-V: Yoga for healthy mind and body.</b></p> <p>a. Practice of various asanas. b. Practice of various skills of pranayam.</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Dale Carnegie, Leader in you; you to win friends, influence people and succeed in a changing world.</li> <li>2. Das Gupta &amp; Surendranath: "Yoga: its Philosophy &amp; Religion", 1987</li> <li>3. Sinha, Phulgenda, "Yogic Cure for Common Diseases", Allied Publishers Pvt. Ltd., 2003.</li> <li>4. Joshi, K.S. "Yogic Pranayam", Allied Publishers Pvt. Ltd., 2003.</li> <li>5. Ananda, Sri, "The Complete Book of Yoga Harmony of Body and Mind", Orient paperbacks, Madarasa Road, Kashmere Gate, Delhi, 1999.</li> <li>6. Niranjanananda, Paramahamsa, "Yoga Darshan, Vision on Yoga Upnishads", Sri Panchadashnam ParanaHamsa Alakh Bara, Deoghar, Bihar, India, 1993.</li> <li>7. Sharma, P.D., "Yoga Yogasana and Pranayama for Health", Navneet Publications (I) Limited Ahmedabad, 1984.</li> <li>8. Saraswati, Swami Satyananda, "Asana and Pyanayama Mudra, Bandha", Bihar School of Yoga.</li> <li>9. M. Vanaja, M. and Charathi Vijaya, Value Oriented Education Neelkamal Publication Pvt. Ltd., New Delhi.</li> </ol>	<p>understand one's own strength and weakness. c. Self expression through creative activities.</p> <p><b>Unit-IV: Enhancing self development</b></p> <p>a. Community participation through Radio Banasthali or Group work. b. Self reflecting report, based on one's own experience or reading great authors. c. Identification of the values for a good teacher.</p> <p><b>Unit-V: Yoga for healthy mind and body.</b></p> <p>a. Practice of various asanas. b. Practice of various skills of pranayam.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Ananda, Sri. (1999). <i>The Complete Book of Yoga Harmony of Body and Mind</i>. Delhi: Orient paperbacks,</li> <li>• Dale, Carnegie, Leader in you. (1993). <i>you to win friends, influence people and succeed in a changing world</i>.</li> <li>• Das, Gupta &amp; Surendranath.(1987). <i>Yoga: its Philosophy &amp; Religion</i>.</li> <li>• Joshi, K.S. (2003). <i>Yogic Pranayam</i>. Allied Publishers Pvt. Ltd.</li> <li>• Kumar Praveen. (2014).<i>Value Education</i>, New Delhi: KSK Publishers.</li> <li>• M. Vanaja, M. and Charathi Vijaya. (2008).<i>Value Oriented Education</i>. New Delhi: Neelkamal Publication Pvt. Ltd.</li> <li>• Madarasa Road, Kashmere Gate.</li> <li>• Niranjanananda, Paramahamsa. (1993). <i>Yoga Darshan, Vision on Yoga Upnishads</i>. Bihar: Sri Panchadashnam ParanaHamsa</li> </ul>	
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			<p>10. Kumar Praveen, Value Education, KSK Publishers, New Delhi.</p> <p>11 अग्रवाल विजय, स्टूडेंट और पर्सनैलिटी डेवलपमेंट, Benten Books, Bhopal.</p> <p>12 अग्रवाल विजय, स्टूडेंट और मन की शक्ति, Benten Books, Bhopal.</p> <p>13 गिजुभाई बधेका, दिवास्वप्न, नेशनल बुक इंडिया, नई दिल्ली।</p> <p>14 दिवाकर शास्त्री, गीता का नीतिशास्त्र, सस्ता साहित्य मण्डल, नई दिल्ली।</p> <p>15 मोहनदास करमचन्द गोंधी, सत्य के प्रयोग: गांधीजी की संक्षिप्त आत्म-कथा, राजपाल दिल्ली।</p> <p>16 योगेश कुमार शर्मा (एवं) प्रज्ञा शर्मा, 'नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ, पोइण्टर पब्लिशर्स, जयपुर।</p> <p>17 ले.जे.आई.पटेल, आधुनिक भारत के निर्माता: सरदार वल्लभभाई पटेल, प्रकाशन विभाग सूचना भवन, सी कॉम्पलेक्स, ओ. जी. लोधी रोड, नई दिल्ली।</p> <p>18 शिव खेड़ा, जीत आपकी: कामयाबी की ओर ले जाने वाली सीढ़ी, फु सर्कल, दिल्ली।</p>	<p>Alakh Bara, Deoghar, India.</p> <ul style="list-style-type: none"> <li>• Sharma, P.D. (1984). <i>Yoga Yogasana and Pranayama for Health</i>. Ahmedabad: Navneet Publications (I) Limited.</li> <li>• Sinha, Phulgenda. (2003). <i>Yogic Cure for Common Diseases</i>. Allied Publishers Pvt. Ltd.</li> <li>• अग्रवाल विजय. (2014). <i>स्टूडेंट और पर्सनैलिटी डेवलपमेंट</i>. भोपाल: बेंटेन बुक.</li> <li>• अग्रवाल विजय. (2009). <i>स्टूडेंट और मन की शक्ति</i>. भोपाल: बेंटेन बुक.</li> <li>• बधेका, गिजुभाई. (2006). <i>दिवास्वप्न</i>. नई दिल्ली: नेशनल बुक इंडिया.</li> <li>• शास्त्री, दिवाकर. (2007). <i>गीता का नीतिशास्त्र</i>. नई दिल्ली: सस्ता साहित्य मण्डल.</li> <li>• गोंधी, मोहनदास करमचन्द. (2013). <i>सत्य के प्रयोग: गांधीजी की संक्षिप्त आत्म-कथा</i>. दिल्ली: राजपाल.</li> <li>• शर्मा, योगेश कुमार एवं प्रज्ञा शर्मा. (2003). <i>नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ</i>. जयपुर: पोइण्टर पब्लिशर्स.</li> <li>• खेड़ा, शिव. (2000). <i>जीत आपकी: कामयाबी की ओर ले जाने वाली सीढ़ी</i>. दिल्ली: फु सर्कल.</li> </ul> <p><b>e-Resources:</b>  Self and self development, concept and importance  <a href="http://www.businessmanagementideas.com/notes/management-notes/organisation-development/self-development-concept-process-and-methods-management/5313">http://www.businessmanagementideas.com/notes/management-notes/organisation-development/self-development-concept-process-and-methods-management/5313</a>  concept, types and importance of values.<a href="http://www.yourarticlelibrary.com/society/values-its-meaning-characteristics-types-importance/35072">http://www.yourarticlelibrary.com/society/values-its-meaning-characteristics-types-importance/35072</a></p>	
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				<p>Importance of Yoga for self development <a href="https://thriveglobal.com/stories/10-benefits-of-yoga-for-personal-growth/amp/">https://thriveglobal.com/stories/10-benefits-of-yoga-for-personal-growth/amp/</a></p> <p>Concept of Yoga <a href="https://www.speakingtree.in/blog/concept-of-yoga/m-lite">https://www.speakingtree.in/blog/concept-of-yoga/m-lite</a></p> <p>Pranayam - types and Importance <a href="https://www.speakingtree.in/allslides/different-types-of-pranayam-and-their-respective-benefits-into-treating-diseases/m-lite">https://www.speakingtree.in/allslides/different-types-of-pranayam-and-their-respective-benefits-into-treating-diseases/m-lite</a></p> <p>Dos and don'ts of Asanas <a href="http://theyogainstitute.org/yoga-asanas-dos-and-donts-for-beginners/">http://theyogainstitute.org/yoga-asanas-dos-and-donts-for-beginners/</a></p> <p>Self expression through Creativity <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://windsor.watermarkcommunities.com/self-expression-through-creative-activities/&amp;ved=2ahUKEwiqmNG10vn gAhXFp48KHfLFBKMQFjAKegQIBhAB&amp;usg=AOvVaw1cQwCc_reTx-1WloqNvE9i">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://windsor.watermarkcommunities.com/self-expression-through-creative-activities/&amp;ved=2ahUKEwiqmNG10vn gAhXFp48KHfLFBKMQFjAKegQIBhAB&amp;usg=AOvVaw1cQwCc_reTx-1WloqNvE9i</a></p> <p>Identification of the values for a good Teacher <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.skillsyouneed.com/rhubarb/effective-teaching.html&amp;ved=2ahUKEwiwn_Lm0vngAhVFvY8KHakbAmcQFjALegQIAhAB&amp;usg=AOvVaw3B_uh7fKSdew6iKPIcQsmd">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.skillsyouneed.com/rhubarb/effective-teaching.html&amp;ved=2ahUKEwiwn_Lm0vngAhVFvY8KHakbAmcQFjALegQIAhAB&amp;usg=AOvVaw3B_uh7fKSdew6iKPIcQsmd</a></p>	
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## Discipline Elective (Focal Area)

<p>1.</p>	<p><b>EDU 414: Language across the Curriculum</b></p>	<p>Upon completion of course Student teacher will be able to -</p> <ul style="list-style-type: none"> <li>• employ language according to its nature and function to acquaint with language diversity in classroom.</li> <li>• carry out classroom interaction in reference to first, second and third language,</li> <li>• appreciate multilingualism and culture in their class</li> <li>• resolve Communication Problem of school Students.</li> <li>• appreciate challenges of language across the curriculum(LAC).</li> <li>• analyze barriers of Listening, Speaking, Reading and Writing (LSRW) skills</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Pearson, J.C. et al. (2011). <i>Human Communication</i>. (4th ed.). New York: McGraw Hill Companies Inc.</li> <li>2. Floyd, K. (2009). <i>Interpersonal Communication</i>. New York: McGraw Hill Companies Inc.</li> <li>3. Fromkin, V, Rodman, R &amp;Hyms, N. (2011). <i>Introduction to Language</i>. (9th ed.). Canada: Cengage Learning.</li> <li>4. Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i>. (6th ed.). Cambridge: MIT Press.</li> <li>5. Fasold, R. &amp;Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i>. (6th ed.). Cambridge: Cambridge University Press.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i>. (6th ed.). Cambridge: MIT Press.</li> <li>2. Fasold, R. &amp; Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i>. (6th ed.). Cambridge: Cambridge University Press.</li> <li>3. Floyd, K. (2009). <i>Interpersonal Communication</i>. New York: McGraw Hill Companies Inc.</li> <li>4. Fromkin, V, Rodman, R &amp; Hyms, N. (2011). <i>Introduction to Language</i>. (9th ed.). Canada: Cengage Learning.</li> <li>5. Pearson, J.C. et al. (2011). <i>Human Communication</i>. (4th ed.). New York: McGraw Hill Companies Inc.</li> <li>6. लाल, आर., ब. (1965). <i>हिन्दी शिक्षण</i>. मेरठ: रस्तोगी एण्ड कम्पनी.</li> <li>7. मित्तल, एस. (2005). <i>शैक्षिक तकनीकी</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ol> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. First and Second Language</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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Acquisition- a Brief Comparison. Retrieved from [https://www.uni-due.de/ELE/FLA\\_SLA\\_brief\\_comparison.pdf](https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf)

2. Similarities and Differences between First and Second Language

Acquisition Retrieved from <http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition>

3. Activities for Developing Speaking Skill Retrieved from <http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm>

<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html>

4. Activities for Developing Listening Skill Retrieved from <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html>

<https://blog.udemy.com/listening-skills-exercises/>

<p>2.</p>	<p><b>EDU 508 Understanding Discipline and Subject</b></p>	<p>Upon completion of course student teacher will be able to-</p> <ul style="list-style-type: none"> <li>utilize the nature and importance of Disciplinary Knowledge in class</li> <li>differentiate present content of teaching subject in school with its history</li> <li>appreciate the paradigm shift in disciplines</li> <li>critically appraise the Disciplinary and Interdisciplinary Subjects</li> <li>appraise the phenomenon of Interdisciplinary approach to Subjects</li> </ul>	<p><b>Unit I: Disciplinary Knowledge</b></p> <ol style="list-style-type: none"> <li>Nature of Disciplinary Knowledge</li> <li><del>Role of disciplinary Knowledge in School Curriculum</del></li> <li>Importance of understanding disciplinary knowledge for teachers</li> </ol> <p>Activity: Presentation of disciplinary knowledge in socio-Cultural, Political and Intellectual Context</p> <p><b>Unit-II: Disciplinary areas in School</b></p> <p>Disciplinary areas in School education– Language, Mathematics, Social Science, Science</p> <ul style="list-style-type: none"> <li>Paradigm shifts in nature of discipline</li> <li>History of teaching subject areas in school at a glance.</li> </ul> <p><b>Activity:</b> Poster presentation on History of Teaching subject in school.</p> <p><b>Unit-III: Understanding School Subject (Content)</b></p> <p>Nature of content in school subject</p> <ul style="list-style-type: none"> <li>Theory of Content- <ul style="list-style-type: none"> <li>content selection,</li> <li>framing in syllabus</li> <li>transformation of content</li> </ul> </li> <li>Relationship between Curriculum, syllabus and text book-basic features in modern context</li> </ul> <p><b>Activity:</b> Discussion on identification of organization of knowledge in any one school subject.</p> <p><del><b>Unit IV: Interdisciplinary Approach and Subject</b></del></p> <ol style="list-style-type: none"> <li><del>Concept of Interdisciplinary Subject</del></li> <li><del>Critical Features of Interdisciplinary subject</del></li> <li><del>Objectives of Interdisciplinary subjects</del></li> </ol> <p><del>Activity: Presentation and discussion on phenomenon of Interdisciplinary approach</del></p> <p><b>Unit V: Critical Appraisal of Subject</b></p> <ol style="list-style-type: none"> <li><del>Critical Appraisal of Interdisciplinary subject in school</del></li> <li>Critical Appraisal of disciplinary subject in school</li> </ol> <p><b>Activity:</b> Discussion on knowledge of interdisciplinary subject and disciplinary subject</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>Arthur R. King J.R. and John A. Brownall</li> </ol>	<p><b>Unit I: Disciplinary Knowledge</b></p> <ol style="list-style-type: none"> <li>Nature of Disciplinary Knowledge</li> <li>Importance of understanding disciplinary knowledge for teachers</li> </ol> <p>Activity: Presentation of disciplinary knowledge from socio-Cultural, Political and Intellectual Context</p> <p><b>Unit-II: Disciplinary areas in School</b></p> <p>Disciplinary areas in School education– Language, Mathematics, Social Science, Science</p> <ul style="list-style-type: none"> <li>Paradigm shifts in nature of discipline</li> <li>History of teaching subject areas in school at a glance.</li> </ul> <p><b>Activity:</b> Poster presentation on History of Teaching subject in school.</p> <p><b>Unit-III: Understanding School Subject (Content)</b></p> <p>Nature of content in school subject</p> <ul style="list-style-type: none"> <li>Theory of Content- <ul style="list-style-type: none"> <li>content selection,</li> <li>framing in syllabus</li> <li>transformation of content</li> </ul> </li> <li>Relationship between Curriculum, syllabus and text book-basic features in modern context</li> </ul> <p><b>Activity:</b> Discussion on identification of organization of knowledge in any one school subject.</p> <p><b>Unit IV: Disciplinary Subject in School</b></p> <ol style="list-style-type: none"> <li>Role of disciplinary Knowledge in School Curriculum</li> <li>Critical Appraisal of disciplinary subject in school</li> </ol> <p>Activity: Discussion on knowledge of disciplinary subject</p> <p><b>Unit V: Interdisciplinary Approach and Subject</b></p> <ol style="list-style-type: none"> <li>Objectives of Interdisciplinary subjects</li> <li>Critical Appraisal of Interdisciplinary subject in school</li> </ol> <p>Activity: Presentation and discussion on phenomenon of Interdisciplinary approach</p>	<p><b>Reshuffling of Content according to the unit wise theme</b></p>
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			<p>(1966), The curriculum and the discipline of knowledge; John well &amp; Sons Inc. New York.</p> <ol style="list-style-type: none"> <li>2. Yadav M.S. and T.K.S.Lakshmi (2003) Conceptual inputs for Secondary Teacher Education, NCTE, New Delhi.</li> <li>3. Pandey, Ranjana (2016) Understanding Discipline &amp; Subjects, R. Lal Book Deport, Meerut.</li> <li>4. Misanam, Premata, S. K., Lenka, and A. K. Gandhi (2016) Understanding Discipline &amp; Subjects, R. Lal Book Deport, Meerut.</li> </ol>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Maisnan Premlata, Lenka, S.K., Gandhi A.K., (2016), <i>Understanding Discipline and Subject</i>, Meerut, Surya R. Lall Publisher.</li> <li>2. Makel, Rajesh, MakalLalita, (2016), <i>Understanding Discipline and Subject</i>, Delhi.</li> <li>3. Pandey, Ranjana, 2016, <i>Understating Discipline and subject</i>, Meerut, Surya R. LallPubl.</li> <li>4. TallaMrunalini, 2012, <i>Curriculum Development - Perspectives, Principles and Issues</i>, Noida, Pearson India education Service Pvt. Ltd.</li> <li>5. Yadav, GhawriSapna, 2016, <i>Knowledge and Curriculum</i>, New Delhi, Paragon International Publ.</li> <li>6. Yadav, M.S. and Lakhmi, T.K.S. (2003) <i>Conceptual Inputs for Secondary Teacher Education</i>, NCTE, New Delhi.</li> <li>7. Alaxander, W. M., &amp; Saylor, J. G. (1966).<i>Curriculum Planning for modern schools</i>. New York: Holt, Rinhart and Winston Inc.</li> <li>8. Balrara, M. (1999).<i>Principles of Curriculum Renewal</i>. New Delhi: Kanishka Publishers.</li> <li>9. Candra, A. (1977).<i>Curriculum Development and Evaluation in education</i>. New Delhi: Sterling Publishers.</li> <li>10. Darji, D. R., &amp;Lulla, B. P. (1967).<i>Curriculum development in secondary schools of Baroda</i>. Baroda: Sadhana Press.</li> <li>11. Erickson, H.L.(2007) <i>Concept based curriculum and instruction for the thinking classroom</i> California; corwin press.</li> <li>12. Hassrin, M. (2004).<i>Curriculum Planning for elementary education</i>. New Delhi: AnmolPublishers.</li> <li>13. Satyanarayan, P.V. (2004).<i>Curriculum development and management</i>. New Delhi: DPH.</li> <li>14. Taba, H. (1962).<i>Curriculum development theory &amp; practice</i>. New York: Harcourt,</li> </ol>	
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3	<b>EDU 504: Gender, School and Society</b>	<p>Upon completion of course student Teacher will be able to</p> <ul style="list-style-type: none"> <li>• approve and appreciate gender equality .</li> <li>• elucidate the constitutional and legal provisions related to women.</li> <li>• disapprove the gender bias in family, workplace and educational institution.</li> <li>• appreciate the role of education in eradicating gender bias.</li> <li>• reflect roles and responsibilities of various agencies in promoting gender equalities.</li> </ul>	<p><b>References :</b></p> <ol style="list-style-type: none"> <li>1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). <i>Loved and Unloved: the Girl Child in West Bengal</i>. Kolkata: Stree Publishers.</li> <li>2. Bank, B.J. (2007). <i>Gender and Education: An Encyclopedia</i>. London: Praeger, Westport.</li> <li>3. Batliwala, Srilatha.(1993). <i>Empowerment of Women in South Asia: Concepts and Practices</i>. New Delhi : Asian-South Pacific Bureau of Adult Education.</li> <li>4. Bhasin, Kamla.(2000). <i>Understanding Gender</i>. New Delhi: Kali for Women.</li> <li>5. Bhasin, Kamla.(2004). <i>Exploring Masculinity</i>. New Delhi: Women Unlimited.</li> <li>6. Bhatt, B.D. &amp; Sharma, S.R.(1992). <i>Women's' education and social Development</i>. Delhi: Kanishka.</li> <li>7. Chanana, Karuna(ed.). (1988). <i>Socialisation, Education and Women: Explorations in Gender Identity</i>. New Delhi: Orient Longman.</li> <li>8. Gould, S. J. (1981). <i>The Mismeasure of Man</i>. London: Penguin Books.</li> <li>10. Govinda, R. (ed.). (2002). <i>India Education Report: A Profile of Basic Education</i>. New Delhi: Oxford</li> </ol>	<p><b>References :</b></p> <ol style="list-style-type: none"> <li>1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). <i>Loved and Unloved: the Girl Child in West Bengal</i>. Kolkata: Stree Publishers.</li> <li>2. Bank, B.J. (2007). <i>Gender and Education: An Encyclopedia</i>. London: Praeger, Westport.</li> <li>3. Batliwala, Srilatha. (1993). <i>Empowerment of Women in South Asia: Concepts and Practices</i>. New Delhi : Asian-South Pacific Bureau of Adult Education.</li> <li>4. Bhasin, Kamla.(2000). <i>Understanding Gender</i>. New Delhi: Kali for Women.</li> <li>5. Bhasin, Kamla. (2004). <i>Exploring Masculinity</i>. New Delhi: Women Unlimited.</li> <li>6. Bhatt, B.D. &amp; Sharma, S.R. (1992). <i>Women's' education and social Development</i>. Delhi: Kanishka.</li> <li>7. Chanana, Karuna(ed.). (1988). <i>Socialisation, Education and Women: Explorations in Gender Identity</i>. New Delhi: Orient Longman.</li> <li>8. Gould, S. J. (1981). <i>The Mismeasure of Man</i>. London: Penguin Books.</li> <li>10. Govinda, R. (ed.). (2002). <i>India</i></li> </ol>	<b>No Change</b>  <b>References and Web Resources Updated</b>
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4	<b>EDU 402 : Creating an Inclusive School</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>analyze and explain the diversity in Indian classroom, School and Society.</li> <li>differentiate the concept of special education, integrated education and inclusive education.</li> <li>analyze and discuss about national initiatives and provisions for inclusive education.</li> <li>use various aids and equipments in inclusive classroom.</li> <li>create learning environment of an inclusive classroom.</li> <li>discuss the role of supportive services in inclusive schools.</li> </ul>	<p><b>Unit –I: Classroom as Reflection of Society</b></p> <ul style="list-style-type: none"> <li><del>Diversities in Society and Classroom</del> <ul style="list-style-type: none"> <li>- Meaning of Diversity</li> <li>- Diversities in Society and Classroom</li> </ul> </li> <li>CWSN (Children with Special Need) in classrooms. <ul style="list-style-type: none"> <li>- Concept &amp; Categories</li> </ul> </li> </ul> <p><b>Activity:</b> Discussion on the type of diversity which exist in Indian Classroom.</p> <p><b>Unit-II: Inclusive Education : An Overview</b></p> <ul style="list-style-type: none"> <li>Concept of Inclusion</li> <li>Different relative concepts - Special Education, Integrated Education, Inclusive Education.</li> <li>National Initiatives for Inclusive Education <ul style="list-style-type: none"> <li><del>Constitutional Provisions in</del> RCI Act 1992, PWD Act 1995</li> <li>- Sarva Shiksha Abhiyaan (SSA)</li> <li>- NCF 2005</li> </ul> </li> </ul> <p><b>Activity:</b> Presentation on any initiative programme for Inclusive Education.</p> <p><b>Unit-III: Inclusive Schools - Vision and Provision</b></p>	<p><b>Unit –I: Classroom as Reflection of Society</b></p> <ul style="list-style-type: none"> <li>Meaning of Diversity</li> <li>Diversities in Indian Society</li> <li>Diversities in Indian Classroom</li> <li>CWSN (Children with Special Need) in classrooms. <ul style="list-style-type: none"> <li>- Concept &amp; Categories</li> </ul> </li> </ul> <p><b>Activity:</b> Discussion on the type of diversity which exist in Indian Classroom.</p> <p><b>Unit-II: Inclusive Education : An Overview</b></p> <ul style="list-style-type: none"> <li>Concept of Inclusion</li> <li>Different relative concepts - Special Education, Integrated Education, Inclusive Education.</li> <li>National Initiatives for Inclusive Education <ul style="list-style-type: none"> <li>- RCI Act 1992</li> <li>- PWD Act 1995</li> <li>- Sarva Shiksha Abhiyaan (SSA)</li> <li>- NCF 2005</li> </ul> </li> </ul> <p><b>Activity:</b> Presentation on any initiative programme for Inclusive Education.</p> <p><b>Unit-III: Inclusive Schools - Provision</b></p> <ul style="list-style-type: none"> <li>Provision in Inclusive Schools</li> </ul>	<b>References and Web Resources Updated</b>
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			<ul style="list-style-type: none"> <li>• Provision in Inclusive Schools <ul style="list-style-type: none"> <li>- Physical Facilities</li> <li>- Aids &amp; Equipments</li> <li><del>- Guidance and Counseling</del></li> </ul> </li> <li>• Role of a Teacher in inclusive school.</li> </ul> <p><b>Activity:</b> Discussion on teacher's role in inclusive school.</p> <p><b>Unit- IV: Generating Learning Environment in Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li>• <del>Curricular Adaption for CWSN.</del></li> <li>• Pedagogical strategies to support learners' need- Cooperative Learning, Participative Learning, Peer Tutoring, IEP, Multisensory Teaching.</li> <li>• Evaluation process in inclusive classroom (with reference to CBSE &amp; RBSE's Provisions).</li> </ul> <p><b>Unit -V: Public Private Participation (PPP) in Inclusive Schools</b></p> <ul style="list-style-type: none"> <li>• Role of Supportive Services for Inclusive Schools <ul style="list-style-type: none"> <li>- <del>Pre Service and</del> In-service Teacher Educations Institutions</li> <li>- Professionals.</li> <li>- Parents</li> <li>- Community</li> </ul> </li> </ul> <p><b>Activity:</b> Group discussion on supportive services for inclusive schools.</p> <p><b>Practicums: (Any two of the following)</b></p> <ol style="list-style-type: none"> <li>1 Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.</li> <li>2 Exhibition on Inclusive Education</li> <li>3 Thematic Term paper.</li> </ol> <p><b>References:</b></p>	<ul style="list-style-type: none"> <li>- Physical Facilities</li> <li>- Aids &amp; Equipments</li> <li>• Curricular Adaption for CWSN.</li> <li>• Role of a Teacher in inclusive school.</li> </ul> <p><b>Activity:</b> Discussion on teacher's role in inclusive school.</p> <p><b>Unit- IV: Generating Learning Environment in Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li>• Pedagogical strategies to support learners' need- <ul style="list-style-type: none"> <li>- Cooperative Learning,</li> <li>- Peer Tutoring,</li> <li>- Individualized Education Programm (IEP),</li> <li>- Multisensory Teaching.</li> </ul> </li> <li>• Evaluation process in inclusive classroom (with reference to CBSE &amp; RBSE's Provisions).</li> </ul> <p><b>Unit -V: Supportive Services for Inclusive Schools</b></p> <ul style="list-style-type: none"> <li>• Role of Supportive Services for Inclusive Schools <ul style="list-style-type: none"> <li>- In-service Teacher Educations Institutions</li> <li>- Professionals.</li> <li>- Parents</li> <li>- Community</li> </ul> </li> </ul> <p><b>Activity:</b> Group discussion on supportive services for inclusive schools.</p> <p><b>Practicums: (Any two of the following)</b></p> <ol style="list-style-type: none"> <li>1 Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.</li> <li>2 Exhibition on Inclusive Education</li> <li>3 Thematic Term paper.</li> </ol> <p><b>References:</b></p>	
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Kanishk Publishers.

7 Gargiulo, R. M. & Debbie, M. (2008). *Teaching in Today's Inclusive Classroom*. California, USA: Wadsworth Publishing Company.

8 Alur, M. & Timmous. (2009). *Inclusive Education across Cultures*. New Delhi: Sage Publication.

**e- Resources:**

1. Inclusive Education-  
<https://education.cu-portland.edu/blog/classroom-resources/inclusive-education/>
2. RCI Act-  
[http://rehabcouncil.nic.in/write\\_readdata/rti\\_manual.PDF](http://rehabcouncil.nic.in/write_readdata/rti_manual.PDF)
3. NCF 2005-  
[http://www.ncert.nic.in/rightside/links/pdf/framework/ncf\\_hindi\\_2005/ncf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf)
4. Cooperative Learning-  
<https://serc.carleton.edu/introgeo/cooperative/whatis.html>
5. Multi Sensory Learning-  
<http://www.calverteducation.com/learning-motivation/an-introduction-to-multi-sensory-learning>

5	<b>EDU 405: Educational Guidance and Counselling</b>	<p>Upon completion of course Pupil Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• explain the concept of guidance and counselling.</li> <li>• describe the process and procedures being used in guidance &amp; counselling.</li> <li>• develop competence of providing guidance and counselling to school Students.</li> <li>• discuss about the various guidance services at school level.</li> <li>• aware the barriers of guidance and counselling.</li> </ul>	<p><b>References :</b></p> <ul style="list-style-type: none"> <li>- Osipow, S. H. &amp; Fitzgerald, L. F. (1996). <i>Theories of Career Development. (4<sup>th</sup> ed.)</i>. Boston: Ally and Bacon.</li> <li>- Arthuer, J.Jones, Principles of Guidance, Tokyo: Mc Graw, New Delhi: Vikas Pub. House Pvt. Ltd. Inc., 1963.</li> <li>- Chauhan S.S., Principles and Techniques of Guidance, New Delhi: Vikas Pub. House Pvt. Ltd., 1982.</li> <li>- Dosajh, N. L. Guidance Services in India, New Delhi: Euraria Pub. House, 1962.</li> <li>- Jayswal, S.R. Shiksha Mein Nirdeshan Aur Paramarsha, Agra: Vinod Pustak Mandir, 1987.</li> <li>- Labh Singh &amp; D. Prasad, Nirdeshan ke Mool Adhar, Agra, Shri Ram Mehra and Co., 1973.</li> <li>- Sharma, S.R., ed: Research in Educational and Vocational Guidance: Anmol Publications, 1994.</li> <li>- Vashist, S.R.: Vocational education and training, Mittal Publications; New Delhi, 1994.</li> <li>- Verma &amp; Upadhayay, Shikshak Evam Vyavasayik Nirdeshan, Agra: Vinod Pustak Mandir, 1967.</li> <li>- Madhukar, Indira, Guidance of Counselling, Delhi, Authors Press-2000.</li> <li>- S.Narayan, Counselling &amp; Guidance, New Delhi, Mc Graw Hill Publishing Company Ltd., 2000.</li> <li>- Chibber, S.K.: Guidance &amp; Educational Counselling, New Delhi, Commonwealth Publication-1999.</li> <li>- Rao, V.K.: Vocational &amp; Technological Education, New Delhi, Commonwealth Publication-1999.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Chouhan. S.S. (1982). <i>Principles and Techniques of Guidance</i>. New Delhi: Vikash Publication House Pvt. Ltd.</li> <li>• Crow &amp; Crow. (1964). <i>Introduction to Guidance</i>. New Delhi: Vikas Publication House Pvt. Ltd.</li> <li>• Donald, Super. (1965). <i>Counselling in the Secondary School</i>. New Delhi: Harper and Row.</li> <li>• Dosiagh, N.L. (1969). <i>Guidance Services in India</i>. New Delhi: Arya Book Depot.</li> <li>• Jones, A.J. (1951). <i>Principles of Guidance and Pupil Personal Work</i>. Tokyo: Mc Graw Hill. Book Co.</li> <li>• Kochhar, S.K. (1984). <i>Educational and Vocational Guidance in Secondary School</i>. Sterling Publishers Pvt. Ltd.</li> <li>• Mathuson, R.S. (1962). <i>Guidance Policy &amp; Practice</i>. New York: Harper and Bros.</li> <li>• Smith, Robert. &amp; Erickson.(1953). <i>Organization and Administration of Guidance Service</i>. London: Mc Graw Hill Book Co.</li> <li>• Stoops. (1959). <i>Principles and Practices in Guidance, Guidance service</i>. London: Mc. Graw Hill Book Co.</li> <li>• 10. दवे एवं पाठक, अरविन्द. (1973). <i>निर्देशन के मूल तत्त्व</i>. जयपुर: राजस्थान हिन्दी ग्रंथ आकदमी.</li> <li>• 11 जायसवाल, एस. आर. (1987). <i>निर्देशन एवं परामर्शन</i>. आगरा: विनोद पुस्तक मंदिर.</li> <li>• 12. वर्मा एवं उपाध्याय. (1967). <i>शैक्षिक एवं व्यावसायिक निर्देशन</i>. आगरा: विनोद पुस्तक मंदिर.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Concept of Guidance and counseling- <a href="http://ncert.nic.in/textbook/pdf/lehe108.pdf">http://ncert.nic.in/textbook/pdf/lehe108.pdf</a></li> <li>• Organization of guidance services in</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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			<p>- Sharma &amp; Chaturvedi Shikha, शैक्षिक एवं व्यावसायिक निर्देशन एवं परामर्श, सूर्या पब्लिकेशन मेरठ, 2000.</p>	<p>schools-  <a href="http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674">http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674</a></p> <ul style="list-style-type: none"> <li>• Need of Guidance and Counselling-  <a href="https://www.nalandaschool.org/important-e-of-guidance-and-counselling">https://www.nalandaschool.org/important-e-of-guidance-and-counselling</a></li> <li>• Follow up services-  <a href="http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682">http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682</a></li> </ul>	
6	<b>EDU 406: Educational Technology</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• explain basic concepts related to Educational Technology.</li> <li>• match appropriate strategies to Teaching Levels.</li> <li>• clarify the concept of Communication &amp; its relation to Instruction.</li> <li>• demonstrate improvement in teaching behavior.</li> <li>• develop and use Instructional Support Materials.</li> </ul>	<p><b>References :</b></p> <ol style="list-style-type: none"> <li>1. Levine, J.M., Secondary instruction: A manual for classroom Teaching, Boston: Allyn &amp; Becon, 1989.</li> <li>2. Percival, F. and Ellington, H., A Handbook of Educational Technology, London: Kogen Page, 1984.</li> <li>3. Rao, Usha, Educational Technology, Bombay : Himalaya Publishing House, 1991.</li> <li>4. Sampath, K. Panneerselvam, A. And santhanam S., 1984, Introduction to Educational Technology, New Delhi : Sterling Publishers.</li> <li>5. Sharma, Mittal, System Approach : Its Application in Education, Bombay, Himalaya Publishing House, 1985.</li> <li>6. Sharma, R.A., Shiksha Takniki, Meerut : Loyal book Depot., 1987.</li> <li>7. Woolfolk, A.E., Educational Psychology, New Jersey: Prentice Hall, 1990.</li> </ol>	<p><b>References:</b></p> <p>Cruickshank, Donald R., Deborah B. Jenkins &amp; Kim K. Metcalf (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</p> <p>Hough, J. B. &amp; James, K. D. (1970). <i>Teaching: Description and Analysis</i>. Massachusetts: Addison-Wesley Publishing Company.</p> <p>Joyce, B. &amp; Weil, M. (1985). <i>Models of Teaching</i>. New Delhi: Prentice Hall of India.</p> <p>Levine, J.M. (1989). <i>Secondary instruction: A manual for classroom Teaching</i>. Boston: Allyn &amp; Becon.</p> <p>Mangal, S.K. &amp; Mangal, Uma (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Pvt. Ltd.</p> <p>Mangal, S.K. and Mangal, U. (2009). <i>Shiksha Takniki</i>. New Delhi: PHI Learning Pvt. Ltd.</p> <p>Percival, F. and Ellington, H. (1984). <i>A Handbook of Educational Technology</i>. London: Kogen Page.</p> <p>Pierce, W. D., Micheal, A. L. (1977). <i>Objectives and Methods for Secondary Teaching</i>. New Jersey:</p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

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Rao, U. (1991). *Educational Technology*.  
Bombay : Himalaya Publishing  
House.

Sampath, K. Panneerselvam, A. And  
santhanam S., (1984). *Introduction to  
Educational Technology*. New Delhi :  
Sterling Publishers.

Sharma, R.A. (1987). *Shiksha Takniki*. Meerut  
: Loyal book Depot.

Sharma, R.A. (2012). *Technological  
Foundation of Education*. Meerut: R.  
Lall Book Depot.

Yadav, N. (2003). *A Handbook of Education  
Technology*. New Delhi: Anmol Publications  
Pvt. Ltd.

**e-Resources:**

Educational Technology:  
[http://epathshala.nic.in/wp-  
content/doc/NCF/Pdf/educational\\_ technology.  
pdf](http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf)

Technology Education vs. Educational  
Technology:

[http://iteaconnect.org/TAA/Resources/TAA\\_D  
ifferences.html](http://iteaconnect.org/TAA/Resources/TAA_Differences.html)

Educational Technology:  
[http://ddceutkal.ac.in/Syllabus/MA\\_Education/  
PAPER\\_10.pdf](http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf)

Models of Teaching:  
[http://thesecondprinciple.com/teaching-  
essentials/models-teaching](http://thesecondprinciple.com/teaching-essentials/models-teaching)

Understanding Level of Teaching:  
[https://www.scribd.com/doc/57768891/99/Und  
erstanding-Level-of-Teaching](https://www.scribd.com/doc/57768891/99/Understanding-Level-of-Teaching)

Evaluation and Selection of Learning  
Resources: A Guide:  
[www.gov.pe.ca/photos/original/ed\\_ESLR\\_08.p  
df](http://www.gov.pe.ca/photos/original/ed_ESLR_08.pdf)

## Reading Elective

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU: Disaster Management Education</b>	<p>Upon completion of course Student teacher will be able to-</p> <ul style="list-style-type: none"> <li>interpret causes, effects and prevention of natural and man-made disaster.</li> <li>clarify the meaning and need of disaster management.</li> <li>appreciate the governmental efforts for disaster management.</li> <li>discuss the role of educational institutions, Pre-service and In-service teacher education Institute in disaster management.</li> </ul>	<ul style="list-style-type: none"> <li>Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault)</li> <li>Efforts for disaster management by government authorities and Non Governmental organization.</li> <li>Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Ariyabandu, Madhavi Malagoda (2005). <i>Gender Dimensions in disaster management: a guide for South Asia</i>. New Delhi: Zubaan.</li> <li>Asthana, N.C., Priyanka Asthana (2014). <i>Disaster Management</i>. Jaipur: Aavishkar Pub.</li> <li>Coppola P. Damon. (2011). <i>Introduction to international disaster management</i>. Amsterdam: Elsevier.</li> <li>Dhunna, Mukesh. (2009). <i>Disaster Management</i>. New Delhi: Vayu Education of India.</li> <li>Ghosh G.K. (2015). <i>Disaster Management</i>. New Delhi: APH Pub.</li> <li>Gupta, Harsh K., (2003). <i>Disaster Management</i>. Hyderabad: University Press.</li> <li>I. Sundar and T. Sezhiyan, (2007). <i>Disaster Management</i>. New Delhi: Sarup &amp; Sons.</li> <li>Rajib. Shaw, Krishnamurthy, (2009). <i>Disaster Management: Global challenges and local Solutions</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault)</li> <li>Efforts for disaster management by government authorities and Non Governmental organization.</li> <li>Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Ariyabandu, Madhavi Malagoda (2005). <i>Gender Dimensions in disaster management: a guide for South Asia</i>. New Delhi: Zubaan.</li> <li>Asthana, N.C., Priyanka Asthana (2014). <i>Disaster Management</i>. Jaipur: Aavishkar Pub.</li> <li>Coppola P. Damon. (2011). <i>Introduction to international disaster management</i>. Amsterdam: Elsevier.</li> <li>Dhunna, Mukesh. (2009). <i>Disaster Management</i>. New Delhi: Vayu Education of India.</li> <li>Ghosh G.K. (2015). <i>Disaster Management</i>. New Delhi: APH Pub.</li> <li>Gupta, Harsh K., (2003). <i>Disaster Management</i>. Hyderabad: University Press.</li> <li>I. Sundar and T. Sezhiyan, (2007). <i>Disaster Management</i>. New Delhi: Sarup &amp; Sons.</li> <li>Rajib. Shaw, Krishnamurthy, (2009).</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

			<p>Hyderabad: University Press.</p> <ul style="list-style-type: none"> <li>• Taori, Kamal, (2005). <i>Disaster Management through Panchayati Raj</i>. New Delhi: Concept Publishing company.</li> <li>• जाट, बी०सी० (2013). <i>आपदा प्रबन्धन</i>. जयपुर: मंथन पब्लिकेशन्स.</li> <li>• शील, कुमार. (2007). पर्यावरणीय आपदा प्रबन्धन. दिल्ली: ज्योति इण्टरप्राइजेज .</li> <li>• प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, आपदा प्रबंधन परिचय . नई दिल्ली.</li> </ul>	<p><i>Disaster Management: Global challenges and local Solutions</i>. Hyderabad: University Press.</p> <ul style="list-style-type: none"> <li>• Taori, Kamal, (2005). <i>Disaster Management through Panchayati Raj</i>. New Delhi: Concept Publishing company.</li> <li>• जाट, बी०सी० (2013). <i>आपदा प्रबन्धन</i>. जयपुर: मंथन पब्लिकेशन्स.</li> <li>• शील, कुमार. (2007). पर्यावरणीय आपदा प्रबन्धन. दिल्ली: ज्योति इण्टरप्राइजेज .</li> <li>• प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, आपदा प्रबंधन परिचय . नई दिल्ली.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Natural Disaster: <a href="https://books.google.co.in/books?id=WhUXtA6qSF4C&amp;printsec=frontcover&amp;dq=Natural+disaster+in+india&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwigi73I4NPgAhXLq48KHd5vDjQQ6AEIPzAE#v=onepage&amp;q=Natural%20disaster%20in%20india&amp;f=false">https://books.google.co.in/books?id=WhUXtA6qSF4C&amp;printsec=frontcover&amp;dq=Natural+disaster+in+india&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwigi73I4NPgAhXLq48KHd5vDjQQ6AEIPzAE#v=onepage&amp;q=Natural%20disaster%20in%20india&amp;f=false</a></li> <li>• Natural Hazards: Causes and Effects <a href="http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf">http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf</a></li> <li>• Man-Made Disaster: <a href="https://www.infoplease.com/world/disasters/man-made">https://www.infoplease.com/world/disasters/man-made</a></li> <li>• Efforts of government authorities: <a href="https://nidm.gov.in/">https://nidm.gov.in/</a></li> <li>• Role of Education <a href="http://www.academia.edu/11136022/THE_ROLE_OF_EDUCATION_IN_NATURAL_DISASTER_RISK_REDUCTION">http://www.academia.edu/11136022/THE_ROLE_OF_EDUCATION_IN_NATURAL_DISASTER_RISK_REDUCTION</a></li> </ul>	
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2.	<b>EDU : Women Education</b>	<p>Upon completion of course Student teacher will be able to-</p> <ul style="list-style-type: none"> <li>critically analyze the status of women in Indian society.</li> <li>discuss the problems of women education at different levels.</li> <li>analyze and appraise the recommendations of committees, commissions and policies formed for women education.</li> <li>analyze the legal provisions for women in India.</li> </ul>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li><b>Status of Women in Indian Society</b> <ul style="list-style-type: none"> <li>Pre Independence</li> <li>Post Independence</li> </ul> </li> <li><b>Problems of women Education at different levels</b> <ul style="list-style-type: none"> <li>Primary level</li> <li>Secondary and Senior Secondary level</li> <li>Higher level of education</li> </ul> </li> <li><b>Committees on Women Education</b> <ul style="list-style-type: none"> <li>Durgabai Deshmukh Committee</li> <li>Hansa Mehta Committee</li> <li>Bharatvaslam Committee</li> </ul> </li> <li><b>Commissions and policy on Women Education</b> <ul style="list-style-type: none"> <li>Secondary Education Commission (1952-53)</li> <li>Education Commission (1964-66)</li> <li>NPE 1986</li> </ul> </li> <li><b>Legal Provisions for Women in India</b> <ul style="list-style-type: none"> <li>Maternity Benefit Act 1961</li> <li>Equal Remuneration Act 1976</li> <li>Sexual Harassment of women at work place (Prevention, Prohibition, Redressed) Act 2013</li> </ul> </li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>M.H.R.D. (2008). <i>Elementary Education in India-Analysis Report 2006-07, NEUPA and Department of School education and Literacy, Ministry of Human Resource Development.</i> New Delhi: Government of India,</li> <li>Satya, B.R. (2003). <i>Trends in Education.</i> New Delhi: Anmol Publication.</li> <li>Sharma, Usha, B.M. Sharma. (1995). <i>Girl's Education, Women and Educational Development Series-6.</i> New Delhi: Common Wealth Publishers.</li> <li>Verma, G.C. (1984). <i>Modern Education, Growth and Development in Rajasthan.</i> Jaipur: Publication Scheme.</li> </ul>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li><b>Status of Women in Indian Society</b> <ul style="list-style-type: none"> <li>Pre Independence</li> <li>Post Independence</li> </ul> </li> <li><b>Problems of women Education at different levels</b> <ul style="list-style-type: none"> <li>Primary level</li> <li>Secondary and Senior Secondary level</li> <li>Higher level of education</li> </ul> </li> <li><b>Committees on Women Education</b> <ul style="list-style-type: none"> <li>Durgabai Deshmukh Committee</li> <li>Hansa Mehta Committee</li> <li>Bharatvaslam Committee</li> </ul> </li> <li><b>Commissions and policy on Women Education</b> <ul style="list-style-type: none"> <li>Secondary Education Commission (1952-53)</li> <li>Education Commission (1964-66)</li> <li>NPE 1986</li> </ul> </li> <li><b>Legal Provisions for Women in India</b> <ul style="list-style-type: none"> <li>Maternity Benefit Act 1961</li> <li>Equal Remuneration Act 1976</li> <li>Sexual Harassment of women at work place (Prevention, Prohibition, Redressed) Act 2013</li> </ul> </li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>M.H.R.D. (2008). <i>Elementary Education in India-Analysis Report 2006-07, NEUPA and Department of School education and Literacy, Ministry of Human Resource Development.</i> New Delhi: Government of India,</li> <li>Satya, B.R. (2003). <i>Trends in Education.</i> New Delhi: Anmol Publication.</li> <li>Sharma, Usha, B.M. Sharma. (1995). <i>Girl's Education, Women and Educational Development Series-6.</i> New Delhi: Common Wealth Publishers.</li> </ul>	<p>No Change</p> <p><b>References and Web Resources Updated</b></p>
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			<ul style="list-style-type: none"> <li>• शिक्षा विभाग. (2008). <i>वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग</i>, जयपुर: राजस्थान सरकार.</li> <li>• पारीक, मथुरेश्वर, सम्पादक. (2002). <i>राजस्थान में शिक्षा</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>• वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). <i>महिला जाग्रति और सशक्तिकरण</i>. जयपुर: आविष्कार पब्लिशर्स.</li> <li>• Goel, Aruna. (2004). <i>Education and Socio-Economic Perspectives of Women Development and Empowerment</i>. New Delhi: Government of India.</li> <li>• Panigrahi, L.K. (2003). <i>Women and child Education</i>. Chandigarh: Abhishek Publication.</li> </ul>	<ul style="list-style-type: none"> <li>• Verma, G.C. (1984). <i>Modern Education, Growth and Development in Rajasthan</i>. Jaipur: Publication Scheme.</li> <li>• शिक्षा विभाग. (2008). <i>वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग</i>, जयपुर: राजस्थान सरकार.</li> <li>• पारीक, मथुरेश्वर, सम्पादक. (2002). <i>राजस्थान में शिक्षा</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>• वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). <i>महिला जाग्रति और सशक्तिकरण</i>. जयपुर: आविष्कार पब्लिशर्स.</li> <li>• Goel, Aruna. (2004). <i>Education and Socio-Economic Perspectives of Women Development and Empowerment</i>. New Delhi: Government of India.</li> <li>• Panigrahi, L.K. (2003). <i>Women and child Education</i>. Chandigarh: Abhishek Publication.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Secondary Education:</b> <a href="http://www.education.nic.in">www.education.nic.in</a></li> <li>• <b>Education for all towards quality for equality:</b> <a href="http://www.educationforallinindia.com">http://www.educationforallinindia.com</a></li> <li>• <b>Durgabai Deshmukh Committee:</b> <a href="https://www.indiatoday.in/education-today/gk-current-affairs/story/durgabai-deshmukh-started-national-council-for-women-know-about-its-aims-and-functions-1368951-2018-10-16">https://www.indiatoday.in/education-today/gk-current-affairs/story/durgabai-deshmukh-started-national-council-for-women-know-about-its-aims-and-functions-1368951-2018-10-16</a></li> <li>• <b>Legal Provisions for Women:</b> <a href="http://www.legalserviceindia.com/help/line/woman_rights.htm">http://www.legalserviceindia.com/help/line/woman_rights.htm</a></li> </ul>	
3.	<b>EDU : Peace Education</b>	<p>Upon completion of course Pupil Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Clarify the concept of Peace education</li> <li>• Assess need for peace education</li> <li>• Appraise the peace initiatives and movements</li> </ul>	<p><b>Course Outline:</b></p> <p>Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario, Strategies for peace education Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996 , UNESCO's Conference for peace and</p>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li>• Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario,</li> </ul>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>

		<p>for peace</p> <ul style="list-style-type: none"> <li>Organize curricular and co-curricular activities for promotion of peace in school</li> </ul>	<p>International Understanding, Tokyo, 1999 ,Creation of UNO, UNESCO, UNICEF</p> <p>Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games</p>	<p>Strategies for peace education</p> <ul style="list-style-type: none"> <li>Peace Initiatives and Movements: Contribution of Gandhiji’s and Nelson Mandela’s, Delor’s Commission 1996 , UNESCO’s Conference for peace and International Understanding, Tokyo, 1999 , Creation of UNO, UNESCO, UNICEF</li> <li>Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>Harris, I. &amp; Morrison, M. (2003). <i>Peace Education</i>. New York: McFarland &amp; Co. Chapter 3.</li> <li>Montessori, M. (1972). <i>Education and peace</i>. Chicago: Henry Regnery. .</li> <li>NCERT. (2004). <i>Peace Education: Self Instructional Package for Teacher Education</i>. New Delhi: NCERT.</li> <li>NCERT. (2006). <i>NCF 2005 Position Paper, National Focus Groups on Education for Peace</i>. New Delhi.</li> </ul>	
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				<p><b>e-Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf,</a></li><li>• <a href="https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...">https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...</a></li><li>• <a href="https://minds.wisconsin.edu/bitstream/handle/1793/.../MarketLockwood.pdf?...1...y">https://minds.wisconsin.edu/bitstream/handle/1793/.../MarketLockwood.pdf?...1...y</a></li><li>• <a href="https://www.isesco.org.ma/wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf">https://www.isesco.org.ma/wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf</a></li><li>• <a href="https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence">https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence</a></li><li>• <a href="https://en.unesco.org/70years/building_peace">https://en.unesco.org/70years/building_peace</a></li><li>• <a href="http://www.un.org/documents/ga/docs/51/plenary/a51-395.htm">www.un.org/documents/ga/docs/51/plenary/a51-395.htm</a></li></ul>	
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**Name of Programme: B. Ed. (2019-2021)**

**Programme Educational Objectives**

Department of Education aims to develop human resource in terms of effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.

Teacher Education program at Banasthali Vidyapith intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'noble profession'.

Department of Education purports to provide comprehensive inputs which are aimed;

- \* To study the education as a discipline.
- \* To prepare competent and enlightened teachers for different levels of education in India.
- \* To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.
- \* To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.
- \* To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.
- \* Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.
- \* To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.
- \* To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.

- \* To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.
- \* To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.
- \* To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

### **Programme Outcomes**

Program Outcomes of B.Ed. Program.

- PO-1 **Knowledge Integration:** Student- teacher will be able to integrate theoretical and practical knowledge of their respective subject in classroom practice.
- PO-2 **Curriculum and Planning:** Student- teacher will be able to apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities
- PO-3 **Learner and Learning Environment:** Student- teacher will be able to appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.
- PO-4 **Teaching-Learning Strategies:** Student- teacher will be able to deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.
- PO-5 **Professional Development for Self-Renewal:** Student- teacher will be able to demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.
- PO-6 **Professional Responsibilities for Schools:** Student- teacher will be able to demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.
- PO-7 **Professional Responsibilities for Community:** Student- teacher will be able to demonstrate their associations with school,

family and community to foster student and community progression.

PO-8 **ICT integration:** Student- teacher will be able to integrate ICT in teaching-learning and assessment process to enrich professional practice.

PO-9 **Culturally Responsive Teaching Practice:** Student- teacher will be able to engage in value based and culturally responsive teaching practices.

PO-10 **Effective Communication:** Student- teacher will be able to use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

PO-11 **Professional Dispositions:** Student- teacher will be able to demonstrate professional ethics and responsibilities as an educational practitioner.

PO-12 **Life-long Learning:** Student- teacher will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

**Semester: Semester I July-December, 2019**

Existing SEMESTER: I						Proposed					
Course Code	COURSE TITLE	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 401	Childhood and Growing Up	5	0	0	5		Childhood and Growing Up	5	0	0	5
EDU 403	Critical Understanding of ICT	1	0	0	1		Critical Understanding of ICT	0	0	6	3
EDU 403L	Critical Understanding of ICT Lab	0	0	4	2		Internship-I A: Teaching Practice	0	0	20	10
EDU 411P	Internship-I A: Teaching Practice	0	0	20	10		Language across the Curriculum	4	0	0	4
EDU 414	Language across the Curriculum	4	0	0	4		Discipline Elective (Main Pedagogy)-I	4	0	0	4
	Optional Course	4	0	0	4		Discipline Elective (Subsidiary Pedagogy)	4	0	0	4
	Pedagogical Subject – Course – I	4	0	0	4		<b>Semester Wise Total:</b>	<b>17</b>	<b>0</b>	<b>26</b>	<b>30</b>
	<b>Total</b>	<b>18</b>	<b>0</b>	<b>24</b>	<b>30</b>						

**Semester: Semester II December-April, 2020**

SEMESTER: II						SEMESTER: II					
Course Code	COURSE TITLE	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 402	Creating an Inclusive School	4	0	0	4		Creating an Inclusive School	4	0	0	4
EDU 412P	Internship-IB : Teaching Practice	0	0	16	8		Internship-IB : Teaching Practice	0	0	16	8
EDU 413	Knowledge and Curriculum	5	0	0	5		Knowledge and Curriculum	5	0	0	5
EDU 415	Learning and Teaching	5	0	0	5		Learning and Teaching	5	0	0	5
EDU 448	Reading and Reflecting on Texts	1	0	0	1		Reading and Reflecting on Texts	0	0	6	3
EDU 448L	Reading and Reflecting on Texts Lab	0	0	4	2		Discipline Elective (Main Pedagogy)-II	4	0	0	4
	Pedagogical Subject – Course – II	4	0	0	4		<b>Semester Wise Total:</b>	<b>18</b>	<b>0</b>	<b>22</b>	<b>29</b>
	<b>Total</b>	<b>19</b>	<b>0</b>	<b>20</b>	<b>29</b>						

Existing

**LIST OF COURSES**

Course Code	OPTIONAL COURSE	L	T	P	C
1. <del>EDU</del> 404	<del>Disaster Management Education</del>	4	0	0	4
2. EDU 405	Educational Guidance and Counseling	4	0	0	4
3. EDU 406	Educational Technology	4	0	0	4
4. <del>EDU</del> 407	<del>Environmental Education</del>	4	0	0	4
5. EDU 416	Pedagogy of – Biology	4	0	0	4
6. EDU 417	Pedagogy of – Chemistry	4	0	0	4
7. EDU 418	Pedagogy of – Commerce	4	0	0	4
8. EDU 419	Pedagogy of – Computer Science	4	0	0	4
9. EDU 420	Pedagogy of – Drawing and Painting	4	0	0	4
10. EDU 421	Pedagogy of – Economics	4	0	0	4
11. EDU 422	Pedagogy of – English	4	0	0	4
12. EDU 423	Pedagogy of – Geography	4	0	0	4
13. EDU 424	Pedagogy of – German	4	0	0	4

14.	EDU	425	Pedagogy of – Hindi	4	0	0	4
15.	EDU	426	Pedagogy of – History	4	0	0	4
16.	EDU	427	Pedagogy of – Home Science	4	0	0	4
17.	EDU	428	Pedagogy of – Mathematics	4	0	0	4
18.	EDU	429	Pedagogy of – Music	4	0	0	4
19.	EDU	430	Pedagogy of – Physical Education	4	0	0	4
20.	EDU	431	Pedagogy of – Physics	4	0	0	4
21.	EDU	432	Pedagogy of – Political Science	4	0	0	4
22.	EDU	433	Pedagogy of – Sanskrit	4	0	0	4
<del>23.</del>	<del>EDU</del>	<del>434</del>	<del>Pedagogy of – Textile</del>	<del>4</del>	<del>0</del>	<del>0</del>	<del>4</del>
<del>24.</del>	<del>EDU</del>	<del>435</del>	<del>Pedagogy of – Theatre</del>	<del>4</del>	<del>0</del>	<del>0</del>	<del>4</del>
<del>25.</del>	<del>EDU</del>	<del>449</del>	<del>Women Education</del>	<del>4</del>	<del>0</del>	<del>0</del>	<del>4</del>
			PEDAGOGICAL SUBJECT – COURSE – I & II				
26.	EDU	436	Pedagogy of English – I	4	0	0	4
27.	EDU	437	Pedagogy of English – II	4	0	0	4
28.	EDU	438	Pedagogy of General Science – I	4	0	0	4
29.	EDU	439	Pedagogy of General Science – II	4	0	0	4
30.	EDU	440	Pedagogy of Hindi – I	4	0	0	4
31.	EDU	441	Pedagogy of Hindi – II	4	0	0	4
32.	EDU	442	Pedagogy of Mathematics – I	4	0	0	4
33.	EDU	443	Pedagogy of Mathematics – II	4	0	0	4
34.	EDU	444	Pedagogy of Sanskrit – I	4	0	0	4
35.	EDU	445	Pedagogy of Sanskrit – II	4	0	0	4
36.	EDU	446	Pedagogy of Social Science – I	4	0	0	4
37.	EDU	447	Pedagogy of Social Science – II	4	0	0	4

□ L=Lecture    T=Tutorial    P=Practical    C=Credit



**Proposed**

<b>List of Discipline Elective</b>					
<b>Main Pedagogy</b>					
<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
EDU 436	Pedagogy of English – I	4	0	0	4
EDU 437	Pedagogy of English – II	4	0	0	4
EDU 438	Pedagogy of General Science – I	4	0	0	4
EDU 439	Pedagogy of General Science – II	4	0	0	4
EDU 440	Pedagogy of Hindi – I	4	0	0	4
EDU 441	Pedagogy of Hindi – II	4	0	0	4
EDU 442	Pedagogy of Mathematics – I	4	0	0	4
EDU 443	Pedagogy of Mathematics – II	4	0	0	4
EDU 444	Pedagogy of Sanskrit – I	4	0	0	4
EDU 445	Pedagogy of Sanskrit – II	4	0	0	4
EDU 446	Pedagogy of Social Science – I	4	0	0	4
EDU 447	Pedagogy of Social Science – II	4	0	0	4

<b>Subsidiary Pedagogy</b>					
EDU 416	Pedagogy of Biology	4	0	0	4
EDU 417	Pedagogy of Chemistry	4	0	0	4
EDU 418	Pedagogy of Commerce	4	0	0	4
EDU 419	Pedagogy of Computer Science	4	0	0	4
EDU 420	Pedagogy of Drawing and Painting	4	0	0	4
EDU 421	Pedagogy of Economics	4	0	0	4
EDU 422	Pedagogy of English	4	0	0	4
EDU 423	Pedagogy of Geography	4	0	0	4
EDU 425	Pedagogy of Hindi	4	0	0	4
EDU 426	Pedagogy of History	4	0	0	4
EDU 427	Pedagogy of Home Science	4	0	0	4
EDU 428	Pedagogy of Mathematics	4	0	0	4

EDU 429	Pedagogy of Music	4	0	0	4
EDU 431	Pedagogy of Physics	4	0	0	4
EDU 432	Pedagogy of Political Science	4	0	0	4
EDU 433	Pedagogy of Sanskrit	4	0	0	4

□ L=Lecture T=Tutorial P=Practical C=Credit

**Semester: III Semester July-December, 2020**

SEMESTER: III					
Paper/Course	COURSE TITLE	L	T	P	C
EDU 501	Aesthetic Appreciation through Art and Drama	1	0	0	1
EDU 501L	Aesthetic Appreciation through Art and Drama Lab	0	0	4	2
EDU 502	Assessment for Learning	5	0	0	5
EDU 503	Contemporary Indian Education	5	0	0	5
EDU 504	Gender, School and Society	4	0	0	4
EDU 508	Understanding Disciplines and Subjects	4	0	0	4
EDU 509	Understanding the Self and Yoga	1	0	0	1
EDU 509L	Understanding the Self and Yoga Lab	0	0	4	2
	<b>Total</b>	<b>20</b>	<b>0</b>	<b>8</b>	<b>24</b>

Course Code	Course Name	L	T	P	C
	Aesthetic Appreciation through Art and Drama	0	0	6	3
	Assessment for Learning	5	0	0	5
	Contemporary Indian Education	5	0	0	5
	Gender, School and Society	4	0	0	4
	Understanding Disciplines and Subjects	4	0	0	4
	Understanding the Self and Yoga	0	0	6	3
	<b>Semester Wise Total:</b>	<b>18</b>	<b>0</b>	<b>12</b>	<b>24</b>

**Semester IV: December-April, 2021**

<b>SEMESTER: IV</b>					
<b>Course Code</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
EDU 505P	Internship-II: Field based Research Project	0	0	10	5
EDU 506P	Internship-II: School Internship	0	0	40	20
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>25</b>

<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	Internship-II A: School Internship	0	0	38	19
	Internship-II B: Field based Research Project	0	0	10	5
	Reading Elective	0	0	0	2
	<b>Semester Wise Total:</b>	<b>0</b>	<b>0</b>	<b>48</b>	<b>26</b>

	<b>List of Reading Elective</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	Disaster Management Education	0	0	0	2
	Women Education	0	0	0	2
	Environmental Education	0	0	0	2

Name of Programme: Bachelor of Education

Semester-I July/December, 2019

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 401: Childhood and Growing Up	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> <li>clarify development as a continuous process.</li> <li>explain childhood development in various aspects.</li> <li>describe the adolescent stage in reference to characteristics &amp; problems.</li> <li>describe the causes of the problems in adolescent learner and imply the suitable solutions.</li> <li>recognize and appreciate adolescent learner's uniqueness and enshape them.</li> <li>illustrate the impact of social context upon growing child.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Barnard H. W. : Psychology of Learning Teaching, Mc.Graw Hill, New York, 1965.</li> <li>Borich G. D. &amp; Tombari M. L. : Educational Psychology, a contemporary approach, Longman, NewYork, 1997.</li> <li>Chauhan S.S., Advance Educational Psychology, Vikas publication, New Delhi,1998.</li> <li>Cronbach L.J., Educational Psychology, Staples Press, London, 1963.</li> <li>Crow L.D. &amp; Crow A.D., Educational Psychology, Eurasia Publishing House, Delhi, 1964.</li> <li>Hurlock E., Developmental Psychology, Tata Mc Graw Hill Publication Company, NewYork, 1959.</li> <li>Kolesnic W. B. : Educational Psychology, Mc. Graw Hill, New York, 1953.</li> <li>Lindgren H. C. : Educational Psychology, John Wiley, New York, 1962.</li> <li>Mangal, S.K., Advance Educational Psychology, PHI Learning Private Limited, New Delhi, 2009.</li> <li>Morris Charles G. : Psychology : An Introduction. Prentice Hall, New Jersey, 1979</li> <li>Woolfolk Anita E., Educational Psychology, Allyn &amp; Bacon, Bostan, USA, 1995.</li> </ol>	<p><b>II-Reference Books:</b></p> <ol style="list-style-type: none"> <li>Barnard, H. W. (1965). <i>Psychology of Learning Teaching</i>. New York : Mc.Graw Hill.</li> <li>Borich, G. D., &amp; Tombari, M. L. (1997). <i>Educational Psychology A Contemporary Approach</i>. New York: Longman.</li> <li>Chauhan, S.S. (1998). <i>Advance Educational Psychology</i>. New Delhi: Vikas Publication.</li> <li>Cronbach, L.J. (1963). <i>Educational Psychology</i>. London: Staples Press.</li> <li>Crow, L.D., &amp; Crow, A.D. (1964). <i>Educational Psychology</i>. Delhi: Eurasia Publishing House.</li> <li>Hurlock, E.(1959). <i>Developmental Psychology</i>. New York,: Tata Mc Graw Hill Publication Company.</li> <li>Kolesnic, W. B. (1953). <i>Educational Psychology</i>. New York: Mc. Graw Hill.</li> <li>Lindgren, H. C. (1962). <i>Educational Psychology</i>. New York:: John Wiley.</li> <li>Mangal, S.K.(2009). <i>Advance Educational Psycholog</i>. New Delhi: PHI Learning Private Limited..</li> <li>Morris, C. G. (1979). <i>Psychology: An</i></li> </ol>	<p>No Change</p> <p>References and Web Resources Updated</p>

				<p><i>Introduction..</i> New Jersey: Prentice Hall.</p> <p>12. Woolfolk, A. E. ( 1995.) <i>Educational Psychology</i>. Bostan, USA: Allyn &amp; Bacon.</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Stages of Development- <a href="http://www.psychologydiscussion.net/psychology/stages-of-development-of-psychology-of-people-at-different-ages-from-infancy-to-old-age/732">http://www.psychologydiscussion.net/psychology/stages-of-development-of-psychology-of-people-at-different-ages-from-infancy-to-old-age/732</a></li> <li>2. Individual differences- <a href="http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557">http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557</a></li> <li>3. Depression- <a href="https://www.healthline.com/health/adolescent-depression">https://www.healthline.com/health/adolescent-depression</a></li> <li>4. Differences between growth and development- <a href="http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html">http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html</a></li> </ol>	
2	<b>EDU 403L: Critical Understanding of ICT Lab</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>• interpret concept and potential of ICT.</li> <li>• integrate ICT in different types of classroom environment.</li> <li>• apply ICT for Teaching Learning Process.</li> <li>• reflect their skills in the creation of documents.</li> <li>• construct question paper with the help of ICT.</li> </ul>	<p><del>Note-The Unit I and II are for theoretical orientation and Unit III, IV and V are Practice oriented.</del></p> <p><b>Unit-I: The ICT: Meaning and Potential</b></p> <ol style="list-style-type: none"> <li>a) Computer system, Hardware, Software</li> <li>b) The meaning of IT and ICT</li> <li>c) Potential and need of ICT for Teacher</li> </ol> <p><b>Unit-II: Integrating The ICT</b></p> <ol style="list-style-type: none"> <li>a) ICT for Formal Teaching</li> <li>b) ICT for Collaborative Learning</li> <li>c) ICT for constructivist Classrooms</li> <li>d) Ethics and copyright issues in using ICT</li> </ol>	<p><b>Unit-I: The ICT: Meaning and Potential</b></p> <ol style="list-style-type: none"> <li>a) Computer system, Hardware, Software</li> <li>b) The meaning of IT and ICT</li> <li>c) Potential and need of ICT for Teacher</li> </ol> <p><b>Unit-II: Integrating The ICT</b></p> <ol style="list-style-type: none"> <li>a) ICT for Formal Teaching</li> <li>b) ICT for Collaborative Learning</li> <li>c) ICT for constructivist Classrooms</li> <li>d) Ethics and copyright issues in using ICT</li> </ol> <p><b>Unit-III: ICT for administrative support</b></p> <ol style="list-style-type: none"> <li>a) Formatting of Documents- Notices/</li> </ol>	<b>References and Web Resources Updated</b>

			<p><b>Unit-III: ICT for administrative support</b></p> <p>a) Formatting of Documents- Notices/ Brochure / Letters / Address label</p> <p>b) Formatting of table - School time - table, Exam Time table</p> <p>c) Maintaining - Fee record, Attendance record, formative evaluation record</p> <p><b>Unit-IV: ICTs for Teaching-Learning</b></p> <p>a) Developing multimedia presentation</p> <p>b) Image Processing</p> <p>c) Using Video and Hyperlink with presentation</p> <p>d) Creating Animation for teaching</p> <p><b>Unit-V: ICT for Evaluation</b></p> <p>a) Formatting a Question Paper</p> <p>b) Preparing result sheet: Class wise, student wise</p> <p>c) Graphical representation of Results</p> <p><b>Practicum:</b> Developing a Plan and sample digital content to teach a Unit in pedagogy subject for secondary classes with the support of ICT.</p> <p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. शास्त्री, आदित्य एवं अन्य (2006) "कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग", जयपुर पब्लिशिंग हाऊस, जयपुर।</li> <li>2. सिंह, नीरल एवं आलोक उपाध्याय (2001) "कम्प्यूटर शिक्षा", विनोद पुस्तक मंदिर, आगरा।</li> <li>3. गुप्ता, महेश कुमार (2005) "कम्प्यूटर अनुप्रयोग", मंगलदीप पब्लिकेशन, जयपुर।</li> <li>4. कुमार वी. एवं ए0 एस0 अंसारी (2005) "संगणक एवं सूचना प्रौद्योगिकी", आविष्कार पब्लिशर्स,</li> <li>5. चौबे, संतोष, 'संपादक' (2005), "कम्प्यूटर</li> </ol>	<p>Brochure / Letters / Address label</p> <p>b) Formatting of table - School time - table, Exam Time table</p> <p>c) Maintaining - Fee record, Attendance record, formative evaluation record</p> <p><b>Unit-IV: ICTs for Teaching-Learning</b></p> <p>a) Developing multimedia presentation</p> <p>b) Image Processing</p> <p>c) Using Video and Hyperlink with presentation</p> <p>d) Creating Animation for teaching</p> <p><b>Unit-V: ICT for Evaluation</b></p> <p>a) Formating a Question Paper</p> <p>b) Preparing result sheet: Class wise, student wise</p> <p>c) Graphical representation of Results</p> <p><b>Practicum:</b> Developing a Plan and sample digital content to teach a Unit in pedagogy subject for secondary classes with the support of ICT.</p> <p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. शास्त्री, आदित्य एवं अन्य. (2006). कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग. जयपुर: जयपुर पब्लिशिंग हाऊस.</li> <li>2. सिंह, नीरल एवं आलोक उपाध्याय. (2001). कम्प्यूटर शिक्षा. आगरा: विनोद पुस्तक मंदिर.</li> <li>3. गुप्ता, महेश कु. (2005). कम्प्यूटर अनुप्रयोग. जयपुर: मंगलदीप पब्लिकेशन.</li> <li>4. कुमार वी. एवं ए. एस. अंसारी. (2005). संगणक एवं सूचना प्रौद्योगिकी. आविष्कार पब्लिशर्स.</li> <li>5. चौबे, संतोष, 'संपादक'. (2005). कम्प्यूटर एक परिचय. भोपाल: मध्यप्रदेश हिन्दी ग्रन्थ अकादमी.</li> <li>6. CD ROM. (2005). Intel Teach to the Future' programme (I.T.F.P.).</li> </ol>	
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			<p>एक परिचय', मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल।</p> <p>6. CD ROM (2005): Intel Teach to the Future' programme (I.T.F.P.).</p> <p>7. Sinha, P.K. and Priti Sinha (2005): "Computer Fundamentals– Concept, System and Applications", BPB Publication, New Delhi.</p> <p>8. Intel Innovations in Education (2002) : "Pre-Service Curriculum" Intel Teach to the Future', Intel Corporation, CA. (English Binder)</p> <p>9. Intel Innovations in Education (2004) : "Pre-Service Curriculum" Intel Teach to the Future', Intel Corporation, CA. (Edition 2.0 Hindi Binder)</p>	<p>7. Sinha, P.K. and Priti Sinha. (2005). <i>Computer Fundamentals– Concept, System and Application.</i></p> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Potential and Need of ICT:</b> <a href="https://www.ripublication.com/ijeis16/ijeisv6n1_01.pdf">https://www.ripublication.com/ijeis16/ijeisv6n1_01.pdf</a></li> <li>• <b>ICT for collaborative Learning:</b> <a href="https://files.eric.ed.gov/fulltext/EJ1131495.pdf">https://files.eric.ed.gov/fulltext/EJ1131495.pdf</a></li> <li>• <b>ICT for Constructivist Classrooms:</b> <a href="https://grdspublishing.org/index.php/people/article/view/217/2203">https://grdspublishing.org/index.php/people/article/view/217/2203</a></li> <li>• <b>Ehics and Copyright Issues in Using ICT:</b> <a href="https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%2C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&amp;d=1">https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%2C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&amp;d=1</a></li> <li>• <b>Ehics and Copyright Issues in Using ICT:</b> <a href="https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&amp;d=1">https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&amp;d=1</a></li> <li>• <b>ICT for Administrative Support:</b> <a href="https://books.google.co.in/books?id=I6-Fgje2Cg8C&amp;printsec=frontcover&amp;dq=books+for+microsoft+word&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&amp;q=books%20for%20microsoft%20word&amp;f=false">https://books.google.co.in/books?id=I6-Fgje2Cg8C&amp;printsec=frontcover&amp;dq=books+for+microsoft+word&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&amp;q=books%20for%20microsoft%20word&amp;f=false</a></li> <li>• <b>ICT for Teaching-Learning &amp; Evaluation:</b> <a href="https://books.google.co.in/books?id=qKVCAwAAQBAJ&amp;printsec=frontcover&amp;dq=books+for+microsoft+word+excel+power+point&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwia29SzmM_gAhWNbysK">https://books.google.co.in/books?id=qKVCAwAAQBAJ&amp;printsec=frontcover&amp;dq=books+for+microsoft+word+excel+power+point&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwia29SzmM_gAhWNbysK</a></li> </ul>	
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3.	<b>EDU 414: Language across the Curriculum</b>	<p>Upon completion of course Student teacher will be able to -</p> <ul style="list-style-type: none"> <li>employ language according to its nature and function to acquaint with language diversity in classroom.</li> <li>carry out classroom interaction in reference to first, second and third language,</li> <li>appreciate multilingualism and culture in their class</li> <li>resolve Communication Problem of school Students.</li> <li>appreciate challenges of language across the curriculum(LAC).</li> <li>analyze barriers of Listening, Speaking, Reading and Writing ( LSRW) skills</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Pearson, J.C. et al. (2011). <i>Human Communication</i>. (4th ed.). New York: McGraw Hill Companies Inc.</li> <li>Floyd, K. (2009). <i>Interpersonal Communication</i>. New York: McGraw Hill Companies Inc.</li> <li>Fromkin, V, Rodman, R &amp;Hymns, N. (2011). <i>Introduction to Language</i>. (9th ed.). Canada: Cengage Learning.</li> <li>Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i>. (6th ed.). Cambridge: MIT Press.</li> <li>Fasold, R. &amp;Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i>. (6th ed.). Cambridge: Cambridge University Press.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Akmajian, A. et al. (2010). <i>Linguistics: Introduction to Language and Communication</i>. (6th ed.). Cambridge: MIT Press.</li> <li>Fasold, R. &amp; Connor-Linton, J. (2013). <i>An Introduction to Language and Linguistics</i>. (6th ed.). Cambridge: Cambridge University Press.</li> <li>Floyd, K. (2009). <i>Interpersonal Communication</i>. New York: McGraw Hill Companies Inc.</li> <li>Fromkin, V, Rodman, R &amp; Hymns, N. (2011). <i>Introduction to Language</i>. (9th ed.). Canada: Cengage Learning.</li> <li>Pearson, J.C. et al. (2011). <i>Human Communication</i>. (4th ed.). New York: McGraw Hill Companies Inc.</li> <li>लाल, आर., ब. (1965). <i>हिन्दी शिक्षण</i>. मेरठ: रस्तोगी एण्ड कम्पनी.</li> <li>मित्तल, एस. (2005). <i>शैक्षिक तकनीकी</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ol> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>First and Second Language Acquisition- a Brief Comparison.</li> </ol>	No Change  <b>References and Web Resources Updated</b>



Retrieved from [https://www.uni-due.de/ELE/FLA\\_SLA\\_brief\\_comparison.pdf](https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf)

2. Similarities and Differences between First and Second Language

Acquisition Retrieved from <http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition>

3. Activities for Developing Speaking Skill

Retrieved from <http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm>  
<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html>

4. Activities for Developing Listening Skill

Retrieved from <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html>  
<https://blog.udemy.com/listening-skills-exercises/>

Name of Programme: Bechalar of Education  
 Course Details: (To be provided in the below mentioned table)  
 Semester-II December /April, 2020

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 402</b> <b>Creating an Inclusive School</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>analyze and explain the diversity in Indian classroom, School and Society.</li> <li>differentiate the concept of special education, integrated education and inclusive education.</li> <li>analyze and discuss about national initiatives and provisions for inclusive education.</li> <li>use various aids and equipments in inclusive classroom.</li> <li>create learning environment of an inclusive</li> </ul>	<p><b>Unit –I: Classroom as Reflection of Society</b></p> <ul style="list-style-type: none"> <li><del>Diversities in Society and Classroom</del> <ul style="list-style-type: none"> <li><del>Meaning of Diversity</del></li> <li><del>Diversities in Society and Classroom</del></li> </ul> </li> <li>CWSN (Children with Special Need) in classrooms.           <ul style="list-style-type: none"> <li>- Concept &amp; Categories</li> </ul> </li> </ul> <p><b>Activity:</b> Discussion on the type of diversity which exist in Indian Classroom.</p> <p><b>Unit-II: Inclusive Education : An Overview</b></p> <ul style="list-style-type: none"> <li>Concept of Inclusion</li> <li>Different relative concepts - Special Education, Integrated Education, Inclusive Education.</li> <li>National Initiatives for Inclusive Education           <ul style="list-style-type: none"> <li>- <del>Constitutional Provisions in RCI Act 1992, PWD Act 1995</del></li> <li>- Sarva Shiksha Abhiyaan (SSA)</li> <li>- NCF 2005</li> </ul> </li> </ul> <p><b>Activity:</b> Presentation on any initiative programme for Inclusive Education.</p> <p><b>Unit-III: Inclusive Schools - Vision and Provision</b></p> <ul style="list-style-type: none"> <li>Provision in Inclusive Schools           <ul style="list-style-type: none"> <li>- Physical Facilities</li> <li>- Aids &amp; Equipments</li> <li><del>Guidance and Counseling</del></li> </ul> </li> <li>Role of a Teacher in inclusive school.</li> </ul> <p><b>Activity:</b> Discussion on teacher’s role in inclusive school.</p>	<p><b>Unit –I: Classroom as Reflection of Society</b></p> <ul style="list-style-type: none"> <li>Meaning of Diversity</li> <li>Diversities in Indian Society</li> <li>Diversities in Indian Classroom</li> <li>CWSN (Children with Special Need) in classrooms.           <ul style="list-style-type: none"> <li>- Concept &amp; Categories</li> </ul> </li> </ul> <p><b>Activity:</b> Discussion on the type of diversity which exist in Indian Classroom.</p> <p><b>Unit-II: Inclusive Education : An Overview</b></p> <ul style="list-style-type: none"> <li>Concept of Inclusion</li> <li>Different relative concepts - Special Education, Integrated Education, Inclusive Education.</li> <li>National Initiatives for Inclusive Education           <ul style="list-style-type: none"> <li>- RCI Act 1992</li> <li>- PWD Act 1995</li> <li>- Sarva Shiksha Abhiyaan (SSA)</li> <li>- NCF 2005</li> </ul> </li> </ul> <p><b>Activity:</b> Presentation on any initiative programme for Inclusive Education.</p> <p><b>Unit-III: Inclusive Schools - Provision</b></p> <ul style="list-style-type: none"> <li>Provision in Inclusive Schools           <ul style="list-style-type: none"> <li>- Physical Facilities</li> <li>- Aids &amp; Equipments</li> </ul> </li> <li>Curricular Adaption for CWSN.</li> <li>Role of a Teacher in inclusive school.</li> </ul> <p><b>Activity:</b> Discussion on teacher’s role in inclusive school.</p> <p><b>Unit- IV: Generating Learning Environment in Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li>Pedagogical strategies to support learners’ need-           <ul style="list-style-type: none"> <li>- Cooperative Learning,</li> <li>- Peer Tutoring,</li> <li>- Individualized Education Programm</li> </ul> </li> </ul>	References and Web Resources Updated

		<p>classroom.</p> <ul style="list-style-type: none"> <li>• discuss the role of supportive services in inclusive schools.</li> </ul>	<p><b>Unit- IV: Generating Learning Environment in Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li>• Curricular Adaption for CWSN.</li> <li>• Pedagogical strategies to support learners' need- Cooperative Learning, Participative Learning, Peer Tutoring, IEP, Multisensory Teaching.</li> <li>• Evaluation process in inclusive classroom (with reference to CBSE &amp; RBSE's Provisions).</li> </ul> <p><b>Unit –V: Public Private Participation- (PPP) in Inclusive Schools</b></p> <ul style="list-style-type: none"> <li>• Role of Supportive Services for Inclusive Schools - Pre-Service and In-service Teacher Educations Institutions - Professionals. - Parents - Community</li> </ul> <p><b>Activity:</b> Group discussion on supportive services for inclusive schools.</p> <p><b>Practicums: (Any two of the following)</b></p> <ol style="list-style-type: none"> <li>1 Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.</li> <li>2 Exhibition on Inclusive Education</li> <li>3 Thematic Term paper.</li> </ol> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1 Dash Neha. (2006), Inclusive Education for CWSN, Atlantic Publisher and Distributers, New Delhi.</li> <li>2 Loreman Tim, Jaonne Deppur and Davice Harvey (2005)- Inclusive Education-A Practical guide to Supporting Diversity in classroom, Roudledge falmer, London.</li> <li>3 Prui Madhumita and George</li> </ol>	<p>(IEP),</p> <ul style="list-style-type: none"> <li>- Multisensory Teaching.</li> <li>• Evaluation process in inclusive classroom (with reference to CBSE &amp; RBSE's Provisions).</li> </ul> <p><b>Unit –V: Supportive Services for Inclusive Schools</b></p> <ul style="list-style-type: none"> <li>• Role of Supportive Services for Inclusive Schools - In-service Teacher Educations Institutions - Professionals. - Parents - Community</li> </ul> <p><b>Activity:</b> Group discussion on supportive services for inclusive schools.</p> <p><b>Practicums: (Any two of the following)</b></p> <ol style="list-style-type: none"> <li>1 Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.</li> <li>2 Exhibition on Inclusive Education</li> <li>3 Thematic Term paper.</li> </ol> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1 Dash, N. (2006). <i>Inclusive Education for CWSN</i>. New Delhi: Atlantic Publisher and Distributers.</li> <li>2 Loreman, T..., Jaonne D., &amp; Davice, H. (2005). <i>Inclusive ducation A Practical guide to Supporting Diversity in classroom</i>. London: Roudledge Falmer.</li> <li>3 Puri, M. &amp; George, A. (2009), <i>Handbook of Inclusive Education for Educators, Administrators and Planners</i>. New Delhi: Sage Publications.</li> <li>4 Balsara, M. (2011). <i>Inclusive Education for Special Children</i>. New Delhi: Kanishk</li> </ol>	
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2.	<b>EDU 413: Knowledge and Curriculum</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>• explain the conceptual basis of knowledge and as a process.</li> <li>• analyze various approaches of knowledge structuring.</li> <li>• describe the form of knowledge.</li> <li>• discuss the epistemological bases of education and implementing the different learner driven pedagogies.</li> <li>• explain the concept and various kinds of curriculum.</li> <li>• analyze and synthesize the different phases of curriculum.</li> <li>• critically analyze the</li> </ul>	<p><b>Unit-I: Conceptual Basis of Knowledge</b></p> <ul style="list-style-type: none"> <li>• <del>Meaning of concept, Principle, Theories and Experience.</del></li> <li>• <del>Differentiation between Data, Information, Knowledge and Wisdom.</del></li> <li>• Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference.</li> <li>• Knowledge and Skills needed in Democratic Citizenship</li> </ul> <p><b>Activity:</b> Exposing learners to diverse situations for exploring (Discussion, research and Documentation)</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Butler, Donald I, 1968, Four philosophies and their practice in Education. Iled. Harper and Row Publishers. New York.</li> <li>2. Dupuis, Adrian M., 1966, Philosophy of education in Historical Perspective, Thomson Press India Ltd., New Delhi.</li> <li>3. Gupta, R and M.M. Bajaj, Principles of Education, Sahib Publishers and distributors, New Delhi, 2008.</li> <li>4. Saxena, N.R.S., Philosophical and Sociological Foundation, R.Lall book depot, Meerut, 2011.</li> <li>5. Chandra S.S. &amp; R.K.Sharma, Philosophy of Education, Atlantic publishers &amp; distributors pvt. Ltd.New Delhi, 2007.</li> <li>6. Yadav, M.S. and Lakhmi, T.K.S. (2003) Conceptual Inputs for Secondary Teacher Education, NCTE, New Delhi.</li> <li>7. Aggrawal, J. C., &amp; Gupta, S. (2005). <i>Curriculum Development</i>. New Delhi: Shipra Publisher.</li> <li>8. Alaxander, W. M., &amp; Saylor, J. G. (1966). <i>Curriculum Planning for</i></li> </ol>	<p><b>Unit-I: Conceptual Basis of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Meaning of Data, Information, Knowledge and Wisdom.</li> <li>• Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference.</li> <li>• Knowledge and Skills needed in Democratic Citizenship</li> </ul> <p><b>Activity:</b> Exposing learners to diverse situations for exploring (Discussion, research and Documentation)</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Aggrawal, J. C. and Gupta, S. (2005). <i>Curriculum Development</i>. New Delhi: Shipra Publisher.</li> <li>2. Alaxander, W. M. &amp; Saylor, J. G. (1966). <i>Curriculum Planning for modern schools</i>. New York: Holt, Rinhart and Winston Inc.</li> <li>3. Balrara, M. (1999). <i>Principles of Curriculum Renewal</i>. New Delhi: Kanishka Publishers.</li> <li>4. Butler, D. I. (1968). <i>Four philosophies and their practice in Education</i> (II Ed). New York: Harper and Row Publishers.</li> <li>5. Candra, A. (1977). <i>Curriculum Development and Evaluation in education</i>. New Delhi: Sterling Publishers.</li> <li>6. Chandra, A. (1977). <i>Curriculum Development and Evaluation in education</i>. New Delhi: Sterling Publishers.</li> <li>7. Chandra, S.S. and Sharma, R.K. (2007). <i>Philosophy of Education</i>. New Delhi: Atlantic publishers &amp; distributors pvt. Ltd.</li> <li>8. Darji, D. R. and Lulla, B. P. (1967).</li> </ol>	<b>References and Web Resources Updated</b>
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3.	<b>EDU 415: Learning and Teaching</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>differentiate between types of learner while teaching.</li> <li>analyze the different factors influencing teaching learning process during class interaction.</li> <li>apply different type of methods and media.</li> <li>plan according to Phases, level and maxims of teaching.</li> <li>manage the classroom as a professional.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Hough, John B. &amp; James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A.</li> <li>Cruickshank, Donald R., Deborah B. Jenkins &amp; Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill Company, New York, U.S.A.</li> <li>Weimer, Maryelen (1996), <i>Improving your classroom Teaching</i>, SAGE Publications, Inc., California, USA.</li> <li>Pierce Walter D., Micheal A. Lorber (1977); 'Objectives and Methods for Secondary Teaching', Prentice-Hall, Inc., New Jersey, U.S.A.</li> <li>Yadav, Neelam (2003); 'A Handbook of Education Technology', Anmol Publications Pvt. Ltd., New Delhi, India.</li> <li>Mangal, S.K. &amp; Uma Mangal (2009); 'Essentials of Education Technology', PHI Learning Private Ltd., New Delhi.</li> <li>Capel, Susan, Marilyn Leask &amp; Tony Turner (1995); 'Learning to teach in Secondary Schools', Routlage, London, England.</li> <li>Rao, D.B. (2001); 'Science &amp; Technology Education', Discovery House, New Delhi.</li> <li>Sampath, K.A.Panneevselvan &amp; S. Santhanam (1994); 'Introduction to Education Technology', Sterling Publication pvt., Ltd.</li> <li>Sharma, R.A. (2000), 'Technological Foundation of Education Technology, International Publications, Meerut,</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Hough, J. B. &amp; James K. D. (1970). <i>Teaching: Description and Analysis</i>. U.S.A.:Addison-Wesley Publishing Company, Massachusetts.</li> <li>Cruickshank, D. R., Deborah B. J. &amp; Kim K. M. (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</li> <li>Weimer, M. (1996). <i>Improving your classroom Teaching</i>. California, U.S.A.:SAGE Publications, Inc.</li> <li>Pierce W. D., Micheal A. L. (1977). <i>Objectives and Methods for Secondary Teaching</i>. New Jersey: Prentice-Hall, Inc.</li> <li>Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd.</li> <li>Mangal, S.K. &amp; Uma M. (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Private Ltd.</li> <li>Capel, Susan, Marilyn L.k &amp; Tony T. (1995). <i>Learning to teach in Secondary Schools</i>. London: Routlage.</li> <li>Rao, D.B. (2001). <i>Science &amp; Technology Education</i>. New Delhi: Discovery House.</li> <li>Sampath, Panneevselvan, K.A. &amp; Santhanam, S. (1994). <i>Introduction to Education Technology</i>, Sterling Publication pvt., Ltd.</li> <li>Sharma, R.A. (2000). <i>Technological Foundation of Education Technology</i>. Meerut: International Publications.</li> <li>Sood, J.K. (1989). <i>New Direction in Science Teaching</i>. Chandigarh: Kohli Publishers.</li> <li>Washton, N.S. (1967). <i>Teaching Science Creativity</i>. London: W.B.Saunders Company.</li> <li>Sharma R.A. (1987). <i>Shiksha Takniki</i>. Meerut: Loyal Book Depot.</li> </ol>	<b>No Change</b>  <b>References and Web Resources Updated</b>

			<p>India.</p> <p>11. Sood, J.K. (1989); 'New Direction in Science Teaching,' Kohli Publishers, Chandigarh.</p> <p>12. Washton, N.S. (1967); 'Teaching Science Creativity', W.B.Saunders Company, London.</p> <p>13. Sharma R.A. (1987) ' Shiksha Takniki', Loyal Book Depot, Meerut.</p> <p>14. Sharma Y.K. (2002) 'Fundamentals of Educational Technology' Kaniska Publishers, New Delhi.</p> <p>15. Saxena, N.R.S &amp; S.C. Oberoi (1996), 'Technology of Teaching; R.L. Book, Meerut.</p> <p>16. Wragg E.C. (1996); Classroom Teaching Skills' Routledge, London.</p> <p>17. Kumari, Sarita (2004) 'Increasing Role of Technology in Education, Chawla Offset Press, Delhi.</p>	<p>14. Sharma Y.K. (2002). <i>Fundamentals of Educational Technology</i>. New Delhi: Kaniska Publishers.</p> <p>15. Saxena, N.R.S &amp; S.C. Oberoi (1996). <i>Technology of Teaching</i>. Meerut; R.L. Book.</p> <p>16. Wragg E.C. (1996). <i>Classroom Teaching Skills</i>. London: Routledge.</p> <p>17. Kumari, S. (2004). <i>Increasing Role of Technology in Education</i>. Delhi: Chawla Offset Press.</p> <p><b>e- Resources:</b></p> <ol style="list-style-type: none"> <li>1. Instructional media and Types of Media- <a href="http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf">http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf</a></li> <li>2. Role of Teacher in Classroom Management- <a href="https://books.google.co.in/books?id=dQsE9WisCIYC&amp;printsec=frontcover&amp;dq=teacher+and+classroom+management&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&amp;q=teacher%20and%20classroom%20management&amp;f=false">https://books.google.co.in/books?id=dQsE9WisCIYC&amp;printsec=frontcover&amp;dq=teacher+and+classroom+management&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&amp;q=teacher%20and%20classroom%20management&amp;f=false</a></li> <li>3. Learning - inside and outside the school- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> <li>4. Socio-cultural background of learner- <a href="http://egyankosh.ac.in/handle/123456789/47116">http://egyankosh.ac.in/handle/123456789/47116</a></li> <li>5. Concept of Teaching, Instruction &amp; Training- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> <li>6. Phases of Teaching- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></li> </ol>	
<b>4.</b>	<b>EDU 448L: Reading and Reflecting on Texts Lab</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• read and respond to a variety of texts in different ways by learning to think together, depending on the text and the purposes of reading.</li> <li>• enhance their capacities as readers and writers by becoming participants in the process of reading.</li> </ul>	<p><b>Unit-I: Skills for Reflection: Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Reading-Meaning and Importance</li> <li>• Types of Reading- <ul style="list-style-type: none"> <li>▪ Loud Reading (Individual &amp; Group)</li> <li>▪ Silent Reading (Intensive &amp; Extensive)</li> </ul> </li> <li>• Development of Reading</li> <li>• Writing-Meaning and Importance</li> <li>• Types of writing <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Descriptive</li> <li>○ Expository</li> <li>○ Persuasive</li> </ul> </li> <li>• Mechanics of writing <ul style="list-style-type: none"> <li>○ Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing).</li> </ul> </li> </ul> <p><b>Unit-II: Reflection on Texts</b></p> <ul style="list-style-type: none"> <li>• Reflection-Meaning, elements and Importance</li> </ul>	<p><b>Unit-I: Skills for Reflection: Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Reading-Meaning and Importance</li> <li>• Types of Reading- <ul style="list-style-type: none"> <li>▪ Loud Reading (Individual &amp; Group)</li> <li>▪ Silent Reading (Intensive &amp; Extensive)</li> </ul> </li> <li>• Development of Reading</li> <li>• Writing-Meaning and Importance</li> <li>• Types of writing <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Descriptive</li> <li>○ Expository</li> <li>○ Persuasive</li> </ul> </li> <li>• Mechanics of writing <ul style="list-style-type: none"> <li>○ Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing).</li> </ul> </li> </ul> <p><b>Unit-II: Reflection on Texts</b></p> <ul style="list-style-type: none"> <li>• Reflection-Meaning, elements and Importance</li> <li>• Stages of reflection</li> <li>• Reading for Comprehension and Reflection</li> </ul>	<b>References and Web Resources Updated</b>

		<ul style="list-style-type: none"> <li>develop the skill of critical thinking by offering opportunities to read a wide variety of texts,</li> <li>write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Stages of reflection</li> <li>Reading for Comprehension and Reflection</li> <li>Reflection through Writing</li> </ul> <p><b>Unit-III: Practice Components</b></p> <p><b>1. Engaging with Narrative and Descriptive Accounts</b></p> <p>Suggested Activities (any two)</p> <ul style="list-style-type: none"> <li>Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)</li> <li>Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group)</li> <li>Narrating/describing a related account from one's life experience (in front of a smaller group)</li> <li>Discussion of characters and situations-sharing interpretations and points of view (in a smaller group)</li> <li>Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).</li> </ul> <p><b>2. Engaging with Popular Subject Based Expository writing (any two)</b></p> <ul style="list-style-type: none"> <li>Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind map, etc. (guided working in pairs).</li> <li>Explaining the gist of the text/topic to others (in the larger subject group)</li> <li>Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing).</li> <li>Writing a review or a summary of the text, with comments and opinions (individual task)</li> </ul> <p><b>3. Engaging with Educational Writing and its presentation</b></p> <ul style="list-style-type: none"> <li>Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)</li> <li>Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion).</li> <li>Discussion of the theme, sharing responses</li> </ul>	<ul style="list-style-type: none"> <li>Reflection through Writing</li> </ul> <p><b>Unit-III: Engaging with Narrative and Descriptive Accounts</b></p> <p>Suggested Activities (any two)</p> <ul style="list-style-type: none"> <li>Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)</li> <li>Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group)</li> <li>Narrating/describing a related account from one's life experience (in front of a smaller group)</li> <li>Discussion of characters and situations-sharing interpretations and points of view (in a smaller group)</li> <li>Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).</li> </ul> <p><b>2. 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Engaging with Educational Writing and its presentation</b></p> <ul style="list-style-type: none"> <li>Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)</li> <li>Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion).</li> <li>Discussion of the theme, sharing responses and point (s) of view (small group discussion)</li> <li>Writing a response paper (individually or in pairs)</li> <li>Presentations of selected paper, questions and answers (large group).</li> </ul> <p><b>References:</b></p> <p>Brookfield, S. (1995). <i>Becoming a critically reflective teacher</i>. San Francisco: Jossey-Bass Inc.</p> <p>Dewey, J. (1933). <i>How we think: A restatement of the relations of reflective thinking to the educative process</i>. Boston: D.C. Heath.</p> <p>Goodlad, J. I. (1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder &amp; K.A.Sirotnik (Eds.) <i>The moral dimensions of teaching</i>. 03-34. San</p>	
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			<p>and point (s) of view (small group discussion)</p> <ul style="list-style-type: none"> <li>• Writing a response paper (individually or in pairs)</li> <li>• Presentations of selected paper, questions and answers (large group).</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Brookfield, S. (1995), <i>Becoming a critically reflective teacher</i>. San Francisco: Jossey-Bass Inc.</li> <li>• Dewey, J. (1933). <i>How we think. A restatement of the relations of reflective thinking to the educative process</i>. Boston: D.C.Heath.</li> <li>• Goodlad J.I .(1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder &amp; K.A.Sirotnik (Eds.) <i>The moral dimensions of teaching</i> (pp3-34 San Francisco: Jossey-Bass.</li> <li>• Hole, S.&amp; McEntee, G. (1999). <i>Reflection is at the heart of practice</i>. Educational Leadership. 56 (8) May, p34-37.</li> <li>• Kottamp, R. (1990), Means of facilitation reflection. <i>Education and Urban Society</i>, 22.2pp. 182-203.</li> <li>• Lasley, T.(1990). Editorial. <i>Journal of Teacher Education</i> 40, (2), March-April 1998.</li> <li>• Osterman, K.F. (1990). Reflective Practice: A new agenda for education. <i>Education and Urban Society</i>, 22(2); February 1990,p 133-152.</li> <li>• Schon, D. (1983). <i>Educating the reflective practitioner</i>. New York:Basic Books.</li> <li>• Schon, D. (1987). <i>Educating the reflective practitioner</i>. San Francisco: Jossey-Bass.</li> <li>• Clark, Don. "Critical Reflection".</li> <li>• Kain, Patricia, "How to do a close reading".</li> <li>• Lye. John. "Critical reading: a guide".</li> <li>• New College Composition-Punjab University-1965.</li> <li>• Geoffrey Leech, Margaret Deuchatr and Robert Hoongenraad (2005). <i>English Grammer for Today: A New Introduction</i>.</li> </ul>	<p>Franscisco: Jossey-Bass.</p> <p>Hole, S.&amp; McEntee, G. (1999). Reflection is at the heart of practice. <i>Educational Leadership</i>. 56 (8) May, p34-37.</p> <p>Kottamp, R. (1990). Means of facilitation reflection. <i>Education and Urban Society</i>. 22.2, pp. 182-203.</p> <p>Ross D. Bondy, E. &amp; Kyle D. (1993) <i>Reflective teaching for student empowerment: Elementary curriculum and methods</i>. New York : Macmillan.</p> <p>Schon, D. (1983). <i>Educating the reflective practitioner</i>. New York: Basic Books.</p> <p>Schon, D. (1987). <i>Educating the reflective practitioner</i>. San Francisco: Jossey-Bass.</p> <p>Zeichener, K.M. &amp; Liston, D.P. (1987). Teaching student teachers to reflect, <i>Harvard Educational Review</i>, 56(1), 23-48.</p> <p><b>e-Resources :</b></p> <p><b>Types of Reading:</b>  <a href="https://slllc.ucalgary.ca/Brian/611/readingtype.html">https://slllc.ucalgary.ca/Brian/611/readingtype.html</a></p> <p><b>Types of Academic Writing:</b>  <a href="https://sydney.edu.au/students/writing/types-of-academic-writing.html">https://sydney.edu.au/students/writing/types-of-academic-writing.html</a></p> <p><b>Reflecting on Teaching Reading:</b>  <a href="https://www.press.umich.edu/pdf/9780472035052-ch1.pdf">https://www.press.umich.edu/pdf/9780472035052-ch1.pdf</a></p> <p><b>Gibbs' Reflective Cycle:</b>  <a href="https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf">https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf</a></p> <p><b>Reflection Models and Frameworks:</b>  <a href="https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm">https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm</a></p> <p><b>Reflection, Elements and Reflective Writing:</b>  <a href="http://universityofhullscitts.org.uk/scitts/reflection/reflectionmodels.html">http://universityofhullscitts.org.uk/scitts/reflection/reflectionmodels.html</a></p>	
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Semester-B.Ed. III July/ December, 2020

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<p><b>EDU 501L:</b>  <b>Aesthetic Appreciation through Art and Drama Lab</b></p>	<p>Upon completion of course student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the concepts of Art and Type of Arts</li> <li>• apply Fundamentals of Visual Art</li> <li>• explain Drama, Its Elements and Types of Drama</li> <li>• apply different type of Arts in teaching.</li> <li>• create Various Products by Using Art</li> <li>• perform Various Type of Drama by Organizing the Stage</li> </ul>	<p><b>Unit –I: Visual Art and Craft</b></p> <ul style="list-style-type: none"> <li>- Concept of Art</li> <li>- Types of Art - (a) Visual Art (b) Performing Art</li> <li>- Fundamentals of Visual Art</li> <li>- Classification of Art Style</li> <li>- An introduction of Medium (Material) and Methods of Art</li> <li>- Importance of Visual Art Education</li> </ul> <p><b>Unit-II: Performing Art: Drama</b></p> <ul style="list-style-type: none"> <li>- Meaning of Dramatic Art</li> <li>- Importance of Drama in Education</li> <li>- Elements of Drama</li> <li>- Types of Drama                             <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> </ul> </li> <li>- Importance of Stage – Setting in Drama</li> </ul> <p><b>Unit –III: Visual Art and Craft (Practical)</b></p> <ul style="list-style-type: none"> <li>- Creating new, product through manipulating Different Material of Visual Art and Craft: (Any One)                             <ul style="list-style-type: none"> <li>- Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material</li> </ul> </li> <li>- Creation by the use of Different Methods of Art: (Any Two)                             <ul style="list-style-type: none"> <li>• Preparation of Composition (for Teaching) with the Application of Fundamentals of Art</li> <li>• Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting and Failing</li> <li>• Preparation of Composition (for Teaching) with the appreciation of fundamental of Art.</li> </ul> </li> </ul> <p><b>Unit –IV: Improvised Material (Practical)</b></p> <ul style="list-style-type: none"> <li>- Making Puppet through Improvised Materials</li> </ul>	<p><b>Unit –I: Visual Art and Craft</b></p> <ul style="list-style-type: none"> <li>- Concept of Art</li> <li>- Types of Art - (a) Visual Art (b) Performing Art</li> <li>- Fundamentals of Visual Art</li> <li>- Classification of Art Style</li> <li>- An introduction of Medium (Material) and Methods of Art</li> <li>- Importance of Visual Art Education</li> </ul> <p><b>Unit-II: Performing Art: Drama</b></p> <ul style="list-style-type: none"> <li>- Meaning of Dramatic Art</li> <li>- Importance of Drama in Education</li> <li>- Elements of Drama</li> <li>- Types of Drama                             <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> </ul> </li> <li>- Importance of Stage – Setting in Drama</li> </ul> <p><b>Unit –III: Visual Art and Craft (Practical)</b></p> <ul style="list-style-type: none"> <li>- Creating new, product through manipulating Different Material of Visual Art and Craft: (Any One)                             <ul style="list-style-type: none"> <li>- Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material</li> </ul> </li> <li>- Creation by the use of Different Methods of Art: (Any Two)                             <ul style="list-style-type: none"> <li>• Preparation of Composition (for Teaching) with the Application of Fundamentals of Art</li> <li>• Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting</li> </ul> </li> </ul>	<p><b>References and Web Resources Updated</b></p>

			<p style="text-align: center;">- Making a Improvised or Instructional Aid</p> <p><b>Unit –V: Drama and Theatre (Practical)</b></p> <ul style="list-style-type: none"> <li>- Listening, Viewing and Disrning Different Kinds of Drama and Present Report</li> <li>- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch).</li> </ul> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. शर्मा, प्रभा (2007), कला विज्ञान शिक्षण, श्रुति पब्लिकेशन, जयपुर.</li> <li>2. कासलीवाल, मीनाक्षी, (2003), ललितकला के आधारभूत सिद्धान्त, राजस्थान ग्रन्थ अकादमी, जयपुर.</li> <li>3. वैश्य, आर.पी. (1969) चित्रकला शिक्षण, विनोद पुस्तक मन्दिर, आगरा.</li> <li>4. गोदीका, साधना एवं सावित्री माथुर (2008) कला शिक्षा शिक्षण, आस्था प्रकाशन, जयपुर.</li> <li>5. शर्मा, माता प्रसाद (2008), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर.</li> <li>6. Husain Ashfaque (1956), Seminar on Art Education, Lalit Kala Academy, New Delhi.</li> <li>7. Ganga Darshan Munger, Bihar, India, 1995.</li> </ol>	<p style="text-align: center;">and Failing</p> <ul style="list-style-type: none"> <li>• Preparation of Composition (for Teaching) with the appreciation of fundamental of Art.</li> </ul> <p><b>Unit –IV: Improvised Material (Practical)</b></p> <ul style="list-style-type: none"> <li>- Making Puppet through Improvised Materials</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>- Making a Improvised Instructional Aid</li> </ul> <p><b>Unit –V: Drama and Theatre (Practical)</b></p> <ul style="list-style-type: none"> <li>- Listening, Viewing and Disrning Different Kinds of Drama and Present Report</li> <li>- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch).</li> </ul> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. शर्मा, प्रभा. (2007). कला विज्ञान शिक्षण, जयपुर: श्रुति पब्लिकेशन.</li> <li>2. कासलीवाल, एम. (2003). ललितकला के आधारभूत सिद्धान्त. जयपुर: राजस्थान ग्रन्थ अकादमी.</li> <li>3. वैश्य, आर. पी. (1969). चित्रकला शिक्षण. आगरा: विनोद पुस्तक मन्दिर.</li> <li>4. गोदीका, साधना एवं सावित्री माथुर. (2008). कला शिक्षा शिक्षण. जयपुर: आस्था प्रकाशन.</li> <li>5. शर्मा, माता प्रसाद. (2008). कला शिक्षा शिक्षण. जयपुर: अपोलो प्रकाशन.</li> <li>6. Husain Ashfaque. (1956). Seminar on Art Education. New Delhi: Lalit Kala Academy.</li> <li>7. Ganga Darshan Munger, (1995). Bihar:</li> </ol>	
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				<p>India.</p> <p><b>e-Resources:</b></p> <p><b>Concept of Art</b>  <a href="https://www.jstor.org/stable/2107219?seq=4#metadata_info_tab_contents">https://www.jstor.org/stable/2107219?seq=4#metadata_info_tab_contents</a></p> <p><b>Fundamental of Art</b>  <a href="https://study.com/academy/lesson/what-are-the-principles-of-art-definition-examples.html">https://study.com/academy/lesson/what-are-the-principles-of-art-definition-examples.html</a>  <a href="https://thevirtualinstructor.com/artfundamentals.html">https://thevirtualinstructor.com/artfundamentals.html</a></p> <p><b>Importance of Visual Art in Education</b>  <a href="https://www.quora.com/What-is-the-importance-of-visual-art-in-education">https://www.quora.com/What-is-the-importance-of-visual-art-in-education</a></p> <p><b>Meaning of Dramatic Art</b>  <a href="http://autocww.colorado.edu/~toldy3/E64ContentFiles/TheaterAndActing/DramaAndDramaticArts.html">http://autocww.colorado.edu/~toldy3/E64ContentFiles/TheaterAndActing/DramaAndDramaticArts.html</a></p> <p><b>Importance of Drama in Education</b>  <a href="https://evolvvetreatment.com/blog/positive-effects-drama-programs/">https://evolvvetreatment.com/blog/positive-effects-drama-programs/</a></p> <p><b>Elements of Drama</b>  <a href="https://study.com/academy/lesson/elements-of-drama-characters-plot-setting-symbolism.html">https://study.com/academy/lesson/elements-of-drama-characters-plot-setting-symbolism.html</a></p> <p><b>Creating New Material through Different Material of Visual Art and Craft</b>  <a href="http://www.noteaccess.com/MATERIALS/index.htm">http://www.noteaccess.com/MATERIALS/index.htm</a></p>	
2.	<b>EDU 502: Assessment for Learning</b>	<p>Upon completion of course student Teacher will be able to</p> <ul style="list-style-type: none"> <li>interpret concept of assessment in education, evaluation and its related term.</li> <li>differentiate between kinds of evaluation.</li> <li>apply appropriate tools of evaluation in field.</li> <li>elucidate different forms and characteristics of achievement test.</li> <li>organize an effective evaluation program.</li> <li>apply ICT skills during evaluation program.</li> <li>conduct an action research</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Best, John W, Research in Education, IV edition, Prentice Hall Inc., New York.</li> <li>Borg, Walter R, 1981. Applying Educational Research, A Practical Guide to Teacher, Longman Inc., New York.</li> <li>Elbe, Robert L. and David A. Frisbie, Essentials of Educational Measurements, Prentice Hall, Inc, Englewoods Clifs, New Jersey, 1986.</li> <li>Grounlund, N.E., “Measurement of Evaluation in Teaching”, MacMillan Publishing Co. New York, 1976.</li> <li>Pandey, K.P. (2010), Fundamentals of Educational Research, Varanasi: Vishwavidyalya Prakashan.</li> <li>Pathak, R.P, “Measurement &amp; Evaluation in Education”, Dorling Kindessely (India) Pvt. Ltd., Pearson, South Education.</li> <li>Rao., V.K. &amp; Reddy, R.S., “Perspective</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Best, J. W., &amp; James V. K. (1992). <i>Research in Education</i>. IV edition, Prentice Hall Inc., New York.</li> <li>Borg, W., R. (1981). <i>Applying Educational Research, A Practical Guide to Teacher</i>. New York: Longman Inc.</li> <li>Ebel, R. L., &amp; David A. F. (1986). <i>Essentials of Educational Measurements</i>. New Jersey Prentice Hall, Inc, E. Clifs.</li> <li>Grounlund, N. E. (1976). <i>Measurement of Evaluation in Teaching</i>. New York: MacMillan Publishing Co.</li> <li>Pandey, K. P. (2010). <i>Fundamentals of Educational Research</i>. Varanasi: Vishwavidyalya Prakashan.</li> <li>Pathak, R.P. (2012). <i>Measurement &amp; Evaluation in Education</i>. New Delhi:</li> </ul>	<b>No Change</b>  <b>References and Web Resources Updated</b>



		<p>related to problems at school level.</p>	<p>in Educational &amp; Evaluation (World Education Development-Series-8) Commonwealth Publishers, New Delhi, 1992.</p> <ul style="list-style-type: none"> <li>• Rummel, Francis, J. 1984. An Introduction to Research Procedure in Education, II edition, Harper &amp; Row Publishers, New Jersey.</li> <li>• Vashist, S.R., "Perspectives in Measurement &amp; Evaluation in Education Series," Anmol Publications, New Delhi, 1994.</li> <li>• Worthen, Blaine R. and Sanders, James R., "Educational Evaluation," Longman INC, New Delhi, 1987.</li> <li>• अस्थाना, विपिन एवं अस्थाना, स्वेता, "मनोविज्ञान और शिक्षा में मापन तथा मूल्यांकन," सोलहवों संस्करण, अग्रवाल पब्लिकेशन्स, आगरा, 2009</li> <li>• बालिया, शिरीश, अरोड़ा, रीता, शर्मा, ओ0पी0, "शिक्षा में मापन एवं मूल्यांकन," तृतीय संस्करण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.</li> <li>• भार्गव, महेश, "आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन", राखी प्रकाशन, आगरा, "19वों संस्करण", 2010,</li> <li>• भटनागर, ए0 बी0, भटनागर, मीनाक्षी, "मापन एवं मूल्यांकन," तृतीय संस्करण, आर0 लाल बुक डिपो, मेरठ, 1999.</li> <li>• पाण्डे, के0 पी0, "शैक्षिक मापन एवं मूल्यांकन," विश्वविद्यालय पब्लिकेशन्स, वाराणसी. 2011</li> <li>• गुप्ता, एस. पी. एव. अलका गुप्ता, "आधुनिक मापन एवं मूल्यांकन," शारदा पुस्तक मन्दिर, इलाहाबाद, 2000</li> <li>• कपिल, एच. के. (2006), अनुसंधान विधियाँ, आगरा : भार्गव बुक हाउस.</li> <li>• रायजादा, बी. एस. (2010), शिक्षा में अनुसंधान के मूल आधार जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ul>	<p>Dorling Kindessely (India) Pvt. Ltd., Pearson, South Education.</p> <ul style="list-style-type: none"> <li>• Rao, V.K. &amp; Reddy, R.S.(1992). <i>Perspective in Educational &amp; Evaluation</i> (World Education Development-Series-8) New Delhi: Commonwealth Publishers.</li> <li>• Rummel, F., J. (1984). <i>An Introduction to Research Procedure in Education</i>. II edition. New Jersey: Harper &amp; Row Publishers.</li> <li>• Vashist, S.R. (1994). <i>Perspectives in Measurement &amp; Evaluation in Education Series</i>. New Delhi: Anmol Publications.</li> <li>• Worthen, B. R., &amp; Sanders, J. R. (1987). <i>Educational Evaluation</i>. New Delhi: Longman INC.</li> <li>• अस्थाना, वि. एवं अस्थाना, एस. (2009). <i>मनोविज्ञान और शिक्षा में मापन तथा मूल्यांकन</i>. सोलहवों संस्करण. आगरा: अग्रवाल पब्लिकेशन्स.</li> <li>• बालिया, एस., अरोड़ा, आर., शर्मा, ओ. पी. (2013). <i>शिक्षा में मापन एवं मूल्यांकन</i>. तृतीय संस्करण. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी</li> <li>• भार्गव, एम. (2010). <i>आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन</i>. 19वों संस्करण. आगरा: राखी प्रकाशन.</li> <li>• भटनागर, ए . बी. भटनागर, एम. (1999). <i>मापन एवं मूल्यांकन</i>. तृतीय संस्करण. मेरठ: आर. लाल बुक डिपो.</li> <li>• पाण्डे, के. पी. (2011) . <i>शैक्षिक मापन एवं मूल्यांकन</i>. वाराणसी : विश्वविद्यालय पब्लिकेशन्स.</li> <li>• गुप्ता, एस. पी. एवं. गुप्ता ए., (2000) . <i>आधुनिक मापन एवं मूल्यांकन</i>. इलाहाबाद: शारदा पुस्तक मन्दिर.</li> <li>• कपिल, एच. के. (2006). <i>अनुसंधान विधियाँ</i>. आगरा : भार्गव बुक हाउस.</li> <li>• रायजादा, बी. एस. (2010). <i>शिक्षा में अनुसंधान के मूल आधार</i>. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</li> </ul> <p><b>e-Resources:</b></p>	
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				<p>Grading System  <a href="https://content.wisestep.com/advantages-disadvantages-grading-system-education/">https://content.wisestep.com/advantages-disadvantages-grading-system-education/</a>  Online Examination  <a href="https://www.onlineexambuilder.com/knowledge-center/exam-knowledge-center/advantages-and-disadvantages-of-online-examination-system/item10240">https://www.onlineexambuilder.com/knowledge-center/exam-knowledge-center/advantages-and-disadvantages-of-online-examination-system/item10240</a>  Use of ICT  <a href="https://www.researchgate.net/publication/271644313_Use_of_ICT_in_Teaching_Learning_and_Evaluation">https://www.researchgate.net/publication/271644313_Use_of_ICT_in_Teaching_Learning_and_Evaluation</a>  Use of ICT in assessment  <a href="https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462">https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462</a>  Action Research  <a href="http://www.ncert.nic.in/departments/nie/der/publication/modules_material.html">http://www.ncert.nic.in/departments/nie/der/publication/modules_material.html</a></p>	
3.	<b>EDU 503: Contemporary Indian Education</b>	<p>Upon completion of course the student teacher will be able to</p> <ul style="list-style-type: none"> <li>reflect diversity in Indian Society.</li> <li>express the constitutional values (Secularism, Socialism, Democracy) as reflected in Education.</li> <li>analyze the roles of commissions and policies in Secondary Education.</li> <li>deal with inequality and marginalization related issues in India.</li> <li>analyze and appraise the policy framework for Public Education in India.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>सक्सैना, राधारानी एवं अन्य: उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000.</li> <li>ओड, एल०के०: शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978.</li> <li>पाण्डे, रामशकल: शिक्षा के मूल सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 1986.</li> <li>शर्मा, डी० एल०: शिक्षा तथा भारतीय समाज, आर लाल बुक डिपो, मेरठ, 1994.</li> <li>Srivastava, K.K.: Philosophical Foundations of Education, Kanishka Publishers, distributors, New Delhi, 2003.</li> <li>Taneja V.R.: Foundation of education (Philosophical and Sociological), Abhishek Publications, Chandigarh, 2002.</li> <li>Taneja V.R: Philosophical Approach to Education, Atlantic Publishers Distributors, Delhi, 2005.</li> <li>Bhattacharya, Srinivas: Foundations of Education, Atlantic Publishers and Distributors, Delhi, 2003.</li> <li>अग्निहोत्री, रवीन्द्र: आधुनिक भारतीय शिक्षा:</li> </ol>	<p><b>References:</b></p> <p>अग्निहोत्री, आर. (2008). <i>आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>भारत सरकार (1986). <i>नेशनल पॉलिसी ऑन एज्युकेशन</i>. मानव संसाधन विकास मंत्रालय. नई दिल्ली: शिक्षा विभाग,</p> <p>भारत सरकार 1985., <i>शिक्षा नीति की चुनौती</i>. नई दिल्ली: शिक्षा मंत्रालय.</p> <p>Bhattacharya, S. (2003). <i>Foundations of Education</i>. Delhi: Atlantic Publishers and Distributors.</p> <p>Dhiman, O.P. (2007). <i>Principles and Techniques of Education</i>. Delhi: Kalpaz publications.</p> <p>Jayapalan, N. (2005). <i>Problems of Indian Education</i>. Delhi: Atlantic Publishers and Distributors.</p> <p>मदन, जी. आर. (1988). <i>समाजशास्त्र के सिद्धांत</i>. दिल्ली: आत्माराम एण्ड सन्स.</p> <p>Mangla, S. (2012). <i>Teacher Education, Trends and Strategies</i>. New Delhi: Radha Publications.</p> <p>माथुर, एस. एस. (1978). <i>शिक्षा सिद्धांत</i>. आगरा: विनोद पुस्तक मंदिर.</p>	<b>No Change</b>  <b>References and Web Resources Updated</b>

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4.	<b>EDU 504: Gender, School and Society</b>	<p>Upon completion of course student Teacher will be able to</p> <ul style="list-style-type: none"> <li>• approve and appreciate gender equality .</li> <li>• elucidate the constitutional and legal provisions related to women.</li> <li>• disapprove the gender bias in family, workplace and educational institution.</li> <li>• appreciate the role of education in eradicating gender bias.</li> <li>• reflect roles and</li> </ul>	<p><b>References :</b></p> <ol style="list-style-type: none"> <li>1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). <i>Loved and Unloved: the Girl Child in West Bengal</i>. Kolkata: Stree Publishers.</li> <li>2. Bank, B.J. (2007). <i>Gender and Education: An Encyclopedia</i>. London: Praeger, Westport.</li> <li>3. Batliwala, Srilatha.(1993). <i>Empowerment of Women in South Asia: Concepts and Practices</i>. New Delhi : Asian-South Pacific Bureau of Adult Education.</li> <li>4. Bhasin, Kamla.(2000). <i>Understanding Gender</i>. New Delhi: Kali for Women.</li> <li>5. Bhasin, Kamla.(2004). <i>Exploring Masculinity</i>. New Delhi: Women</li> </ol>	<p><b>References :</b></p> <ol style="list-style-type: none"> <li>1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). <i>Loved and Unloved: the Girl Child in West Bengal</i>. Kolkata: Stree Publishers.</li> <li>2. Bank, B.J. (2007). <i>Gender and Education: An Encyclopedia</i>. London: Praeger, Westport.</li> <li>3. Batliwala, Srilatha. (1993). <i>Empowerment of Women in South Asia: Concepts and Practices</i>. New Delhi : Asian-South Pacific Bureau of Adult Education.</li> <li>4. Bhasin, Kamla.(2000). <i>Understanding Gender</i>. New Delhi: Kali for Women.</li> <li>5. Bhasin, Kamla. (2004). <i>Exploring</i></li> </ol>	<b>No Change</b>  <b>References and Web Resources Updated</b>

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				<p>16. Subramanyam, R. (2003). <i>Gender Equality in Education: Definitions and Measurements</i>. International Journal of Educational Development, July 2005. Vol.25 No.4: p.p. 395-407.</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Gender School and Society, <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf</a></li> <li>2. Gender Bias in Education, <a href="http://uou.ac.in/sites/default/files/bed17/PE-5.pdf">http://uou.ac.in/sites/default/files/bed17/PE-5.pdf</a></li> <li>3. Dowry prohibition Act, 1961. <a href="http://wcd.nic.in/act/dowry-prohibition-act-1961">http://wcd.nic.in/act/dowry-prohibition-act-1961</a></li> <li>4. The Medical termination of Pregnancy Act, 1971. <a href="http://tcw.nic.in/Acts/MTP-Act-1971.pdf">http://tcw.nic.in/Acts/MTP-Act-1971.pdf</a></li> <li>5. Domestic Violence Act, 2005. <a href="http://wcd.nic.in/sites/default/files/wdvact.pdf">http://wcd.nic.in/sites/default/files/wdvact.pdf</a></li> </ol>	
5.	<b>EDU 508 Understanding Discipline and Subject</b>	<p>Upon completion of course student teacher will be able to-</p> <ul style="list-style-type: none"> <li>• utilize the nature and importance of Disciplinary Knowledge in class</li> <li>• differentiate present content of teaching subject in school with its history</li> <li>• appreciate the paradigm shift in disciplines</li> </ul>	<p><b>Unit I: Disciplinary Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Nature of Disciplinary Knowledge</li> <li>2. <del>Role of disciplinary Knowledge in School Curriculum</del></li> <li>3. Importance of understanding disciplinary knowledge for teachers</li> </ol> <p>Activity: Presentation of disciplinary knowledge in socio-Cultural, Political and Intellectual Context</p> <p><b>Unit-II: Disciplinary areas in School</b></p> <p>Disciplinary areas in School education– Language, Mathematics, Social Science, Science</p> <ul style="list-style-type: none"> <li>• Paradigm shifts in nature of discipline</li> <li>• History of teaching subject areas in school at a glance.</li> </ul> <p><b>Activity:</b> Poster presentation on History of Teaching subject in school.</p>	<p><b>Unit I: Disciplinary Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Nature of Disciplinary Knowledge</li> <li>2. Importance of understanding disciplinary knowledge for teachers</li> </ol> <p>Activity: Presentation of disciplinary knowledge from socio-Cultural, Political and Intellectual Context</p> <p><b>Unit-II: Disciplinary areas in School</b></p> <p>Disciplinary areas in School education– Language, Mathematics, Social Science, Science</p> <ul style="list-style-type: none"> <li>• Paradigm shifts in nature of discipline</li> <li>• History of teaching subject areas in school at a glance.</li> </ul> <p><b>Activity:</b> Poster presentation on History of Teaching subject in school.</p>	<b>Reshuffling of Content according to the unit wise theme</b>

		<ul style="list-style-type: none"> <li>critically appraise the Disciplinary and Interdisciplinary Subjects</li> <li>appraise the phenomenon of Interdisciplinary approach to Subjects</li> </ul>	<p><b>Unit-III: Understanding School Subject (Content)</b>  Nature of content in school subject</p> <ul style="list-style-type: none"> <li>Theory of Content- <ul style="list-style-type: none"> <li>content selection,</li> <li>framing in syllabus</li> <li>transformation of content</li> </ul> </li> <li>Relationship between Curriculum, syllabus and text book-basic features in modern context</li> </ul> <p><b>Activity:</b> Discussion on identification of organization of knowledge in any one school subject.</p> <p><b>Unit IV: Interdisciplinary Approach and Subject</b></p> <ol style="list-style-type: none"> <li>Concept of Interdisciplinary Subject</li> <li>Critical Features of Interdisciplinary subject</li> <li>Objectives of Interdisciplinary subjects</li> </ol> <p><b>Activity:</b> Presentation and discussion on phenomenon of Interdisciplinary approach</p> <p><b>Unit V: Critical Appraisal of Subject</b></p> <ol style="list-style-type: none"> <li>Critical Appraisal of Interdisciplinary subject in school</li> <li>Critical Appraisal of disciplinary subject in school</li> </ol> <p><b>Activity:</b> Discussion on knowledge of interdisciplinary subject and disciplinary subject</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>Arthur R. King J.R. and John A. Brownall (1966), <i>The curriculum and the discipline of knowledge</i>; John well &amp; Sons Inc. New York.</li> <li>Yadav M.S. and T.K.S.Lakshmi (2003) <i>Conceptual inputs for Secondary Teacher Education</i>, NCTE, New Delhi.</li> <li>Pandey, Ranjana (2016) <i>Understanding Discipline &amp; Subjects</i>, R. Lal Book Deport, Meerut.</li> <li>Misanam, Premata, S. K., Lenka, and A. K. Gandhi (2016) <i>Understanding Discipline &amp; Subjects</i>, R. Lal Book Deport, Meerut.</li> </ol>	<p><b>Unit-III: Understanding School Subject (Content)</b>  Nature of content in school subject</p> <ul style="list-style-type: none"> <li>Theory of Content- <ul style="list-style-type: none"> <li>content selection,</li> <li>framing in syllabus</li> <li>transformation of content</li> </ul> </li> <li>Relationship between Curriculum, syllabus and text book-basic features in modern context</li> </ul> <p><b>Activity:</b> Discussion on identification of organization of knowledge in any one school subject.</p> <p><b>Unit IV: Disciplinary Subject in School</b></p> <ol style="list-style-type: none"> <li>Role of disciplinary Knowledge in School Curriculum</li> <li>Critical Appraisal of disciplinary subject in school</li> </ol> <p><b>Activity:</b> Discussion on knowledge of disciplinary subject</p> <p><b>Unit V: Interdisciplinary Approach and Subject</b></p> <ol style="list-style-type: none"> <li>Objectives of Interdisciplinary subjects</li> <li>Critical Appraisal of Interdisciplinary subject in school</li> </ol> <p><b>Activity:</b> Presentation and discussion on phenomenon of Interdisciplinary approach</p> <p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>Maisnan Premlata, Lenka, S.K., Gandhi A.K., (2016), <i>Understanding Discipline and Subject</i>, Meerut, Surya R. Lall Publisher.</li> <li>Makel, Rajesh, MakalLalita, (2016), <i>Understanding Discipline and Subject</i>, Delhi.</li> <li>Pandey, Ranjana, 2016, <i>Understating Discipline and subject</i>, Meerut, Surya R LallPubl.</li> <li>TallaMrunalini, 2012, <i>Curriculum Development - Perspectives</i>, Principles and Issues, Noida, Pearson India education Service Pvt. Ltd.</li> <li>Yadav, GhawriSapna, 2016, <i>Knowledge and Curriculum</i>, New</li> </ol>	
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				<p>Delhi, Paragon International Publ.</p> <p>6. Yadav, M.S. and Lakhmi, T.K.S. (2003) <i>Conceptual Inputs for Secondary Teacher Education</i>, NCTE, New Delhi.</p> <p>7. Alaxander, W. M., &amp; Saylor, J. G. (1966). <i>Curriculum Planning for modern schools</i>. New York: Holt, Rinhart and Winston Inc.</p> <p>8. Balrara, M. (1999). <i>Principles of Curriculum Renewal</i>. New Delhi: Kanishka Publishers.</p> <p>9. Candra, A. (1977). <i>Curriculum Development and Evaluation in education</i>. New Delhi: Sterling Publishers.</p> <p>10. Darji, D. R., &amp;Lulla, B. P. (1967). <i>Curriculum development in secondary schools of Baroda</i>. Baroda: Sadhana Press.</p> <p>11. Erickson, H.L.(2007) <i>Concept based curriculum and instruction for the thinking classroom</i> California; corwin press.</p> <p>12. Hassrin, M. (2004). <i>Curriculum Planning for elementary education</i>. New Delhi: AnmolPublishers.</p> <p>13. Satyanarayan, P.V. (2004). <i>Curriculum development and management</i>. New Delhi: DPH.</p> <p>14. Taba, H. (1962). <i>Curriculum development theory &amp; practice</i>. New York: Harcourt, Brace &amp; World Inc.</p> <p>15. Yadav, Y.P. (2006). <i>Fundamentals of Curriculum design</i>. New Delhi; ShriSaiPrintographers.</p> <p>16. NCERT(2000) <i>National curriculum framework (NCF 2000)</i>, New Delhi.</p> <p>18. NCERT(2005) <i>National Curriculum framework (NCF2005)</i>, New Delhi</p> <p>19. Arulsamy, S., (2011). <i>Curriculum Development</i>, Hyderabad, Neelkamal Publication Pvt. Ltd.</p> <p>20. Kalaiyaran, G., (2017). <i>Curriculum Development</i>, New Delhi, APH Publishing Corporation.</p> <p>21. सिन्धु, पू., यादव सं. (2014). <i>पाठ्यक्रम विकास और</i></p>	
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<p>6.</p>	<p><b>EDU 509L:</b> <b>Understanding the Self and Yoga Lab</b></p>	<p>Upon completion of course student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• facilitate student to understand the self.</li> <li>• develop capacity to identify the values for a good teacher.</li> <li>• facilitate student to perform self reflected activities.</li> <li>• discuss students with the meaning and importance of yoga.</li> <li>• develop essential skills to perform various asanas.</li> </ul>	<p><b>Unit-I: Understanding the self</b></p> <ol style="list-style-type: none"> <li>Self and self development- Concept and Importance</li> <li>Concept and types of values- <ul style="list-style-type: none"> <li>- Individual</li> <li>- Social</li> </ul> </li> <li>Importance of Values</li> </ol> <p><b>Unit-II: Yoga and self development</b></p> <ol style="list-style-type: none"> <li>Concept of yoga.</li> <li>Importance of yoga for self development.</li> <li>Pranayam-types and importance.</li> <li>Three milestones of woman’s life and yoga.</li> <li>Do’s and Don’ts of Asanas.</li> </ol> <p><b>Practical Units: (activities based)-</b></p> <p><b>Unit-III: Self reflection and personal integration</b></p> <ol style="list-style-type: none"> <li>Expression of Aspiration &amp; Expectations.</li> <li>Self observation exercise to understand one’s own strength and weakness.</li> <li>Self expression through creative activities.</li> </ol> <p><b>Unit-IV: Enhancing self development</b></p> <ol style="list-style-type: none"> <li>Community participation through Radio Banasthali or Group work.</li> <li>Self reflecting report, based on one’s own experience or reading great authors.</li> <li>Identification of the values for a good teacher.</li> </ol> <p><b>Unit-V: Yoga for healthy mind and body.</b></p> <ol style="list-style-type: none"> <li>Practice of various asanas.</li> <li>Practice of various skills of pranayam.</li> </ol> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Dale Carnegie, Leader in you; you to win friends, influence people and succeed in a changing world.</li> <li>2. Das Gupta &amp; Surendranath: “Yoga: its Philosophy &amp; Religion”, 1987</li> <li>3. Sinha, Phulgenda, :Yogic Cure for Common Diseases”, Allied Publishers</li> </ol>	<p><b>Unit-I: Understanding the self</b></p> <ol style="list-style-type: none"> <li>Self and self development- Concept and Importance</li> <li>Concept and types of values- <ul style="list-style-type: none"> <li>- Individual</li> <li>- Social</li> </ul> </li> <li>Importance of Values</li> </ol> <p><b>Unit-II: Yoga and self development</b></p> <ol style="list-style-type: none"> <li>Concept of yoga.</li> <li>Importance of yoga for self development.</li> <li>Pranayam-types and importance.</li> <li>Three milestones of woman’s life and yoga.</li> <li>Do’s and Don’ts of Asanas.</li> </ol> <p><b>Unit-III: Self reflection and personal integration</b></p> <ol style="list-style-type: none"> <li>Expression of Aspiration &amp; Expectations.</li> <li>Self observation exercise to understand one’s own strength and weakness.</li> <li>Self expression through creative activities.</li> </ol> <p><b>Unit-IV: Enhancing self development</b></p> <ol style="list-style-type: none"> <li>Community participation through Radio Banasthali or Group work.</li> <li>Self reflecting report, based on one’s own experience or reading great authors.</li> <li>Identification of the values for a good teacher.</li> </ol> <p><b>Unit-V: Yoga for healthy mind and body.</b></p> <ol style="list-style-type: none"> <li>Practice of various asanas.</li> <li>Practice of various skills of pranayam.</li> </ol> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Ananda, Sri. (1999). <i>The Complete Book of Yoga Harmony of Body and Mind</i>. Delhi: Orient</li> </ul>	<p><b>References and Web Resources Updated</b></p>
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- शर्मा, योगेश कुमार एवं प्रज्ञा शर्मा. (2003). नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ. जयपुर: पोइण्टर पब्लिशर्स.
- खेड़ा, शिव. (2000). जीत आपकी: कामयाबी की ओर ले जाने वाली सीढ़ी. दिल्ली: फु सर्कल.

**e-Resources:**

Self and self development, concept and importance

<http://www.businessmanagementideas.com/notes/management-notes/organisation-development/self-development-concept-process-and-methods-management/5313>

concept, types and importance of values.<http://www.yourarticlelibrary.com/society/values-its-meaning-characteristics-types-importance/35072>

Importance of Yoga for self development

<https://thriveglobal.com/stories/10-benefits-of-yoga-for-personal-growth/amp/>

Concept of Yoga

<https://www.speakingtree.in/blog/concept-of-yoga/m-lite>

Pranayam - types and Importance

<https://www.speakingtree.in/allslides/different-types-of-pranayam-and-their-respective-benefits-into-treating-diseases/m-lite>

Dos and don'ts of Asanas

<http://theyogainstitute.org/yoga-asanas-dos-and-donts-for-beginners/>

Self expression through Creativity

<https://www.google.com/url?sa=t&source=>

				<p>ce=web&amp;rct=j&amp;url=https://windsor.wat ermarkcommunities.com/self- expression-through-creative- activities/&amp;ved=2ahUKEwiqmNG10vn gAhXFp48KHfLFBKMQFjAKegQIBh AB&amp;usg=AOvVaw1cQwCc_reTx- 1WloqNvE9i</p> <p>Identification of the values for a good Teacher</p> <p>https://www.google.com/url?sa=t&amp;sour ce=web&amp;rct=j&amp;url=https://www.skillsy ouneed.com/rhubarb/effective- teaching.html&amp;ved=2ahUKEwiwn_Lm 0vngAhVFvY8KHakbAmcQFjALegQI AhAB&amp;usg=AOvVaw3B_uh7fKSdew 6iKPIcQsmd</p>	
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Name of Programme: Bachelor of Education

Course Details: (To be provided in the below mentioned table)

Semester-IV December/ April, 2021

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU Disaster Management Education</b>	<p>Upon completion of course student teacher will be able to-</p> <ul style="list-style-type: none"> <li>interpret causes, effects and prevention of natural and man-made disaster.</li> <li>clarify the meaning and need of disaster management.</li> <li>appreciate the governmental efforts for disaster management.</li> <li>discuss the role of educational institutions, Pre-service and In-service teacher education Institute in disaster management.</li> </ul>	<ul style="list-style-type: none"> <li>Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault)</li> <li>Efforts for disaster management by government authorities and Non Governmental organization.</li> <li>Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Ariyabandu, Madhavi Malagoda (2005). <i>Gender Dimensions in disaster management: a guide for South Asia</i>. New Delhi: Zubaan.</li> <li>Asthana, N.C., Priyanka Asthana (2014). <i>Disaster Management</i>. Jaipur: Aavishkar Pub.</li> <li>Coppola P. Damon. (2011). <i>Introduction to international disaster management</i>. Amsterdam: Elsevier.</li> <li>Dhunna, Mukesh. (2009). <i>Disaster Management</i>. New Delhi: Vayu Education of India.</li> <li>Ghosh G.K. (2015). <i>Disaster Management</i>. New Delhi: APH Pub.</li> <li>Gupta, Harsh K., (2003). <i>Disaster Management</i>. Hyderabad: University Press.</li> <li>I. Sundar and T. Sezhiyan, (2007). <i>Disaster Management</i>. New Delhi: Sarup &amp; Sons.</li> </ul>	<ul style="list-style-type: none"> <li>Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault)</li> <li>Efforts for disaster management by government authorities and Non Governmental organization.</li> <li>Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Ariyabandu, Madhavi Malagoda (2005). <i>Gender Dimensions in disaster management: a guide for South Asia</i>. New Delhi: Zubaan.</li> <li>Asthana, N.C., Priyanka Asthana (2014). <i>Disaster Management</i>. Jaipur: Aavishkar Pub.</li> <li>Coppola P. Damon. (2011). <i>Introduction to international disaster management</i>. Amsterdam: Elsevier.</li> <li>Dhunna, Mukesh. (2009). <i>Disaster Management</i>. New Delhi: Vayu Education of India.</li> <li>Ghosh G.K. (2015). <i>Disaster Management</i>. New Delhi: APH Pub.</li> <li>Gupta, Harsh K., (2003). <i>Disaster Management</i>. Hyderabad: University Press.</li> <li>I. Sundar and T. Sezhiyan, (2007). <i>Disaster Management</i>. New</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

			<ul style="list-style-type: none"> <li>• Rajib. Shaw, Krishnamurthy, (2009). <i>Disaster Management: Global challenges and local Solutions</i>. Hyderabad: University Press.</li> <li>• Taori, Kamal, (2005). <i>Disaster Management through Panchayati Raj</i>. New Delhi: Concept Publishing company.</li> <li>• जाट, बी०सी० (2013). <i>आपदा प्रबन्धन</i>. जयपुर: मंथन पब्लिकेशन्स.</li> <li>• शील, कुमार. (2007). पर्यावरणीय आपदा प्रबन्धन. दिल्ली: ज्योति इण्टरप्राइजेज .</li> <li>• प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, आपदा प्रबंधन परिचय . नई दिल्ली.</li> </ul>	<p>Delhi: Sarup &amp; Sons.</p> <ul style="list-style-type: none"> <li>• Rajib. Shaw, Krishnamurthy, (2009). <i>Disaster Management: Global challenges and local Solutions</i>. Hyderabad: University Press.</li> <li>• Taori, Kamal, (2005). <i>Disaster Management through Panchayati Raj</i>. New Delhi: Concept Publishing company.</li> <li>• जाट, बी०सी० (2013). <i>आपदा प्रबन्धन</i>. जयपुर: मंथन पब्लिकेशन्स.</li> <li>• शील, कुमार. (2007). पर्यावरणीय आपदा प्रबन्धन. दिल्ली: ज्योति इण्टरप्राइजेज .</li> <li>• प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, आपदा प्रबंधन परिचय . नई दिल्ली.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Natural Disaster: <a href="https://books.google.co.in/books?id=WhUXtA6qSF4C&amp;printsec=frontcover&amp;dq=Natural+disaster+in+india&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwigi73I4NPgAhXLq48KHd5vDjQQ6AEIPzAE#v=onepage&amp;q=Natural%20disaster%20in%20india&amp;f=false">https://books.google.co.in/books?id=WhUXtA6qSF4C&amp;printsec=frontcover&amp;dq=Natural+disaster+in+india&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwigi73I4NPgAhXLq48KHd5vDjQQ6AEIPzAE#v=onepage&amp;q=Natural%20disaster%20in%20india&amp;f=false</a></li> <li>• Natural Hazards: Causes and Effects <a href="http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf">http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf</a></li> <li>• Man-Made Disaster: <a href="https://www.infoplease.com/world/disasters/man-made">https://www.infoplease.com/world/disasters/man-made</a></li> <li>• Efforts of government authorities: <a href="https://nidm.gov.in/">https://nidm.gov.in/</a></li> <li>• Role of Education <a href="http://www.academia.edu/11136022/THE_ROLE_OF_EDUCATION_IN_NATURAL_DISASTER_RISK_REDUCTION">http://www.academia.edu/11136022/THE_ROLE_OF_EDUCATION_IN_NATURAL_DISASTER_RISK_REDUCTION</a></li> </ul>	
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2.	<b>EDU : Women Education</b>	<p>Upon completion of course student teacher will be able to-</p> <ul style="list-style-type: none"> <li>critically analyze the status of women in Indian society.</li> <li>discuss the problems of women education at different levels.</li> <li>analyze and appraise the recommendations of committees, commissions and policies formed for women education.</li> <li>analyze the legal provisions for women in India.</li> </ul>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li><b>Status of Women in Indian Society</b> <ul style="list-style-type: none"> <li>Pre Independence</li> <li>Post Independence</li> </ul> </li> <li><b>Problems of women Education at different levels</b> <ul style="list-style-type: none"> <li>Primary level</li> <li>Secondary and Senior Secondary level</li> <li>Higher level of education</li> </ul> </li> <li><b>Committees on Women Education</b> <ul style="list-style-type: none"> <li>Durgabai Deshmukh Committee</li> <li>Hansa Mehta Committee</li> <li>Bharatvaslam Committee</li> </ul> </li> <li><b>Commissions and policy on Women Education</b> <ul style="list-style-type: none"> <li>Secondary Education Commission (1952-53)</li> <li>Education Commission (1964-66)</li> <li>NPE 1986</li> </ul> </li> <li><b>Legal Provisions for Women in India</b> <ul style="list-style-type: none"> <li>Maternity Benefit Act 1961</li> <li>Equal Remuneration Act 1976</li> <li>Sexual Harassment of women at work place (Prevention, Prohibition, Redressed) Act 2013</li> </ul> </li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>M.H.R.D. (2008). <i>Elementary Education in India-Analysis Report 2006-07, NEUPA and Department of School education and Literacy, Ministry of Human Resource Development.</i> New Delhi: Government of India,</li> <li>Satya, B.R. (2003). <i>Trends in Education.</i> New Delhi: Anmol Publication.</li> <li>Sharma, Usha, B.M. Sharma. (1995). <i>Girl's Education, Women and Educational Development Series-6.</i> New Delhi: Common Wealth Publishers.</li> <li>Verma, G.C. (1984). <i>Modern Education, Growth and Development in Rajasthan.</i> Jaipur: Publication Scheme.</li> </ul>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li><b>Status of Women in Indian Society</b> <ul style="list-style-type: none"> <li>Pre Independence</li> <li>Post Independence</li> </ul> </li> <li><b>Problems of women Education at different levels</b> <ul style="list-style-type: none"> <li>Primary level</li> <li>Secondary and Senior Secondary level</li> <li>Higher level of education</li> </ul> </li> <li><b>Committees on Women Education</b> <ul style="list-style-type: none"> <li>Durgabai Deshmukh Committee</li> <li>Hansa Mehta Committee</li> <li>Bharatvaslam Committee</li> </ul> </li> <li><b>Commissions and policy on Women Education</b> <ul style="list-style-type: none"> <li>Secondary Education Commission (1952-53)</li> <li>Education Commission (1964-66)</li> <li>NPE 1986</li> </ul> </li> <li><b>Legal Provisions for Women in India</b> <ul style="list-style-type: none"> <li>Maternity Benefit Act 1961</li> <li>Equal Remuneration Act 1976</li> <li>Sexual Harassment of women at work place (Prevention, Prohibition, Redressed) Act 2013</li> </ul> </li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>M.H.R.D. (2008). <i>Elementary Education in India-Analysis Report 2006-07, NEUPA and Department of School education and Literacy, Ministry of Human Resource Development.</i> New Delhi: Government of India,</li> <li>Satya, B.R. (2003). <i>Trends in Education.</i> New Delhi: Anmol Publication.</li> <li>Sharma, Usha, B.M. Sharma. (1995). <i>Girl's Education, Women and Educational Development Series-6.</i> New Delhi: Common Wealth Publishers.</li> </ul>	<p>No Change</p> <p><b>References and Web Resources Updated</b></p>
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			<ul style="list-style-type: none"> <li>• शिक्षा विभाग. (2008). <i>वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग</i>, जयपुर: राजस्थान सरकार.</li> <li>• पारीक, मथुरेश्वर, सम्पादक. (2002). <i>राजस्थान में शिक्षा</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>• वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). <i>महिला जाग्रति और सशक्तिकरण</i>. जयपुर: आविष्कार पब्लिशर्स.</li> <li>• Goel, Aruna. (2004). <i>Education and Socio-Economic Perspectives of Women Development and Empowerment</i>. New Delhi: Government of India.</li> <li>• Panigrahi, L.K. (2003). <i>Women and child Education</i>. Chandigarh: Abhishek Publication.</li> </ul>	<ul style="list-style-type: none"> <li>• Verma, G.C. (1984). <i>Modern Education, Growth and Development in Rajasthan</i>. Jaipur: Publication Scheme.</li> <li>• शिक्षा विभाग. (2008). <i>वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग</i>, जयपुर: राजस्थान सरकार.</li> <li>• पारीक, मथुरेश्वर, सम्पादक. (2002). <i>राजस्थान में शिक्षा</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>• वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). <i>महिला जाग्रति और सशक्तिकरण</i>. जयपुर: आविष्कार पब्लिशर्स.</li> <li>• Goel, Aruna. (2004). <i>Education and Socio-Economic Perspectives of Women Development and Empowerment</i>. New Delhi: Government of India.</li> <li>• Panigrahi, L.K. (2003). <i>Women and child Education</i>. Chandigarh: Abhishek Publication.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Secondary Education:</b> <a href="http://www.education.nic.in">www.education.nic.in</a></li> <li>• <b>Education for all towards quality for equality:</b> <a href="http://www.educationforallinindia.com">http://www.educationforallinindia.com</a></li> <li>• <b>Durgabai Deshmukh Committee:</b> <a href="https://www.indiatoday.in/education-today/gk-current-affairs/story/durgabai-deshmukh-started-national-council-for-women-know-about-its-aims-and-functions-1368951-2018-10-16">https://www.indiatoday.in/education-today/gk-current-affairs/story/durgabai-deshmukh-started-national-council-for-women-know-about-its-aims-and-functions-1368951-2018-10-16</a></li> <li>• <b>Legal Provisions for Women:</b> <a href="http://www.legalserviceindia.com/helpline/woman_rights.htm">http://www.legalserviceindia.com/helpline/woman_rights.htm</a></li> </ul>	
3.	<b>EDU Environmental Education</b>	<p>Upon completion of course student teacher will be able to-</p> <ul style="list-style-type: none"> <li>• discuss on objective and Need of Environment Education.</li> </ul>	<p><b>Environment Education-An Introduction</b></p> <ul style="list-style-type: none"> <li>- Meaning and need of environment education.</li> <li>- Importance of environment education for teachers and students.</li> <li>- Purpose of environment</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and need of environment education.</li> <li>• Importance of environment education for teachers and students.</li> <li>• Role of Individual and media in environment education</li> <li>• Environmental related issues:</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

		<ul style="list-style-type: none"> <li>• reflect Importance of environment education in School Curriculum.</li> <li>• Appreciate the Role of Various media in environment education.</li> <li>• analyze Environment crisis.</li> <li>• Develop ISM for teaching environment education.</li> <li>• Organize different Activities related to Environment Education</li> <li>• Perform activities for awareness of Environment Education.</li> </ul>	<p>education.</p> <ul style="list-style-type: none"> <li>– Role of Individual and media in environment education</li> </ul> <p><b>Natural Resources and Environment Related Issues</b></p> <ul style="list-style-type: none"> <li>• Natural Resources (Concept, types) <ul style="list-style-type: none"> <li>– Forest resources</li> <li>– Water resources</li> <li>– Food resources</li> <li>– Energy resources</li> </ul> </li> <li>• Environmental related issues: <ul style="list-style-type: none"> <li>– Acid rain</li> <li>– Global warming</li> <li>– Ozone depletion</li> <li>– Tower Radiation</li> </ul> </li> </ul> <p><b>Bio-Diversity and its Conservation</b></p> <ul style="list-style-type: none"> <li>• Introduction (Definition: Genetic, Species and Ecosystem Diversity)</li> <li>• Biogeographically: classification of India</li> <li>• Value of Biodiversity: Consumptive use, Productive use, Social, Ethical Aesthetic and option value</li> <li>• India as a Mega-Diversity Nation</li> <li>• Conservation of Bio-diversity</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Gupta, K. R.(2010). “Environmental education in India”, Atlantic Publishers and Distributors, New Delhi.</li> <li>• Bhalla, G. S. and Heema Khanna (2007), “Environmental Education”, Regal Publishers, New Delhi.</li> <li>• Srivastava, Pankaj and S. P. Singh (2002). “Environmental Education”,</li> </ul>	<p>Acid rain, Global warming, Ozone depletion, Tower Radiation</p> <ul style="list-style-type: none"> <li>• Value of Biodiversity: Consumptive use, Productive use, Social, Ethical Aesthetic and option value</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Gupta, K. R. (2010). <i>Environmental education in India</i>. New Delhi: Atlantic Publishers and Distributors.</li> <li>• Bhalla, G. S. and Heema K. (2007). <i>Environmental Education</i>. New Delhi: Regal Publishers.</li> <li>• Srivastava, P. and S. P. S. (2002). <i>Environmental Education</i>. New Delhi: Anmol Publication.</li> <li>• Vashist, H. (2002). <i>Environmental Education: Problems and Solutions</i>. Jaipur: Book Enclave.</li> <li>• Pandey, V. C. (2006). <i>Environmental Education</i>. New Delhi: Isha Books.</li> <li>• पाठक, सी. (2008). <i>पर्यावरणीय शिक्षा एवं प्रबन्धन</i>. इलाहाबाद: अनुभव पब्लिशिंग हाउस.</li> <li>• गोयल, एम. के. (2006). <i>पर्यावरण शिक्षा</i>. आगरा: विनोद पुस्तक मंदिर.</li> </ul> <p><b>Web Resources:</b></p> <ol style="list-style-type: none"> <li>1. Environment Education -an introduction <a href="http://www.bdu.ac.in/docs/ebooks&gt;B.Ed">www.bdu.ac.in&gt;docs&gt;ebooks&gt;B.Ed</a>.</li> <li>2. Role of Individual and media in environment education <a href="https://www.researchgate.net&gt;publication">https://www.researchgate.net&gt;publication</a> <a href="https://www.sciencedirect.com.&gt;pii&gt;pdf">https://www.sciencedirect.com.&gt;pii&gt;pdf</a></li> <li>3. Environment related issues- <a href="http://www.bdu.ac.in/docs&gt;ebooks&gt;B.Ed">www.bdu.ac.in&gt;docs&gt;ebooks&gt;B.Ed</a>.</li> </ol>	
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			<p>Anmol Publication, New Delhi.</p> <ul style="list-style-type: none"><li>• Vashist Himanshu (2002), "Environmental Education: Problems and Solutions", Book Enclave, Jaipur.</li><li>• Pandey, V. C. (2006), "Environmental Education", Isha Books, New Delhi.</li><li>• पाठक, चन्द्रभूषण, (2008), "पर्यावरणीय शिक्षा एवं प्रबन्धन, अनुभव पब्लिशिंग हाउस, इलाहाबाद।</li><li>• गोयल, एम. कै.,(2006), "पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा।</li></ul>	
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## Discipline Elective (Main Pedagogy)

<p>1.</p>	<p><b>EDU 436: Pedagogy of English-I</b></p>	<p>Upon completion of course Enable Student Teachers to</p> <ul style="list-style-type: none"> <li>acquire insight of nature &amp; perspective of Teaching English</li> <li>frame the objectives of Teaching English</li> <li>apply teaching strategies in different context</li> <li>appreciate different forms of planning for ELT.</li> <li>assess ELT learning materials.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Allen, Harold B. &amp; Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973.</li> <li>Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968.</li> <li>Agnihotri, R.K. &amp; Khanna, A.L. (ed.), English Language Teaching in India- issues and innovations, sage Publications, New Delhi, 1995.</li> <li>Agnihotri, R.K. &amp; Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997.</li> <li>Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984.</li> <li>Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968.</li> <li>Bright, J.A. &amp; Mcgreger, G.P. Teaching English as a second language, English Language Book Society of Longmans, London, 1982.</li> <li>Choudhary, Namita Roy, Teaching English in Indian Schools, A.P.H. Publishing House, New Delhi, 1998.</li> <li>Frishy, A.C. Teaching English, Longmans Green &amp; Co. Ltd., London 1961.</li> <li>Gautam, Kripa K., English Language Teaching - a critical study of methods and approaches, Harman Book House, New Delhi, 1988.</li> <li>Italiano, Graciela &amp; Rounds, Patricia, English as a second language-Teacher Resource Handbook : A Practical Guide for K-12 ESL Programs, Corwin Press, Inc., California, 1993.</li> <li>Kaul, Omkar N., English in India - Theoretical and Applied Issues, Creative Publishers, New Delhi, 1992.</li> <li>lado, E., Language Teaching, Mcgraw Hill Inc. New York 1964.</li> <li>Mukalel, Joseph C., Approaches to</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Mullick, R. &amp; Shefali G. (1993). <i>English Language Teaching From Theory to Practice</i>. Calcutta: Spectrum Inc.</li> <li>NCERT. (2005). <i>National Curriculum Framework</i>. New Delhi: NCERT.</li> <li>IGNOU. (1999). <i>Instructional Planning in Teaching of English</i>. New Delhi: Teaching of English, School of Education.</li> <li>NCERT. (2000). <i>English Guidelines &amp; Syllabi of Secondary Stage</i>. New Delhi: NCTERT.</li> <li>Venkatesh. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publication House.</li> <li>Mangal, S.K. &amp; Uma Mangal. (2009). <i>Essential of Education Technology</i>. New Delhi: PHI Learning Private Ltd.</li> <li>Amstrong, D. G., Tom V. S. (1983). <i>Secondary Education: An Introduction</i>. New York: Macmillan Publication Co. Inc.</li> <li>Ahmad, J. (2010). <i>Teaching of Scientific English</i>. New Delhi: APH Publ.</li> </ol> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>Thomas M. D'E., <i>Six Principles of Teaching English Language Learners in the Mainstream Classroom</i>. <a href="https://1.cdn.edl.io/P2EaJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf">https://1.cdn.edl.io/P2EaJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf</a></li> <li>NCERT(2005), <i>NCF 2005</i> <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf">www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf</a></li> <li>NCERT (2005), <i>Teaching of English</i> <a href="http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf">www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf</a></li> <li><i>Methods And Approaches Of English Language Teaching In India</i> <a href="http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf">http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf</a></li> <li>Cunningham, Gini, <i>The New Teacher's Companion</i> <a href="http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx">http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx</a></li> <li>Planning Guidelines <a href="https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Planning_Guidelines_anual_unidad_lecci%F3n-">https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Planning_Guidelines_anual_unidad_lecci%F3n-</a></li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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2.	<b>EDU 438: Pedagogy of General Science - I</b>	<p>Upon completion of course Students will be able to-</p> <ul style="list-style-type: none"> <li>explain the nature and importance of general science.</li> <li>discuss and correlate the general science with other school subject.</li> <li>analyze the NCF 2005 with reference to science education.</li> <li>frame instructional objectives in behavioural terms.</li> <li>prepare unit plan and lesson plan based on different method.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009.</li> <li>Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007.</li> <li>Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967.</li> <li>Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008.</li> <li>Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999.</li> <li>Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012.</li> <li>Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011.</li> <li>Sharma, R.C., "Teaching of Science", Dhanpat Rai &amp; Sons, Delhi 1971.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Bhandula, N. &amp; Shrama, Sidheswar. (2009). <i>Teaching of Science</i>. Ludhiyana :Vijaya Publications.</li> <li>Das, D.N. (2007). <i>Practice Teaching</i>. Jaipur : Pointer Publisher.</li> <li>Gupta, Nirmala . (1967). <i>Method of Teaching Science</i>. Meerut :Rastogi and Company.</li> <li>Misra, Karuna Sankar. (2008). <i>Effective Science Education</i>. Allahabad : Anubhav Publishing House.</li> <li>Prasad, Janardhan.(1999). <i>Practical Aspects in Teaching of Science</i>. Delhi : Kanishka Publishers Distributors.</li> <li>Rajan, Sonika. (2012). <i>Methodology of Teaching Science (I ed.)</i>, Delhi :</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

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				<p><b>Objective and Curriculum-</b>  <a href="http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf">http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf</a></p> <p><b>Blooms Taxonomy of Learning Domain-</b>  <a href="https://www.giocities.com/eltsqu/cognitive.htm">https://www.giocities.com/eltsqu/cognitive.htm</a></p> <p><b>Correlation with other school subject-</b>  <a href="https://www.galaxy.org/correlations/gal scope seq.html">https://www.galaxy.org/correlations/gal scope seq.html</a></p> <p><a href="https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives">https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives</a></p> <p><b>Lecture-method-</b>  <a href="http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits">http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits</a>,</p> <p><b>Problem solving method-</b>  <a href="https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB">https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB</a></p> <p><b>Advantages and disadvantages of Problem solving method</b>  <a href="https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/">https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/</a>,  <a href="https://4h.unl.edu.volun/arlen/method1.htm">https://4h.unl.edu.volun/arlen/method1.htm</a></p> <p><b>Heuristic Method-</b>  <a href="http://www.preservearticles.com/201105216966/advantages-and-disadvantages-of-heuristic-method-of-teaching-science.html">http://www.preservearticles.com/201105216966/advantages-and-disadvantages-of-heuristic-method-of-teaching-science.html</a></p>	
3.	<b>EDU 440: Pedagogy of Hindi-I</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी।</li> <li>हिन्दी भाषा के विविध</li> </ul>	<p><b>IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</b></p> <ul style="list-style-type: none"> <li>हिन्दी भाषा शिक्षण के सूत्र</li> <li>इकाई योजना—अर्थ, महत्व, एवं तत्व</li> <li>पाठ—योजना— अर्थ, महत्व, एवं तत्व</li> </ul> <p>गतिविधि— विविध विधाओं पर पाठ योजना का विकास</p>	<p><b>इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</b></p> <ul style="list-style-type: none"> <li>साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण—गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> <li>व्याकरण शिक्षण — अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> </ul> <p>गतिविधि— किसी एक विधा की शिक्षण विधियों</p>	<b>References and Web Resources Updated</b>



		<p>रूपों में विभेद कर सकेंगी।</p> <ul style="list-style-type: none"> <li>विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त करने की क्षमता उत्पन्न कर सकेंगी।</li> <li>संदर्भ एवं परिस्थिति के अनुसार हिन्दी-शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी।</li> <li>हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन कर सकेंगी।</li> <li>विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी।</li> <li>विविध साहित्यिक विधाओं (गद्य-पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।</li> </ul>	<p><b>इकाई: V साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</b></p> <ul style="list-style-type: none"> <li>साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण-गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> <li>व्याकरण शिक्षण - अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> </ul> <p><b>गतिविधि-</b> किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन</p> <p><b>सन्दर्भ:</b></p> <ol style="list-style-type: none"> <li>अवधेश, अरुण: हिन्दी भाषा का स्वरूप-विकास, बिहार ग्रन्थ अकादमी, पटना.</li> <li>ओड, एल0 के0: हिन्दी शिक्षण में त्रुटि एवं उपचार, वनस्थली विद्यापीठ, 1982.</li> <li>तिवारी पुरुषोत्तम: सर्वोपयोगी हिन्दी सुधार कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976.</li> <li>पाण्डेय, रामशकल: हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1977.</li> <li>भाई, योगेन्द्रजीत: हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1981.</li> <li>रमन बिहारी लाल: हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ, 1965.</li> <li>पाटिल, हनुमंत राव, शेडके, सुधाकर: भाषा शिक्षण, विद्या प्रकाशन, कानपुर, 2005.</li> <li>श्रीवास्तव, रवीन्द्रनाथ: भाषा शिक्षण, मैकमिलन कम्पनी ऑफ इण्डिया, 1979.</li> <li>शर्मा, लक्ष्मीनारायण: हिन्दी संरचना का अध्ययन-अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा.</li> <li>गुप्त, मनोरमा: भाषा शिक्षण, सिद्धांत और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा, 1991.</li> <li>मित्तल, संतोष: शैक्षिक तकनीकी, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2005.</li> <li>शर्मा, आर0 ए0: शिक्षा तकनीकी, आर0</li> </ol>	<p>पर समीक्षात्मक आलेखन</p> <p><b>इकाई: V हिन्दी शिक्षण - योजना एवं मूल्यांकन</b></p> <ul style="list-style-type: none"> <li>इकाई योजना-अर्थ, महत्व, एवं तत्व</li> <li>पाठ-योजना- अर्थ, महत्व, एवं तत्व</li> <li>भाषा विकास की प्रगति का मूल्यांकन / आकलन</li> </ul> <p><b>गतिविधि-</b> विविध विधाओं पर पाठ योजना का विकास</p> <p><b>सन्दर्भ:</b></p> <p>1 vo/ks''k] , - ¼1973½- fgUnh Hkk'kk dk Lo:lk fodkl- iVuk% fcgkj xzUFk vdkneh- xqIr] ,e- ¼1991½- Hkk'kk f'k{k.k % fl+)kUr ,oa izfof/k- vkxjk% dsUnzh; fgUnh laLFkku- Ykky] vkj- ch- ¼1965½- fgUnh f'k{k.k- esjB% jLrksxh ,.M dEiuh- feÜky] ,e- ,y- ¼2012½- fgUnh f'k{k.k- fnYyh% fi;lZu- feÜky] ,l- ¼2005½- "kSf{kd rduhdh- esjB% vkj- yky cqd fMiks- vksM] ,y- ds- ¼1982½- fgUnh f'k{k.k esa =qfV ,oa mipkj- jktLFkku% cuLFkyh fo kihB-</p>	
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			<p>लाल० बुक डिपो, मेरठ ,2009.</p> <p>13 मित्तल, एम० एल०: “हिन्दी शिक्षण”, पियर्सन।</p>	<p>ikfVy] ,p- vkj- vkSj “ksMds] ,l- ¼2005½- Hkk’kk f’k{k.k- dkuiqj% fo k izdk”kUk-</p> <p>ik.Ms;] vkj- ,l- ¼1977½- fgUnh f’k{k.k- vkxjk% fouksn iqLrd efUnj-</p> <p>-“kekZ] vkj- , - ¼2009½- f’k{kk rduhdh- esjB% vkj- yky cqd fMiks-</p> <p>-“kekZ] ,y- ¼1989½- fgUnh lajpuk dk v/;u&amp;v/;kiu- vkxjk% dsUnzh; fgUnh laLFkku-</p> <p>JhokLro] vkj- ¼1979½- Hkk’kk f’k{k.k- xkft;kckn% eSdfeyu dEiuh vkWQ bf.M;k-</p> <p>frokjh] ih- ¼1976½- loksZi;ksxh fgUnh lq/kkj dk;ZØe- vtesj% feJk cznlZ-</p> <p>-;ksxsUnzthr] ch- ¼1981½- fgUnh Hkk’kk f’k{k.k- vkxjk% fouksn iqLrd efUnj-</p> <p><b>e- Resources:</b></p> <ol style="list-style-type: none"> <li><b>1. Pedagogy of Hindi-- <a href="https://www.vmou.ac.in">https://www.vmou.ac.in</a></b></li> <li><b>2. Pedagogy of Hindi— <a href="https://ncert.nic.in/rightsidelinks/pdf/h">ncert.nic.in/rightsidelinks/pdf/h</a></b></li> <li><b>3. Unit-1—Wikipedia.org</b></li> <li><b>4. Pedagogy of Hindi—</b></li> </ol>	
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				<a href="http://www.mannu.ac.org">www.mannu.ac.org</a> <b>5. Pedagogy of Hindi—uou.ac.in</b> <b>6. Pedagogy of Hindi--www.uou.ac.in</b> <b>7. Pedagogy of Hindi—</b> <b>www.uprtou.ac.in</b> <b>8. Kendriya Hindi Sansthan Agra--</b> <b><a href="http://khsindia.org/india/hi">http://khsindia.org/india/hi</a></b>	
<b>4.</b>	<b>EDU 442: Pedagogy of Mathematics-I</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the nature of Mathematics.</li> <li>• critically analyze the Mathematics Text Book.</li> <li>• reflect on different methods of teaching Mathematics.</li> <li>• prepare the lesson plan in teaching mathematics.</li> <li>• reflect on framing and marking test items of achievement test in mathematics.</li> </ul>	<p><b>Reference :</b></p> <ol style="list-style-type: none"> <li><b>1. Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965.</b></li> <li><b>2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.</b></li> <li><b>3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.</b></li> <li><b>4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973.</b></li> <li><b>5. Johnson, D.A. &amp; Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961.</b></li> <li><b>6. Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995.</b></li> <li><b>7. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</b></li> <li><b>8. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</b></li> </ol>	<p><b>Reference :</b></p> <ol style="list-style-type: none"> <li><b>1. Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary Mathematics</i>. New York: Mc Graw Hill Book Co.</b></li> <li><b>2. Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</b></li> <li><b>3. Cornelius, Michael. (1982). <i>Teaching mathematics</i>. London : Croom Helm.</b></li> <li><b>4. Jain, S.L. (1973).<i>Ganit Shikshan</i>. Jaipur :Rajasthan Hindi Granth Academy.</b></li> <li><b>5. Johnson, D.A. &amp; Rahtz. R. (1961).<i>The New Mathematics in Our Schools</i>. New York: The macmillan Co.</b></li> <li><b>6. Maheshwari, Vijayandra Kishore (1995). <i>Ganit Shikshan</i>. Meerut :Lay Book Deptt.</b></li> <li><b>7. Mangal, S.K.(1997). <i>Ganit Shikshan</i>. New Delhi :Arya Book Depot.</b></li> <li><b>8. Sidhu, K. S. (1986).<i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</b></li> </ol> <p><b>e-Resources:</b>  <b>Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:</b>  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</a>  <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a></p>	<b>No Change</b>  <b>References and Web Resources Updated</b>

				<a href="http://egvankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egvankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a> <b>Place in Secondary School Curriculum:</b> <a href="http://egvankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egvankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a> <b>Planning for Teaching:</b> <a href="http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html">http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html</a> <a href="https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf">https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf</a> <a href="http://egvankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf">http://egvankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf</a> <a href="https://ndpublisher.in/admin/issues/EQv8n32.pdf">https://ndpublisher.in/admin/issues/EQv8n32.pdf</a>	
5.	<b>EDU 444: Pedagogy of Sanskrit-I</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जाग्रत कर भाषा-सौंदर्य से परिचित करा सकेंगी।</li> <li>संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी।</li> <li>भाषा एवं साहित्यिक दृष्टि से संस्कृत की समस्त विधाओं जैसे-गद्य, पद्य व व्याकरण का इनके शिक्षण उद्देश्यों को ध्यान में रखकर शिक्षण कर सकेंगी।</li> <li>परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।</li> <li>संस्कृत गद्य, पद्य व व्याकरण शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी।</li> <li>संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणोत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन</li> </ul>	<p>सन्दर्भ पुस्तक :</p> <ol style="list-style-type: none"> <li>आप्टे, जी. डी. एण्ड डोगरे पी. के. : टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960.</li> <li>पाण्डे, रामशकल : संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा.</li> <li>मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000.</li> <li>भारत सरकार, शिक्षा विभाग : संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957.</li> <li>चतुर्वेदी, सीताराम : संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960.</li> <li>सफाया, रघुनाथ : संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997.</li> <li>मित्तल संतोष : शिक्षण तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>द्विवेदी, कपिल : वृहद् रचना अनुवाद कौमुदी, वाराणसी.</li> <li>साहू, रामदेव : संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.</li> </ol>	<p><b>सन्दर्भ पुस्तक :</b></p> <p>आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल</i>. बड़ौदा: आचार्य बुक डिपो.</p> <p>भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत आयोग प्रतिवेदन 1956</i>. दिल्ली: भारत सरकार प्रेस</p> <p>चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण</i>. वाराणसी: नन्द किशोर एण्ड ब्रदर्स.</p> <p>द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी</i>. वाराणसी: विश्वविद्यालय प्रकाशन.</p> <p>मित्तल, एस. (2000). <i>संस्कृत शिक्षण</i>. मेरठ: आर. लाल बुक डिपो.</p> <p>मित्तल, एस. (2012). <i>शिक्षण तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p>पाण्डे, आर. (2000). <i>संस्कृत शिक्षण</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>साहू, आर. (2012). <i>संस्कृत व्याकरण</i>. जयपुर: हंसा प्रकाशन.</p> <p>सफाया, आर. (1997). <i>संस्कृत शिक्षण</i>. चण्डीगढ़: हरियाणा साहित्य अकादमी.</p> <p>शर्मा, आर. ए. (2009). <i>शिक्षा तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p>	<b>No Change</b>
					<b>References and Web Resources Updated</b>

		<p>करने की क्षमता विकसित होगी।</p> <ul style="list-style-type: none"> <li>दृश्य-श्रव्य सामग्री के सुरुचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगे।</li> </ul>		<p><b>e-Resources:</b> Pedagogy of Sanskrit Part-I: <a href="http://uou.ac.in/sites/default/files/bed17/CP S-6.pdf">http://uou.ac.in/sites/default/files/bed17/CP S-6.pdf</a> Pedagogy of Sanskrit Part-II: <a href="http://uou.ac.in/sites/default/files/bed17/CP S-14.pdf">http://uou.ac.in/sites/default/files/bed17/CP S-14.pdf</a> Sanskrit Language Teaching: <a href="http://www.sanskrit.nic.in/sanskrit_language_teaching.php">http://www.sanskrit.nic.in/sanskrit_language_teaching.php</a> Rashtriya Sanskrit Sansthan e-book: <a href="http://www.sanskrit.nic.in/ebooks.php">http://www.sanskrit.nic.in/ebooks.php</a> Methodology of Teaching Sanskrit: <a href="https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit">https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit</a></p>	
6.	<b>EDU 446: Pedagogy of Social Science-I</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>describe the nature of Social Science as a Subject and as a Discipline.</li> <li>discuss the relevance of Social Science at School level and daily life.</li> <li>formulate Instructional Objectives in behavioral terms in social science teaching.</li> <li>plan their teaching on different methods in Social Science at Secondary Stage.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Agarwal, J. C. "Teaching Social Studies", Vikas Publishing House, Pvt Ltd, Delhi, 1989.</li> <li>Bining, A. C. And Bining, A. H., "Teaching the Social Study in Secondary School". MC- Graw Hill Company, New York, 1952.</li> <li>Bhattacharya &amp; Darji, D. R. "Teaching of Social Studies in Indian Schools". Acharya Book Depot, Baroda, 1966.</li> <li>Ellis, Arthur K., "Teaching and Learning Elementary Social Studies", Allyn &amp; Bacon Boston, 1991.</li> <li>Kaushik, Vijay Kumari, "Teaching of Social Studies in Elementary School", Anmol Publication, Delhi, 1992.</li> <li>Sharma, B. I., "Samajik Adhyayan Shikshan, Surya Publication, Meerut, 1998.</li> <li>Wesley, E. B. and Wronski, S. P., "Teaching of Social Studies in High School", D. C. Health and Company, Boston, 1958.</li> <li>Yagnik, K. S., "Teaching of Social Studies in India", Orient Longmans, Bombay, 1966.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Agarwal, J. C. (1989). <i>Teaching Social Studies</i>. Delhi: Vikas Publishing House.</li> <li>Bining, A. C., &amp; Bining, A. H. (1952). <i>Teaching the Social Study in Secondary School</i>. New York: MC-Graw Hill Company.</li> <li>Bhattacharya, S., &amp; Darji, D. R. (1966). <i>Teaching of Social Studies in Indian Schools</i>. Baroda: Acharya Book Depot.</li> <li>Ellis, A. K. (1991). <i>Teaching and Learning Elementary Social Studies</i>. Boston: Allyn &amp; Bacon.</li> <li>Kaushik, V. K. (1992). <i>Teaching of Social Studies in Elementary School</i>. Delhi: Anmol Publication.</li> <li>Sharma, B. (1998). <i>Samajik Adhyayan Shikshan</i>. Meerut: Surya Publication.</li> <li>Wesley, E. B., &amp; Wronski, S. P. (1958). <i>Teaching Social Studies in High School</i>. Boston: D. C. Health and Company.</li> <li>Yagnik, K. S. (1966). <i>Teaching of Social Studies in India</i>. Bombay: Orient Longmans.</li> </ol> <p><b>e-Resources:</b></p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

				<ol style="list-style-type: none"> <li>1. NCF2005 <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf</a></li> <li>2. Audio visual aids <a href="http://www.studylecturenates.com">www.studylecturenates.com</a>&gt;audio-visual</li> <li>3. Use Social Science Resources: <a href="https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html">https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html</a></li> <li>4. Innovative Teaching Methods of Social Science: <a href="http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science">http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science</a></li> <li>5. Teaching in Social Studies: <a href="https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies">https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies</a></li> <li>6. Evaluation in Teaching Learning Process- <a href="http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476">http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476</a></li> <li>7. Teaching and Learning Process in - <a href="http://egyankosh.ac.in/handle/123456789/46729">http://egyankosh.ac.in/handle/123456789/46729</a></li> <li>8. Tools of Teaching - <a href="http://egyankosh.ac.in/handle/123456789/46746">http://egyankosh.ac.in/handle/123456789/46746</a></li> </ol>	
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<b>7.</b>	<b>EDU 437: Pedagogy of English-II</b>	<p>Upon completion of course Enable Student Teachers to:</p> <ul style="list-style-type: none"> <li>• recognize English in School curriculum as L1, L2, L3 so as to teach differentially</li> <li>• discern the different language forms and dissemination through language skills</li> <li>• utilize media and resources in ELT according to the content</li> <li>• appreciate text book of English</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Allen, Harold B. &amp; Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973.</li> <li>2. Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968.</li> <li>3. Agnihotri, R.K. &amp; Khanna, A.L. (ed.), English Language Teaching in India-issues and innovations, sage Publications, New Delhi, 1995.</li> <li>4. Agnihotri, R.K. &amp; Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997.</li> <li>5. Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd.,</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Mullick, R. &amp; Shefali G. (1993). <i>English Language Teaching from theory to practice.</i> Calcutta: Spectrum Inc.</li> <li>2. IGNOU. (1999). <i>Instructional Planning in Teaching of English.</i> Teaching of English, New Delhi: School of Education.</li> <li>3. NCERT. (2000). <i>English Guidelines &amp; Syllabi for Secondary Stage.</i> New Delhi: NCERT.</li> <li>4. Venkatesh. (1995). <i>Principles of Teaching English.</i> New Delhi: Vikas Publication House.</li> <li>5. Mangal, S.K. &amp; Uma M. (2009). <i>Essentials of Educational Technology.</i> New Delhi: PHI Learning</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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	<ul style="list-style-type: none"> <li>employ reflective and remedial teaching in class accordingly</li> </ul>	<p>New Delhi 1984.</p> <ol style="list-style-type: none"> <li>Billows, F.L. <i>Techniques of Language Teaching</i>, Longman Green Ltd., London 1968.</li> <li>Bright, J.A. &amp; Mcgreger, G.P. <i>Teaching English as a second language</i>, English Language Book Society of Longmans, London, 1982.</li> <li>Choudhary, Namita Roy, <i>Teaching English in Indian Schools</i>, A.P.H. Publishing House, New Delhi, 1998.</li> <li>Frishy, A.C. <i>Teaching English</i>, Longmans Green &amp; Co. Ltd., London 1961.</li> <li>Gautam, Kripa K., <i>English Language Teaching - a critical study of methods and approaches</i>, Harman Book House, New Delhi, 1988.</li> <li>Italiano, Graciela &amp; Rounds, Patricia, <i>English as a second language-Teacher Resource Handbook : A Practical Guide for K-12 ESL Programs</i>, Corwin Press, Inc., California, 1993.</li> <li>Kaul, Omkar N., <i>English in India - Theoretical and Applied Issues</i>, Creative Publishers, New Delhi, 1992.</li> <li>Iado, E., <i>Language Teaching</i>, McGraw Hill Inc. New York 1964.</li> <li>Mukalel, Joseph C., <i>Approaches to English Language Teaching</i>, Discovery Publishing House, New Delhi, 1998.</li> <li>Mullick, Ratna &amp; Ghosh, shefali, <i>English Language Teaching from theory to practice</i>, spectrum Inc., Calcutta, 1993.</li> <li>Regional Institute of English, Chandigarh, <i>Teaching English-Notes for teachers in Training</i>. Oxford University Press, Delhi, 1972.</li> </ol>	<p>Private Ltd.</p> <ol style="list-style-type: none"> <li>Amstrong, David G., Tom V. S. (1983). <i>Secondary Education: An Introduction</i>. New York: Macmillan Publication Co. Inc.</li> <li>Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd. India.</li> <li>Harmer, J. (1985). <i>The Practice of English Language Teaching</i>. Longman Handbooks for Language Teachers, New York: Longman.</li> <li>Vedanayagam, E.G. (1988). <i>Teaching Technology for College Students</i>. New Delhi: Sterling.</li> </ol> <p><b>e-Resources</b></p> <ol style="list-style-type: none"> <li>Jessner U., Cenoz J. (2007) <i>Teaching English as a Third Language</i>, in: Cummins J., Davison C. (eds) <i>International Handbook of English Language Teaching</i>. Springer International Handbooks of Education, vol 15. Springer, Boston, retrieved from <a href="https://link.springer.com/chapter/10.1007/978-0-387-46301-8_12">https://link.springer.com/chapter/10.1007/978-0-387-46301-8_12</a></li> <li>Bianca T. M (2008), <i>Learning english as a third language</i>, retrieved from <a href="http://repositori.uji.es/xmlui/bitstream/handle/10234/78067/forum_2008_20.pdf?sequence=1">http://repositori.uji.es/xmlui/bitstream/handle/10234/78067/forum_2008_20.pdf?sequence=1</a></li> <li>Jessner, U (2006). <i>Linguistic Awareness in Multilinguals: English as a Third Language</i>, Edinburgh University Press Pages: 192. <a href="https://www.jstor.org/stable/10.3366/j.ctt1r27nr">https://www.jstor.org/stable/10.3366/j.ctt1r27nr</a></li> <li>Teaching Speaking Skills retrieved from <a href="http://thpt-lequydon-danang.edu.vn/upload/soft/teaching%20speaking.d">thpt-lequydon-danang.edu.vn/upload/soft/teaching%20speaking.d</a></li> </ol>	
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8.	<b>EDU 439: Pedagogy of General Science-II</b>	Upon completion of course Students will be able to-	<p><b>References:</b></p> <p>1. Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009.</p>	<p><b>References:</b></p> <p>1. Bhandula, N. &amp; Shrama, Sidheswar. (2009).<i>Teaching of Science</i>. Ludhiyana :Vijaya Publications.</p>	<p><b>No Change</b></p> <p><b>References and Web Resources</b></p>



	<ul style="list-style-type: none"> <li>• select and use of various methods of teaching general science.</li> <li>• select and use of ISM in teaching general science.</li> <li>• construct improvised apparatus in teaching general science.</li> <li>• explain and organize different strength activities in general science.</li> <li>• analyze related subject content for framing different types of test items.</li> <li>• discuss on different ways of professional development of Science teacher.</li> </ul>	<ol style="list-style-type: none"> <li>2. Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007.</li> <li>3. Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967.</li> <li>4. Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008.</li> <li>5. Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999.</li> <li>6. Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012.</li> <li>7. Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011.</li> <li>8. Sharma, R.C., "Teaching of Science", Dhanpat Rai &amp; Sons, Delhi 1971.</li> <li>9. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989.</li> <li>10. Bhatt, Dipti Pinakin, Teaching of Science, A.P.H. Publishing Corporation, New Delhi, 2011.</li> <li>11. Mohan, Radha, Innovative Science teaching, Second edi, prentice Hall of India Pvt. Ltd., New Delhi, 2002.</li> <li>12. Mishra, Karuna Shanker, Effective science teaching, Anubhav publishing House, Allahabad, 2008.</li> <li>13. Nagaraju, M.T.V., Handbook for Teaching Physical Sciences (Methods and Techniques), Kanishka Publisher's, New Delhi, 2008.</li> <li>14. Sen, B.R., Teaching Science in Secondary school, commonwealth publisher's, N. Delhi, 2005.</li> <li>15. Sharma, R.C., Modern Science</li> </ol>	<ol style="list-style-type: none"> <li>2. Bhatt, Dipti Pinakin. (2011). <i>Teaching of Science</i>. New Delhi : A.P.H. Publishing Corporation.</li> <li>3. Mohan, Radha. (2002). <i>Innovative Science teaching (II edi)</i>. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>4. Nagaraju, M.T.V. (2008). <i>Handbook for Teaching Physical Sciences (Methods and Techniques)</i>. New Delhi: Kanishka Publisher's.</li> <li>5. Sen, B.R. (2005). <i>Teaching Science in Secondary school</i>. New Delhi : Commonwealth Publisher's.</li> <li>6. Sharma, R.C. (2001). <i>Modern Science Teaching</i>. New Delhi : Dhanpat Rai Publishing co. Pvt. Ltd.</li> <li>7. Vaidya, Narendra . (1996). <i>Science teaching for the 21<sup>st</sup> century</i>. New Delhi : Deep and Deep Publications.</li> <li>8. Yadav, M.S. (2007). <i>Teaching of Science</i>. New Delhi : Anmol Publications Pvt. Ltd.</li> <li>9. Das, D.N. (2007). <i>Practice Teaching</i>. Jaipur : Pointer Publisher.</li> <li>10. Gupta, Nirmala . (1967). <i>Method of Teaching Science</i>. Meerut :Rastogi and Company.</li> <li>11. Misra, Karuna Sankar. (2008). <i>Effective Science Education</i>. Allahabad : Anubhav Publishing House.</li> <li>12. Prasad, Janardhan.(1999). <i>Practical Aspects in Teaching of Science</i>. Delhi : Kanishka Publishers Distributors.</li> <li>13. Rajan, Sonika. (2012). <i>Methodology of Teaching Science (I ed.)</i>, Delhi : Pearson Publication.</li> <li>14. Rawat, Hemant, . (2009). <i>Teaching of Science</i>. New Delhi : Lakshay Publication.</li> <li>15. Sharma, R.C. (1971). <i>Teaching of Science</i>. Delhi : Dhanpat Rai &amp; Sons.</li> <li>16. Sood, J.K. (1989). <i>New Direction in Science Technology</i>. Chandigarh : Kohli Publishers.</li> <li>17. कुलश्रेष्ठ, अरुण कुमार एवं कुलश्रेष्ठ, नीर कमल. (2013).</li> </ol>	<p><b>Updated</b></p>
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9.	<b>EDU 441: Pedagogy of Hindi-II</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्रा अध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>अनुकूल परिस्थितियों उत्पन्न कर बालकों को सौंदर्यबोध करा सकेंगे।</li> <li>छात्रों की सृजनात्मकता को प्रेरित कर सकेंगे।</li> <li>प्रभावी हिन्दी शिक्षण हेतु दृश्य-श्रव्य सामग्री/शिक्षण अधिगम संसाधनों का उपयुक्त प्रयोग कर सकेंगे।</li> <li>हिन्दी शिक्षण में योगदान देने वाली गतिविधियों का आयोजन कर सकेंगे।</li> <li>नवीन विधियों (हिन्दी शिक्षण में प्रयुक्त) का प्रयोग कर उद्देश्यों को ध्यान में रखकर प्रभावी</li> </ul>	<p><b>सन्दर्भ:</b></p> <ol style="list-style-type: none"> <li>अवधेश, अरुण: हिन्दी भाषा का स्वरूप-विकास, बिहार ग्रन्थ अकादमी, पटना.</li> <li>ओड, एल0 के0; हिन्दी शिक्षण में त्रुटि एवं उपचार, वनस्थली विद्यापीठ, 1982.</li> <li>तिवारी पुरुषोत्तम: सर्वोपयोगी हिन्दी सुधार कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976.</li> <li>पाण्डेय, रामशकल: हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1977.</li> <li>भाई, योगेन्द्रजीत: हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1981.</li> <li>रमन बिहारी लाल: हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ, 1965.</li> <li>पाटिल, हनुमंत राव, शेडके, सुधाकर: भाषा शिक्षण, विद्या प्रकाशन, कानपुर, 2005.</li> <li>श्रीवास्तव, रवीन्द्रनाथ: भाषा शिक्षण, मैकमिलन कम्पनी ऑफ इण्डिया, 1979.</li> <li>शर्मा, लक्ष्मीनारायण: हिन्दी संरचना का अध्ययन-अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा.</li> <li>गुप्त, मनोरमा: भाषा शिक्षण, सिद्धांत और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा, 1991.</li> <li>मित्तल, संतोष: शैक्षिक तकनीकी, राजस्थान</li> </ol>	<p><b>सन्दर्भ:</b></p> <p>vo/ks”k] , - ¼1973½- fgUnh Hkk’kk dk Lo:Ik fodkl- iVuk% fcgkj xzUFk vdkneh- xqIr] ,e- ¼1991½- Hkk’kk f”k{k.k % fl+)kUr ,oa izfof/k- vkxjk% dsUnzh; fgUnh laLFkku- Ykky] vkj- ch- ¼1965½- fgUnh f”k{k.k- esjB% jLrksxh ,.M dEiuh- feÜky] ,e- ,y- ¼2012½- fgUnh f”k{k.k- fnYyh% fi;lZu- feÜky] ,l- ¼2005½- “kSf{kd rduhdh- esjB% vkj- yky cq d fMiks- vksM] ,y- ds- ¼1982½- fgUnh f”k{k.k esa =qfV ,oa mipkj- jktLFkku% cuLFkyh fo kihB- ikfVy] ,p- vkj- vkSj “ksMds] ,l- ¼2005½- Hkk’kk f”k{k.k- dkuiqj% fo k izdk”kUk- ik.Ms;] vkj- ,l- ¼1977½- fgUnh f”k{k.k- vkxjk% fouksn iqLrd efUnj- “kekZ] vkj- , - ¼2009½- f”k{kk rduhdh- esjB%</p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

		<p>शिक्षण कर सकेंगे।</p> <ul style="list-style-type: none"> <li>विभिन्न शिक्षण एवं शिक्षणोत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन कर सकेंगे।</li> </ul>	<p>हिन्दी ग्रन्थ अकादमी, जयपुर, 2005.</p> <p>12. शर्मा, आर० ए०: शिक्षा तकनीकी, आर० लाल० बुक डिपो, मेरठ ,2009.</p> <p>13. मित्तल, एम० एल०: "हिन्दी शिक्षण", पियर्सन।</p>	<p>vkj- yky cqđ fMiks-</p> <p>“kekZ] ,y- ¼1989½- fgUnh lajpuk dk v/;u&amp;v/;kiu- vkxjk% dsUnzh; fgUnh laLFkku-</p> <p>JhokLro] vkj- ¼1979½- Hkk’kk f’k{k.k- xkft;kckn% eSdfeyu dEiuh vkWQ bf.M;k-</p> <p>frokjh] ih- ¼1976½- loksZi;ksxh fgUnh lq/kkj dk;ZØe- vtesj% feJk cznlZ-</p> <p>-;ksxsUnzthr] ch- ¼1981½- fgUnh Hkk’kk f’k{k.k- vkxjk% fouksn iqLrd efUnj-</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Unit-1—www.learning-hindi.com</li> <li>2. Pedagogy of Hindi--https://www.vmou.ac.in</li> <li>3. Pedagogy of Hindi—ncert.nic.in/rightsidelinks/pdf/h</li> <li>4. Unit-1—Wikipedia.org</li> <li>5. Pedagogy of Hindi—www.mannu.ac.org</li> <li>6. Pedagogy of Hindi—uou.ac.in</li> <li>7. Pedagogy of Hindi--www.uou.ac.in</li> <li>8. Pedagogy of Hindi—www.uprtou.ac.in</li> <li>9. Kendriya Hindi Sansthan Agra--http://khsindia.org/india/hi</li> </ol>	
10.	<b>EDU 443: Pedagogy of Mathematics- II</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• apply various methods and techniques of teaching mathematics.</li> <li>• reflect on framing and marking test items of achievement test in mathematics.</li> </ul>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965.</li> <li>2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.</li> <li>3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.</li> <li>4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. "The New</li> </ol>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L.(1965).<i>The Teaching of Secondary Mathematics</i>. New York:Mc Graw Hill Book Co.</li> <li>2. Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</li> <li>3. Cornelius, Michael. (1982).<i>Teaching mathematics</i>. London : Croom Helm.</li> <li>4. Jain S.L. (1973). <i>Ganit Shikshan</i>. Jaipur: Rajasthan Hindi Granth Academy.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. (1961).<i>The New Mathematics in Our Schools</i>. New York:The macmillan Co.</li> <li>6. Maheshwari, Vijayandra Kishore . (1995).<i>Ganit</i></li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

		<ul style="list-style-type: none"> <li>demonstrate the models on audio visual aids.</li> <li>prepare the ICT based materials in teaching mathematics.</li> </ul>	<p>Mathematics in Our Schools", The macmillan Co., New York, 1961.</p> <p>6. Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995.</p> <p>7. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</p> <p>8. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</p>	<p><i>Shikshan</i>. Meerut : Lay Book Deptt.</p> <p>7. Mangal, S.K. (1997). <i>Ganit Shikshan</i>. New Delhi : Arya Book Depot</p> <p>8. Sidhu, K.S. (1986). <i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</p> <p><b>e-Resources:</b></p> <p>1 Teaching of Mathematics Course Material Prepared by Bharathidasan University Retrieved From: <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</a></p> <p>2 Pedagogy of Mathematic Prepared by Course Material s Prepared by Tamilnadu Teachers Education University Retrieved From: <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a></p> <p>3 Pedagogy of Mathematics Course Material Prepared by IGNOU Retrieved From: <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a></p> <p>4Teaching of Mathematics Course Material Prepared by NCERT Retrieved From: <a href="http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf">http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf</a></p> <p>5 <a href="https://webarchive.nationalarchives.gov.uk/20101119135224/http://www.standards.dcsf.gov.uk/ntrp/1ib/pdf/wilsonmiller.pdf">https://webarchive.nationalarchives.gov.uk/20101119135224/http://www.standards.dcsf.gov.uk/ntrp/1ib/pdf/wilsonmiller.pdf</a></p> <p>6 Furner, J.M. &amp; Marinas,C.A.,Teaching Math Concepts through Historical locations using Geogebra and Photography Retrieved From: <a href="http://archives.math.utk.edu/ICTCM/VOL27/A017/paper.pdf">http://archives.math.utk.edu/ICTCM/VOL27/A017/paper.pdf</a></p>	
11.	<b>EDU 445: Pedagogy of Sanskrit-II</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ—</p> <ul style="list-style-type: none"> <li>संस्कृत भाषा का महत्त्व स्पष्ट करते हुए पाठ्यक्रम में संस्कृत के स्थान का निर्धारण कर सकेंगी।</li> <li>अशुद्ध उच्चारण एवं अशुद्ध वर्तनी के कारणों को ध्यान में</li> </ul>	<p><b>सन्दर्भ पुस्तक:</b></p> <ol style="list-style-type: none"> <li>आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960.</li> <li>पाण्डे, रामशकल: संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा.</li> <li>मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000.</li> <li>भारत सरकार, शिक्षा विभाग: संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957.</li> </ol>	<p><b>सन्दर्भ पुस्तक :</b></p> <p>आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल</i>. बड़ौदा: आचार्य बुक डिपो.</p> <p>भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत आयोग प्रतिवेदन 1956</i>. दिल्ली: भारत सरकार प्रेस</p> <p>चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण</i>. वाराणसी: नन्द किशोर एण्ड ब्रदर्स.</p> <p>द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी</i>. वाराणसी: विश्वविद्यालय प्रकाशन.</p> <p>मित्तल, एस. (2000). <i>संस्कृत शिक्षण</i>. मेरठ: आर. लाल बुक डिपो.</p>	<b>No Change References and Web Resources Updated</b>

		<p>रखकर निदान एवं निराकरण कर सकेंगी।</p> <ul style="list-style-type: none"> <li>• शिक्षण उद्देश्यों को ध्यान में रखकर संस्कृत नाटक, अनुवाद एवं रचना का प्रभावी शिक्षण कर सकेंगी।</li> <li>• परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत नाटक, अनुवाद एवं रचना के शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।</li> <li>• भारतीय संस्कृति को ध्यान में रखते हुए संस्कृत साहित्य-पठन में विद्यार्थियों की रुचि विकसित कर सकेंगी।</li> <li>• रचना, अनुवाद एवं नाटक शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित करने की क्षमता विकसित होगी।</li> <li>• पाठान्तर्गत एवं पाठोपरान्त आकलन करने की क्षमता विकसित होगी।</li> </ul>	<ol style="list-style-type: none"> <li>5. चतुर्वेदी, सीताराम: संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960.</li> <li>6. सफाया, रघुनाथ: संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997.</li> <li>7. मित्तल संतोष: शिक्षण तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>8. शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>9. द्विवेदी, कपिल: वृहद् रचना अनुवाद कौमुदी, वाराणसी.</li> <li>10. साहू, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.</li> </ol>	<p>मित्तल, एस. (2012). <i>शिक्षण तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p>पाण्डे, आर. (2000). <i>संस्कृत शिक्षण</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>साहू, आर. (2012). <i>संस्कृत व्याकरण</i>. जयपुर: हंसा प्रकाशन.</p> <p>सफाया, आर. (1997). <i>संस्कृत शिक्षण</i>. चण्डीगढ़: हरियाणा साहित्य अकादमी.</p> <p>शर्मा, आर. ए. (2009). <i>शिक्षा तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p><b>e-Resources:</b>  <b>Pedagogy of Sanskrit Part-I:</b>  <a href="http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf">http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf</a>  <b>Pedagogy of Sanskrit Part-II:</b>  <a href="http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf">http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf</a>  <b>Sanskrit Language Teaching:</b>  <a href="http://www.sanskrit.nic.in/sanskrit_language_teaching.php">http://www.sanskrit.nic.in/sanskrit_language_teaching.php</a>  <b>Rashtriya Sanskrit Sansthan:</b>  <a href="http://www.sanskrit.nic.in/ebooks.php">http://www.sanskrit.nic.in/ebooks.php</a>  <b>Methodology of Teaching Sanskrit:</b>  <a href="https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit">https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit</a></p>	
12.	<b>EDU 447: Pedagogy of Social Science-II</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• select and use appropriate resources</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Pathak, R. P., "Teaching of Social Studies". Pearson, New Delhi, 2012.</li> <li>2. Jha, Avdhesh S. "Teaching of Social Studies", A. P. H. Publishing</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Pathak, R. P. (2012). <i>Teaching of Social Studies</i>. New Delhi: Pearson publication.</li> <li>2. Jha, A. S. (2001). <i>Teaching of Social Studies</i>. New Delhi: A. P. H. Publishing Corporation.</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources</b></p>

		<p>and media for Social Science Teaching.</p> <ul style="list-style-type: none"> <li>describe various activities for enrichment of Social Science learning.</li> <li>appreciate the role of social science teacher as a professional.</li> <li>design an effective assessment plan for Social Sciences learning.</li> </ul>	<p>Corporation, New Delhi, 2001.</p> <ol style="list-style-type: none"> <li>Mangal, S. K. and Mangal, Uma., "Teaching of Social Studies", PHI Learning Pvt. Ltd., New Delhi, 2008.</li> <li>Singh, Y. K., "Teaching of Social Studies", APH Publishers, New Delhi, 2004.</li> <li>प्रसाद, भुवनेश्वर, 'भारतीय स्कूलों में समाज अध्ययन का शिक्षण'. ज्ञानपीठ प्राइवेट लिमिटेड, पटना, 1969</li> <li>सिंह, रामपाल, 'समाजिक अध्ययन का शिक्षण'. लक्ष्मीनारायण अग्रवाल, आगरा, 1977.</li> <li>रखेजा, उदिता, 'समाजिक अध्ययन शिक्षण'. पीयरसन, नई दिल्ली, 2013.</li> <li>बक्शी, एन. एस. समाजिक अध्ययन शिक्षण'. प्रेरणा प्रकाशन, 2014.</li> </ol>	<ol style="list-style-type: none"> <li>Mangal, S. K., &amp; Mangal, U. (2008). <i>Teaching of Social Studies</i>. New Delhi: PHI Learning Pvt. Ltd.</li> <li>Singh, Y. K. (2004). <i>Teaching of Social Studies</i>. New Delhi : APH Publishers.</li> <li>प्रसाद, बी. (1969). <i>भारतीय स्कूलों में समाज अध्ययन का शिक्षण</i>. पटना: ज्ञानपीठ प्राइवेट लिमिटेड.</li> <li>सिंह, आर. (1977). <i>समाजिक अध्ययन का शिक्षण</i>. आगरा: लक्ष्मीनारायण अग्रवाल.</li> <li>रखेजा, यू. (2013). <i>समाजिक अध्ययन शिक्षण</i>. नई दिल्ली: पीयरसन.</li> <li>बक्शी, एन. एस. (2014). <i>समाजिक अध्ययन शिक्षण</i>. नई दिल्ली: प्रेरणा प्रकाशन.</li> </ol> <p><b>e-Resource</b></p> <ol style="list-style-type: none"> <li>Use Social Science Resources: <a href="https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html">https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html</a></li> <li>Innovative Teaching Methods of Social Science: <a href="http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science">http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science</a></li> <li>Professional Development: <a href="https://classroom-aid.com/educational-resources/social-study/">https://classroom-aid.com/educational-resources/social-study/</a></li> <li>Teaching in Social Studies: <a href="https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies">https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies</a></li> <li>Strategies for Teaching in Social Studies: <a href="https://www.socialstudies.org/publications/socialeducation/january-february2011/effective_strategies_for_teaching_social_studies">https://www.socialstudies.org/publications/socialeducation/january-february2011/effective_strategies_for_teaching_social_studies</a></li> </ol>	<p><b>Updated</b></p>
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## Subsidiary Pedagogy

<p>1.</p>	<p><b>EDU 416: Pedagogy of Biology</b></p>	<p>Upon completion of course Students will be able to-</p> <ul style="list-style-type: none"> <li>• explain the rationale of study of Biology.</li> <li>• develop skill in framing instructional objective in behavioral terms.</li> <li>• discuss the major principles of curriculum construction.</li> <li>• identify and use various method of teaching Biology.</li> <li>• develop skill in preparing unit and lesson plan.</li> <li>• selection and use of ISM and related science activities.</li> <li>• construct various test items for making question paper.</li> </ul>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1 Arthur, Carwin, Robers, B., Teaching Modern Science, Charles E, Merrill Publishing Company U.S.A. 1970.</li> <li>2 Kohli, V.K. Teaching of Science Krishna Brothers, Chowk Adda Tanda, Jullundur, 1969.</li> <li>3 Sood, J.K. New Direction in Science Teaching, Kohli Publications, Chandigarh, 1980.</li> <li>4 Nathan, S., Teaching Science Creatively in the Secondary School, W.B. Saunders Company, New Delhi, 1967.</li> <li>5 Vaidya, N. The impact Science Teaching, Oxford and IBH Publishing Co. New York, 1971.</li> <li>6 Sharma, R.C., Teaching of Science, Dhanpat Rai and Sons, Jullundhur, Delhi 1971.</li> <li>7 Vaidya, N. Some Asspects of Piaget's work and Science Teaching, S. Chand and Company, New Delhi, 1970.</li> <li>8 Richardson, S., Science Teaching in Secondary School, Printice Hall, U.S.A., 1957.</li> <li>9 The world we live in: Life Publications, New York, 1955.</li> <li>10 The world of Fossils: Giovannipina ORBIS Publication, London, 1978.</li> <li>11 General Astronomy: H. Spencer Jones. Adward Amold and Co., London 1924.</li> <li>12 Life on the Words: Sir H.Spencer Jones Science Today Series, The English Language books Societies, London, 1959.</li> <li>13 The Science of Biology: Mc Graw Hill Company, New York, 1967.</li> <li>14 Pual B. Weise and Fuller Melvin S., Science of Botany: Mc Grawhill Book Co., NY 1962.</li> </ol>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. Arthur, Carwin., &amp; Robers, B.(1970). <i>Teaching Modern Science.</i> U.S.A.: Charles E, Merrill Publishing Company.</li> <li>2. Das, R.C. (1985). <i>Science Teaching in schools.</i> New Delhi : Sterling Publishers Pvt. Ltd.</li> <li>3. Dave, R.M. (1969). <i>Taxonomy of Educational objectives and Achievement Teaching.</i> London: London University Press.</li> <li>4. Gupta, S.K. (1983). <i>Technology of Science Education.</i> New Delhi : Vikas publishing House Pvt. Ltd.</li> <li>5. Heiss, Obourm., &amp; S. Hoffman W.(Ed). (1961). <i>Modern Science Teaching.</i> New York : The Macmillian company.</li> <li>6. Kohli, V.K. (1969). <i>Teaching of Science.</i> Jullundur : Krishna Brothers Chowk Adda Tanda.</li> <li>7. Mangal, S.K., . (1996). <i>Science teaching.</i> New Delhi : Arya Book Depot.</li> <li>8. Nathan, S. (1967). <i>Teaching Science Creatively in the Secondary School,</i> New Delhi : W.B. Saunders Company.</li> <li>9. Paul, B. Weize .(1969). <i>Elements of Biology (3ed.).</i> NewYork : Mc Graw Hill Co.</li> <li>10. Pual, B. Weise., &amp; Fuller Melvin S.(1962). <i>Science of Botany.</i> New York : Mc Grew hills Book Co.</li> <li>11. Ratho, T.N., &amp; Prakash, Ravi .(1996). <i>Emerging trends in teaching of Botany.</i></li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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			<p>15 UNESCO: New Trends in Biology Teaching, Vol 1, 1966.</p> <p>16 Vass, Burton E. and Brown Stansly, B.:Biology as Inquiry A Book of Teaching Methods 1968.</p> <p>17 Paul B. Weize, Elements of Biology (3ed.); Mc Graw Hill Co., NY, 1969.</p> <p>18 Ratho, T.N. and Ravi Prakash: Emerging trends in teaching of Botany, Kanishka Publishers, Distributors, New Delhi, 1996.</p> <p>19 Ratho, T.N. Ravi Prakash: Emerging trends in teaching of Zoology: Kanishka Publishers, Distributors, New Delhi, 1996.</p>	<p>New Delhi : Kanishka Publishers, Distributors.</p> <p>12. Ratho, T.N., &amp; Prakash, Ravi .(1996). <i>Emerging trends in teaching of Zoology.</i> New Delhi : Kanishka Publishers, Distributors.</p> <p>13. Richardson, J.S. (1957). <i>Science Teaching in secondary schools.</i> Prentice Hall Inc. Englewood Cliff, New Jersey.</p> <p>14. Sharma, R.C. (1971). <i>Teaching of Science,</i> Jullundhur : Dhanpat Rai and Sons.</p> <p>15. Sood, J.K. (1980). <i>New Direction in Science Teaching.</i> Chandigarh : Kohli Publications.</p> <p>16. Sood, J.K., . (1987). <i>Teaching life Science.</i> Chandigarh : Kohli publishers.</p> <p>17. Sood, J.K., . (1989). <i>New Direction in Science teaching.</i> Kohli publishers, Chandigarh, 1989.</p> <p>18. Thurbur, W. and A Collette. (1959). <i>Teaching Science todays secondary schools,</i> New York: Boston Allyn and Bacon Inc.</p> <p>19. Vaidya, N. (1996). <i>Science teaching for the 21<sup>st</sup> century.</i> New Delhi : Deep and Deep publication.</p> <p><b>e-Resource:</b></p> <ul style="list-style-type: none"> <li>• Importance of the study of Biology - <a href="https://www.quora.com/Why-is-biology-important-to-study">https://www.quora.com/Why-is-biology-important-to-study</a></li> <li>• Inter relationship of biology with other school subjects- <a href="https://www.galaxy.org/correlations/gal_scope_seq.html">https://www.galaxy.org/correlations/gal_scope_seq.html</a></li> <li>• Objectives of teaching biology with special reference to Bloom's</li> </ul>	
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				<p>Taxonomy-  <a href="https://www.giocities.com/eltsqu/cognitive.htm">https://www.giocities.com/eltsqu/cognitive.htm</a></p> <ul style="list-style-type: none"> <li>• Major principles of curriculum construction-  <a href="http://www.preservearticles.com/2012010920286/the-main-principles-of-curriculum-construction-may-be-mentioned-as-under.html">http://www.preservearticles.com/2012010920286/the-main-principles-of-curriculum-construction-may-be-mentioned-as-under.html</a></li> <li>• Developmental History of Science Curriculum-  <a href="http://www.ignouhelp.in/ignou-bes-141-study-material/">http://www.ignouhelp.in/ignou-bes-141-study-material/</a></li> <li>• Lecture method-Merit and Demerit-  <a href="http://www.studylecturenates.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits">http://www.studylecturenates.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits</a></li> <li>• Problem solving method-Merit and Demerit-  <a href="https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB">https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB</a></li> <li>• Demerits of Problem solving method-  <a href="https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/">https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/</a></li> <li>• Community Resources-  <a href="http://www.sedl.org/scimath/compass/v03n01/usingcom.html">http://www.sedl.org/scimath/compass/v03n01/usingcom.html</a></li> <li>• Use of audio visual aids-  <a href="https://www.elixirpublishers.com/articles/1351336051_50%20(2012)%2010597-10605.pdf">https://www.elixirpublishers.com/articles/1351336051_50%20(2012)%2010597-10605.pdf</a></li> <li>• Science club-  <a href="http://vigyanprasar.gov.in/science-communication-programs/vipnet/">http://vigyanprasar.gov.in/science-communication-programs/vipnet/</a></li> </ul>	
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2.	<p><b>EDU 417: Pedagogy of Chemistry</b></p>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>analyze concepts and generalization used in framing chemistry curriculum.</li> <li>analyze nature of chemistry and the relationship between nature of chemistry and objectives of teaching chemistry.</li> <li>analyze role of laboratory, text book and other resources in teaching of chemistry formulate IOs for cognitive, affective &amp; psychomotor domain.</li> <li>frame test items for different types of test.</li> <li>reflect on different teaching methods used in Chemistry.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009.</li> <li>Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007.</li> <li>Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967.</li> <li>Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008.</li> <li>Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999.</li> <li>Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012.</li> <li>Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011.</li> <li>Sharma, R.C., "Teaching of Science", Dhanpat Rai &amp; Sons, Delhi 1971.</li> <li>Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989.</li> <li>Bhatt, Dipti Pinakin, Teaching of Science, A.P.H. Publishing Corporation, New Delhi, 2011.</li> <li>Mohan, Radha, Innovative Science teaching, Second edi, prentice Hall of India Pvt. Ltd., New Delhi, 2002.</li> <li>Mishra, Karuna Shanker, Effective Science Teaching, Anubhav publishing House, Allahabad, 2008.</li> <li>Nagaraju, M.T.V., Handbook for Teaching Physical Sciences (Methods and Techniques), Kanishka Publisher's, New Delhi, 2008.</li> <li>Sen, B.R., Teaching Science in Secondary school, commonwealth publisher's, N. Delhi, 2005.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Bhandula, N. and Shrama Sidheswar. (2009). <i>Teaching of Science</i>. Ludhiyana: Vijaya Publications.</li> <li>Das, D.N. (2007). <i>Practice Teaching</i>. Jaipur: Pointer Publisher.</li> <li>Gupta, Nirmala. (1967). <i>Method of Teaching Science</i>. Meerut: Rastogi and Company.</li> <li>Prasad, Janardhan. (1999). <i>Practical Aspects in Teaching of Science</i>. Kanishka Publishers Distributors.</li> <li>Rajan, Sonika. (2012). <i>Methodology of Teaching Science</i>. Delhi: Pearson.</li> <li>Rawat, Hemant. (2011). <i>Teaching of Science</i>. New Delhi: Lakshay Publication.</li> <li>Sharma, R.C. (1971). <i>Teaching of Science</i>. Delhi: Dhanpat Rai &amp; Sons.</li> <li>Sood, J.K. (1989). <i>New Direction in Science Technology</i>. Chandigarh: Kohli Publishers.</li> <li>Bhatt, Dipti. (2011). <i>Teaching of Science</i>. New Delhi: A.P.H. Publishing Corporation.</li> <li>Mohan, Radha. (2002). <i>Innovative Science teaching</i>. New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>Mishra, K. S. (2008). <i>Effective Science Teaching</i>. Allahabad: Anubhav publishing House.</li> <li>Nagaraju, M.T.V. (2008). <i>Handbook for Teaching Physical Sciences (Methods and Techniques)</i>. New Delhi: Kanishka Publishers.</li> <li>Sen, B.R. (2005). <i>Teaching Science in Secondary school</i>. New Delhi: commonwealth publishers.</li> <li>Sharma, R.C. (2001). <i>Modern Science Teaching</i>. New Delhi: Dhanpat Rai Publishing co., Pvt., Ltd.</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>
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				<p>Objective and Curriculum-  <a href="http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf">http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf</a></p> <p>Blooms Taxonomy of Learning Domain-  <a href="https://www.giocities.com/eltsqu/cognitive.htm">https://www.giocities.com/eltsqu/cognitive.htm</a></p> <p>Correlation with other school subject-  <a href="https://www.galaxy.org/correlations/gal_scope_seq.html">https://www.galaxy.org/correlations/gal_scope_seq.html</a></p> <p><a href="https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives">https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives</a></p> <p>Lecture-method-  <a href="http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits/">http://www.studylecturenotes.com/curriculum-instructions/lecture-method-of-teaching-focus-applications-merits-and-demerits/</a></p> <p>Problem solving method-  <a href="https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB">https://unacademy.com/lesson/problem-solving-and-project-method/VWEX9NFB</a></p> <p>Advantages and disadvantages of Problem solving method  <a href="https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/">https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/</a>,  <a href="https://4h.unl.edu.volun/arden/method1.htm">https://4h.unl.edu.volun/arden/method1.htm</a></p> <p>Heuristic Method-  <a href="http://www.preservearticles.com/201105216966/advantages-and-disadvantages-of-heuristic-method-of-teaching-science.html">http://www.preservearticles.com/201105216966/advantages-and-disadvantages-of-heuristic-method-of-teaching-science.html</a></p>	
3.	<b>EDU 418: Pedagogy of Commerce</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>clarify Commerce as a subject.</li> <li>frame instructional objectives for Commerce Teaching at Senior Secondary Level.</li> <li>plan for teaching Commerce at Senior Secondary Level.</li> <li>apply different methods and media for teaching Commerce.</li> <li>construct an</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Singh, Y.K. (2009). Teaching of Commerce. New Delhi:APH Publishing Corporation.</li> <li>Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publication Pvt. Ltd.</li> <li>Aggrawal, J.C. Teaching of Commerce-A practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.</li> <li>Singh, R.P. Teaching of Commerce. Meerut: R. Lall Book Depot.</li> <li>Singh, M.N. Method and Techniques of Teaching Commerce. New Delhi: Young Man &amp; Co.</li> <li>Brintha, S. (2015). Teaching of</li> </ul>	<p>.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>Singh, Y.K. (2009). <i>Teaching of Commerce</i>. New Delhi:APH Publishing Corporation.</li> <li>Rao, S. (2000). <i>Teaching of Commerce</i>. New Delhi: Anmol Publication Pvt. Ltd.</li> <li>Aggrawal, J.C. (2008). <i>Teaching of Commerce-A practical Approach</i>. New Delhi: Vikas Publishing House Pvt. Ltd.</li> <li>Singh, R.P. (2004). <i>Teaching of Commerce</i>. Meerut: R. Lall Book Depot.</li> <li>Brintha, S. (2015). <i>Teaching of Commerece</i>. New Delhi: APH</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

		achievement test for Senior Secondary Learners	<p>Commerce, New Delhi: APH Publishing Corporation,.</p> <ul style="list-style-type: none"> <li>• Bhanot, Suman (2013). Commerce Education and Teaching, New Delhi: Kanishka Publishers.</li> <li>• Lulla, B.P. (1960). Teaching of Commerce in Secondary Schools, Baroda: University Publication sales unit,.</li> <li>• Monga, Vinty (2009). Teaching of Commerce, Patiala: Twenty First Century Publications.</li> </ul>	<p>Publishing Corporation,.</p> <ul style="list-style-type: none"> <li>• Bhanot, S. (2013). <i>Commerce Education and Teaching</i>. New Delhi: Kanishka Publishers.</li> <li>• Lulla, B.P. (1960). <i>Teaching of Commerce in Secondary Schools</i>. Baroda: University Publication sales unit,.</li> <li>• Monga, V. (2009). <i>Teaching of Commerce</i>. Patiala: Twenty First Century Publications.</li> </ul> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Planning for commerce Teaching <a href="https://drive.google.com/file/d/1JHpjUhQsIRYr4yARXQHyZMupgmszJvMz/view">https://drive.google.com/file/d/1JHpjUhQsIRYr4yARXQHyZMupgmszJvMz/view</a></li> <li>2. Planning for commerce Teaching <a href="https://drive.google.com/file/d/12m6tO_vpSsx7CBzAWwcnVLACZ4FI5ATI/view">https://drive.google.com/file/d/12m6tO_vpSsx7CBzAWwcnVLACZ4FI5ATI/view</a></li> <li>3. Planning for commerce Teaching <a href="https://drive.google.com/file/d/1JKn8cH1CRbTAMH75re4fbUnapKc6ZGr/view">https://drive.google.com/file/d/1JKn8cH1CRbTAMH75re4fbUnapKc6ZGr/view</a></li> <li>4. Planning for commerce Teaching <a href="https://drive.google.com/file/d/1ZbINr7SJWgEmXQ28N1BNwTNq-ASLN5Hd/view">https://drive.google.com/file/d/1ZbINr7SJWgEmXQ28N1BNwTNq-ASLN5Hd/view</a></li> <li>5. Method of Teaching <a href="http://collections.infocollections.org/uked/en/d/Jgtz017e/6.9.1.html">http://collections.infocollections.org/uked/en/d/Jgtz017e/6.9.1.html</a></li> </ol>	
4.	<b>EDU 419 Pedagogy of Computer Science</b>	<p>Upon completion of course Pupil Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Acquaint with the aims and objectives of pedagogy of</li> </ul>	<p><b>Unit I: Computer Science as a School Subject</b></p> <ul style="list-style-type: none"> <li>• Concept, Need and Scope of Computer Science.</li> <li>• Need and Significance of Teaching Computer science at various levels.</li> <li>• Aims and Objectives of</li> </ul>	<p><b>Unit I: Computer Science as a School Subject</b></p> <ul style="list-style-type: none"> <li>• Concept, Need and Scope of Computer Science.</li> <li>• Need and Significance of Teaching Computer science at various levels.</li> <li>• Aims and Objectives of</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

		<p>computer science</p> <ul style="list-style-type: none"> <li>Familiarize with the various methods that can be employed for the pedagogy of computer science.</li> <li>Acquaint in preparation of instructional materials for Computer Science teaching.</li> </ul> <p>Acquire knowledge of latest trends in Information Technology and assessment practices.</p>	<p>Teaching Computer Science</p> <ul style="list-style-type: none"> <li>Writing objectives in behavioral terms <b>Activity:</b> Practice on Writing the Instructional Objectives in Behavioural Terms.</li> </ul> <p><b>Unit II: Methods and Techniques of Teaching Computer Science</b></p> <ul style="list-style-type: none"> <li>Methods of Teaching (Concept, Procedure, Advantages and Limitation) <ul style="list-style-type: none"> <li>Lecture-cum-Demonstration</li> <li>Laboratory</li> <li>Project</li> <li>Problem Solving</li> </ul> </li> <li>Techniques of Teaching: CML,CAI, Mobile Learning, Buzz session, e-learning, smart classroom, surfing, blogging <b>Activity:</b> Preparation of Lesson plan based on above method</li> </ul> <p><b>Unit-III: Designing for Instruction</b></p> <ul style="list-style-type: none"> <li>Concept, Need, Preparation of Unit plan and Lesson plan</li> <li>Preparation of Blue-print and Test items</li> <li>Techniques and Tools of Evaluation, E-assessment</li> <li>Types of Tests used in Computer Science. <b>Activity:</b> Preparation of question paper based on Blue-print</li> </ul> <p><b>Unit-IV: Development of Instructional material</b></p> <ul style="list-style-type: none"> <li>Meaning, Importance,</li> </ul>	<p>Teaching Computer Science</p> <ul style="list-style-type: none"> <li>Writing objectives in behavioral terms <b>Activity:</b> Practice on Writing the Instructional Objectives in Behavioural Terms.</li> </ul> <p><b>Unit II: Methods and Techniques of Teaching Computer Science</b></p> <ul style="list-style-type: none"> <li>Methods of Teaching (Concept, Procedure, Advantages and Limitation) <ul style="list-style-type: none"> <li>Lecture-cum-Demonstration</li> <li>Laboratory</li> <li>Project</li> <li>Problem Solving</li> </ul> </li> <li>Techniques of Teaching: CML,CAI, Mobile Learning, Buzz session, e-learning, smart classroom, surfing, blogging <b>Activity:</b> Preparation of Lesson plan based on above method</li> </ul> <p><b>Unit-III: Designing for Instruction</b></p> <ul style="list-style-type: none"> <li>Concept, Need, Preparation of Unit plan and Lesson plan</li> <li>Preparation of Blue-print and Test items</li> <li>Techniques and Tools of Evaluation, E-assessment</li> <li>Types of Tests used in Computer Science. <b>Activity:</b> Preparation of question paper based on Blue-print</li> </ul> <p><b>Unit-IV: Development of Instructional material</b></p> <ul style="list-style-type: none"> <li>Meaning, Importance,</li> </ul>	
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			<p>classification and preparation of Instructional Material.</p> <ul style="list-style-type: none"> <li>• Text Books: Characteristics and Criteria for Selection of Computer Books with special</li> <li>• Reference to Theory and Practical Books of Computer Subject</li> <li>• Self-Instructional Material</li> <li>• Computer Assisted Instructional Material</li> <li>• Computer Science Laboratory: Planning, Organization and its importance</li> </ul> <p><b>Activity:</b> Prepare a material on Computer Assisted Instruction</p> <p><b>Unit-V : Trends and Issues in Teaching-Learning</b></p> <ul style="list-style-type: none"> <li>• LMS, PODCAST</li> <li>• Multimedia</li> <li>• Virtual Learning,</li> <li>• Web based Learning,</li> <li>• Teleconferencing,</li> <li>• Interactive Boards</li> <li>• Technophobia (difficulties in handling hardware and software)</li> </ul> <p><b>Activity:</b></p> <p><b>Practicum:</b> Any two of the following.</p> <ul style="list-style-type: none"> <li>• Preparation of Lesson plan based on above method</li> <li>• Preparation of question paper based on Blue-print</li> <li>• Prepare a material on computer assisted Instruction</li> <li>• Prepare a material on computer assisted Instruction</li> </ul>	<p>classification and preparation of Instructional Material.</p> <ul style="list-style-type: none"> <li>• Text Books: Characteristics and Criteria for Selection of Computer Books with special</li> <li>• Reference to Theory and Practical Books of Computer Subject</li> <li>• Self-Instructional Material</li> <li>• Computer Assisted Instructional Material</li> <li>• Computer Science Laboratory: Planning, Organization and its importance</li> </ul> <p><b>Activity:</b> Prepare a material on Computer Assisted Instruction</p> <p><b>Unit-V : Trends and Issues in Teaching-Learning</b></p> <ul style="list-style-type: none"> <li>• LMS, PODCAST</li> <li>• Multimedia</li> <li>• Virtual Learning,</li> <li>• Web based Learning,</li> <li>• Teleconferencing,</li> <li>• Interactive Boards</li> <li>• Technophobia (difficulties in handling hardware and software)</li> </ul> <p><b>Activity:</b></p> <p><b>Practicum:</b> Any two of the following.</p> <ul style="list-style-type: none"> <li>• Preparation of Lesson plan based on above method</li> <li>• Preparation of question paper based on Blue-print</li> <li>• Prepare a material on computer assisted Instruction</li> <li>• Prepare a material on computer assisted Instruction</li> </ul>	
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**References:**

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- Sharma, R.A.(2008). *Technological foundation of Education*. Meerut: R.Lall Book Depot.

**e-Resources**

Concept, Need and Scope of Computer Science.

Need and Significance of Teaching Computer science at various levels.

General Aims and Objectives of Teaching Computer Science

<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>

Concept, Need and Scope of Computer Science.

Need and Significance of Teaching Computer science at various levels.

General Aims and Objectives of Teaching Computer Science

[http://tnteu.in/pdf/BED\\_CMaterial\\_2016-17.pdf](http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf)

Methods of Techniques of Teaching Computer Science-

<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>

[http://tnteu.in/pdf/BED\\_CMaterial\\_2016-17.pdf](http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf)

Designing for Instruction

<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>

[http://tnteu.in/pdf/BED\\_CMaterial\\_2016-17.pdf](http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf)

				17.pdf Development of Instructional material- <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a> Trends and Issues in Teaching-Learning- <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf</a>	
5.	<b>EDU 420 Pedagogy of Drawing &amp; Painting</b>	Upon completion of course Student Teacher will be able to <ul style="list-style-type: none"> <li>explain the nature and importance of Drawing &amp; Painting in school education</li> <li>discuss the correlation of Drawing &amp; Painting with other school subjects</li> <li>formulate instructional objectives in behavioral terms</li> <li>design unit plan and lesson plan based on different methods.</li> <li>acquaint skill in planning and organize Drawing &amp; Painting labs for Sec. and Sr. Sec. class</li> <li>prepare Blue print and question paper</li> </ul>	<b>Unit-I: Drawing &amp; Painting as a School Subject</b> <ul style="list-style-type: none"> <li>Concept and place of Drawing &amp; Painting in school Education.</li> <li>Relevance of Drawing &amp; Painting as a subject at secondary and Senior Sec. Level.</li> <li>Correlation of Drawing &amp; Painting subject with other school subjects.</li> </ul> <b>Activity:</b> Poster making one any on theme of above. <b>Unit-II: Instructional Design in Drawing &amp; Painting</b> <ul style="list-style-type: none"> <li>Subject objectives/Aims of</li> <li>Teaching objectives in cognitive, affective, Psychomotor Domain</li> <li>Unit and lesson designing in Drawing &amp; Painting teaching</li> <li>Basic consideration in designing Drawing &amp; Painting teaching</li> </ul> <b>Activity:</b> Framing IOs in behavioral terms in workshop. <b>Unit-III: Learning Experiences in Drawing &amp; Painting Teaching</b> <ul style="list-style-type: none"> <li>Methods as LEs- lecture cum demonstration, Project, Practical, workshop (Concept, Steps, Potential, Limitation)</li> <li>Activities as LEs - Field trip, Exhibition</li> <li>LEs as ISM Role of computer, Models, Magazine, in Drawing &amp; Painting Teaching</li> </ul>	<b>Unit-I: Drawing &amp; Painting as a School Subject</b> <ul style="list-style-type: none"> <li>Concept and place of Drawing &amp; Painting in school Education.</li> <li>Relevance of Drawing &amp; Painting as a subject at secondary and Senior Sec. Level.</li> <li>Correlation of Drawing &amp; Painting subject with other school subjects.</li> </ul> <b>Activity:</b> Poster making on any one theme of above. <b>Unit-II: Instructional Design in Drawing &amp; Painting</b> <ul style="list-style-type: none"> <li>Aims of Drawing and Painting</li> <li>Teaching objectives in cognitive, affective, Psychomotor Domain</li> <li>Unit and lesson designing in Drawing &amp; Painting teaching</li> <li>Basic consideration in designing Drawing &amp; Painting teaching</li> </ul> <b>Activity:</b> Framing IOs in behavioral terms in workshop. <b>Unit-III: Learning Experiences in Drawing &amp; Painting Teaching</b> <ul style="list-style-type: none"> <li>Methods as LEs- lecture cum demonstration, Project, Practical, workshop (Concept, Steps, Potential, Limitation)</li> <li>Activities as LEs - Field trip, Exhibition</li> <li>LEs as ISM- Role of computer, Models, Magazine, in Drawing &amp;</li> </ul>	No Change  <b>References and Web Resources Updated</b>

			<p><b>Activity:</b> Prepare lesson plans based on different teaching method in small group</p> <p><b>Unit-IV: Learning Resources in Drawing &amp; Painting Teaching</b></p> <ul style="list-style-type: none"> <li>• Learning resources in Drawing &amp; Painting teaching - Museum, Art galleries, Art exhibition</li> <li>• Laboratory for teaching - Importance, Planning and instruction for working in lab</li> <li>• Qualities of a good Drawing &amp; Painting teacher</li> </ul> <p><b>Activity:</b> Discussion on selection/preparation of ISM in Drawing &amp; Painting teaching</p> <p><b>Unit-V: Assessing Learning in Drawing &amp; Painting</b></p> <p>(Types of assessment on Drawing &amp; Painting)</p> <ul style="list-style-type: none"> <li>• Formative, Summative assessment</li> <li>• Continuous &amp; comprehensive assessment in</li> <li>• Written, practical, viva-voce</li> <li>• Preparation of question paper and Blue print</li> </ul> <p><b>Activity:</b> Preparation on Blue prints &amp; formulation of test items</p> <p><b>Practicum:</b></p> <ul style="list-style-type: none"> <li>• Planning for visual for field or art gallery</li> <li>• Critical analysis of existing Drawing &amp; Painting curriculum at Sec. &amp; Sr. Sec. level</li> <li>• Plan a lab for Drawing &amp; Painting teaching with material &amp; equipments</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Jeswani, K.K. (1967), Art in education: Atma Ram and Sons, New Delhi.</li> </ul>	<p>Painting Teaching</p> <p><b>Activity:</b> Prepare lesson plans based on different teaching method in small group</p> <p><b>Unit-IV: Learning Resources in Drawing &amp; Painting Teaching</b></p> <ul style="list-style-type: none"> <li>• Learning resources in Drawing &amp; Painting teaching - Museum, Art galleries, Art exhibition</li> <li>• Laboratory for teaching - Importance, Planning and instruction for working in lab</li> <li>• Qualities of a good Drawing &amp; Painting teacher</li> </ul> <p><b>Activity:</b> Discussion on selection/preparation of ISM in Drawing &amp; Painting teaching</p> <p><b>Unit-V: Assessing Learning in Drawing &amp; Painting</b></p> <p>(Types of assessment on Drawing &amp; Painting)</p> <ul style="list-style-type: none"> <li>• Formative, Summative assessment</li> <li>• Continuous &amp; comprehensive assessment in</li> <li>• Written, practical, viva-voce</li> <li>• Preparation of question paper and Blue print</li> </ul> <p><b>Activity:</b> Preparation on Blue prints &amp; formulation of test items</p> <p><b>Practicum:</b></p> <ul style="list-style-type: none"> <li>• Planning for visual for field or art gallery</li> <li>• Critical analysis of existing Drawing &amp; Painting curriculum at Sec. &amp; Sr. Sec. level</li> <li>• Plan a lab for Drawing &amp; Painting teaching with material &amp; equipments</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Jeswani, K.K. (1967). <i>Art in</i></li> </ul>	
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#### Web Resources:

- importance of art in schools  
<http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/>
- <https://www.theodysseyonline.com/importance-of-the-arts-in-education>
- correlation of fine arts with school subjects  
<https://learnerlog.org/socialstudies/teaching-the-arts-across-the-curriculum-2/>
- teaching methods in fine arts  
<https://lindsays-art-room.weebly.com/teaching-strategies.html>
- Assessment in fine Arts  
<https://www.google.com/search?q=assessment+in+fine+arts&ie=utf-8&oe=utf->

education. New Delhi: Atma Ram and Sons.

- Pappas, Gerge. (1970). *Concepts in Art and Education*. London: Collier Macmillan Ltd.
- Prasad, Janardan. (2005). *Art education, Concepts, Epistemic and Role*. New Delhi: Kanishka Publishers, Distributers.
- Mock, Ruth. (1959). *Principles of Arts Teaching*. London: University of London press Ltd.
- Stanfield, N.F. (1958). *A handbooks of Art teaching in tropical schools*. London: evans brothers Ltd.
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- शर्मा, माता, प्रसाद. (2008). *कला शिक्षा शिक्षण*. जयपुर: अपोलो प्रकाशन.
- शर्मा, प्रभा. (2007). *कला शिक्षा शिक्षण*. जयपुर: श्रुत्रि पब्लिकेशन.

#### e-Resources:

- importance of art in schools  
<http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/>
- <https://www.theodysseyonline.com/importance-of-the-arts-in-education>
- correlation of fine arts with school subjects  
<https://learnerlog.org/socialstudies/teaching-the-arts-across-the-curriculum-2/>
- teaching methods in fine arts  
<https://lindsays-art-room.weebly.com/teaching-strategies.html>
- Assessment in fine Arts

			8&client=firefox-b	<a href="https://www.google.com/search?q=assessment+in+fine+arts&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b">https://www.google.com/search?q=assessment+in+fine+arts&amp;ie=utf-8&amp;oe=utf-8&amp;client=firefox-b</a>	
6.	<b>EDU 421: Pedagogy of Economics</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>interpret concept of Economics.</li> <li>correlate Economics with other subjects.</li> <li>frame instructional objectives for economics teaching at Senior Secondary Level.</li> <li>develop the curriculum of Economics at Senior Secondary Level.</li> <li>plan the lesson for teaching Economics using different methods and media.</li> <li>construct an achievement test for Senior Secondary Learners.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Aggarwal, J.C. (2014). <i>Teaching of Economics: A Practical Approach</i>, Agra: Vinod Pustak Mandir</li> <li>Knoph J.H., (1965). <i>The teaching of Elementary Economics</i>, New York: Holt Rinehart &amp; Winston.</li> <li>Mustafa, M. (2005). <i>Teaching of Economics New Trends and Challenges</i>, New Delhi: Deep and Deep Publication Pvt. Ltd.</li> <li>Oliver, J.M. (1975). <i>The Principles of Teaching Economics</i>, New Delhi: Heinmann Educational Books Ltd.</li> <li>Rai, B.C. (1986). <i>Methods of Teaching Economics</i>, Lucknow: Publication Centre.</li> <li>Siddiqui, M.H. (1993). <i>Teaching of Economics</i>, New Delhi: Ashish Publishing House</li> <li>Yadav, (1993). <i>Teaching of Economics</i>, New Delhi; Anmol Publications Pvt. Ltd.</li> <li>National Curriculum Framework 2005, NCERT, New Delhi.</li> <li>कुमार, राजीव (2002), अर्थशास्त्र शिक्षण आगरा: साहित्य प्रकाशन</li> <li>त्यागी, गुरुसरनदास (1968), अर्थशास्त्र शिक्षण आगरा: पुस्तक मंदिर</li> <li>नागर, दिव्या (1999), अर्थशास्त्र शिक्षण, जयपुर: राजस्थान प्रकाशन</li> <li>सक्सेना निर्मल (1991), अर्थशास्त्र शिक्षण, जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Aggarwal, J.C. (2014). <i>Teaching of Economics: A Practical Approach</i>. Agra: Vinod Pustak Mandir.</li> <li>Knoph J.H. (1965). <i>The Teaching of Elementary Economics</i>. New York: Holt Rinehart &amp; Winston.</li> <li>Mustafa, M. (2005). <i>Teaching of Economics New Trends and Challenges</i>. New Delhi: Deep and Deep Publication Pvt. Ltd.</li> <li>Oliver, J.M. (1975). <i>The Principles of Teaching Economics</i>. New Delhi: Heinmann Educational Books Ltd.</li> <li>Rai, B.C. (1986). <i>Methods of Teaching Economics</i>. Lucknow: Publication Centre.</li> <li>Siddiqui, M.H. (1993). <i>Teaching of Economics</i>. New Delhi: Ashish Publishing House</li> <li>Yadav. (1993). <i>Teaching of Economics</i>. New Delhi; Anmol Publications Pvt. Ltd.</li> <li><i>National Curriculum Framework 2005</i>. NCERT. New Delhi.</li> <li>कुमार, आर. (2002). <i>अर्थशास्त्र शिक्षण</i>. आगरा: साहित्य प्रकाशन</li> <li>त्यागी, जी. (1968). <i>अर्थशास्त्र शिक्षण</i>. आगरा: पुस्तक मंदिर</li> <li>नागर, डी. (1999). <i>अर्थशास्त्र शिक्षण</i>. जयपुर: राजस्थान प्रकाशन</li> <li>सक्सेना एन. (1991). <i>अर्थशास्त्र शिक्षण</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी</li> </ol> <p><b>e-Rsources:</b></p> <ol style="list-style-type: none"> <li>Unit plan and Lesson Plan</li> </ol>	<b>No Change</b> <b>References and Web Resources Updated</b>

				<p><a href="https://drive.google.com/uc?export=download&amp;id=1wQkwLKqTat7_u0JjX-IuY_tS-ioin3Xz">https://drive.google.com/uc?export=download&amp;id=1wQkwLKqTat7_u0JjX-IuY_tS-ioin3Xz</a></p> <p>2. Unit plan and Lesson Plan <a href="https://www.ncertbooks.guru/ncert-economics-books/">https://www.ncertbooks.guru/ncert-economics-books/</a></p> <p>3. Methods of Teaching <a href="http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html">http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html</a></p> <p>4. Quiz <a href="http://edufive.com/quiz/quiz-rules-regulations.html">http://edufive.com/quiz/quiz-rules-regulations.html</a></p> <p>5. Quiz <a href="https://www.educationworld.com/a_curr/profdev/profdev188.shtml">https://www.educationworld.com/a_curr/profdev/profdev188.shtml</a></p> <p>6. Exhibition <a href="http://tquest.org.uk/significance-conducting-exhibitions-schools/">http://tquest.org.uk/significance-conducting-exhibitions-schools/</a></p>	
7.	<b>EDU 422: Pedagogy of English</b>	<p>Upon completion of course Enable Student Teachers to:</p> <ul style="list-style-type: none"> <li>acquire insight of nature &amp; perspective of Teaching English</li> <li>develop the objectives of Teaching English</li> <li>apply teaching strategies in ELT</li> <li>appreciate different forms of planning for ELT.</li> <li>comprehend the role of assessment in ELT.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Allen, Harold B. &amp; Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973.</li> <li>Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968.</li> <li>Agnihotri, R.K. &amp; Khanna, A.L. (ed.), English Language Teaching in India- issues and innovations, sage Publications, New Delhi, 1995.</li> <li>Agnihotri, R.K. &amp; Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997.</li> <li>Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984.</li> <li>Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968.</li> <li>Bright, J.A. &amp; Mcgreger, G.P. Teaching English as a second language, English Language Book Society of Longmans,</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Mullick, R. &amp; Shefali G. (1993). <i>English Language Teaching From Theory to Practice</i>. Calcutta: Specturum Inc.</li> <li>NCERT. (2005). <i>National Curriculum Framework</i>. New Delhi: NCERT.</li> <li>IGNOU. (1999). <i>Instructional Planning in Teaching of English</i>. New Delhi: Teaching of English, School of Education.</li> <li>NCERT. (2000). <i>English Guidelines &amp; Syllabi of Secondary Stage</i>. New Delhi: NCTERT.</li> <li>Venkatesh. (1995). <i>Principles of Teaching English</i>. New Delhi: Vikas Publication House.</li> <li>Mangal, S.K. &amp; Uma Mangal. (2009). <i>Essential of Education Technology</i>. New Delhi: PHI Learning Private Ltd.</li> <li>Amstrong, D. G., Tom V. S. (1983). <i>Secondary Education: An Introduction</i>. New York: Macmillan Publication Co. Inc.</li> <li>Ahmad, J. (2010). <i>Teaching of Scientific English</i>. New Delhi: APH Publ.</li> </ol> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>Thomas M. D'E., <i>Six Principles of Teaching English Language Learners in the Mainstream Classroom</i>. <a href="https://1.cdn.edl.io/P2EaJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf">https://1.cdn.edl.io/P2EaJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf</a></li> <li>NCERT(2005), <i>NCF 2005</i> <a href="http://www.ncert.nic.in/rightside/links/pdf/framew">www.ncert.nic.in/rightside/links/pdf/framew</a></li> </ol>	<b>No Change</b>  <b>References and Web Resources Updated</b>

			<p>London, 1982.</p> <p>8. Choudhary, Namita Roy, Teaching English in Indian Schools, A.P.H. Publishing House, New Delhi, 1998.</p> <p>9. Frishy, A.C. Teaching English, Longmans Green &amp; Co. Ltd., London 1961.</p> <p>10. Gautam, Kripa K., English Language Teaching - a critical study of methods and approaches, Harman Book House, New Delhi, 1988.</p> <p>11. Italiano, Graciela &amp; Rounds, Patricia, English as a second language-Teacher Resource Handbook : A Practical Guide for K-12 ESL Programs, Corwin Press, Inc., California, 1993.</p> <p>12. Kaul, Omkar N., English in India - Theoretical and Applied Issues, Creative Publishers, New Delhi, 1992.</p> <p>13. Iado, E., Language Teaching, McGraw Hill Inc. New York 1964.</p> <p>14. Mukalel, Joseph C., Approaches to English Language Teaching, Discovery Publishing House, New Delhi, 1998.</p> <p>15. Mullick, Ratna &amp; Ghosh, shefali, English Language Teaching from theory to practice, spectrum Inc., Calcutta, 1993.</p> <p>16. Regional Institute of English, Chandigarh, Teaching English-Notes for teachers in Training. Oxford University Press, Delhi, 1972.</p> <p>17. Sharma, Kadambari &amp; Tuteja, Tripat (ed.) Teaching of English, Commonwealth Publishers, New Delhi, 1994.</p> <p>18. Sharma, Kadambari &amp; Tuteja, Tripat (ed.) Teaching of Language and Linguistics, Commonwealth Publishers, New Delhi, 1994.</p> <p>19. Sharma, Kadambari &amp; Tuteja, Tripat (ed.)</p>	<p>ork/english/nf2005.pdf</p> <p>3 NCERT (2005), <i>Teaching of English</i></p> <p>www.ncert.nic.in/new_ncert/ncert/rightside/inks/pdf/focus_group/english.pdf</p> <p>4 <i>Methods And Approaches Of English Language Teaching In India</i></p> <p>http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf</p> <p>5 Cunningham, Gini, <i>The New Teacher's Companion</i></p> <p>http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx</p> <p>6 Planning Guidelines</p> <p>https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Plannin_g_Guidelines_anual_unidad_lecci%F3n-EFL_100913.pdf</p> <p>7 NCERT (2018) <i>Continuous and Comprehensive Evaluation: Guidelines</i>, NCERT, New Delhi</p> <p>www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf</p> <p>8 CBSC (2009). <i>Continuous and Comprehensive Evaluation</i></p> <p>www.cbse.nic.in/cce/cce-manual/chapter_1.pdf</p> <p>9 Guidelines For Paper Setters - Curriculum</p> <p>https://curriculum.gov.mt/en/Assessment/Assessment-of-.../guidelines_paper_setters.pdf</p>	
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			Principles and Practices of Language Teaching, Commonwealth Publishers, New Delhi, 1997.		
			20. Verghese, B.V., Modern Methods of Teaching English, Vols. I to V, Anmol Publication Pvt. Ltd., New Delhi, 1997.		
8.	<b>EDU 423: Pedagogy of Geography</b>	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> <li>describe the nature of content in Geography subject.</li> <li>formulate Instructional objectives and plan for Geography teaching at Senior Secondary Level.</li> <li>apply different methods of teaching Geography in classroom.</li> <li>select and use appropriate resources and media for Geography teaching.</li> <li>use various resources for enrichment of Geography teaching.</li> <li>reflect on framing and marking test items of achievement test in Geography.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Basha, Salim and Bhaskar Roa, Digumarti, "Methods of Teaching Geography", Discovery Publishing House, New Delhi, 2004.</li> <li>Hoti Prasad, "Methods of Teaching Geography," ABP Publishers, Jaipur, 2005.</li> <li>Long, M. (Ed.), "Handbook for Geography Teachers", The English language Book Society and Methuen &amp; Co. Ltd., 1964.</li> <li>Siddiqui, Mujibul Hasan, " Teaching of Geography", A.P.H. Publishing Corporation, New Delhi, 2004.</li> <li>जैन, मदनलाल, "भूगोल अध्यापन", रामप्रसाद एण्ड संस, आगरा, 1967</li> <li>दुबे, सुशील कुमार, "भूगोल शिक्षण में तकनीकी नवाचार", बाइकिंग बुक्स, जयपुर, 2014</li> <li>बालिया, शिरीष, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 'शिक्षा में मापन एवं मूल्यांकन', राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.</li> <li>वर्मा, जगदीश प्रसाद, "भूगोल अध्यापन", विनोद पुस्तक मंदिर, आगरा, 1971</li> <li>शर्मा, माता प्रसाद, "भूगोल शिक्षण", अपोलो प्रकाशन, जयपुर, 2008.</li> <li>शर्मा, रमा एवं मिश्रा, एम0 के0, " भूगोल शिक्षण", अर्जुन पब्लिशिंग हाउस, नई दिल्ली, 2009.</li> <li>सिंह, हरनारायण, "भूगोल शिक्षण", विनोद</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Basha, S., &amp; Rao, B. Digumarti. (2004). <i>Methods of Teaching Geography</i>. New Delhi: Discovery Publishing House.</li> <li>Hoti Prasad. (2005). <i>Methods of Teaching Geography</i>. Jaipur: ABP Publishers.</li> <li>Long, M. (1964). <i>Handbook for Geography Teachers</i>. The English language Book Society and Methuen &amp; Co. Ltd.</li> <li>Siddiqui, M. H. (2004). <i>Teaching of Geography</i>. New Delhi: A.P.H. Publishing Corporation.</li> <li>जैन, मदनलाल 1967 <i>भूगोल अध्यापन</i> आगरा रामप्रसाद एण्ड संस</li> <li>दुबे, सुशील कुमार, 2014 <i>भूगोल शिक्षण में तकनीकी नवाचार</i>, जयपुर बाइकिंग बुक्स,</li> <li>बालिया, शिरीष, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 2013 <i>शिक्षा में मापन एवं मूल्यांकन</i>, जयपुर राजस्थान हिन्दी ग्रन्थ अकादमी</li> <li>वर्मा, जगदीश प्रसाद 1971 <i>भूगोल अध्यापन</i>, आगरा, विनोद पुस्तक मंदिर, ,</li> <li>शर्मा, माता प्रसाद 2008 <i>भूगोल शिक्षण</i> जयपुर, अपोलो प्रकाशन.</li> <li>शर्मा, रमा एवं मिश्रा, एम0 के0, 2009 <i>भूगोल शिक्षण</i>, नई दिल्ली अर्जुन पब्लिशिंग हाउस 2009.</li> <li>सिंह, हरनारायण, 1968 <i>भूगोल शिक्षण</i>, आगरा विनोद पुस्तक मंदिर</li> <li>अमरनाथ, कपूर, 2004 <i>भौगोलिक शब्दकोष</i></li> </ol>	<b>No Change</b>
					<b>References and Web Resources Updated</b>



			<p>पुस्तक मंदिर, आगरा, 1968</p> <p>12. अमरनाथ, कपूर, "भौगोलिक शब्दकोष और परिभाषाएँ", राधा पब्लिकेशन्स, नई दिल्ली, 2004.</p> <p>13. Philips World Atlas, "The Royal Geographical Society", Great Britain, 2002.</p> <p>14. Susan Mayhew, "Oxford Dictionary of Geography," Oxford University Press, 2009.</p> <p>15. Websters International Encyclopedia-I Edition, Trident Press International, 2003.</p>	<p>और परिभाषाएँ, नई दिल्ली राधा पब्लिकेशन्स.</p> <p>13. Philips World Atlas 2002 Great Britain The Royal Geographical Society</p> <p>14. Susan M. (2009) Oxford Dictionary of Geography Oxford University Press.</p> <p>15. Websters International Encyclopedia-I Edition 2003 Trident Press International.</p> <p><b>e-sources:</b></p> <ol style="list-style-type: none"> <li>1. Evaluation in Teaching Learning Process- <a href="http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476">http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476</a></li> <li>2. Teaching and Learning Process in Geography- <a href="http://egyankosh.ac.in/handle/123456789/46729">http://egyankosh.ac.in/handle/123456789/46729</a></li> <li>3. Tools of Teaching Geography- <a href="http://egyankosh.ac.in/handle/123456789/46746">http://egyankosh.ac.in/handle/123456789/46746</a></li> <li>4. Introduction of Curriculum Construction- <a href="http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf">http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf</a></li> <li>5. NCF 2005- <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf</a></li> </ol>	
9.	<b>EDU 425 : Pedagogy of Hindi</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>• हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी।</li> <li>• हिन्दी भाषा के विविध रूपों में विभेद कर सकेंगी।</li> </ul>	<p>इकाई: 1V हिन्दी शिक्षण – योजना एवं मूल्यांकन</p> <ul style="list-style-type: none"> <li>▪ इकाई योजना—अर्थ, महत्व, एवं तत्व</li> <li>▪ पाठ—योजना— अर्थ, महत्व, एवं तत्व</li> <li>▪ भाषा विकास की प्रगति का मूल्यांकन / आकलन</li> <li>▪ प्रश्नों का स्वरूप एवं प्रश्न—पत्र निर्माण</li> <li>▪ गतिविधि— विविध विधाओं पर पाठ योजना का विकास</li> </ul>	<p>इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</p> <ul style="list-style-type: none"> <li>▪ साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण—गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> <li>▪ व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> </ul> <p>गतिविधि— किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन</p>	<b>References and Web Resources Updated</b>

		<ul style="list-style-type: none"> <li>• विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त करने की क्षमता उत्पन्न कर सकेंगी।</li> <li>• संदर्भ एवं परिस्थिति के अनुसार हिन्दी-शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी।</li> <li>• हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन कर सकेंगी।</li> <li>• विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी।</li> <li>• विविध साहित्यिक विधाओं (गद्य-पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।</li> </ul>	<p>इकाई: V साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण</p> <ul style="list-style-type: none"> <li>• साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण-गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> <li>• व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)</li> </ul> <p>गतिविधि- किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन</p>	<p>इकाई: V हिन्दी शिक्षण – योजना एवं मूल्यांकन</p> <ul style="list-style-type: none"> <li>• इकाई योजना-अर्थ, महत्व, एवं तत्व</li> <li>• पाठ-योजना- अर्थ, महत्व, एवं तत्व</li> <li>• भाषा विकास की प्रगति का मूल्यांकन / आकलन</li> </ul> <p>गतिविधि- विविध विधाओं पर पाठ योजना का विकास</p> <p>सन्दर्भ:</p> <p>vo/ks”k] ,- ¼1973½- fgUnh Hkk’kk dk Lo:lk fodkl- iVuk% fcgkj xzUFk vdkneh-</p> <p>xqIr] ,e- ¼1991½- Hkk’kk f’k{k.k % fl+)kUr ,oa izfof/k- vkxjk% dsUnzh; fgUnh laLFkku- Ykky] vkj- ch- ¼1965½- fgUnh f’k{k.k- esjB% jLrksxh ,.M dEiuh-</p> <p>feÜky] ,e- ,y- ¼2012½- fgUnh f’k{k.k- fnYyh% fi;lZu-</p> <p>feÜky] ,l- ¼2005½- “kSf{kdrduhdh- esjB% vkj- yky cqdfMiks-</p> <p>vksM] ,y- ds- ¼1982½- fgUnh f’k{k.k esa =qfV ,oa mipkj- jktLFkku% cuLFkyh fo kihB-</p> <p>ikfVy] ,p- vkj- vkSj “ksMds] ,l- ¼2005½- Hkk’kk f’k{k.k-</p>	
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dkuiqj% fo|k izdk”kUk-

ik.Ms;] vkj- ,l- ¼1977½- fgUnh  
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efUnj-

-“kekZ] vkj- ,- ¼2009½- f”k{kk  
rduhdh- esjB% vkj- yky cqđ  
fMiks-

-“kekZ] ,y- ¼1989½- fgUnh  
lajpuk dk v/;u&v/;kiu- vkxjk%  
dsUnzh; fgUnh laLFkku-

JhokLro] vkj- ¼1979½- Hkk’kk  
f”k{k.k- xkft;kckn% eSdfeyu  
dEiuh vkWQ bf.M;k-

frokjh] ih- ¼1976½- loksZi;ksxh  
fgUnh lq/kkj dk;ZØe- vtesj%  
feJk cznlZ-

-;ksxsUnzthr] ch- ¼1981½-  
fgUnh Hkk’kk f”k{k.k- vkxjk%  
fouksn iqLrd efUnj-

**e-Resources:**

- 9. Pedagogy of Hindi--  
<https://www.vmou.ac.in>
- 10. Pedagogy of Hindi—  
[ncert.nic.in/rightsidelinks/pdf/h](https://ncert.nic.in/rightsidelinks/pdf/h)
- 11. Unit-1—[Wikipedia.org](https://www.wikipedia.org)
- 12. Pedagogy of Hindi—[www.mannu.ac.org](https://www.mannu.ac.org)
- 13. Pedagogy of Hindi—[uou.ac.in](https://www.uou.ac.in)
- 14. Pedagogy of Hindi--[www.uou.ac.in](https://www.uou.ac.in)

				15. Pedagogy of Hindi—www.uprtou.ac.in 16. Kendriya Hindi Sansthan Agra-- <a href="http://khsindia.org/india/hi">http://khsindia.org/india/hi</a>	
10.	<b>EDU 426: Pedagogy of History</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the nature of History.</li> <li>• construct different lesson planning in History teaching.</li> <li>• apply different methods for teaching History.</li> <li>• state various appropriate innovative learning resources for teaching History.</li> <li>• apply alternative assessment tools for teaching learning evaluation in History.</li> </ul>	<p><b>References</b></p> <ul style="list-style-type: none"> <li>• Aggarwal, J.C. (1983). Teaching of History, New Delhi: Vikas Publishing House.</li> <li>• Dash, B.N.(2006). Teaching of History, Hyderabad: Neelkamal.</li> <li>• Ghate, V.D.(1964). The Teaching of History, London: Oxford University Press.</li> <li>• IGNOU (2000). Pedagogy of Teaching Social Studies, New Delhi: School of Education,ES-343-1.</li> <li>• IGNOU (2000). Teaching of History, New Delhi: School of Education, ES-343-2.</li> <li>• IGNOU (2000). Educational Technology: State of the Art, New Delhi: School of Education,ES-361- 2.</li> <li>• IGNOU (2000). Curriculum and Instruction: Curriculum Planning, New Delhi: School of Education, ES-331- 1.</li> <li>• IGNOU (2000). Planning and Management of Instruction, New Delhi: School of Education, ES-331- 3.</li> <li>• IGNOU (2000). Teaching Skills, New Delhi: School of Education, ES-331- 4.</li> <li>• Johnson, A. (1963). The Teaching of History in Elementary and Secondary School, New York : Mc Millan.</li> <li>• Kochar, S.K. (1979). Teaching of History, New Delhi: Sterling.</li> <li>• NCERT (1970). Teaching History in Secondary School : A Handbook of History Teacher, New Delhi: NCERT.</li> <li>• Raina,V.K. (1992). The Realities of Teaching History, New Delhi: NCERT.</li> <li>• Sahoo,P.K.,Yadav,D.and Das, B.C. (2009). Professionalism in Teacher Education, New</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Aggarwal, J.C. (1983). <i>Teaching of History</i>. New Delhi: Vikas Publishing House.</li> <li>• Dash, B.N.(2006). <i>Teaching of History</i>. Hyderabad: Neelkamal Publication.</li> <li>• Ghate, V.D.(1964). <i>The Teaching of History</i>,. London: Oxford University Pres.</li> <li>• IGNOU (2000). <i>Pedagogy of Teaching Social Studies</i>. New Delhi: School of Education, ES-343-1.</li> <li>• IGNOU (2000). <i>Teaching of History</i>. New Delhi: School of Education, ES-343-2.</li> <li>• IGNOU (2000). <i>Educational Technology: State of the Art</i>. New Delhi: School of Education,ES-361- 2.</li> <li>• IGNOU (2000). <i>Curriculum and Instruction: Curriculum Planning</i>. New Delhi: School of Education, ES-331- 1.</li> <li>• IGNOU (2000). <i>Planning and Management of Instruction</i>. New Delhi: School of Education, ES-331- 3.</li> <li>• IGNOU (2000). <i>Teaching Skills</i>. New Delhi: School of Education, ES-331- 4.</li> <li>• Johnson, A. (1963). <i>The Teaching of History in Elementary and Secondary School</i>. New York : Mc Millan.</li> <li>• Kochar, S.K. (1979). <i>Teaching of History</i>. New Delhi: Sterling.</li> <li>• NCERT (1970). <i>Teaching History in Secondary School : A Handbook of History Teacher</i>. New Delhi: NCERT.</li> <li>• Raina,V.K. (1992). <i>The Realities of Teaching History</i>. New Delhi: NCERT.</li> <li>• Sahoo,P.K.,Yadav, D. and Das, B.C. (2009). <i>Professionalism in Teacher Education</i>. New</li> </ul>	<b>No Change</b>  <b>References and Web Resources Updated</b>

			<p>Delhi:Concept.</p> <ul style="list-style-type: none"> <li>• Sharma, Sita Ram (2003). <i>Effective Methods of Teaching History</i>, New Delhi: Shri Sai Printography.</li> <li>• Tripathy, Bhushan H.(2013). <i>Effective Teaching: A Workshop Based on IUCEE Effective Teaching Workshop by Drs.Richard Felder and Rebecca Brent,2008,Mysore- A Workshop Module</i>, Ahemdabad: GLS Institute of Computer Technology.</li> <li>• Vajreswari, R. (1966). <i>A Handbook for History Teachers</i>, Calcutta: Allied Publishers.</li> <li>• Yadav,M.S.and Lakshmi, T.K.S. (2003) <i>Conceptual Inputs for Secondary Teacher Education: The Instructional Role</i>, New Delhi:NCTE.</li> <li>• दीक्षित उपेन्द्रनाथ एवं बघेला हेत सिंह (1972). <i>इतिहास शिक्षण – जयपुर राजस्थान हिन्दी ग्रंथ अकादमी</i>।</li> <li>• घाटे, बी० डी० (1971). <i>इतिहास शिक्षण-चंडीगढ़ हरियाणा हिन्दी ग्रन्थ अकादमी</i>।</li> <li>• सिंह, रामपाल (1994). <i>इतिहास शिक्षण-मेरठ आर० लाल बुक डिपो</i>।</li> <li>• शर्मा, आर० ए० (1994). <i>इतिहास शिक्षण-मेरठ लायल बुक डिपो</i>।</li> <li>• त्यागी, गुरसरन दास (2001). <i>इतिहास शिक्षण-आगरा विनोद पुस्तक मंदिर</i>।</li> </ul>	<p>Delhi: Concept.</p> <ul style="list-style-type: none"> <li>• Sharma, Sita Ram (2003). <i>Effective Methods of Teaching History</i>. New Delhi: Shri Sai Printography.</li> <li>• Tripathy, Bhushan H. (2013). <i>Effective Teaching: A Workshop Based on IUCEE Effective Teaching Workshop by Drs.Richard Felder and Rebecca Brent,2008, Mysore- A Workshop Module</i>. Ahemdabad: GLS Institute of Computer Technology.</li> <li>• Vajreswari, R. (1966). <i>A Handbook for History Teachers</i>. Calcutta: Allied Publishers.</li> <li>• Yadav,M.S.and Lakshmi, T.K.S. (2003) <i>Conceptual Inputs for Secondary Teacher Education: The Instructional Role</i>. New Delhi: NCTE.</li> <li>• दीक्षित उपेन्द्रनाथ एवं बघेला हेत सिंह. (1972). <i>इतिहास शिक्षण . जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी</i>.</li> <li>• घाटे, बी. डी. (1971). <i>इतिहास शिक्षण. चंडीगढ़: हरियाणा हिन्दी ग्रन्थ अकादमी</i>.</li> <li>• सिंह, रामपाल. (1994). <i>इतिहास शिक्षण. मेरठ: आर. लाल बुक डिपो</i>.</li> <li>• शर्मा, आर. ए. (1994). <i>इतिहास शिक्षण. मेरठ: लायल बुक डिपो</i>.</li> <li>• त्यागी, गुरसरन दास. (2001). <i>इतिहास शिक्षण. आगरा: विनोद पुस्तक मंदिर</i>.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding History:</b> <a href="http://kasturicollege.org/downloads/History.pdf">http://kasturicollege.org/downloads/History.pdf</a></li> <li>• <b>Curriculum and Designing Instruction :</b> <a href="http://assets.vmo.ac.in/BED127.pdf">http://assets.vmo.ac.in/BED127.pdf</a></li> <li>• <b>InstructionalMethods</b> <a href="http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT">http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT</a></li> </ul>	
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				<p><a href="#">%207%20TEACHING%20LEARNING%20STRATEGIES.pdf</a> ,</p> <ul style="list-style-type: none"> <li>Learning Resources in History Teaching: <a href="http://assets.v mou.ac.in/BED127.pdf">http://assets.v mou.ac.in/BED127.pdf</a>, <a href="http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEARNING%20STRATEGIES.pdf">http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEARNING%20STRATEGIES.pdf</a></li> <li>Evaluation in History Teaching: <a href="http://assets.v mou.ac.in/BED127.pdf">http://assets.v mou.ac.in/BED127.pdf</a></li> </ul>	
11.	<b>EDU 427: Padagogy of Home Science</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>explain the Nature and Relevance of Home Science.</li> <li>formulate IOs in Behavioural Terms.</li> <li>design appropriate Instructional Process.</li> <li>discuss various Teaching Methods and activities.</li> <li>prepare plans based on different Teaching Methods.</li> <li>describe the Importance and Role of Lab and Other (Aids) ISM in Home Science Teaching.</li> <li>preparation of Blue Print and Question Paper.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Chandra Arvind et al. Fundamentals of Home Science, Sterling Publishers, New Delhi, 1989.</li> <li>Chandra Arvind et al. Introduction to Home Science, Metropolitan Book, New Delhi, 1989.</li> <li>Das, R. and Ray Binita, Teaching of Home Science, Sterling Publishers, New Delhi, 1983..</li> <li>Devdas, Rajamal, Methods of Teaching Home Science, NCERT, New Delhi, 1978.</li> <li>Malik, Premlata, Elements of Home Science, Kalyani, New Delhi, 1984.</li> <li>Mujnul Hassan Siddiqui, Teaching of Home Science, APH, New Delhi, 2014.</li> <li>Shakumtala, Sharma, Grih Vigyan Shikshan, Kavita Publishing House, New Delhi, 2006.</li> <li>Sharna, N. K. Teaching of Home Science, K.S.K. Publishers, New Delhi, 2014.</li> <li>Shery, S. P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1976.</li> <li>Varna, Aneeta, Grih Vigyan Shikshan, Vandana Publishing House, New Delhi, 2007.</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Chandra, A. et al. (1989). <i>Fundamentals of Home Science</i>. New Delhi : Sterling Publishers.</li> <li>Chandra A. et al. (1989). <i>Introduction to Home Science</i>. New Delhi: Metropolitan Book.</li> <li>Das, R. and Ray B. (1983). <i>Teaching of Home Science</i>. New Delhi: Sterling Publishers.</li> <li>Devdas, R. (1978). <i>Methods of Teaching Home Science</i>. New Delhi: NCERT.</li> <li>Malik, P. (1984). <i>Elements of Home Science</i>. New Delhi: Kalyani.</li> <li>Siddiqui, M. H. (2014). <i>Teaching of Home Science</i>. New Delhi: APH.</li> <li>Sharma, S. (2006). <i>Grih Vigyan Shikshan</i>. New Delhi: Kavita Publishing House.</li> <li>Sharna, N. K. (2014). <i>Teaching of Home Science</i>. New Delhi: K.S.K. Publishers.</li> <li>Shery, S. P. (1976). <i>Grih Vigyan Shikshan</i>. Agra: Vinod Pustak Mandir.</li> <li>Varna, A. (2007). <i>Grih Vigyan Shikshan</i>. New Delhi: Vandana Publishing House.</li> </ol> <p><b>e-Resources:</b></p>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>

				<p>1. Meaning and Importance of Home Science:  <a href="http://cms.gcg11.ac.in/attachments/article/86/Meaning%20and%20importance%20of%20Home%20Science%20(1).pdf">http://cms.gcg11.ac.in/attachments/article/86/Meaning%20and%20importance%20of%20Home%20Science%20(1).pdf</a></p> <p>2. Methods of Teaching Home Science:  <a href="https://books.google.co.in/books/about/Methods_Of_Teaching_Home_Science.html?id=gspWblEiFiUC&amp;redir_esc=y">https://books.google.co.in/books/about/Methods_Of_Teaching_Home_Science.html?id=gspWblEiFiUC&amp;redir_esc=y</a>  <a href="https://delhi.gov.in/wps/wcm/connect/a04f310048bf0dbeb053f1c48a411e20/4-Home-Science-2011.pdf?MOD=AJPERES">https://delhi.gov.in/wps/wcm/connect/a04f310048bf0dbeb053f1c48a411e20/4-Home-Science-2011.pdf?MOD=AJPERES</a></p> <p>3. Home Science Lab Equipments:  <a href="http://www.cisismv.in/images/Affidavit_Disclosures_ListOfAllEquipments.pdf">http://www.cisismv.in/images/Affidavit_Disclosures_ListOfAllEquipments.pdf</a></p>	
12.	<b>EDU 428: Pedagogy of Mathematics</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the nature of Mathematics.</li> <li>• critically analyze the Mathematics Text Book.</li> <li>• reflect on different methods of teaching Mathematics.</li> <li>• prepare the lesson plan in teaching mathematics.</li> <li>• reflect on framing and marking test items of achievement test in mathematics.</li> </ul>	<p><b>Unit-IV: Planning for Teaching</b></p> <p>a) Annual plan – Need, Main consideration and Format</p> <p>b) Unit plan - Concept and steps of planning</p> <p>c) Lesson plan – Need and preparation</p> <p>d) <del>Achievement Test in Mathematics</del></p> <p><b>Activity-</b> Workshop on Planning at different level.</p> <p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965.</li> <li>2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.</li> <li>3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.</li> <li>4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy,</li> </ol>	<p><b>Unit-IV: Planning for Teaching</b></p> <p>a) Annual plan – Need, Main consideration and Format</p> <p>b) Unit plan - Concept and steps of planning</p> <p>c) Lesson plan – Need and preparation</p> <p><b>Activity- Workshop on Planning at different level.</b></p> <p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>1. Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary Mathematics</i>. New York: Mc Graw Hill Book Co.</li> <li>2. Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons.</li> <li>3. Cornelius, Michael. (1982). <i>Teaching mathematics</i>. London : Croom Helm.</li> <li>4. Jain, S.L. (1973). <i>Ganit Shikshan</i>. Jaipur :Rajasthan Hindi Granth Academy.</li> <li>5. Johnson, D.A. &amp; Rahtz. R. (1961). <i>The New Mathematics in Our Schools</i>. New York: The macmillan Co.</li> <li>6. Maheshwari, Vijayandra Kishore</li> </ol>	<b>References and Web Resources Updated</b>

			<p>Jaipur, 1973.</p> <ol style="list-style-type: none"> <li>Johnson, D.A. &amp; Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961.</li> <li>Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995.</li> <li>Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997.</li> <li>Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986.</li> </ol>	<p>(1995). <i>Ganit Shikshan</i>. Meerut :Lay Book Deptt.</p> <ol style="list-style-type: none"> <li>Mangal, S.K.(1997). <i>Ganit Shikshan</i>. New Delhi :Arya Book Depot.</li> <li>Sidhu, K. S. (1986).<i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher.</li> </ol> <p><b>e-Resources:</b>  Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:  <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</a>  <a href="http://www.tnteu.in/pdf/3-maths.pdf">http://www.tnteu.in/pdf/3-maths.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a>  <b>Place in Secondary School Curriculum:</b>  <a href="http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf">http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</a>  <b>Planning for Teaching:</b>  <a href="http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html">http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html</a>  <a href="https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf">https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf</a>  <a href="http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf">http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf</a>  <a href="https://ndpublisher.in/admin/issues/EQv8n32.pdf">https://ndpublisher.in/admin/issues/EQv8n32.pdf</a></p>	
13.	<b>EDU 429: Pedagogy of Music</b>	<p>Upon completion of course Student teacher will be able to:</p> <ul style="list-style-type: none"> <li>explain the importance and place of Music in the school curriculum.</li> <li>discuss the aims &amp; objectives, principles of teaching Music at secondary, senior secondary stages.</li> <li>formulate instructional</li> </ul>	<p><b>References :</b></p> <ol style="list-style-type: none"> <li>Bemarr, Rainbow, "Handbook for Music Teachers", University of London Institute of Education, 1968.</li> <li>Roberta, Markel, "Parents and teacher guide to Music Education", Macmillan Company, U.S.A., 1972.</li> <li>Gowri, Kuppusswamy, M. Hariharan, "Teaching of music" Sterling Publishers Pvt. Ltd. New Delhi, 1978.</li> <li>Materials of the Ninth Conference of the International Society for Music</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Bemarr, Rainbow. (1968). <i>Handbook for Music Teachers</i>. University of London Institute of Education.</li> <li>Roberta, Markel. (1972). <i>Parents and teacher guide to Music Education</i>. U.S.A.: Macmillan Company.</li> <li>Gowri, Kuppusswamy, M. Hariharan. (1978). <i>Teaching of music</i>. New Delhi: Sterling Publishers Pvt. Ltd.</li> <li>Materials of the Ninth Conference of the International Society for Music</li> </ol>	<p><b>No Change</b></p> <p><b>References and Web Resources Updated</b></p>



		<p>objective for music-learning</p> <ul style="list-style-type: none"> <li>• apply different methods of Music teaching.</li> <li>• design the unit &amp; lesson plan for music teaching.</li> <li>• appreciate to human and physical resources in Music Teaching.</li> <li>• prepare the blue print and test paper for written and performance test.</li> </ul>	<p>Education, "Music Education in the Modern world", Union of Composers, The USSR Music Fund, 1974.</p> <p>5. दुबे, इन्दु, "संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती", कल्याण मण्डल एण्ड संस, जयपुर 1971.</p> <p>6. कालेकर, सरयू एवं श्रीवास्तव, सुशीला, "संगीत शिक्षण परिचय", लक्ष्मीनारायण अग्रवाल, आगरा, 1968.</p> <p>7. शोभना, शाह, "संगीत शिक्षण प्रणाली", विनोद पुस्तक मन्दिर, आगरा।</p> <p>8. कोठारी, कोमल, "संगीत शिक्षा सेमीनार" राजस्थान संगीत नाटक अकादमी, 1960.</p>	<p>Education. (1974). Music Education in the Modern world. Union of Composers: The USSR Music Fund.</p> <p>5. दुबे, इन्दु. (1971). संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती. जयपुर: कल्याण मण्डल एण्ड संस.</p> <p>6. कालेकर, सरयू एवं श्रीवास्तव, सुशीला. (1968). संगीत शिक्षण परिचय. आगरा: लक्ष्मीनारायण अग्रवाल.</p> <p>7. शोभना, शाह. (1977). संगीत शिक्षण प्रणाली. आगरा: विनोद पुस्तक मन्दिर.</p> <p>8. कोठारी, कोमल. (1960). संगीत शिक्षा सेमीनार. जयपुर: राजस्थान संगीत नाटक अकादमी.</p> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• importance of music in school curriculum <a href="https://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/">ps://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/</a></li> <li>• place of music in school curriculum <a href="https://www.theguardian.com/education/2006/jan/30/schools.uk">https://www.theguardian.com/education/2006/jan/30/schools.uk</a></li> <li>• principles of music teaching <a href="https://journals.sagepub.com/doi/pdf/10.1177/0027432110395080">https://journals.sagepub.com/doi/pdf/10.1177/0027432110395080</a></li> <li>• evaluation in music teaching <a href="https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/music/music2200/section2.pdf">https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/music/music2200/section2.pdf</a></li> <li>• quality of music room <a href="http://www.creativemusicrooms.com/index.aspx">http://www.creativemusicrooms.com/index.aspx</a></li> </ul>	
14.	<b>EDU 431 Pedagogy of Physics</b>	<p>Upon completion of course Pupil Teachers will be able to</p> <ul style="list-style-type: none"> <li>• discuss the nature and relevance of Physics as a</li> </ul>	<p><b>Unit I: Concept, Nature and Scope of Physics</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Physics</li> <li>• Structure and History of Physics</li> <li>• Relevance of Physics in School</li> </ul>	<p><b>Unit I: Concept, Nature and Scope of Unit I: Physics as a School Subject.</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Physics</li> <li>• History of Physics and its branches</li> <li>• Relevance of Physics in School</li> </ul>	<b>References and Web Resources Updated</b>

		<p>School Subject.</p> <ul style="list-style-type: none"> <li>• identify Aim and objectives of teaching Physics.</li> <li>• discuss various methods of Physics teaching.</li> <li>• organize and develop Physics lab.</li> </ul>	<p><b>Curriculum</b></p> <p><b>Activity:</b></p> <p><b>Unit II: Aims, Objectives and Curriculum in Physics Teaching</b></p> <ul style="list-style-type: none"> <li>• Aims and Objectives of teaching Physics</li> <li>• Critical Evaluation of Curriculum at School Level</li> <li>• Text Book of Physics</li> <li>• Construction of Unit Plan and Lesson Plan</li> </ul> <p><b>Activity:</b> Practice for Preparing of Unit Plan and Lesson Plan</p> <p><b>Unit III: Methods in Teaching Physics</b> (Concept, Procedure, Advantage and Limitation)</p> <ul style="list-style-type: none"> <li>• Laboratory Method</li> <li>• Problem Solving Method</li> <li>• Heuristic Method</li> <li>• Project Method</li> <li>• Demonstration Method</li> </ul> <p><b>Activity:</b> Preparation of Lesson Plan based on above method</p> <p><b>Unit IV: Resources for Physics Teaching</b></p> <ul style="list-style-type: none"> <li>• Importance of audio-visual Resources in Physics Teaching</li> <li>• Preparation and use of Improvised Teaching aids</li> <li>• Planning, Working and Importance of Physics Equipment</li> <li>• Laboratory (Manuals and precautions), Resources used in Laboratory</li> </ul> <p><b>Activity:</b> Preparation of different Resource material based on above in Physics</p>	<p><b>Curriculum at Secondary and senior secondary level</b></p> <p><b>Activity:</b> Preparation of a chart based on any of above topic</p> <p><b>Unit II: Aims, Objectives and Curriculum of Physics</b></p> <ul style="list-style-type: none"> <li>• Aims and Objectives of teaching Physics</li> <li>• Physics Curriculum at School Level -Nuffield, PSSC (Physical Science Study Committee) and HPP (Harvard Physics Projects)</li> </ul> <p><b>Activity:</b> Preparation of a chart based on any of above project</p> <p><b>Unit III: Methods in Teaching Physics</b> (Concept, Procedure, Advantage and Limitation)</p> <ul style="list-style-type: none"> <li>• Laboratory Method</li> <li>• Problem Solving Method</li> <li>• Project Method</li> <li>• Demonstration Method</li> <li>• Development of Unit Plan and Lesson Plan</li> </ul> <p><b>Activity:</b> Prepare a Lesson Plan based on any one method</p> <p><b>Unit IV: Resources for Physics Teaching</b></p> <ul style="list-style-type: none"> <li>• Role of audio-visual Resources in Physics Teaching</li> <li>• Preparation and use of Improvised Teaching Aids</li> <li>• Organization and maintenance of physics laboratory in school</li> </ul>	
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15.	<b>EDU 432: Pedagogy of Political Science</b>	Upon completion of course Student teacher will be able to: <ul style="list-style-type: none"> <li>analyse the importance of teaching Political Science at Higher Secondary level.</li> <li>apply the basic concepts of teaching in the subject.</li> <li>develop instructional objectives and plan for teaching accordingly.</li> <li>apply appropriate methods in teaching the subject.</li> <li>select and use relevant teaching aids to make learning meaningful.</li> <li>develop c</li> <li>ompetency in organising effective evaluation programme in the subject.</li> </ul>	<b>References:</b> <ol style="list-style-type: none"> <li>Aggrawal, J.C., Teaching of Political Science and Civics, Vikas Publishing House Ltd., New Delhi, 1983.</li> <li>Sharma, P.L.Modern Methods of Teaching Political Science, Sarup &amp; Sons, New Delhi, 2002.</li> <li>Chopra, J.K., Teaching of Political Science, Commonwealth Publishers, New Delhi, 2004.</li> <li>Sharma, R.N., New Methods of Teaching Political Science, ABD Publishers, Jaipur, 2005.</li> </ol>	<b>References:</b> <ol style="list-style-type: none"> <li>Aggrawal, J.C. (1983). <i>Teaching of Political Science and Civics</i>. New Delhi: Vikas Publishing House Ltd.</li> <li>Sharma, P.L. (2002). <i>Modern Methods of Teaching Political Science</i>. New Delhi: Sarup &amp; Sons.</li> <li>Chopra, J.K. (2004). <i>Teaching of Political Science</i>. New Delhi: Commonwealth Publishers.</li> <li>Sharma, R.N. (2005). <i>New Methods of Teaching Political Science</i>. Jaipur: ABD Publishers.</li> </ol> <b>e-Resources:</b> <ol style="list-style-type: none"> <li>Meaning and nature of plitical science <a href="https://www.enotes.com&gt;homework-help">https://www.enotes.com&gt;homework-help</a></li> <li><b>NCF2005</b> <a href="http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf">http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf</a></li> <li>Audio visual aids <a href="http://www.studylecturenotes.com&gt;audio-visual">www.studylecturenotes.com&gt;audio-visual</a></li> <li>Evaluation in Teaching Learning Process- <a href="http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476">http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476</a></li> <li>Teaching and Learning Process - <a href="http://egyankosh.ac.in/handle/123456789/46729">http://egyankosh.ac.in/handle/123456789/46729</a></li> <li>Tools of Teaching - <a href="http://egyankosh.ac.in/handle/12345678">http://egyankosh.ac.in/handle/12345678</a></li> </ol>	<b>No Change</b>  <b>References and Web Resources Updated</b>

				9/46746 7. Introduction of Curriculum Construction- <a href="http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf">http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf</a>	
16.	<b>EDU 433: Pedagogy of Sanskrit</b>	<p>इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ :</p> <ul style="list-style-type: none"> <li>संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जाग्रत कर भाषा-सौंदर्य से परिचित करा सकेंगी।</li> <li>संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी।</li> <li>भाषा एवं साहित्यिक दृष्टि से संस्कृत की समस्त विधाओं जैसे-गद्य, पद्य व व्याकरण का इनके शिक्षण उद्देश्यों को ध्यान में रखकर शिक्षण कर सकेंगी।</li> <li>परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।</li> <li>संस्कृत गद्य, पद्य व व्याकरण शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी।</li> <li>संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणोत्तर</li> </ul>	<p><b>सन्दर्भ पुस्तक:</b></p> <ol style="list-style-type: none"> <li>आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960.</li> <li>पाण्डे, रामशकल: संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा.</li> <li>मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000.</li> <li>भारत सरकार, शिक्षा विभाग: संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957.</li> <li>चतुर्वेदी, सीताराम: संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960.</li> <li>सफाया, रघुनाथ: संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997.</li> <li>मित्तल संतोष: शिक्षण तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ.</li> <li>द्विवेदी, कपिल: वृहद् रचना अनुवाद कौमुदी, वाराणसी.</li> <li>साहू, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.</li> </ol>	<p><b>सन्दर्भ पुस्तक :</b></p> <p>आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल</i>. बड़ौदा: आचार्य बुक डिपो.</p> <p>भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत आयोग प्रतिवेदन 1956</i>. दिल्ली: भारत सरकार प्रेस</p> <p>चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण</i>. वाराणसी: नन्द किशोर एण्ड ब्रदर्स.</p> <p>द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी</i>. वाराणसी: विश्वविद्यालय प्रकाशन.</p> <p>मित्तल, एस. (2000). <i>संस्कृत शिक्षण</i>. मेरठ: आर. लाल बुक डिपो.</p> <p>मित्तल, एस. (2012). <i>शिक्षण तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p>पाण्डे, आर. (2000). <i>संस्कृत शिक्षण</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>साहू, आर. (2012). <i>संस्कृत व्याकरण</i>. जयपुर: हंसा प्रकाशन.</p> <p>सफाया, आर. (1997). <i>संस्कृत शिक्षण</i>. चण्डीगढ़: हरियाणा साहित्य अकादमी.</p> <p>शर्मा, आर. ए. (2009). <i>शिक्षा तकनीकी</i>. मेरठ: आर. लाल बुक डिपो.</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>Pedagogy of Sanskrit Part-I: <a href="http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf">http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf</a></li> <li>Pedagogy of Sanskrit Part-II: <a href="http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf">http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf</a></li> <li>Sanskrit Language Teaching: <a href="http://www.sanskrit.nic.in/sanskrit_language_teaching.php">http://www.sanskrit.nic.in/sanskrit_language_teaching.php</a></li> </ol>	<b>No Change</b>
					<b>References and Web Resources Updated</b>

		<p>कार्यक्रमों का आयोजन एवं मूल्यांकन करने की क्षमता विकसित होगी।</p> <ul style="list-style-type: none"><li>• दृश्य-श्रव्य सामग्री के सुरुचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।</li></ul>		<p>4. Rashtriya Sanskrit Sansthan: <a href="http://www.sanskrit.nic.in/ebooks.php">http://www.sanskrit.nic.in/ebooks.php</a></p> <p>5. Methodology of Teaching Sanskrit: <a href="https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit">https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit</a></p>	
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**Name of Programme: M.Ed. (2019-21)**

**Programme Educational Objectives**

Department of Education aims to develop human resource in terms of effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.

Teacher Education program at Banasthali Vidyapith intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'noble profession'.

Department of Education purports to provide comprehensive inputs which are aimed;

- \* To study the education as a discipline.
- \* To prepare competent and enlightened teachers for different levels of education in India.
- \* To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.
- \* To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.
- \* To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.
- \* Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.
- \* To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.
- \* To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.
- \* To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.

- \* To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.
- \* To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

### **MASTERS PROGRAM SPECIFIC OUTCOMES**

On completion of Masters in Teacher Education:

- PO1 **Pedagogical Knowledge:** The student teacher will be to use enduring content and pedagogical knowledge to update their pedagogical skills.
- PO2 **Curricular Understanding:** The student teachers will be able to develop relevant, rigorous, stage appropriate curricula to modify curriculum and design instruction based on the individual needs of their students.
- PO3 **Assessment Style:** The student teachers will be able to use appropriate assessment strategies to assess students' learning and their own teaching.
- PO4 **Communication Skills:** The student teachers will be able to deliver and relate oral and written communication based on educational theory and research in guiding the instruction for diverse student needs.
- PO5 **Design Education Plans:** The student teachers will be able to evaluate and formulate education plans based on research and knowledge of legal requirements outlined in legislation, current issues, and/or public education stakeholders.
- PO6 **Leadership Skills:** The student teachers will be able to synthesize, evaluate, and refine information from an information base of scholarly resource.
- PO7 **Facing Professional Challenges:** The student teachers will be able to evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of an educational leader.
- PO8 **Research and Innovation in Education:** The student-teachers will be able to design and work individually and collaboratively on research-based changes and innovation in the field of Education and Teacher Education.
- PO9 **Applying statistically valid processes:** The student teachers will be able to employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state and national goals.
- PO10 **Social and Civic development:** The student-teachers will be able to leverage social and civic development of their students.
- PO11 **ICT integration:** Student-teacher will be able to integrate ICT in teaching-learning and assessment process to enrich professional practice.
- PO12 **Collaboration:** The student-teachers will be able to work collaboratively with their colleagues and the community to ensure quality of instructional program in the institution.
- PO13 **Life-long Learning:** Student- teacher will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

**Semester: I July 2019-December 2019**

Existing						Proposed					
<b>FIRST SEMESTER</b>						<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Course Code</b>	<b>COURSE NAME</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>						
EDU 602	Conceptual perspectives of Teacher Education	6	0	0	6		Conceptual perspectives of Teacher Education	5	0	0	5
EDU 605	Educational Research-I: Theoretical Perspectives	6	0	0	6		Educational Research-I: Theoretical Perspectives	5	0	0	5
EDU 612L	Field Experience with Teacher Education Institution	0	0	12	6		Field Experience with Teacher Education Institution	0	0	12	6
EDU 614	Philosophical Foundations of Education	6	0	0	6		Philosophical Foundations of Education	5	0	0	5
EDU 714	Historical, Political and Economic Foundations of Education	6	0	0	6		Sociological Foundations of Education	5	0	0	5
<b>Total</b>		<b>24</b>	<b>0</b>	<b>12</b>	<b>30</b>	<b>Semester Wise Total:</b>		<b>20</b>	<b>0</b>	<b>12</b>	<b>26</b>

**Semester: II December 2019-April 2020**

Existing						Proposed					
<b>SECOND SEMESTER</b>						<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Course Code</b>	<b>COURSE NAME</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>						
EDU 603L	Education as an Area of Study	0	0	12	6		Educational Research-II: Data Analysis and Interpretation	5	0	0	5
EDU 606	Educational Research-II: Data Analysis and Interpretation	6	0	0	6		Psychological Foundations of Education	5	0	0	5
EDU 616	Psychological Foundations of Education	6	0	0	6		Curriculum Studies	5	0	0	5
EDU 618	Sociological Foundations of Education	6	0	0	6		Emerging Trends and Issues in Teacher Education	5	0	0	5
EDU 708	Emerging Trends and Issues in Teacher Education	6	0	0	6		Historical, Political and Economic Foundations of Education	5	0	0	5
<b>Total</b>		<b>24</b>	<b>0</b>	<b>12</b>	<b>30</b>	<b>Semester Wise Total:</b>		<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>

**Semester: III July 2020-December 2020**

EXISTING						PROPOSED					
Course Code	COURSE NAME	L	T	P	C	Course Code	Course Name	L	T	P	C
EDU 703	Curriculum Studies	6	0	0	6		Discipline Elective-I	5	0	0	5
EDU 716	Secondary Education in Contemporary India	6	0	0	6		Discipline Elective-II	0	0	6	3
	Specialized Area – Course – I*	6	0	0	6		Communication Skills, Self Development and Yoga	0	0	6	3
	Specialized Area – Course– III A**	0	0	6	3		Communication Skills with ICT	0	0	6	3
EDU 713L	Field Work	0	0	12	6		Field Work	0	0	12	6
EDU 601L	Communication Skills, Self Development and Yoga	0	0	6	3		Secondary Education in Contemporary India	5	0	0	5
EDU 702L	Communication Skills with ICT	0	0	6	3		Reading Elective -I	0	0	0	2
	<b>Total</b>	<b>18</b>	<b>0</b>	<b>30</b>	<b>33</b>		<b>Semester Wise Total:</b>	<b>10</b>	<b>0</b>	<b>30</b>	<b>27</b>
	Specialized Area – Course – I*					Course Code	List of Discipline Elective	L	T	P	C
EDU 607	Educational Technology and Instructional Process	6	0	0	6		Educational Administration and Planning	5	0	0	5
EDU 615	principles and Procedures of Guidance and Counselling	6	0	0	6		Educational Technology and Instructional Process	5	0	0	5
EDU 604	Educational Administration and Planning	6	0	0	6		Principles and Procedures of Guidance and Counselling	5	0	0	5
EDU 613	Fundamentals of Educational Assessment and Evaluation	6	0	0	6		Fundamentals of Educational Assessment and Evaluation	5	0	0	5
	Specialized Area – Course– III A**	0	0	6	3	EDU 608L	Field Engagement in Educational Administration and Management-I	0	0	6	3
EDU 611L	Field Engagement in Educational Technology-A	0	0	6	3	EDU 611L	Field Engagement in Educational Technology-I	0	0	6	3
EDU 610L	Field Engagement in Educational Guidance and Counselling-A	0	0	6	3	EDU 610L	Field Engagement in Educational Guidance and Counselling-I	0	0	6	3
EDU 608L	Field Engagement in Educational Administration and Management-A	0	0	6	3	EDU 609L	Field Engagement in Educational Assessment and Evaluation-I	0	0	6	3
EDU 609L	Field Engagement in Educational Assessment and Evaluation-A	0	0	6	3	EDU 709L	Field Engagement in Educational Administration and Management-II	0	0	6	3
						EDU 712L	Field Engagement in Educational Technology-II	0	0	6	3
						EDU 711L	Field Engagement in Educational Guidance and Counselling-II	0	0	6	3
						EDU 710L	Field Engagement in Educational Assessment and Evaluation-II	0	0	6	3

Semester: IV December 2020-April 2021

**EXISTING**

Course Code	COURSE NAME	L	T	P	C
EDU 717	Teaching and Learning at Secondary Stage	6	0	0	6
	Specialized Area – Course – II*	6	0	0	6
	Specialized Area – Course – III B**	0	0	6	3
EDU 705D	Dissertation*			32	16
	<b>Total</b>	<b>12</b>	<b>0</b>	<b>38</b>	<b>31</b>

	Specialized Area – Course – II*				
EDU 707	Educational Technology in Practice	6	0	0	6
EDU 701	Assessment and Counselling Process	6	0	0	6
EDU 706	Educational Management	6	0	0	6
EDU 715	Procedures of Educational Assessment and Evaluation	6	0	0	6
	Specialized Area – Course – III B**				
EDU 709L	Field Engagement in Educational Administration and Management-B	0	0	6	3
EDU 710L	Field Engagement in Educational Assessment and Evaluation-B	0	0	6	3
EDU 711L	Field Engagement in Educational Guidance and Counselling-B	0	0	6	3
EDU 712L	Field Engagement in Educational Technology-B	0	0	6	3

**PROPOSED**

Course Code	Course Name	L	T	P	C
	Teaching and Learning at Secondary Stage	5	0	0	5
	Discipline Elective-III	0	0	6	3
	Open Elective	5	0	0	5
	Dissertation	0	0	28	14
	Reading Elective-II	0	0	0	2
	<b>Semester Wise Total:</b>	<b>10</b>	<b>0</b>	<b>34</b>	<b>29</b>

Course Code	List of Reading Elective	L	T	P	C
	Peace Education	0	0	0	2
	Value Education	0	0	0	2
	Human Right Education	0	0	0	2
	Conceptual Basis of Education	0	0	0	2
	Education as Interdisciplinary knowledge	0	0	0	2
	Socio-Cultural context of Education	0	0	0	2
	Supportive Mechanism of Education	0	0	0	2
	Understanding School Context	0	0	0	2
	Action Research for Teachers (SWAYAM Online Course)	0	0	0	2

Name of Programme: M.Ed. (2019-21)

Course Details:

I Semester July-December, 2019

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 602: Conceptual Perspectives of Teacher Education	Upon completion of course Students will be able to -  <ul style="list-style-type: none"> <li>explain the concept and objectives of teacher education.</li> <li>discuss the development of teacher education.</li> <li>analyze the diversification in teacher education.</li> <li>explain the concept, inputs, evaluation in pre-service teacher education.</li> <li>describe in-service teacher education and various agencies involved in in-</li> </ul>	<b>References:</b> 1. Aggarwal, J.C. (1988). <i>Teacher Role, Status and Service Condition in India</i> . New Delhi: Dooba House. 2. Gupta, Arun K. (1984). <i>Teacher Education Current and Prospects</i> . New Delhi: Sterling Publishers Pvt. Ltd. 3. Mangla, Sheela. (2001). <i>Teacher Education: Trends and Strategies</i> . New Delhi: Radha Publications. 5. Mohanty, Jagannath. (2007). <i>Teacher Education</i> . New Delhi: Deep & Deep publications Pvt. Ltd. 6. Mohan, Radha. (2011). <i>Teacher Education</i> . New Delhi: PHI Learning Pvt. Ltd. 7. NPE. (1986). <i>National Policy on Education</i> . New Delhi : Government of India. MHRD. 8. NCTE. (1998). <i>Policy perspective in Teacher Education, Critique &amp; Documentation</i> . New Delhi: National Council for Teacher Education. 9. POA. (1988). <i>Programme of Action on NPE-1986</i> . New	<b>References:</b> Rao, Digumati Bhaskara. (1998). <i>Teacher Education in India</i> . New Delhi : Discovery Publishing House. RSEC.(1962). <i>Report of the Secondary Education Commission (1952-53)</i> . New Delhi: Government of India. REC.(1966). <i>Report of the Education Commission (1964-66) Summary and Recommendations</i> . New Delhi : Ministry of Education, Govt. of India. Saxena, N.R. and Others, (2011). <i>Teacher Education</i> . Meerut : R. Lal Book Depot. Sharma, Shashi Prabha, (2003). <i>Teacher Education Principles, Theories and practices</i> . New Delhi: Kanishka Publishers & Distributors. Singh L.C. and Sharma P.C. (1995). <i>Teacher Education and the Teachers</i> . New Delhi :Vikas Publications Varma, Neeru.( 2008). <i>Teacher Education</i> . New Delhi : Ayush publisher's and distributor's. जोशी, दिनेश चन्द्र एवं चतरसिंह मेहता.(1995). <i>शिक्षक प्रशिक्षण के सिद्धांत और समस्यायें</i> . जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी. एन.सी.टी.ई.(2001). <i>अध्यापक शिक्षा में नीतिगत परिदृश्य, विवेचन एवं प्रलेखन</i> . नई दिल्ली : राष्ट्रीय अध्यापक शिक्षा परिषद्, Gupta, Arun K. (1984). <i>Teacher Education Current and Prospects</i> . New Delhi: Sterling Publishers Pvt. Ltd. सक्सेना, एन. आर. एवं अन्य.(2007). <i>अध्यापक शिक्षा</i> . मेरठ : आर० लाल बुक डिपो. शर्मा, आर. ए. (2010). <i>अध्यापक शिक्षा एवं प्रशिक्षण तकनीकी</i> .	<b>No Change</b>  References and Web Resources updated

		<p>service teacher education.</p> <ul style="list-style-type: none"> <li>analyze the distance mode in teacher education.</li> </ul>	<p>Delhi : Government of India. MHRD.</p> <p>10. Rao, Digumati Bhaskara. (1998). <i>Teacher Education in India</i>. New Delhi : Discovery Publishing House.</p> <p>12. RSEC.(1962). <i>Report of the Secondary Education Commission (1952-53)</i>. New Delhi: Government of India. MHRD.</p> <p>13. REC.(1966). <i>Report of the Education Commission (1964-66) Summary and Recommendations</i>. New Delhi : Ministry of Education, Govt. of India.</p> <p>14. Saxena, N.R. and Others, (2011). <i>Teacher Education</i>. Meerut : R. Lal Book Depot.</p> <p>15. Sharma, Shashi Prabha, (2003). <i>Teacher Education Principles, Theories and practices</i>. New Delhi: Kanishka Publishers &amp; Distributors.</p> <p>16. Singh L.C. and Sharma P.C. (1995). <i>Teacher Education and the Teachers</i>. New Delhi :Vikas Publications</p> <p>17. Varma, Neeru.( 2008). <i>Teacher Education</i>. New Delhi : Ayush publisher's and distributor's.</p> <p>18. जोशी, दिनेश चन्द्र एवं चतरसिंह मेहता.(1995). <i>शिक्षक प्रशिक्षण के सिद्धांत और समस्यायें</i>. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>19. एन.सी.टी.ई.(2001).<i>अध्यापक शिक्षा में नीतिगत परिदृश्य, विवेचन एवं प्रलेखन</i>. नई दिल्ली : राष्ट्रीय अध्यापक शिक्षा परिषद्,</p>	<p>मेरठ : आर० लाल बुक डिपो.</p> <p>शर्मा, आर. ए.(2007). <i>भारतीय शिक्षा प्रणाली का विकास</i>. मेरठ : आर० लाल बुक डिपो.</p> <p>गुप्ता, एस. पी. एवं गुप्ता, अलका . (2007). <i>मुक्त एवं दूरस्थ शिक्षा</i>. इलाहाबाद : शारदा पुस्तक भवन.</p> <p>Mangla, Sheela. (2001). <i>Teacher Education: Trends and Strategies</i>. New Delhi: Radha Publications.</p> <p>Mohanty, Jagannath. (2007). <i>Teacher Education</i>. New Delhi: Deep &amp; Deep publications Pvt. Ltd.</p> <p>Mohan, Radha. (2011). <i>Teacher Education</i>. New Delhi: PHI Learning Pvt. Ltd.</p> <p>NPE. (1986). <i>National Policy on Education</i>. New Delhi : Government of India. MHRD.</p> <p>NCTE. (1998). <i>Policy perspective in Teacher Education, Critique &amp; Documentation</i>. New Delhi: National Council for Teacher Education.</p> <p>POA. (1988). <i>Programme of Action on NPE-1986</i>. New Delhi : Government of India. MHRD.</p> <p>Aggarwal, J.C. (1988). <i>Teacher Role, Status and Service Condition in India</i>. New Delhi: Dooba House.</p> <p>MHRD.</p> <p><b>e-Resource:</b></p> <ul style="list-style-type: none"> <li>Teacher Education in Pre-Independence of India- <a href="https://www.researchgate.net/publication/329528233_Teacher_Education_in_Pre-Independence_India">https://www.researchgate.net/publication/329528233_Teacher_Education_in_Pre-Independence_India</a></li> <li>Development of Teacher Education in Post Independent India-<a href="http://oaji.net/articles/2017/1115-1491480_386.pdf">http://oaji.net/articles/2017/1115-1491480_386.pdf</a></li> <li>Objective and Organization across the level of Pre service Teacher Education- <a href="http://dceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf">http://dceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf</a></li> <li>Nature and Scope of Teacher Education- <a href="http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf">http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf</a></li> <li>Meaning and purpose of in-service teacher education-</li> </ul>	
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2.	EDU 605: Educational Research-I: Theoretical Perspective	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>describe the concepts of research and educational research.</li> <li>discuss the nature and scope of educational research.</li> <li>describe and differentiate various kinds of research as well</li> </ul>	<p><b>Section-A</b></p> <ul style="list-style-type: none"> <li><b>Research as a Scientific Inquiry and Research Problem</b></li> <li>Research: Concept &amp; Objectives</li> <li>Educational Research: <del>Meaning, Need &amp; Importance, Characteristics &amp; Limitations.</del></li> <li>Various types of Research: <ul style="list-style-type: none"> <li>Basic Research,</li> <li>Applied Research</li> <li>Action Research.</li> </ul> </li> <li>Identification of Research Problem: Role of experience, common sense, discussion,</li> </ul>	<p><b>Section-A</b></p> <ul style="list-style-type: none"> <li><b>Research as a Scientific Inquiry and Research Problem</b></li> <li>Research: Concept &amp; Objectives</li> <li>Educational Research: Concept, Importance, &amp; Limitations.</li> <li>Various types of Research: nature and objectives <ul style="list-style-type: none"> <li>Basic Research,</li> <li>Applied Research</li> <li>Action Research.</li> </ul> </li> <li>Identification of Research Problem: Role of experience, common sense, discussion, literature</li> <li>Variables: Concept and Kinds.</li> <li>Research problem formulation <ul style="list-style-type: none"> <li>Identification of specific research questions</li> <li>Defining the problem</li> </ul> </li> </ul>	References and Web Resources updated



		<p>their aspects.</p> <ul style="list-style-type: none"> <li>• reflect on methodological issues involved in educational research.</li> <li>• explain the process of research proposal writing.</li> <li>• show the skills of design a research proposal.</li> </ul>	<p>literature</p> <ul style="list-style-type: none"> <li>- Variables: Concept and Kinds.</li> <li>- Research problem formulation <ul style="list-style-type: none"> <li>• Identification of specific research questions</li> <li>• Defining the problem</li> </ul> </li> <li>• <b>Evolving a conceptual framework</b></li> <li>- Evolving a conceptual framework <ul style="list-style-type: none"> <li>• Understanding and organizing concepts/constructs in a defined purview.</li> <li>• Meaning and relevance of conceptual framework.</li> <li>• Reviewing the related literature for formulating conceptual framework - <del>Meaning</del>, Sources and Importance.</li> </ul> </li> </ul> <p><b>Section-B</b></p> <ul style="list-style-type: none"> <li>• <b>Research Hypothesis</b></li> <li>- Hypothesis: Meaning, Sources, Criteria's of a good Hypothesis</li> <li>- Various forms of Hypothesis- <del>Alternative</del>, Directive, Null</li> <li>• <b>Sampling design</b></li> <li>- Sources of data: Primary and Secondary</li> <li>- <del>Nature of data: Primary and Secondary</del></li> <li>- Sampling design: Meaning, Steps and features.</li> <li>- Types of sampling: Random, Stratified, Cluster, Purposive and Incidental.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evolving a conceptual framework</b></li> <li>- Evolving a conceptual framework <ul style="list-style-type: none"> <li>• Understanding and organizing concepts/constructs in a defined purview.</li> <li>• Meaning and relevance of conceptual framework.</li> <li>• Reviewing the related literature for formulating conceptual framework - Sources and Importance.</li> </ul> </li> </ul> <p><b>Section-B</b></p> <ul style="list-style-type: none"> <li>• <b>Research Hypothesis</b></li> <li>- Hypothesis: Meaning, Sources, Criteria's of a good Hypothesis</li> <li>- Various forms of Hypothesis- <b>Research</b> , Directive, Null</li> <li>• <b>Sampling design</b></li> <li>- Sources of data: Primary and Secondary</li> <li>- Sampling design: Meaning, Steps and features.</li> <li>- Types of sampling: Random, Stratified, Cluster, Purposive and Incidental.</li> <li>• <b>Educational Research and designs</b></li> <li>- Concept, basic features and limitations of following - <ul style="list-style-type: none"> <li>• Survey Research</li> <li>• Experimental Research- <ul style="list-style-type: none"> <li>o Post Test design</li> <li>o Pre-Post Test design</li> </ul> </li> </ul> </li> </ul> <p><b>Section-C</b></p> <ul style="list-style-type: none"> <li>• <b>Qualitative Research-</b> <ul style="list-style-type: none"> <li>o Philosophical</li> <li>o Phenomenological</li> <li>o Case Study</li> </ul> </li> <li>• <b>Various Research Tools and Techniques</b></li> <li>- <b>Research tools: need Characteristics and limitations</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Sociometry</li> <li>• Questionnaire</li> <li>• Standardized Psychological Test</li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>• <b>Educational Research and designs</b></li> <li>- Concept, basic features and limitations of following - <ul style="list-style-type: none"> <li>• Survey Research</li> <li>• Experimental Research- <ul style="list-style-type: none"> <li>o Post Test design</li> <li>o Pre-Post Test design</li> <li>o Randomized block design</li> </ul> </li> </ul> </li> </ul> <p><b>Section-C</b></p> <ul style="list-style-type: none"> <li>• <b>Qualitative Research-</b> <ul style="list-style-type: none"> <li>o Philosophical</li> <li>o Phenomenological</li> <li>o Case Study</li> </ul> </li> <li>• <b>Various Research Tools and Techniques</b></li> <li>- Concept of research tools and their need</li> <li>- Characteristics and limitations of following tools- <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Sociometry</li> <li>• Questionnaire</li> <li>• Checklist</li> <li>• Standardized Psychological Test</li> <li>• Rating Scales</li> </ul> </li> <li>• <b>Research Proposal Writing</b></li> </ul> <p><b>Practicum: Any two</b></p> <ol style="list-style-type: none"> <li>1. Designing a research proposal for any one research study.</li> <li>2. Appraisal of research design.</li> </ol>	<ul style="list-style-type: none"> <li>• Rating Scales</li> <li>• <b>Research Proposal Writing</b></li> </ul> <p><b>Practicum: Any two</b></p> <ol style="list-style-type: none"> <li>1. Designing a research proposal for any one research study.</li> <li>2. Appraisal of research design.</li> <li>3. Presentation of a term paper .</li> <li>4. Collection of information from any primary/secondary sources.</li> </ol> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Best, John W., &amp; Kahn, V. (2006). <i>Research in Education</i>. New Delhi: Pearson Education.</li> <li>• Bruke, Johnson., &amp; Christensen, Larry. (2012). <i>Educational Research</i>. New Delhi: Sage Publication.</li> <li>• Fox, David J. (1969). <i>The Research Process in Education</i>, New York: Holt, Rinehot &amp; Winston Inc.</li> <li>• जैन बी. एम. (2010). <i>शोध प्रविधि एवं क्षेत्रीय तकनीक</i>, जयपुर : रिसर्च पब्लिकेशन्स.</li> <li>• कपिल, एच. के. (2006). <i>अनुसंधान विधियाँ</i>, आगरा, : भार्गव बुक हाउस.</li> <li>• Kerlinger, Fred N. (1973). <i>Foundations of Behavioural Research</i>. New York: Hold Rinehart &amp; Winston IUC.</li> <li>• Khanzode, V. V. (1995). <i>Research Methodology - Techniques &amp; Trends</i>. New Delhi: P.P.H. Publishing Corporation.</li> <li>• Mangal, S.K., &amp; Mangal, S. (2018). <i>Research Methodology in Behavioural Science</i>. Delhi: PHI Learning Private Limited.</li> <li>• McMillan, James H., &amp; Schumacher, Sally. (2010). <i>Research in Education</i>. New York: Pearson Publication.</li> <li>• Pal, S.K., &amp; Saxena, P.C. (1989). <i>Quality control in Educational Research</i>. New Delhi: Metropolitan Book Company.</li> <li>• Pandey, K.P. (2010). <i>Fundamentals of Educational Research</i>, Varanasi: Vishwavidyalya Prakashan.</li> <li>• रायजादा, बी. एस. (2010). <i>शिक्षा में अनुसंधान के मूल</i></li> </ul>	
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			<p>Ltd., New Delhi.</p> <p>9. I Subby Reddy T.P. Bappa Rao, 1995. Research Methodology &amp; Statistical Measures, Reliance Publishing House, New Delhi.</p> <p>10. Travers, Robert HMW, 1964, An Introduction to Educational Research Macmillan Co., New York.</p> <p>11. Yadav M.S. &amp; Shib K. Mitra (eds.) 1989, Educational Research - Methodological Perspectives, Centre of Advanced Study in Education, M.S. University of Baroda, Baroda.</p> <p>12. Khanzode V.V. 1995, Research Methodology - Techniques &amp; Trends, P.P. H. Publishing Corporation, New Delhi.</p> <p>13. कपिल, एच. के. (2006), अनुसंधान विधियों, आगरा, : भार्गव बुक हाउस.</p> <p>14. Pandey, K.P. (2010), Fundamentals of Educational Research, Varanasi: Vishwavidyalya Prakashan.</p> <p>15. जैन बी. एम. (2010). शोध प्रविधि एवं क्षेत्रीय तकनीक, जयपुर : रिसर्च पब्लिकेशन्स.</p> <p>16. रायजादा, बी. एस. (2010), शिक्षा में अनुसंधान के मूल आधार जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</p>		
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3.	EDU 614: Philosophical Foundations of Education	<p>Upon completion of course Student will be able to</p> <ul style="list-style-type: none"> <li>reflect on concept and nature of education</li> <li>appreciate philosophical base of education</li> <li>analyze Indian and Weston philosophical base for education</li> <li>critically analyze epistemological and Axiological issues on education</li> <li>apply philosophical Inquiry for analyzing the education issues</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Broudy, Harry S., 1965, Building a Philosophy of Education. Prentice Hall of India Pvt. Ltd., New Delhi.</li> <li>Butler, Donald, 1968, Four philosophics and their practice in Education, Iied. Harper and Row Publishers, New York.</li> <li>Dupuis, Adrain M., 1966, Philosophy of Education in Historical Perspective, Thomson Press India., New Delhi.</li> <li>Ellis, Arthur K. John. J. Cogan, Kenneth R. Howey, 1981, Introduction to Foundations of Education, Iied. Prentice Hall, New Jersey.</li> <li>Henderson, 1947, Introduction to Philosophy of Education. The University of Chicago Press, Chicago.</li> <li>Morrish, Ivor, 1961, Disciplines of Education, George Allen and Unwin Ltd., London.</li> <li>Sharma S.R. ed., 1996, Philosophy of Education, vols, I to X, Mohit Publications, New Delhi.</li> <li>Taneja V.R., 1977, Socio Philosophical Approach to Education, Atlantic Publishers and Distributors, New Delhi.</li> <li>Aggarwal, J.C., Theory and Principles of Education, Vikas publishing House Pvt. Ltd., Noida, 2007.</li> <li>Brubacher, John. S., Modern philosophies of Education, 3rd</li> </ol>	<p><b>References:</b></p> <p>Broudy, Harry S. (1965). <i>Building a Philosophy of Education</i>. New Delhi: Prentice Hall of India Pvt. Ltd.</p> <p>Brubacher, John. S. (1962). <i>Modern philosophies of Education</i> (3rd edi.). New York : Mc Grew hill book Company. Inc.</p> <p>Ellis, A.K., John Tcofan., &amp; Kenneth R. Howey.(1986). <i>Introduction to the Foundations of education</i>. New Jercey: Prentice Hall Englewood Cliffs.</p> <p>Gupta, R. &amp; Bajaj, M.M. (2008). <i>Principles of Education</i>. New Delhi: Sahib Publishers and distributors.</p> <p>Mishra, P.K. &amp; Dash, P.C. (2010). <i>An Introduction to Philosophical and Sociological foundations of education</i>. New Delhi : Manglam Publication.</p> <p>Chandra, S.S. &amp; Sharma, R.K. (2007). <i>Philosophy of Education</i>. New Delhi: Atlantic Publishers &amp; Distributors Pvt. Ltd.</p> <p>Ghanta, R. &amp; Dash, B.N. (2006). <i>Foundations of Education</i>. NewDelhi : Neelkant Publishers' Pvt. Ltd.</p> <p>पाण्डेय, रामशकल.(2003). <i>उदीयमान भारतीय समाज में शिक्षक</i>. आगरा: विनोद पुस्तक मंदिर.</p> <p>सक्सेना, एन0आर0स्वरूप एवं चतुर्वेदी, शिखा.(2006). <i>उदीयमान भारतीय समाज में शिक्षक</i>. मेरठ : आर0 लाल0 बुक डिपो. बिहारी. रमन लाल, (1995). <i>शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत</i>. मेरठ : रस्तौगी पब्लिकेशन्स.</p> <p>Butler, Donald. (1968). <i>Four philosophics and their practice in Education</i> (Iied.). New York : Harper and Row Publishers,</p> <p>चौबे, सरयुप्रसाद.(1993). <i>शिक्षा के दार्शनिक, ऐतिहासिक एवं समाजशास्त्रीय आधार</i>. मेरठ : आर0 लाल0 बुक डिपो.</p> <p>ओड, एल0 के0.(2004). <i>शिक्षा की दार्शनिक पृष्ठभूमि</i>. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.</p> <p>गुप्त, रामबाबू(1983). <i>महान पाश्चात्य शिक्षा शास्त्री</i>. कानपुर :</p>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>
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4.	EDU 618: Sociological Foundations of Education	<p>Upon completion of course Student Teacher will be able to analyze sociological basis of education.</p> <ul style="list-style-type: none"> <li>• explain the role of Education in Social Structure and Social Stratification.</li> <li>• analyze the role of education in Social Control and Social Mobility.</li> <li>• observe and analyze Social Changes in the Society.</li> <li>• discuss issues related to society and education.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Brembeck Cole, 1971, "Social Foundations of Education". New York (Sec.Ed.) John Wiley and sons.</li> <li>2. Cook L.A. and E.F. 1960, "A Sociological Approach to Education" New York, McGraw Hill Book Co. (3rd Ed.)</li> <li>3. Corwin Ronald, G 1965, "A Sociology of Education", New York Appleton Century Croft.</li> <li>4. Dinkar, Ram Dhari Singh, 1970 "Sanakriti ke Char Adhyay" Patna, Udayanchal Prakashan.</li> <li>5. Dube, S.C. 1967, "Modernisation and its Adaptive Demands on Indian Society", NCERT, New Delhi.</li> <li>6. Havinghurst, Robert and Newgarten L., 1957 "Society and Education" Boston Allyn &amp; Becon.</li> <li>7. Kneller, George, F.1963 "Foundations of Education" New York, John Wiley and Sons.</li> </ol>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• दुबे, एस. (1994). <i>शिक्षा, समाज और भविष्य</i>. राधाकृष्ण प्रकाशन.</li> <li>• गुप्त, आर. बी. (1996). <i>भारतीय शिक्षा का विकास एवं सामयिक समस्याएँ</i>. आगरा: रतन प्रकाशन मंदिर.</li> <li>• हैलन, जी० सी. (1976). <i>सामाजिक संरचना एवं सामाजिक संस्करण</i>. मेरठ: रस्तोगी पब्लिकेशन.</li> <li>• जौहरी, वी० पी०, एवं पाठक, पी० डी. (2005). <i>भारतीय शिक्षा का इतिहास</i>. आगरा: विनोद पुस्तक मंदिर.</li> <li>• Kelsall, R.K., &amp; Kelsall., H.M. (1974). <i>Stratification</i>. London: Longman Group Ltd.</li> <li>• Mann, R.S. (1979). <i>Social Structure, Social change and future trends</i>. Jaipur: Rawat Publication.</li> <li>• Mayhew, A. &amp; James, H.R. <i>Development of Education system in India</i>. Dehradun: Reprint publication.</li> <li>• Mohanty, J. (1986). <i>Indian Education in the Emerging Society</i>. New Delhi: Sterling Publishers Pvt. Ltd.</li> <li>• Mohanty, J. (2000). <i>Current Trends in Higher Education</i>. New Delhi: Deep &amp; Deep Publication Pvt. Ltd.</li> <li>• Prasad. (2004). <i>Education and Society (I<sup>st</sup> Ed)</i>. New Delhi: Kanishka Publishers.</li> <li>• रुहेला, एस. (2012). <i>भारतीय शिक्षा का समाजशास्त्र</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>• रुहेला, एस. एवं शर्मा आर. के. <i>शिक्षा का समाजशास्त्र, मूल सम्प्रत्यय और सिद्धांत</i>. लखनऊ: उत्तरप्रदेश हिन्दी ग्रन्थ अकादमी.</li> <li>• Ruhela. (2010). <i>Social Foundation of Education</i>. Maya Prakashan Mandir.</li> <li>• Saxena, N.R. (1995). <i>Principles of Education</i>. Meerut: R. Lall Book Depot.</li> <li>• Sharma, K. (2003). <i>Sociological Philosophy of Education</i>. New Delhi: Kanishka Publishers.</li> </ul>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>
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			<p>"Foundations of Education, Social Perspectives," Prentice Hall, Inc., 1979.</p> <p>25 दुबे, श्यामाचरण शिक्षा समाज और भविष्य, राधाकृष्ण प्रकाशन, 1994.</p> <p>26 गुप्त, रामबाबू "भारतीय शिक्षा का विकास एवं सामयिक समस्यायें" रतन प्रकाशन मंदिर, आगरा, 1996.</p> <p>27 जैन, शशी के, "भारतीय शिक्षा का अध्ययन" रिसर्च पब्लिकेशन्स, नई दिल्ली, 1987.</p> <p>28 जौहरी, वी० पी० एवं पाठक, पी० डी०, "भारतीय शिक्षा का इतिहास," विनोद पुस्तक मंदिर, आगरा., 2005.</p> <p>29 हैलन, जी० सी०, "सामाजिक संरचना एवं सामाजिक संस्तरण," रस्तोगी पब्लिकेशन, मेरठ, 1976.</p> <p>30 रुहेला, सत्यपाल एवं शर्मा राजेन्द्रकुमार, "शिक्षा का समाजशास्त्र," मूल सम्प्रत्यय और सिद्धांत," उत्तरप्रदेश हिन्दी ग्रन्थ अकादमी, लखनऊ, 2007.</p> <p>31 शर्मा योगेन्द्र कुमार, मधुलिका शर्मा "शिक्षा के समाजशास्त्रीय आधार", कनिष्क पब्लिशर्स, 2008.</p> <p>32 शर्मा, गणपतिराय, "शिक्षा एवं भारतीय समाज," राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1993.</p>	
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M.Ed. (II Semester)

December, 2019 -April, 2020

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU606: Educational Research-II: Data Analysis and Interpretation</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>• Develop skill in presentation of data through different forms of graphs</li> <li>• Analyze applications of NPC</li> <li>• Interpret a given set of data after analysis</li> <li>• Apply inferential statistics in data analysis</li> <li>• Differentiate quantitative and qualitative methods of analysis</li> <li>• Reflect on different qualitative methods of research</li> <li>• Write a research report in a proper way</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Ferguson, G.A., 1976, Statistical Analysis in Psychology and Education, Tokyo; Mc.Graw Hill Book Co.</li> <li>2. Garrett, H.E., 1969, Statistics in Psychology and Education, Bombay : Vakils Feffer and Simons Pvt. Ltd.</li> <li>3. Guilford, J.P. 1956 Fundamental Statistics in Psychology and Education, Mc. Graw Hill Bookd Co., New York.</li> <li>4. Kerlinger, F.N. 1983, Foundations of Behavioural Research, Surjeet Publication, Delhi.</li> <li>5. Khanzode V. V., 1995, Research Methodology: Techniques and Trends, A.P.H. Publishing Corporation, New Delhi.</li> <li>6. Lal, J.N. 1996, Manovigyan Aur Shiksha Main Shankhyiki, Radha Publications, New Delhi.</li> <li>7. Mendenhall, William &amp; Madelaine Ramey 1973, Statistics for Psychology, Duxbury Press, Cal.</li> <li>8. Mc. Millan, H.J.&amp; Schumacher, Sall, 1989, Research in Education, U.S.A. : Harper Colling Publishers.</li> </ol>	<p><b>References:</b></p> <p>Ferguson, G.A. (1976). <i>Statistical Analysis in Psychology and Education</i>. Tokyo: Mc.Graw Hill Book Co.</p> <p>Selltiz, Charie and others.(1969). <i>Research Methods in Social Relations</i>.U. K.: Methuen &amp; Co.</p> <p>Garrett, H.E. (1969). <i>Statistics in Psychology and Education</i>. Bombay : Vakils Feffer and Simons Pvt. Ltd.</p> <p>Guilford, J.P. (1956). <i>Fundamental Statistics in Psychology and Education</i>. New York:Mc. Graw Hill Book Co.</p> <p>Kerlinger, F.N. (1983). <i>Foundations of Behavioural Research</i>. Delhi: Surjeet Publication.</p> <p>Khanzode V. V. (1995). <i>Research Methodology: Techniques and Trends</i>. New Delhi: A.P.H. Publishing Corporation.</p> <p>Lal, J.N. (1996). <i>Manovigyan Aur Shiksha Main Shankhyiki</i>. New Delhi:Radha Publications.</p> <p>Mendenhall, W. &amp; Madelaine R. (1973). <i>Statistics for Psychology</i>. Cal:Duxbury Press.</p> <p>Mc. Millan, H.J.&amp; Schumacher, Sall. (1989). <i>Research in Education</i>. U.S.A. : Harper Colling Publishers.</p> <p>Subbi Reddy T. &amp; P. Bappa Rao (1995). <i>Research Methodology and Statistical Measures</i>. New Delhi: Reliance Publishing House.</p> <p><b>e- Resources:</b></p> <ol style="list-style-type: none"> <li>1. Pandey,P. &amp; Pandey, M.M., 2015, Research Methodology: Tools and Techniques. Retried from: <a href="http://euacademic.org/BookUpload/9.pdf">http://euacademic.org/BookUpload/9.pdf</a></li> <li>2. Kumar, R.,2011, Research Methodology. Retried from: <a href="http://www.sociology.kpi.ua/wp-">http://www.sociology.kpi.ua/wp-</a></li> </ol>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>

			<p>9. Subbi Reddy T. &amp; P. Bappa Rao, 1995, Research Methodology and Statistical Measures, Reliance Publishing House, New Delhi.</p> <p>10. Selltitz, Charie and others, 1969, Research Methods in Social Relations, U. K. Methuen &amp; Co.</p>	<p><a href="content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf">content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</a></p> <p>3. Kothari, C.R., 2004, Research Methodology: Tools and Techniques. Retried from: <a href="http://www.modares.ac.ir/uploads/Agri.Oth.Lib.17.pdf">http://www.modares.ac.ir/uploads/Agri.Oth.Lib.17.pdf</a></p> <p>4. <a href="http://www.stat.cmu.edu/~hseltman/309/Book/chapter2.pdf">http://www.stat.cmu.edu/~hseltman/309/Book/chapter2.pdf</a></p> <p>5. <a href="http://www.sxccal.edu/TwinningProgramme/downloads/MBA-ResearchMethodology-1stYear.pdf">http://www.sxccal.edu/TwinningProgramme/downloads/MBA-ResearchMethodology-1stYear.pdf</a></p>	
2.	<b>EDU 616: Psychological Foundations of Education</b>	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> <li>describe and analyze the Psychological Foundation of Education.</li> <li>explain the meaning, nature and kinds of learning.</li> <li>discuss the basic ideas, components of major schools of learning and their contribution to Education.</li> <li>explain the concept of motivation and discuss its implication in Educational process.</li> <li>recognize and appreciate unique traits in the learner as an individual.</li> <li>describe the learner as a group member.</li> </ul>	<p><b>References:</b></p> <p>1 Lindgran, Herry Clay (1980) Educational Psychology in the classroom (VI edi), Oxford University Press, New York.</p> <p>2 Lefrancois, Guy R. (1982) Psychology for teaching, (II Edi), Wadsworth publishing company, California.</p> <p>3 Felker, Donall W. (1974) Building positive self concept, B Vurgess puglising company, U.S.A.</p> <p>4 Behr, A.L. (1983), Psychology and the School, Butterworths, Durban.</p> <p>5 Mangal, S.K. (2008), Advanced Educational Psychology, (II Edi), Prentice Hall of India Pvt. Ltd., New Delhi.</p> <p>6 Nambiar, K.K. Vijyan (2007), Psychology of Learning and instruction, Neelkamal publications Pvt. Ltd. New Delhi.</p> <p>7 Morris Charles, G. (1976), Psychology: An Introduction,</p>	<p><b>References:</b></p> <p>Lindgran, H.C. (1980). <i>Educational Psychology in the classroom</i>. New York: Oxford University Press.</p> <p>Bhargava, M. (1997). <i>Modern Psychological Testing and Measurement</i>. Agra: Bhargav House.</p> <p>Yadav, M.S. &amp; T.K.S. Laxmi. (2003). <i>Conceptual Inputs for Secondary School Teachers</i>. New Delhi: NCTE.</p> <p>DuBais., Nelson.F.,George,F.A.,Lverson. &amp; Richard, K. Staley. (1979). <i>Educational Psychology and Instructional Decisions</i>, Geogdown Antario : The Dorcy Press.</p> <p>Chauhan, S.S. (1998). <i>Advanced Educational Psychology</i>. .New Delhi: Vikas Publishers.</p> <p>Lefrancois, G. R. (1982). <i>Psychology for teaching</i>. California: Wadsworth Publishing Company.</p> <p>Felker, D.W. (1974). <i>Building Positive Self Concept</i>. USA: B Vurgess Publishing Company.</p> <p>Behr, A.L. (1983). <i>Psychology and the School</i>. Durban: Butterworths.</p> <p>Mangal, S.K. (2008). <i>Advanced Educational Psychology</i>. New Delhi: Prentice Hall of India Pvt. Ltd.</p> <p>Nambiar, K.K. Vijyan. (2007). <i>Psychology of Learning and instruction</i>. New Delhi: Neelkamal</p>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>

		<ul style="list-style-type: none"> <li>analyze the psychological process of group and apply various ways to make it effective.</li> </ul>	<p>Prentice Hall, New Jersey.</p> <p>8 Child Dennis (2010), Psychology and the teacher, continuum international publishing group, New York.</p> <p>9 Woolfolk, Anita (2005), Educational Psychology, Pearson Educational Pvt. Ltd., New Delhi.</p> <p>10 Bhargava, Mahesh (1997), Modern Psychological Testing and Measurement, Bhargava House, Agra.</p> <p>11 Yadav, M.S. and T.K.S. Laxmi (2003), conceptual inputs for secondary school teachers, NCTE, New Delhi.</p> <p>12 DuBais NelsonF, George F.A.Lverson and Richard K Staley (1979), Educational Psychology and Instructional Decisions, The Dorcy Press, Geogdown antario.</p> <p>13 Chauhan, S.S (1998), Advanced Educational Psychology, .Vikas Publishers, New Delhi.</p>	<p>Publications Pvt. Ltd.</p> <p>Morris,C.G. (1976). <i>Psychology: An Introductio</i>. New Jersey: Prentice Hall.</p> <p>Child, D. (2010). <i>Psychology and the Teacher</i>. New York: Continuum International Publishing Group.</p> <p>Woolfolk, A. (2005), <i>Educational Psychology</i>. New Delhi: Pearson Educational Pvt. Ltd.</p> <p><b>e-Resources:</b></p> <ol style="list-style-type: none"> <li>Cognitive Theory of Piaget- <a href="https://www.simplypsychology.org/piaget.html">https://www.simplypsychology.org/piaget.html</a></li> <li>Operant Conditioning Theory of Skinner- <a href="https://www.simplypsychology.org/operant-conditioning.html">https://www.simplypsychology.org/operant-conditioning.html</a></li> <li>Motivation- <a href="http://www.yourarticlelibrary.com/motivation/motivation-theories-top-8-theories-of-motivation-explained/35377">http://www.yourarticlelibrary.com/motivation/motivation-theories-top-8-theories-of-motivation-explained/35377</a></li> <li>Individual Differences- <a href="http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557">http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557</a></li> <li>Cognitive Theory of Bruner- <a href="https://www.simplypsychology.org/bruner.html">https://www.simplypsychology.org/bruner.html</a></li> </ol>	
3.	<b>EDU 703 Curriculum Studies</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>define curriculum.</li> <li>identify the components of curriculum.</li> <li>describe the various principles of curriculum.</li> <li>explain various</li> </ul>	<p><b>References</b></p> <ul style="list-style-type: none"> <li>Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques, New Delhi Book Enclave.</li> <li>Aggarwal, J.C (1990): Curriculum Reform in India-World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book</li> </ul>	<p><b>References</b></p> <p>Aggarwal, Deepak (2007). <i>Curriculum development: Concept, Methods and Techniques</i>. New Delhi: Book Enclave.</p> <p>Aggarwal, J.C. (1990). <i>Curriculum Reform in India- World overviews</i>. Doaba World Education Series-3 Delhi: Doaba House, Book seller and Publisher.</p> <p>Arora, G.L. (1984). <i>Reflections on Curriculum</i>. New Delhi: NCERT.</p> <p>Balsara, M. (2006). <i>Principles of curriculum construction</i>. New Delhi: Kanishka</p>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>

		<p>determinants of curriculum.</p> <ul style="list-style-type: none"> <li>describe and analyze various approaches to curriculum.</li> <li>describe various models of curriculum development.</li> </ul>	<p>seller and Publisher.</p> <ul style="list-style-type: none"> <li>Arora, G.L. (1984): Reflections on Curriculum. NCERT.</li> <li>Dewey, John (1966): The Child and the Curriculum. The University of Chicago Press.</li> <li>McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.</li> <li>NCERT (2005): National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.</li> <li>NCERT (2000): National Curriculum Framework for School Education, NCERT, New Delhi.</li> <li>Oliva, Peter F. (1988): Developing the Curriculum. Scott, and Foresman and Co.</li> <li>Ornstein, Allan C. and Francis P. Hunkins (1988): Curriculum–Foundations, Principles And Issues. Prentice Hall, New Jersey.USA.</li> <li>Reddy, B. (2007): Principles of curriculum planning and development.</li> <li>Taba Hilda (1962): Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.</li> </ul>	<p>Publications.</p> <p>Dewey, John (1966). <i>The Child and the Curriculum</i>. The University of Chicago Press.</p> <p>McKernan, James (2007). <i>Curriculum and Imagination: Process, Theory, Pedagogy and Action Research</i>. London: Routledge.</p> <p>NCERT (2000). <i>National Curriculum Framework for School Education</i>. New Delhi: NCERT.</p> <p>NCERT (2005). <i>National Curriculum Framework-2005</i>. New Delhi: NCERT.</p> <p>Oliva, Peter F. (2012). <i>Developing the Curriculum</i>. New Delhi: Pearson Education.</p> <p>Ornstein, Allan C. and Francis P. Hunkins (1988). <i>Curriculum–Foundations, Principles and Issues</i>. New Jersey: Prentice Hall.</p> <p>Reddy, B. (2007). <i>Principles of Curriculum Management and Development</i>. New Delhi: Arise Publications.</p> <p>Sharma, R.A. (2007). <i>Curriculum Development and Inspection</i>. Meerut: Lall Book Depot.</p> <p>Taba, Hilda (1962). <i>Curriculum Development: Theory and Practice</i>. New York: Harcourt Brace.</p> <p>Vashist, R.P. (2007). <i>Curriculum Development</i>. New Delhi: common Wealth Publications.</p> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>Meaning and Concept of Curriculum: <a href="http://www.egyankosh.ac.in/bitstream/123456789/8278/1/Unit-13.pdf">http://www.egyankosh.ac.in/bitstream/123456789/8278/1/Unit-13.pdf</a></li> <li>Hilda Taba (1962) Curriculum Development Model: <a href="https://www.youtube.com/watch?v=O14GnszVAWM">https://www.youtube.com/watch?v=O14GnszVAWM</a></li> <li>Determinants of Curriculum: <a href="http://shodhganga.inflibnet.ac.in/bitstream/10603/163305/6/06_chapter%202.pdf">http://shodhganga.inflibnet.ac.in/bitstream/10603/163305/6/06_chapter%202.pdf</a></li> </ul> <p>Approaches to Curriculum Development: <a href="https://www.researchgate.net/publication/280554159_APPROACHES_TO_CURRICULUM_DEVELOPMENT">https://www.researchgate.net/publication/280554159_APPROACHES_TO_CURRICULUM_DEVELOPMENT</a></p>	
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4.	<p><b>EDU 708: Emerging Trends and Issues in Teacher Education</b></p>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>• elucidate the objectives and functions of NCTE.</li> <li>• critically analyze NCFTE 2009.</li> <li>• elucidate the quality assurance in TEP.</li> <li>• reflect the teaching practices in TEP.</li> <li>• analyze major research areas and present scenario of research in TEP.</li> <li>• interpret the role of media in TEP.</li> <li>• appreciate the functions of Media Resource Centers</li> </ul>	<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1 Balsara, Maitrya, "Administration and Reorganisation of Teacher," Kanishka Publishers, Distributors, New Delhi, 2002.</li> <li>2 Buch, M.B, " Fourth Survey of Research in Education (1983-88) Vol.II, NCERT.</li> <li>3 Demand and Supply Estimates of School Teachers and Teacher Educators (2007-08 to 2016-17) in Rajasthan, NCTE, New Delhi, 2012.</li> <li>4 Goel, Aruna and Goel, S.L, "Educational Administration and Management-An Integrated Approach," Deep and Deep Publications Pvt. Ltd. New Delhi, 2009.</li> <li>5 Mangla, Sheela, "Teacher Education, Trends and Strategies," Radha Publications, New Delhi, 2012.</li> <li>6 Mohanty, Jagannath, "Teacher Education" Deep and Deep, New Delhi, 2007.</li> <li>7 मंगल, एस० के० एवं मंगल, उमा, "शिक्षा तकनीकी" PHI , Learning Pvt. Ltd, New Delhi, 2009.</li> <li>8 Paintal, Iris, "Micro Teaching-A Handbook for Teachers," Oxford University Press, Bombay, 1980.</li> <li>9 Policy Perspective in Teacher Education-Critique and Documentation, NCTE, New Delhi, 1998.</li> </ol>	<p><b>Reference:</b></p> <p>Balsara, Maitrya. (2002). <i>Administration and Reorganisation of Teacher</i>. New Delhi: Kanishka Publishers Distributors.</p> <p>Buch, M.B. (1983-88) <i>Fourth Survey of Research in Education</i> Vol.II, New Delhi: NCERT.</p> <p><i>Demand and Supply Estimates of School Teachers and Teacher Educators (2007-08 to 2016-17) in Rajasthan</i>. (2012), New Delhi: NCTE.</p> <p>Goel, Aruna and Goel, S.L. (2009). <i>Educational Administration and Management-An Integrated Approach</i>. New Delhi: Deep and Deep Publications Pvt. Ltd.</p> <p>Mangla, Sheela, (2012). <i>Teacher Education: Trends and Strategies</i>. New Delhi: Radha Publications.</p> <p>Mohanty, Jagannath, (2007). <i>Teacher Education</i>. New Delhi: Deep and Deep Publications Pvt. Ltd.</p> <p>मंगल, एस० के० एवं मंगल, उमा. (2009). <i>शिक्षा तकनीकी</i>. नई दिल्ली: पी.एच.आई. लर्निंग प्रा. लि.</p> <p>Paintal, Iris. (1980). <i>Micro Teaching-A Handbook for Teachers</i>. Bombay: Oxford University Press.</p> <p><i>Policy Perspective in Teacher Education-Critique and Documentation</i>.(1998), New Delhi: NCTE.</p> <p>Rajpoot, J.S. (2004). <i>Encyclopaedia of Indian Education</i>.Vol. II, New Delhi: NCERT.</p> <p>शर्मा. के० आर०. दूबे, श्री कृष्ण, उपाध्याय, आर० के० तथा कुलश्रेष्ठ, मधुसूदन, लाल, (2007). <i>अध्यापक शिक्षा</i>. आगरा: राधा प्रकाशन मन्दिर.</p> <p>शर्मा, आर० ए०. (2011). <i>शिक्षा के तकनीकी आधार</i>. मेरठ : आर० लाल० बुक डिपो.</p> <p>Sharma, Shashi Prabha. (2003). <i>Teacher</i></p>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>
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5.	<b>EDU714: Historical, Political &amp; Economic Foundations of Education</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• analyze socio-historical context of Indian.</li> <li>• critically analyze</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>- Dube, S.C. 1967, “Modernisation and its Adaptive Demands on Indian Society”, NCERT, New Delhi.</li> <li>- Gupta, S.P., Gupta, Alka, “History, Development and</li> </ul>	<p><b>References:</b></p> <p>Aggarwal, J. C. (2007). <i>Landmarks in the History of Modern India. Education.</i> New Delhi: Vikas Publishing house Pvt. Ltd.</p> <p>Bardhan. (1998). <i>The Political Economy of Development in India.</i> New Delhi: Oxford University Press.</p> <p>भटनागर, एस. एवं कुमार, एस. (2016). <i>समकालीन भारत और</i></p>	<b>No Change</b>  References and Web Resources updated

		<p>various education commissions and policies in post - independence period.</p> <ul style="list-style-type: none"> <li>• familiarize with political and economic scenario of Indian Education.</li> <li>• analyze and explain relationship between education and Development.</li> <li>• discuss political and economic issues of Education.</li> </ul>	<p>Problem of Indian Education,” Sharda Pustak Bhawan, 2010.</p> <ul style="list-style-type: none"> <li>- Mishra, S.K. and Puri, V.K., “Development and Planning: Theory and Practices,” Himalaya Publishing House, Delhi, 1988.</li> <li>- Mohanty Jagannath, “Current Trends in Higher Education”, Deep &amp; Deep Publication Pvt. Ltd. New Delhi, 2000.</li> <li>- Kumar, Krishna, 1991. <i>Political Agenda of Education: A study of Colonialist and Nationalist Ideas</i>. SAGE: New Delhi</li> <li>- Kumar, K., 1983. Educational experience of scheduled castes and tribes. <i>Economic and Political Weekly</i>, Vol. -17 No.36-37 Sept. 3-10</li> <li>- गुप्त, रामबाबू, “भारतीय शिक्षा का विकास एवं सामयिक समस्याएँ” रतन प्रकाशन मंदिर, आगरा.</li> <li>- जौहरी, वी० पी० एवं पाठक, पी० डी०, “भारतीय शिक्षा का इतिहास,” विनोद पुस्तक मंदिर, आगरा.</li> <li>- शर्मा, गणपतिराय, “शिक्षा एवं भारतीय समाज,” राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर.</li> </ul>	<p>शिक्षा. मेरठ: आर. लाल बुक डिपो.</p> <p>Dash, M. (2004). <i>Education in India Problems and Perspectives</i>. New Delhi: Atlantic Publishers and Distributors.</p> <p>Dhillon. (2014). <i>Emerging Trends in Indian Education</i>. Patiala: Twenty first Century Publication.</p> <p>Dube, S.C. (1967). <i>Modernization and its Adaptive Demands on Indian Society</i>. New Delhi: NCERT.</p> <p>दूबे, एस. (2009). <i>भारतीय शिक्षा का इतिहास, विकास समस्याएँ</i> इलाहाबाद: अनुभव पब्लिशिंग हाउस.</p> <p>Gupta, S.P., &amp; Gupta, A. (2010). <i>History, Development and Problem of Indian Education</i>. Sharda Pustak Bhawan.</p> <p>गुप्त, आर. (). <i>भारतीय शिक्षा का विकास एवं सामयिक समस्याएँ</i> आगरा: रतन प्रकाशन मंदिर.</p> <p>Jhingla, M.C. (1986). <i>The Economics of Development and planning</i>. New Delhi: Denmark Publications.</p> <p>लाल, आर. बी. (2011). <i>शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार</i>. मेरठ: रस्तोगी प्रकाशन.</p> <p>Mishra, S.K., &amp; Puri, V.K. (1988). <i>Development and Planning: Theory and Practices</i>. Delhi: Himalaya Publishing House.</p> <p>Mohanty. (2000). <i>Current Trends in Higher Education</i>. New Delhi: Deep &amp; Deep Publication Pvt. Ltd.</p> <p>नंदा, ई. डी. एस. के., शर्मा, के., एवं राजन दिल्ली. (2011). <i>माध्यमिक शिक्षा में समकालीन मुद्दे एवं सरोकार</i>. पटियाला: 21 सेन्चुरी पब्लिकेशन.</p> <p>पंचौरी, जी. (2010). <i>उदीयमान भारतीय समाज में शिक्षक</i>. मेरठ: सूर्या प्रकाशन.</p> <p>पाठक, पी. डी. (2014). <i>भारतीय शिक्षा और उसकी समस्याएँ</i> आगरा: विनोद पुस्तक मन्दिर.</p> <p>सचदेवा, एम. एस., शर्मा, के. के., साहू पी. के., कोरे सुपनिंदर. (2010). <i>शिक्षा के दार्शनिक समाजिक, आर्थिक आधार</i> पटियाला: 21 सेन्चुरी पब्लिकेशन.</p> <p>Sharma, Y. K. (2001). <i>History &amp; Problems of Education (Vol. I)</i>. New Delhi: Kanishka</p>	
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				<p>Publishers.</p> <p>Sharma, Y. K. (2014). <i>Sociological Philosophy of Education (Vol. I)</i>. New Delhi: Kanishka Publishers.</p> <p>Swaroop, N., R. (1990). <i>Principles of Education</i>. Meerut: loyal book depot.</p> <p>Todaro, P. (1983). <i>Economic Development in the third world</i>. New York:</p> <p>वर्मा, ए., के. (2005). <i>भारत में शिक्षा का विकास</i>. वाराणसी: रवि प्रकाशन.</p> <p>वर्मा, ए., के. (2008). <i>उदीयमान भारतीय समाज में शिक्षक</i>. वाराणसी: रवि प्रकाशन.</p> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Constitutional provision for education</b>  <a href="https://knowledgebooster.in/12-major-constitutional-provisions-education-india">https://knowledgebooster.in/12-major-constitutional-provisions-education-india</a>  <a href="http://www.yourarticlelibrary.com/constitution/12major-constitutional-provisions-education-in-india/45230">www.yourarticlelibrary.com/constitution/12major-constitutional-provisions-education-in-india/45230</a></li> <li>• <b>Democracy and education</b>  <a href="http://www.yourarticlelibrary.com/democracy/relationship-between-denocracy-and-education/76841">www.yourarticlelibrary.com/democracy/relationship-between-denocracy-and-education/76841</a></li> <li>• <b>International understanding</b>  <a href="https://www.indiastudychannel.com/resources/123152-international-understading-concept-and-role-of-teacher-in-education">https://www.indiastudychannel.com/resources/123152-international-understading-concept-and-role-of-teacher-in-education</a></li> <li>• <b>National integration</b>  <a href="http://www.yourarticlelibrary.com/national-integration-in-india/47120">www.yourarticlelibrary.com/national-integration-in-india/47120</a>  <a href="https://www.indiastudychannel.com/reseources/122094-concept-of-national-intergration-and-obstacles-to-nation-integration">https://www.indiastudychannel.com/reseources/122094-concept-of-national-intergration-and-obstacles-to-nation-integration</a></li> <li>• <b>NPE 1986</b>  <a href="http://www.ncert.nic.in/0th_anoun/npe.86.pdf">www.ncert.nic.in/0th_anoun/npe.86.pdf</a></li> <li>• <b>Secondary Education Commission</b>  <a href="http://www.yourarticlelibrary.com/education/secondary-education-commission-1952.53/76815">www.yourarticlelibrary.com/education/secondary-education-commission-1952.53/76815</a></li> <li>• <b>Modernization and its impact on Indian Society</b>  <a href="http://www.yourarticlelibrary.com/society/indian-society/modernisation-and-its-impact-on-indian-society/47106">www.yourarticlelibrary.com/society/indian-society/modernisation-and-its-impact-on-indian-society/47106</a></li> </ul>
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Name of Programme: M.Ed. III Semester 2019-21

Course Details: (To be provided in the below mentioned table)

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 601L Communication Skills, Self Development and Yoga</b>	<p>Upon completion of course Students will be enable to</p> <ul style="list-style-type: none"> <li>express their ideas in small and large group.</li> <li>reflect through reading of some inspirational books.</li> <li>communicate through Creative Writings.</li> <li>discuss the importance to Yoga for their well-being.</li> <li>perform Asnaas and Pranayam.</li> </ul>	<p><b>SECTION - A</b></p> <p>Communication Skills, Self Development and Yoga includes-</p> <ul style="list-style-type: none"> <li>Reflection of communication skills on social and educational issues in small and large group.</li> <li>Inspiring Self through any one of the following selected Readings-                             <ul style="list-style-type: none"> <li>'My experiments with Truth' by Mahatma Gandhi.</li> <li>'Diwaswapn' by Giju Bhai Badheka</li> <li>'Geeta ka Nitishastra' by Prof. Diwaker Shastri</li> <li>'Pralay Pratiksha' By Hiralal Shastri</li> <li>"Wings of Fire-An Autobiography", Kalam, A.P.J.</li> <li>'Leader in you' Dale Carnegie</li> </ul> </li> </ul> <p><b>SECTION - B</b></p> <p>Self Expression through any one of the following creative writings-</p> <ul style="list-style-type: none"> <li>Story</li> <li>Article</li> <li>Event Description/Summary</li> <li>Life experience</li> <li>Poem</li> <li>Drawing</li> </ul> <p><b>SECTION - C</b></p> <ul style="list-style-type: none"> <li>Yoga and Self Development                             <ul style="list-style-type: none"> <li>Concept of yoga</li> </ul> </li> </ul>	<p><b>SECTION - A</b></p> <p>Communication Skills, Self Development and Yoga includes-</p> <ul style="list-style-type: none"> <li>Reflection of communication skills on social and educational issues in small and large group.</li> <li>Inspiring Self through any one of the following selected Readings-                             <ul style="list-style-type: none"> <li>'My experiments with Truth' by Mahatma Gandhi.</li> <li>'Diwaswapn' by Giju Bhai Badheka</li> <li>'Geeta ka Nitishastra' by Prof. Diwaker Shastri</li> <li>'Pralay Pratiksha' By Hiralal Shastri</li> <li>"Wings of Fire-An Autobiography", Kalam, A.P.J.</li> <li>'Leader in you' Dale Carnegie</li> </ul> </li> </ul> <p><b>SECTION - B</b></p> <p>Self Expression through any one of the following creative writings-</p> <ul style="list-style-type: none"> <li>Story</li> <li>Article</li> <li>Event Description/Summary</li> <li>Life experience</li> <li>Poem</li> <li>Drawing</li> </ul> <p><b>SECTION - C</b></p> <ul style="list-style-type: none"> <li>Yoga and Self Development                             <ul style="list-style-type: none"> <li>Concept of yoga</li> <li>Importance of yoga and its</li> </ul> </li> </ul>	<p><b>Minor Change</b></p> <p>References and Web Resources updated</p>

			<ul style="list-style-type: none"> <li>o Importance of yoga and its importance for self development</li> <li>o Pranayam- types and Importance</li> <li>o Three milestones of women's life and yoga .</li> <li>o Do's and Dont's of Asanas.</li> </ul> <p>- Yoga for healthy mind and body.</p> <ul style="list-style-type: none"> <li>o Practice of various asanas.</li> <li>o Practice of various skills of pranayam.</li> </ul> <p><b>Note:</b> It is Self Practice based ISB Course. Each student has to show reflection of communication skills, yoga skills and Self Development in her presentation(s) and given assigned task(s)/ demonstration.</p> <p><b>Mode of Transaction:</b></p> <ol style="list-style-type: none"> <li>1 Orientation/Lecture</li> <li>2 Presentation</li> <li>3 Demonstration</li> <li>4 Drill</li> <li>5 Self-Practice</li> </ol>	<p>importance for self development</p> <ul style="list-style-type: none"> <li>o Pranayam- types and Importance</li> <li>o Three milestones of women's life and yoga .</li> <li>o Do's and Dont's of Asanas.</li> </ul> <p>- Yoga for healthy mind and body.</p> <ul style="list-style-type: none"> <li>o Practice of various asanas.</li> <li>o Practice of various skills of pranayam.</li> </ul> <p><b>Note:</b> It is Self Practice based ISB Course. Each student has to show reflection of communication skills, yoga skills and Self Development in her presentation(s) and given assigned task(s)/ demonstration.</p> <p><b>Mode of Transaction:</b></p> <ol style="list-style-type: none"> <li>1 Orientation/Lecture</li> <li>2 Presentation</li> <li>3 Demonstration</li> <li>4 Drill</li> <li>5 Self-Practice</li> </ol> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Dale, Carnegie. (1993). <i>Leader in you; you to win friends, influence people and succeed in a changing world.</i></li> <li>2. Gupta, D.&amp; S. (1987). <i>Yoga: its Philosophy &amp; Religion.</i></li> <li>3. Sinha, P. (2003). <i>Yogic Cure for Common Diseases.</i> Allied Publishers Pvt. Ltd.</li> <li>4. Joshi, K.S. (2003). <i>Yogic Pranayam.</i> Allied Publishers Pvt. Ltd.</li> <li>5. Ananda, Sri, (1999). <i>The Complete Book of Yoga Harmony of Body and Mind.</i> Delhi : Orient paperbacks, Madarasa</li> </ol>	
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Road, Kashmere Gate.

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#### E-Resources:

- My experiments with Truth:  
<https://books.google.co.in/books?id=MUEDDAAAQBAJ&print>

[tsec=frontcover&dq=my+experiment+with+truth&hl=en&sa=X&ved=0ahUKEwiUoIWY-9HhAhWh6XMBHZP0CrAQ6AEIMDAB#v=onepage&q=my%20experiment%20with%20truth&f=false](https://books.google.co.in/books?id=c3qmIZtWUjAC&printsec=frontcover&dq=my+experiment+with+truth&hl=en&sa=X&ved=0ahUKEwiUoIWY-9HhAhWh6XMBHZP0CrAQ6AEIMDAB#v=onepage&q=my%20experiment%20with%20truth&f=false)

- Wings of Fire- An autobiography:

[https://books.google.co.in/books?id=c3qmIZtWUjAC&printsec=frontcover&dq=Wings+of+fire-An+autobiography&hl=en&sa=X&ved=0ahUKEwi\\_jK3e-9HhAhW0heYKHQpOA0cQ6AEIKjAA#v=onepage&q=Wings%20of%20fire-%20An%20autobiography&f=false](https://books.google.co.in/books?id=c3qmIZtWUjAC&printsec=frontcover&dq=Wings+of+fire-An+autobiography&hl=en&sa=X&ved=0ahUKEwi_jK3e-9HhAhW0heYKHQpOA0cQ6AEIKjAA#v=onepage&q=Wings%20of%20fire-%20An%20autobiography&f=false)

- Yoga and Self development:

[https://books.google.co.in/books?id=h8UJCAAQBAJ&printsec=frontcover&dq=yoga+and+self+development&hl=en&sa=X&ved=0ahUKEwjcs7Ot\\_NHhAhUh7nMBHeeOD18Q6AEIMDAB#v=onepage&q=yoga%20and%20self%20development&f=false](https://books.google.co.in/books?id=h8UJCAAQBAJ&printsec=frontcover&dq=yoga+and+self+development&hl=en&sa=X&ved=0ahUKEwjcs7Ot_NHhAhUh7nMBHeeOD18Q6AEIMDAB#v=onepage&q=yoga%20and%20self%20development&f=false)

- Yoga and Self development:

<https://books.google.co.in/books?i>

				<p><a href="https://books.google.co.in/books?id=tFsoDwAAQBAJ&amp;printsec=frontcover&amp;dq=yoga+and+self+development&amp;hl=en&amp;sa=X&amp;ved=0ahUKewjcs7Ot_NHhAhUh7nMBHeeODI8Q6AEIOzAD#v=onepage&amp;q=yoga%20and%20self%20development&amp;f=false">d=tFsoDwAAQBAJ&amp;printsec=frontcover&amp;dq=yoga+and+self+development&amp;hl=en&amp;sa=X&amp;ved=0ahUKewjcs7Ot_NHhAhUh7nMBHeeODI8Q6AEIOzAD#v=onepage&amp;q=yoga%20and%20self%20development&amp;f=false</a></p> <ul style="list-style-type: none"> <li>Yoga and Self development: <a href="https://books.google.co.in/books?id=wVTWjAKx0sgC&amp;printsec=frontcover&amp;dq=Pranayam+types+and+importance&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwiLzI2B_dHhAhVvXnwKHU-BCxwQ6AEIODAC#v=onepage&amp;q&amp;f=false">https://books.google.co.in/books?id=wVTWjAKx0sgC&amp;printsec=frontcover&amp;dq=Pranayam+types+and+importance&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwiLzI2B_dHhAhVvXnwKHU-BCxwQ6AEIODAC#v=onepage&amp;q&amp;f=false</a></li> <li>Pranayama: <a href="https://books.google.co.in/books?id=NagKQNRaLtAC&amp;pg=PA40&amp;dq=Pranayam+types+and+importance&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwiLzI2B_dHhAhVvXnwKHU-BCxwQ6AEIVzAI#v=onepage&amp;q=Pranayam%20types%20and%20importance&amp;f=false">https://books.google.co.in/books?id=NagKQNRaLtAC&amp;pg=PA40&amp;dq=Pranayam+types+and+importance&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwiLzI2B_dHhAhVvXnwKHU-BCxwQ6AEIVzAI#v=onepage&amp;q=Pranayam%20types%20and%20importance&amp;f=false</a></li> </ul>	
2.	<b>EDU 702L: Communication Skill with ICT Lab</b>	<p>Upon completion of course Students will be enable to</p> <ul style="list-style-type: none"> <li>explain the concept and potential of ICT for Communication.</li> <li>critically analyze and utilize the ICT for teacher-educator related work.</li> </ul>	<p><b>Course Outline:</b></p> <p><b>SECTION - A</b></p> <p>Communication Skill with ICT includes</p> <ul style="list-style-type: none"> <li>Using Gadgets for Communication (Public Address System and LCD Projector)</li> <li>Inquiry for communication</li> <li>(Offline and Online inquiry using digital library and ICT)</li> </ul> <p><b>SECTION - B</b></p>	<p><b>Course Outline:</b></p> <p><b>SECTION - A</b></p> <p>Communication Skill with ICT includes</p> <ul style="list-style-type: none"> <li>Using Gadgets for Communication (Public Address System and LCD Projector)</li> <li>Inquiry for communication</li> <li>(Offline and Online inquiry using digital library and ICT)</li> </ul> <p><b>SECTION - B</b></p> <ul style="list-style-type: none"> <li>Document Processing (Formatting and</li> </ul>	<b>Minor Change</b>
					References and Web Resources updated



- design appropriate ICT for Communication.
- apply appropriate ICT for Communication.

- Document Processing (Formatting and Printing of Documents)
- Data Processing (Using Spreadsheet Formula and Functions)
- Graphical Presentation (Preparation, formatting and editing the graph)

#### SECTION - C

- Multimedia Presentation (slide design, animation and presentation)
- Ethical issues of Using ICT (Using Plagiarism Software and IPR).

**Note** -It is a self practice based Inter-Semester Break (ISB) course and each student has to demonstrate communication skills in her presentation (s) using ICT.

**Mode of Transaction:** Orientation and Demonstration, Self Practice and Presentation.

#### Reference:

- CD ROM. (2005). *Intel Teach to the Future' programme (I.T.F.P.)*.
- Sinha, P. K. and P. S. (2005). *Computer Fundamentals - Concept; System and Applications*. New Delhi: BPB Publication.
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- सिंह. एन. एवं ए. उ. (2001). *कम्प्यूटर शिक्षा*. आगरा : विनोद पुस्तक मन्दिर
- गुप्ता, एम. कु. (2005). *कम्प्यूटर अनुप्रयोग*. जयपुर : मंगलदीप पब्लिकेशन.
- कुमार, एवं ए. एस. ए. (2005). *संगणक एवं सूचना प्रौद्योगिकी*. जयपुर : आविष्कार पब्लिकेशन.

Printing of Documents)

- Data Processing (Using Spreadsheet Formula and Functions)
- Graphical Presentation (Preparation, formatting and editing the graph)

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- Sinha, P. K. and P. S. (2005). *Computer Fundamentals - Concept; System and Applications*. New Delhi: BPB Publication.
- शास्त्री, ए. एवं ए. (2005). *कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग*. जयपुर : जयपुर पब्लिशिंग हाऊस.
- सिंह. एन. एवं ए. उ. (2001). *कम्प्यूटर शिक्षा*. आगरा : विनोद पुस्तक मन्दिर
- गुप्ता, एम. कु. (2005). *कम्प्यूटर अनुप्रयोग*. जयपुर : मंगलदीप पब्लिकेशन.
- कुमार, एवं ए. एस. ए. (2005). *संगणक एवं सूचना प्रौद्योगिकी*. जयपुर : आविष्कार पब्लिकेशन.
- चौबे, एस. एस. (2005). *कम्प्यूटर एक परिचय*. मध्यप्रदेश. भोपाल : हिन्दी ग्रन्थ अकादमी.

#### e- Resources:

- Ethics and Copyright Issues in

			<ul style="list-style-type: none"> <li>• चौबे, एस. एस. (2005). <i>कम्प्यूटर एक परिचय मध्यप्रदेश</i>. भोपाल : हिन्दी ग्रन्थ अकादमी.</li> </ul> <p><b>e- Resources:</b></p> <ul style="list-style-type: none"> <li>• Ethics and Copyright Issues in Using ICT: <a href="https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%20C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&amp;d=1">https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%20C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&amp;d=1</a></li> <li>• Ethics and Copyright Issues in Using ICT: <a href="https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&amp;d=1">https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&amp;d=1</a></li> <li>• ICT for Administrative Support: <a href="https://books.google.co.in/books?id=I6-Fgje2Cg8C&amp;printsec=frontcover&amp;dq=books+for+microsoft+word&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&amp;q=books%20for%20microsoft%20word&amp;f=false">https://books.google.co.in/books?id=I6-Fgje2Cg8C&amp;printsec=frontcover&amp;dq=books+for+microsoft+word&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&amp;q=books%20for%20microsoft%20word&amp;f=false</a></li> </ul>	<p><b>Using ICT:</b> <a href="https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%20C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&amp;d=1">https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%20C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&amp;d=1</a></p> <ul style="list-style-type: none"> <li>• <b>Ethics and Copyright Issues in Using ICT:</b> <a href="https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&amp;d=1">https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&amp;d=1</a></li> <li>• <b>ICT for Administrative Support:</b> <a href="https://books.google.co.in/books?id=I6-Fgje2Cg8C&amp;printsec=frontcover&amp;dq=books+for+microsoft+word&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&amp;q=books%20for%20microsoft%20word&amp;f=false">https://books.google.co.in/books?id=I6-Fgje2Cg8C&amp;printsec=frontcover&amp;dq=books+for+microsoft+word&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&amp;q=books%20for%20microsoft%20word&amp;f=false</a></li> <li>• <b>Document and Data Processing, Graphical &amp; Multimedia Presentation</b> <a href="https://www.gfmer.ch/Informatics/Presentations/postgrad2005/present">https://www.gfmer.ch/Informatics/Presentations/postgrad2005/present</a></li> </ul>	
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			<p><a href="https://www.gfmer.ch/Informat%20ics/Presentations/postgrad2005/presentation.pdf">KHQafBCsQ6AEIKDAA#v=onepage&amp;q=books%20for%20microsoft%20word&amp;f=false</a></p> <ul style="list-style-type: none"> <li>• Document and Data Processing, Graphical &amp; Multimedia Presentation <a href="https://www.gfmer.ch/Informat%20ics/Presentations/postgrad2005/presentation.pdf">https://www.gfmer.ch/Informat%20ics/Presentations/postgrad2005/presentation.pdf</a></li> <li>• Document and Data Processing, Graphical &amp; Multimedia Presentation <a href="http://bcihmct.ac.in/download/Unit%204%20-Internet%20Basics%20and%20HTML.pdf">http://bcihmct.ac.in/download/Unit%204%20-Internet%20Basics%20and%20HTML.pdf</a></li> <li>• Document and Data Processing, Graphical &amp; Multimedia Presentation <a href="https://books.google.co.in/books?id=qKVCAwAAQBAJ&amp;pg=PA665&amp;dq=word+powerpoint+excel">https://books.google.co.in/books?id=qKVCAwAAQBAJ&amp;pg=PA665&amp;dq=word+powerpoint+excel</a></li> </ul>	<p>ation.pdf</p> <ul style="list-style-type: none"> <li>• Document and Data Processing, Graphical &amp; Multimedia Presentation <a href="http://bcihmct.ac.in/download/Unit%204%20-Internet%20Basics%20and%20HTML.pdf">http://bcihmct.ac.in/download/Unit%204%20-Internet%20Basics%20and%20HTML.pdf</a></li> <li>• Document and Data Processing, Graphical &amp; Multimedia Presentation <a href="https://books.google.co.in/books?id=qKVCAwAAQBAJ&amp;pg=PA665&amp;dq=word+powerpoint+excel">https://books.google.co.in/books?id=qKVCAwAAQBAJ&amp;pg=PA665&amp;dq=word+powerpoint+excel</a></li> </ul>	
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3.	<p><b>EDU 716: Secondary Education in Contemporary India</b></p>	<p>Upon completion of course The student teacher will be able to</p> <ul style="list-style-type: none"> <li>reflect diversity in Indian Society.</li> <li>express the constitutional values as reflected in Education.</li> <li>analyze the roles of commissions and policies in Secondary Education.</li> <li>deal with inequality and marginalization related issues in India.</li> <li>analyze and appraise the policy and programmes for Public Education in India.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>सक्सैना, राधारानी एवं अन्य: उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000.</li> <li>ओड, एल0के0: शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978.</li> <li>पाण्डे, रामशकल: शिक्षा के मूल सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 1986.</li> <li>शर्मा, डी0 एल0: शिक्षा तथा भारतीय समाज, आर लाल बुक डिपो, मेरठ, 1994.</li> <li>Srivastava, K.K.: Philosophical Foundations of Education, Kanishka Publishers, distributors, New Delhi, 2003.</li> <li>Taneja V.R.: Foundation of education (Philosophical and Sociological), Abhishek Publications, Chandigarh, 2002.</li> <li>Taneja V.R: Philosophical Approach to Education, Atlantic Publishers Distributors, Delhi, 2005.</li> <li>Bhattacharya, Srinivas: Foundations of Education, Atlantic Publishers and Distributors, Delhi, 2003.</li> <li>अग्निहोत्री, रवीन्द्र: आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2008.</li> <li>सिंह, आर0 पी0 एवं उपाध्याय राधावल्लभ: शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत, विनोद पुस्तक मंदिर, आगरा,</li> <li>पाण्डेय, रामशकल: शिक्षा की दार्शनिक एवं समाजशास्त्रीय प भूभूमि, विनोद पुस्तक मंदिर, आगरा, 2005.</li> <li>मदन, जी0आर0: समाजशास्त्र के सिद्धांत,</li> </ol>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>सक्सैना, राधारानी एवं अन्य (2000). उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक. जयपुर: क्लासिक पब्लिकेशन्स.</li> <li>ओड, एल. के. (1978). शिक्षा के नूतन आयाम. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>पाण्डे, रामशकल (1986). शिक्षा के मूल सिद्धांत. आगरा: विनोद पुस्तक मंदिर.</li> <li>शर्मा, डी. एल. (1994). शिक्षा तथा भारतीय समाज. मेरठ: आर लाल बुक डिपो.</li> <li>Srivastava, K.K. (2003). <i>Philosophical Foundations of Education</i>. New Delhi: Kanishka Publishers distributors.</li> <li>Taneja, V.R. (2002). <i>Foundation of Education (Philosophical and Sociological)</i>. Chandigarh: Abhishek Publications.</li> <li>Taneja, V.R (2005). <i>Philosophical Approach to Education</i>. Delhi: Atlantic Publishers Distributors.</li> <li>Bhattacharya, Srinivas (2003). <i>Foundations of Education</i>. Delhi: Atlantic Publishers and Distributors.</li> <li>अग्निहोत्री, रवीन्द्र (2008). <i>आधुनिक भारतीय शिक्षा: समस्याएँ और समाधान</i>. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.</li> <li>सिंह, आर. पी. एवं उपाध्याय राधावल्लभ. <i>शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत</i>. आगरा: विनोद पुस्तक मंदिर.</li> <li>पाण्डेय, रामशकल (2005). <i>शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि</i>. आगरा: विनोद पुस्तक मंदिर.</li> <li>मदन, जी. आर. (1988). <i>समाजशास्त्र के सिद्धांत</i>. दिल्ली: आत्माराम एण्ड सन्स.</li> <li>Dhiman, O.P. (2007). <i>Principles and Techniques of Education</i>. Delhi: Kalpaz</li> </ol>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>
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Name of Programme: M.Ed. IV Semester 2019-21

Course Details: (To be provided in the below mentioned table)

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	<b>EDU 717: Teaching and Learning at Secondary Stage</b>	<p>Upon completion of course Student Teacher will be able to</p> <ul style="list-style-type: none"> <li>differentiate between types of learner while teaching.</li> <li>analyze the different factors influencing teaching learning process during class interaction.</li> <li>apply different type of methods and media.</li> <li>plan according to Phases, level and maxims of teaching.</li> <li>manage the classroom as a professional.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>Hough, John B. &amp; James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A.</li> <li>Cruickshank, Donald R., Deborah B. Jenkins &amp; Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill Company, New York, U.S.A.</li> <li>Weimer, Maryelen (1996), <i>Improving your classroom Teaching</i>, SAGE Publications, Inc., California, USA.</li> <li>Pierce Walter D., Micheal A. Lorber (1977); 'Objectives and Methods for Secondary Teaching', Prentice-Hall, Inc., New Jersey, U.S.A.</li> <li>Yadav, Neelam (2003); 'A Handbook of Education Technology', Anmol Publications Pvt. Ltd., New Delhi, India.</li> <li>Mangal, S.K. &amp; Uma Mangal (2009); 'Essentials of Education Technology', PHI Learning Private Ltd., New Delhi.</li> <li>Capel, Susan, Marilyn Leask &amp; Tony Turner (1995); 'Learning to teach in Secondary Schools', Routlage, London, England.</li> </ol>	<p><b>References:</b></p> <p>Hough, J. B. &amp; James K. D. (1970). <i>Teaching: Description and Analysis</i>. U.S.A.:Addison-Wesley Publishing Company, Massachusetts.</p> <p>Cruickshank, D. R., Deborah B. J. &amp; Kim K. M. (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</p> <p>Weimer, M. (1996). <i>Improving your classroom Teaching</i>. California, U.S.A.:SAGE Publications, Inc.</p> <p>Pierce W. D., Micheal A. L. (1977). <i>Objectives and Methods for Secondary Teaching</i>. New Jersey: Prentice-Hall, Inc.</p> <p>Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd.</p> <p>Mangal, S.K. &amp; Uma M. (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Private Ltd.</p> <p>Capel, Susan, Marilyn L.k &amp; Tony T. (1995). <i>Learning to teach in Secondary Schools</i>. London: Routlage.</p> <p>Rao, D.B. (2001). <i>Science &amp; Technology Education</i>. New Delhi: Discovery House.</p> <p>Sampath, Panneevselvan, K.A. &amp; Santhanam, S. (1994). <i>Introduction to Education Technology</i>, Steerling Publication pvt., Ltd.</p> <p>Sharma, R.A. (2000). <i>Technological Foundation of Education</i></p>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>



			<p>8. Rao, D.B. (2001); 'Science &amp; Technology Education', Discovery House, New Delhi.</p> <p>9. Sampath, K.A.Panneevselvan &amp; S. Santhanam (1994); 'Introduction to Education Technology', Sterling Publication Pvt., Ltd.</p> <p>10. Sharma, R.A. (2000), 'Technological Foundation of Education Technology, International Publications, Meerut, India.</p> <p>11. Sood, J.K. (1989); 'New Direction in Science Teaching,' Kohli Publishers, Chandigarh.</p> <p>12. Washton, N.S. (1967); 'Teaching Science Creativity', W.B.Saunders Company, London.</p> <p>13. Sharma R.A. (1987) ' Shiksha Takniki', Loyal Book Depot, Meerut.</p> <p>14. Sharma Y.K. (2002) 'Fundamentals of Educational Technology' Kaniska Publishers, New Delhi.</p> <p>15. Saxena, N.R.S &amp; S.C. Oberoi (1996), 'Technology of Teaching; R.L. Book, Meerut.</p> <p>16. flag lruke 2006</p> <p>17. Wragg E.C. (1996); Classroom Teaching Skills' Routledge, London.</p> <p>18. Kumari, Sarita (2004) 'Increasing Role of Technology in Education, Chawla Offset Press, Delhi.</p>	<p><i>Technology</i>. Meerut: International Publications.</p> <p>Sood, J.K. (1989). <i>New Direction in Science Teaching</i>. Chandigarh: Kohli Publishers.</p> <p>Washton, N.S. (1967). <i>Teaching Science Creativity</i>. London: W.B.Saunders Company.</p> <p>Sharma R.A. (1987). <i>Shiksha Takniki</i>. Meerut: Loyal Book Depot.</p> <p>Sharma Y.K. (2002). <i>Fundamentals of Educational Technology</i>. New Delhi: Kaniska Publishers.</p> <p>Saxena, N.R.S &amp; S.C. Oberoi (1996). <i>Technology of Teaching</i>. Meerut; R.L. Book.</p> <p>Wragg E.C. (1996). <i>Classroom Teaching Skills</i>. London: Routledge.</p> <p>Kumari, S. (2004). <i>Increasing Role of Technology in Education</i>. Delhi: Chawla Offset Press.</p> <p><b>e- Resources:</b></p> <p>Instructional media and Types of Media-  <a href="http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf">http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf</a>  Role of Teacher in Classroom Management-  <a href="https://books.google.co.in/books?id=dQsE9WisCIYC&amp;printsec=frontcover&amp;dq=teacher+and+classroom+management&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi2q3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&amp;q=teacher%20and%20classroom%20management&amp;f=false">https://books.google.co.in/books?id=dQsE9WisCIYC&amp;printsec=frontcover&amp;dq=teacher+and+classroom+management&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi2q3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&amp;q=teacher%20and%20classroom%20management&amp;f=false</a>  Learning - inside and outside the school-  <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a>  Socio-cultural background of</p>	
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				<p>learner- <a href="http://egyankosh.ac.in/handle/123456789/47116">http://egyankosh.ac.in/handle/123456789/47116</a> Concept of Teaching, Instruction &amp; Training- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a> Phases of Teaching- <a href="http://www.ignouhelp.in/ignou-study-material/">http://www.ignouhelp.in/ignou-study-material/</a></p>	
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## Discipline Elective

1.	<b>EDU 604 Educational Administratio n and Planning</b>	<ul style="list-style-type: none"> <li>analyze fundamental of Educational Management.</li> <li>describe the development of Educational Administration.</li> <li>visualize Educational Administration as a process.</li> <li>Critically evaluate status of Educational Administration in India.</li> <li>critically analyze Educational planning in India.</li> </ul>	<b>Reference:</b> <ul style="list-style-type: none"> <li>Beaby ,C.E.(1967). <i>Planning and Educational Administration</i>. Paris:UNESCO.</li> <li>Bhatnagar and Verma. <i>Educational Supervision</i>. Meerut : International Pub. House.</li> <li>Dessler, G. (2005). <i>Human Resource Management</i>. New Delhi : Pearson Prentice Hall.</li> <li>Edwin, F. (1984). <i>Personnel Management</i>. New Delhi: Mac Graw Hill.</li> <li>Fletcher, B.A.(1963). <i>Planning of Education</i>. New York: Institute of Education.</li> <li>Griffiths, V.L.(1962). <i>Educational Planning</i>. London :Oxford University Press.</li> <li>Harpinson, F. (1964). <i>Education Manpower and Economic Growth</i>. New York: McGraw Hill.</li> <li>Harry,J. H.(1973). <i>Educational Planning, Programming, Budgeting : A System Approach</i>. New Jersey: Prentice Hall Inc.</li> <li>John, R.L.and Morphat.(1964). <i>Financing the public school</i>. New Jersey: Englewood Cliffs.</li> <li>Kimbrough, S.Ralph, Michall &amp; Nunnery. <i>Educational Administration</i>. New York: Mc Millan</li> <li>Lyons, R.F.( 1967). <i>The Fundamentals of Educational</i></li> </ul>	<b>Reference:</b> <ul style="list-style-type: none"> <li>Beaby ,C.E.(1967). <i>Planning and Educational Administration</i>. Paris:UNESCO.</li> <li>Bhatnagar and Verma. <i>Educational Supervision</i>. Meerut : International Pub. House.</li> <li>Dessler, G. (2005). <i>Human Resource Management</i>. New Delhi : Pearson Prentice Hall.</li> <li>Edwin, F. (1984). <i>Personnel Management</i>. New Delhi: Mac Graw Hill.</li> <li>Fletcher, B.A.(1963). <i>Planning of Education</i>. New York: Institute of Education.</li> <li>Griffiths, V.L.(1962). <i>Educational Planning</i>. London :Oxford University Press.</li> <li>Harpinson, F. (1964). <i>Education Manpower and Economic Growth</i>. New York: McGraw Hill.</li> <li>Harry,J. H.(1973). <i>Educational Planning, Programming, Budgeting : A System Approach</i>. New Jersey: Prentice Hall Inc.</li> <li>John, R.L.and Morphat.(1964). <i>Financing the public school</i>. New Jersey: Englewood Cliffs.</li> <li>Kimbrough, S.Ralph, Michall &amp; Nunnery. <i>Educational Administration</i>. New York: Mc Millan</li> <li>Lyons, R.F.( 1967). <i>The Fundamentals of Educational Planning</i>, (No.21 and 22). International Institute of</li> </ul>	<b>No Change</b>  References and Web Resources updated
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			<p>Planning, (No.21 and 22). International Institute of Educational Planning. UNESCO.</p> <ul style="list-style-type: none"> <li>• Mckerinan ,K.R.(1973). Realistic Educational Planning. Paris: UNESCO.</li> <li>• Mishra, A. ( 1967). <i>The Financing of India</i>. Bombay: Asia Publishing House.</li> <li>• Mukerji, S.N.. <i>Administration of Educational Planning and Finance</i>. Baroda : Acharya Book Depot.</li> <li>• Musgrave, R.A.( 1959). <i>Theory of Public Finance, A Study of Public Economy</i>. New York: McGraw Hill.</li> <li>• Naik, J.P.( 1965). <i>Educational Planning in India</i>. Bombay: Allied Publishers.</li> <li>• Newman and Summer. <i>The process of Management : Concept, Behaviour and Practice</i>. New Delhi.</li> <li>• Pattnayak, B. (2005). <i>Human Resource Management</i>. New Delhi: Prentice Hall of India (Pvt.) Ltd.</li> <li>• Platt,W. J.(1960). <i>Research for Educational Planning</i>. UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd.</li> <li>• Rao, T.V. (1999). <i>Appraising and Developing Managerial Performance</i>. New Delhi: Excel Books.</li> <li>• Rao, V.K.(1961). <i>Education and</i></li> </ul>	<p>Educational Planning. UNESCO.</p> <ul style="list-style-type: none"> <li>• Mckerinan ,K.R.(1973). Realistic Educational Planning. Paris: UNESCO.</li> <li>• Mishra, A. ( 1967). <i>The Financing of India</i>. Bombay: Asia Publishing House.</li> <li>• Mukerji, S.N.. <i>Administration of Educational Planning and Finance</i>. Baroda : Acharya Book Depot.</li> <li>• Musgrave, R.A.( 1959). <i>Theory of Public Finance, A Study of Public Economy</i>. New York: McGraw Hill.</li> <li>• Naik, J.P.( 1965). <i>Educational Planning in India</i>. Bombay: Allied Publishers.</li> <li>• Newman and Summer. <i>The process of Management : Concept, Behaviour and Practice</i>. New Delhi.</li> <li>• Pattnayak, B. (2005). <i>Human Resource Management</i>. New Delhi: Prentice Hall of India (Pvt.) Ltd.</li> <li>• Platt,W. J.(1960). <i>Research for Educational Planning</i>. UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd.</li> <li>• Rao, T.V. (1999). <i>Appraising and Developing Managerial Performance</i>. New Delhi: Excel Books.</li> <li>• Rao, V.K.(1961). <i>Education and Human Resource Development</i>. Bombay: Allied Publishers.</li> <li>• Robin Stepher P. <i>Organizational Behaviour</i>. Prentice Hall Pub. Pvt. Ltd.</li> <li>• Saiyadain, M. (2003) <i>Human Resource Management</i>. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.</li> <li>• Simon, Herbart A. <i>Administrative Behaviour</i>. New York : McMillan Company.</li> </ul>	
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			<p>practice-  <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&amp;rep=rep1&amp;type=pdf</a></p> <p>Handbook of Educational Leadership and Management-  <a href="http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf">http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf</a></p> <p>Management and Leadership Issues for School Building Leaders-  <a href="https://files.eric.ed.gov/fulltext/EJ1024110.pdf">https://files.eric.ed.gov/fulltext/EJ1024110.pdf</a></p> <p>Primary and Secondary Education Management Issues-  <a href="https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf">https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf</a></p>	<p><a href="#">0.pdf</a></p> <p>Primary and Secondary Education Management Issues-  <a href="https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf">https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf</a></p>	
2.	<p><b>EDU607: Educational Technology and Instructional Process</b></p>	<p>Upon completion of course Student Teacher Educators will be able to:</p> <ul style="list-style-type: none"> <li>clarify the concept and nature of Educational Technology.</li> <li>apply systems approach in Education.</li> <li>develop Programmed instruction material.</li> <li>clarify the phases and levels of Teaching.</li> <li>appraise and use various Models of Teaching.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Cruikshank, Donald R., Deborah B. Jenkins &amp; Kim K. Metcalf (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</li> <li>Hough, John B. &amp; James K. Duncan (1970). <i>Teaching: Description and Analysis</i>. Massachusetts: Addison-Wesley Publishing Company.</li> <li>Jyoce, B. &amp; Weil M. (1985). <i>Models of Teaching</i>. New Delhi: Prentice Hall of India.</li> <li>Levine, J.M. (1989). <i>Secondary</i></li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Cruikshank, Donald R., Deborah B. Jenkins &amp; Kim K. Metcalf (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company.</li> <li>Hough, John B. &amp; James K. Duncan (1970). <i>Teaching: Description and Analysis</i>. Massachusetts: Addison-Wesley Publishing Company.</li> <li>Jyoce, B. &amp; Weil M. (1985). <i>Models of Teaching</i>. New Delhi: Prentice Hall of India.</li> <li>Levine, J.M. (1989). <i>Secondary instruction: A manual for classroom Teaching</i>. Boston: Allyn &amp; Becon.</li> </ul>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>

			<p>instruction: A manual for classroom Teaching. Boston: Allyn &amp; Becon.</p> <ul style="list-style-type: none"> <li>• Mangal, S.K. &amp; Mangal, Uma (2009). Essentials of Education Technology. New Delhi: PHI Learning Pvt. Ltd.</li> <li>• Mangal, S.K. and Uma Mangal (2009). Shiksha Takniki. New Delhi: PHI Learning Pvt. Ltd.</li> <li>• Percival, F. and Ellington, H. (1984). A Handbook of Educational Technology. London: Kogen Page.</li> <li>• Pierce, Walter D., Micheal, A. Lorber (1977). Objectives and Methods for Secondary Teaching. New Jersey: Prentice-Hall Inc.</li> <li>• Rao, Usha (1991). Educational Technology. Bombay : Himalaya Publishing House.</li> <li>• Sampath, K. Panneerselvam, A. And santhanam S., (1984). Introduction to Educational Technology. New Delhi : Sterling Publishers.</li> <li>• Sharma, Mittal (1985). System Approach : Its Application in Education. Bombay: Himalaya Publishing House.</li> <li>• Sharma, R.A. (1987). Shiksha Takniki. Meerut : Loyal book Depot.</li> <li>• Sharma, R.A. (2000). Technological Foundation of Education Technology. Meerut: International Publications.</li> <li>• Sharma, R.A. (2012). Technological Foundation of Education. Meerut: R. Lall Book Depot.</li> <li>• Yadav, Neelam (2003). A Handbook of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Mangal, S.K. &amp; Mangal, Uma (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Pvt. Ltd.</li> <li>• Mangal, S.K. and Uma Mangal (2009). <i>Shiksha Takniki</i>. New Delhi: PHI Learning Pvt. Ltd.</li> <li>• Percival, F. and Ellington, H. (1984). <i>A Handbook of Educational Technology</i>. London: Kogen Page.</li> <li>• Pierce, Walter D., Micheal, A. Lorber (1977). <i>Objectives and Methods for Secondary Teaching</i>. New Jersey: Prentice-Hall Inc.</li> <li>• Rao, Usha (1991). <i>Educational Technology</i>. Bombay : Himalaya Publishing House.</li> <li>• Sampath, K. Panneerselvam, A. And santhanam S., (1984). <i>Introduction to Educational Technology</i>. New Delhi : Sterling Publishers.</li> <li>• Sharma, Mittal (1985). <i>System Approach : Its Application in Education</i>. Bombay: Himalaya Publishing House.</li> <li>• Sharma, R.A. (1987). <i>Shiksha Takniki</i>. Meerut : Loyal book Depot.</li> <li>• Sharma, R.A. (2000). <i>Technological Foundation of Education Technology</i>. Meerut: International Publications.</li> <li>• Sharma, R.A. (2012). <i>Technological Foundation of Education</i>. Meerut: R. Lall Book Depot.</li> <li>• Yadav, Neelam (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Educational Technology: <a href="http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf">http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf</a></li> <li>• Technology Education vs. Educational Technology: <a href="http://iteaconnect.org/TAA/Resources/TAA_Differences.html">http://iteaconnect.org/TAA/Resources/TAA_Differences.html</a></li> </ul>	
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			Technology. New Delhi: Anmol Publications Pvt. Ltd.	<ul style="list-style-type: none"> <li>• Educational Technology: <a href="http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf">http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf</a></li> <li>• Models of Teaching: <a href="http://thesecondprinciple.com/teaching-essentials/models-teaching">http://thesecondprinciple.com/teaching-essentials/models-teaching</a></li> <li>• Understanding Level of Teaching: <a href="https://www.scribd.com/doc/57768891/9/Understanding-Level-of-Teaching">https://www.scribd.com/doc/57768891/9/Understanding-Level-of-Teaching</a></li> <li>• Evaluation and Selection of Learning Resources: A Guide: <a href="http://www.gov.pe.ca/photos/original/ed_ESL_R_08.pdf">www.gov.pe.ca/photos/original/ed_ESL_R_08.pdf</a></li> </ul>	
3.	<b>EDU615: Principles and Procedures of Guidance &amp; Counselling</b>	<p>Upon completion of course Student Teacher Educators will be able to:</p> <ul style="list-style-type: none"> <li>• explain the concepts of guidance and counselling, their need and application to the process of education.</li> <li>• discuss the basic principles of guidance and counseling</li> <li>• analyze the theoretical background of vocational development and guidance activities.</li> <li>• describe the organizational frame work of various guidance services in schools.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Chouhan. S.S. (1982). Principles and Techniques of Guidance. New Delhi: Vikash Publication House Pvt. Ltd.</li> <li>• Crow &amp; Crow. (1964). Introduction to Guidance. New Delhi: Vikas Publication House Pvt. Ltd.</li> <li>• Donald, Super. (1965). Counselling in the Secondary School. New Delhi: Harper and Row.</li> <li>• Dosiagh, N.L. (1969). Guidance Services in India. New Delhi: Arya Book Depot.</li> <li>• Jones, A.J. (1951). Principles of Guidance and Pupil Personal Work. Tokyo: Mc Graw Hill. Book Co.</li> <li>• Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary School. Sterling Publishers Pvt. Ltd.</li> <li>• Mathuson, R.S. (1962). Guidance Policy &amp; Practice. New York: Harper and Bros.</li> <li>• Smith, Robert. &amp; Erickson.(1953). Organization and Administration of Guidance Service. London: Mc Graw Hill Book Co.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Chouhan. S.S. (1982). <i>Principles and Techniques of Guidance</i>. New Delhi: Vikash Publication House Pvt. Ltd.</li> <li>2. Crow &amp; Crow. (1964). <i>Introduction to Guidance</i>. New Delhi: Vikas Publication House Pvt. Ltd.</li> <li>3. Donald, S. (1965). <i>Counselling in the Secondary School</i>. New Delhi: Harper and Row.</li> <li>4. Dosiagh, N.L. (1969). <i>Guidance Services in India</i>. New Delhi: Arya Book Depot.</li> <li>5. Jones, A.J. (1951). <i>Principles of Guidance and Pupil Personal Work</i>. Tokyo: Mc Graw Hill. Book Co.</li> <li>6. Kochhar, S.K. (1984). <i>Educational and Vocational Guidance in Secondary School</i>. Sterling Publishers Pvt. Ltd.</li> <li>7. Mathuson, R.S. (1962). <i>Guidance Policy &amp; Practice</i>. New York: Harper and Bros.</li> <li>8. Smith, Robert. &amp; Erickson.(1953). <i>Organization and Administration of Guidance Service</i>. London: Mc Graw Hill Book Co.</li> <li>9. Stoops. (1959). <i>Principles and Practices in Guidance, Guidance service</i>. London: Mc. Graw Hill Book Co.</li> <li>10. दवे एवं पाठक अरविन्द (1973) निर्देशन के</li> </ol>	<b>No Change</b>  RefereReferences and Web Resources updated



			<ul style="list-style-type: none"> <li>• Stoops. (1959). Principles and Practices in Guidance, Guidance service. London: Mc. Graw Hill Book Co.</li> <li>• 10. दवे एवं पाठक, अरविन्द. (1973). निर्देशन के मूल तत्व. जयपुर: राजस्थान हिन्दी ग्रंथ आकदमी.</li> <li>• 11 जायसवाल, एस. आर. (1987). निर्देशन एवं परामर्शन. आगरा: विनोद पुस्तक मंदिर.</li> <li>• 12. वर्मा एवं उपाध्याय. (1967). शैक्षिक एवं व्यावसायिक निर्देशन. आगरा: विनोद पुस्तक मंदिर.</li> </ul>	<p>मूल तत्व, जयपुर राज0 हिन्दी ग्रंथ आकदमी</p> <p>11 जायसवाल एस0 आर0 (1987) निर्देशन एवं परामर्शन, आगरा विनोद पुस्तक मंदिर</p> <p>12. वर्मा एवं उपाध्याय (1967), शैक्षिक एवं व्यावसायिक निर्देशन, आगरा विनोद पुस्तक मंदिर</p> <p><b>e-Resources:</b></p> <p>Concept of Guidance and counseling-  <a href="http://ncert.nic.in/textbook/pdf/lehe108.pdf">http://ncert.nic.in/textbook/pdf/lehe108.pdf</a></p> <ol style="list-style-type: none"> <li>1. Organization of guidance services in schools-  <a href="http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674">http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674</a></li> <li>2. Need of Guidance and Counselling-  <a href="https://www.nalandaschool.org/importance-of-guidance-and-counselling">https://www.nalandaschool.org/importance-of-guidance-and-counselling</a></li> <li>3. Follow up services-  <a href="http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682">http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682</a></li> <li>4. Vocational development Theory of Super-  <a href="https://www.careers.govt.nz/assets/pages/docs/career-theory-model-super.pdf">https://www.careers.govt.nz/assets/pages/docs/career-theory-model-super.pdf</a></li> <li>5. Role of Personnel in Guidance Program-  <a href="https://www.edb.gov.hk/attachment/en/teacher/student-guidance-discipline-services/projects-services/sgs/guidance-in-secondary-schools/roles4_e.pdf">https://www.edb.gov.hk/attachment/en/teacher/student-guidance-discipline-services/projects-services/sgs/guidance-in-secondary-schools/roles4_e.pdf</a></li> </ol>	
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4	<b>EDU 613 Fundamentals of Educational Assessment and Evaluation</b>	<p>Upon completion of course Students will be enable to -</p> <ul style="list-style-type: none"> <li>• explain the Concept and Need of Educational Measurement and Evaluation.</li> <li>• discuss the relationship of Instructional Process and Educational Evaluation.</li> <li>• discuss selection and use the various items used in Educational Evaluation.</li> <li>• selection and use of the Characteristics of Evaluation Tools.</li> <li>• analyze the Trends in Educational Evaluation.</li> <li>• reflect the skills necessary for determining the degree of reliability and validity of a test.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>- Anastasi, A.(1976). <i>Psychological Testing (Fourth Edition)</i>. New York : Macmillian Publishing Co. Inc.</li> <li>- Bhargava, Mahesh.(2003). <i>Adhunik Mano Vaigyanik Prikshan Evam Mapan</i>. Agra : H.P. Bhargava Book House.</li> <li>- Ebel, Robert L. &amp; David, A. Frisbie. (1986). <i>Essentials of Educational Measurement (Fourth Edition)</i>. New Jersey USA: Prentice-Hall, INC, Englewood Chaffs,</li> <li>- Ferguson, G.A. (1976). <i>Statistical analysis in Psychology and Education</i>. Tokyo: McGraw Hill Book Co. New York</li> <li>- Fredrick, B. Devis. (1964). <i>Educational Measurement and their Interpretation</i>. Belmont California : Wadsworth Publishing Company. INC. USA.</li> <li>- Garrett, H.E. (1969). <i>Statistics in Psychology and Education</i>. Bombay: Vakips Fetter and Simouis Pvt. Ltd.</li> <li>- George, David. (2005). <i>Trends in Measurement and Evaluation Techniques</i>. New Delhi :Commonwealth Publishers.</li> <li>- Guilford, J.P. (1956). <i>Fundamental Statistics in Psychology and Education</i>. New York: Mac. GrewHill Book.</li> <li>- Gupta, S.P. (2001). <i>Adunik Mapan Evam Mulyankan</i>. Allahabad :</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>- Anastasi, A.(1976). <i>Psychological Testing (Fourth Edition)</i>. New York : Macmillian Publishing Co. Inc.</li> <li>- Bhargava, Mahesh.(2003). <i>Adhunik Mano Vaigyanik Prikshan Evam Mapan</i>. Agra : H.P. Bhargava Book House.</li> <li>- Ebel, Robert L. &amp; David, A. Frisbie. (1986). <i>Essentials of Educational Measurement (Fourth Edition)</i>. New Jersey USA: Prentice-Hall, INC, Englewood Chaffs,</li> <li>- Ferguson, G.A. (1976). <i>Statistical analysis in Psychology and Education</i>. Tokyo: McGraw Hill Book Co. New York</li> <li>- Fredrick, B. Devis. (1964). <i>Educational Measurement and their Interpretation</i>. Belmont California : Wadsworth Publishing Company. INC. USA.</li> <li>- Garrett, H.E. (1969). <i>Statistics in Psychology and Education</i>. Bombay: Vakips Fetter and Simouis Pvt. Ltd.</li> <li>- George, David. (2005). <i>Trends in Measurement and Evaluation Techniques</i>. New Delhi :Commonwealth Publishers.</li> <li>- Guilford, J.P. (1956). <i>Fundamental Statistics in Psychology and Education</i>. New York: Mac. GrewHill Book.</li> <li>- Gupta, S.P. (2001). <i>Adunik Mapan Evam Mulyankan</i>. Allahabad : Sharda Pustak Bhawan.</li> <li>- John, A. Green. (1963). <i>Teacher made tests</i>. New York Vanstone: Harper and Row Publishing.</li> <li>- Kennethl, Bean. (1953). <i>Construction of Educational and Personnel Tests</i>, New York. U.S.A. : McGraw Hill Book</li> </ul>	<p><b>No Change</b></p> <p>RefereRefere nces and Web Resources updated</p>
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			<p>Sharda Pustak Bhawan.</p> <ul style="list-style-type: none"> <li>- John, A. Green. (1963). Teacher made tests. New York Vanstone: Harper and Row Publishing.</li> <li>- Kennethl, Bean. (1953). Construction of Educational and Personnel Tests, New York. U.S.A. : McGraw Hill Book Company. INC.</li> <li>- Payne, D. A. (2002). Applied Educational Assessment. CA. USA: Wards worth Thompson Learning.</li> <li>- Sharma, R.A. (1999). Essential of Educational Measurement and Evaluation. Meerut: R. Lal Book Depot.</li> </ul>	<p>Company. INC.</p> <ul style="list-style-type: none"> <li>- Payne, D. A. (2002). <i>Applied Educational Assessment</i>. CA. USA: Wards worth Thompson Learning.</li> <li>- Sharma, R.A. (1999). <i>Essential of Educational Measurement and Evaluation</i>. Meerut: R. Lal Book Depot.</li> </ul> <p><b>e-Resource:</b></p> <ul style="list-style-type: none"> <li>• Meaning and Difference between Physical and Psychological Measurement- <a href="http://www.yourarticlelibrary.Com/statistics-2/measurement-of-data-meaning-types-and-characteristics-statistics/92436">http://www.yourarticlelibrary.Com/statistics-2/measurement-of-data-meaning-types-and-characteristics-statistics/92436</a></li> <li>• Relationship of Educational Evaluation with Instructional objectives- <a href="https://www.nap.edu/read/5287/chapter/6">https://www.nap.edu/read/5287/chapter/6</a></li> <li>• Formative and Summative Evaluation- <a href="https://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/">https://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/</a></li> <li>• Concept and Types of Reliability and Validity- <a href="https://chfasoa.uni.edu/reliabilityandvalidity.htm">https://chfasoa.uni.edu/reliabilityandvalidity.htm</a>, <a href="https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/">https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/</a>, <a href="https://www.cpp.edu/~smemerson/nbu-programeval/trochimppp/Part%203/Types%20of%20Reliability.ppt">https://www.cpp.edu/~smemerson/nbu-programeval/trochimppp/Part%203/Types%20of%20Reliability.ppt</a>, <a href="https://socialresearchmethods.net/kb/reotypes.php">https://socialresearchmethods.net/kb/reotypes.php</a></li> </ul>	
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5.	<b>EDU 706: Educational Management</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• explain the fundamentals of Educational Management.</li> <li>• explore resource Management in Education.</li> <li>• clarify roles and responsibilities of Academic Leaders in Educational Management.</li> <li>• act as an Educational Supervisor.</li> <li>• identify specific issues in Educational Management.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Asian Institute of Planning and Administration (1968). <i>Introduction to Educational Planning</i>. New Delhi: Asian Institute of Planning and Administration.</li> <li>• Beaby ,C.E.(1967). <i>Planning and Educational Administration</i>. Paris:UNESCO.</li> <li>• Bhatnagar and Verma. <i>Educational Supervision</i>. Meerut : International Pub. House.</li> <li>• Dessler, G. (2005). <i>Human Resource Management</i>. New Delhi : Pearson Prentice Hall.</li> <li>• Edwin, F. (1984). <i>Personnel Management</i>. New Delhi: Mac Graw Hill.</li> <li>• Fletcher, B.A.(1963). <i>Planning of Education</i>. New York: Institute of Education.</li> <li>• Griffiths, V.L.(1962). <i>Educational Planning</i>. London :Oxford University Press.</li> <li>• Harpinson, F. (1964). <i>Education Manpower and Economic Growth</i>. New York: McGraw Hill.</li> <li>• Harry,J. H.(1973). <i>Educational Planning, Programming, Budgeting : A System Approach</i>. New Jersey: Prentice Hall Inc.</li> <li>• John, R.L.and Morphat.(1964). <i>Financing the public school</i>. New Jersey: Englewood Cliffs.</li> <li>• Kimbrough, S.Ralph, Michall &amp; Nunnery. <i>Educational</i></li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Asian Institute of Planning and Administration (1968). <i>Introduction to Educational Planning</i>. New Delhi: Asian Institute of Planning and Administration.</li> <li>• Beaby ,C.E.(1967). <i>Planning and Educational Administration</i>. Paris:UNESCO.</li> <li>• Bhatnagar and Verma. <i>Educational Supervision</i>. Meerut : International Pub. House.</li> <li>• Dessler, G. (2005). <i>Human Resource Management</i>. New Delhi : Pearson Prentice Hall.</li> <li>• Edwin, F. (1984). <i>Personnel Management</i>. New Delhi: Mac Graw Hill.</li> <li>• Fletcher, B.A.(1963). <i>Planning of Education</i>. New York: Institute of Education.</li> <li>• Griffiths, V.L.(1962). <i>Educational Planning</i>. London :Oxford University Press.</li> <li>• Harpinson, F. (1964). <i>Education Manpower and Economic Growth</i>. New York: McGraw Hill.</li> <li>• Harry,J. H.(1973). <i>Educational Planning, Programming, Budgeting : A System Approach</i>. New Jersey: Prentice Hall Inc.</li> <li>• John, R.L.and Morphat.(1964). <i>Financing the public school</i>. New Jersey: Englewood Cliffs.</li> <li>• Kimbrough, S.Ralph, Michall &amp; Nunnery. <i>Educational Administration</i>. New York: Mc Millan</li> </ul>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>
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			<p><i>Developing Managerial Performance.</i> New Delhi: Excel Books.</p> <ul style="list-style-type: none"> <li>• Rao, V.K.(1961). <i>Education and Human Resource Development.</i> Bombay: Allied Publishers.</li> <li>• Robin Stepher P. <i>Organizational Behaviour.</i> Prentice Hall Pub. Pvt. Ltd.</li> <li>• Saiyadain, M. (2003) <i>Human Resource Management.</i> New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.</li> <li>• Simon, Herbart A. <i>Administrative Behaviour.</i> New York : McMillan Company.</li> <li>• Singh, B. (1967). <i>Education as Investment.</i> Delhi: Meenakshi Prakashan.UNESCO (1963). <i>Economic and Social Aspects of Planning.</i> Paris.</li> <li>• Singh, N.K. (1999) <i>Human Resource Management.</i> New Delhi: Excel Books.</li> <li>• Waber, Clarence A. <i>Fundamentals of Educational Leadership.</i> New York : Exposition Press.</li> </ul> <p>Educational Management- <a href="http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf">http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf</a></p> <p>Leading People Resource Management- <a href="http://www.csu.edu.au/_data/assets/pdf_file/0007/51946/Resource-">http://www.csu.edu.au/_data/assets/pdf_file/0007/51946/Resource-</a></p>	<p>Bombay: Allied Publishers.</p> <ul style="list-style-type: none"> <li>• Robin Stepher P. <i>Organizational Behaviour.</i> Prentice Hall Pub. Pvt. Ltd.</li> <li>• Saiyadain, M. (2003) <i>Human Resource Management.</i> New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.</li> <li>• Simon, Herbart A. <i>Administrative Behaviour.</i> New York : McMillan Company.</li> <li>• Singh, B. (1967). <i>Education as Investment.</i> Delhi: Meenakshi Prakashan.UNESCO (1963). <i>Economic and Social Aspects of Planning.</i> Paris.</li> <li>• Singh, N.K. (1999) <i>Human Resource Management.</i> New Delhi: Excel Books.</li> <li>• Waber, Clarence A. <i>Fundamentals of Educational Leadership.</i> New York : Exposition Press.</li> </ul> <p>Educational Management- <a href="http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf">http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf</a></p> <p>Leading People Resource Management- <a href="http://www.csu.edu.au/_data/assets/pdf_file/0007/51946/Resource-Management.pdf">http://www.csu.edu.au/_data/assets/pdf_file/0007/51946/Resource-Management.pdf</a></p> <p>Educational leadership and management: theory, policy, and practice-</p>	
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			<p><a href="#">Management.pdf</a></p> <p>Educational leadership and management: theory, policy, and practice-  <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&amp;rep=rep1&amp;type=pdf</a></p> <p>Handbook of Educational Leadership and Management-  <a href="http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf">http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf</a></p> <p>Management and Leadership Issues for School Building Leaders-  <a href="https://files.eric.ed.gov/fulltext/EJ1024110.pdf">https://files.eric.ed.gov/fulltext/EJ1024110.pdf</a></p> <p>Primary and Secondary Education Management Issues-  <a href="https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf">https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf</a></p> <p>Educational Supervision-  <a href="http://www.yourarticlelibrary.com/education/educational-supervision-in-india-meaning-scope-nature-and-type/45235">http://www.yourarticlelibrary.com/education/educational-supervision-in-india-meaning-scope-nature-and-type/45235</a></p>	<p><a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.729.7350&amp;rep=rep1&amp;type=pdf</a></p> <p>Handbook of Educational Leadership and Management-  <a href="http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf">http://www.edindustrygroup.com/uploads/2/9/2/8/2928545/handbook_of_educational_leadership_and_management-2003.pdf</a></p> <p>Management and Leadership Issues for School Building Leaders-  <a href="https://files.eric.ed.gov/fulltext/EJ1024110.pdf">https://files.eric.ed.gov/fulltext/EJ1024110.pdf</a></p> <p>Primary and Secondary Education Management Issues-  <a href="https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf">https://poledakar.iiep.unesco.org/sites/default/files/fields/publication_files/chapter7.pdf</a></p> <p>Educational Supervision-  <a href="http://www.yourarticlelibrary.com/education/educational-supervision-in-india-meaning-scope-nature-and-type/45235">http://www.yourarticlelibrary.com/education/educational-supervision-in-india-meaning-scope-nature-and-type/45235</a></p>	
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6.	<b>EDU707: Educational Technology in Practice</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on communication process and role of media in Education Technology.</li> <li>• Write, script &amp; its recording.</li> <li>• differentiate between different forms of Information Technology.</li> <li>• appreciate the trends and thrust areas in Education Technology.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Levine, J.M., Secondary Instruction:A Manual for Classroom Teaching, Boston: Allyn &amp; Becon, 1989.</li> <li>2. Percival, F. and Ellington, H., A Handbook of Educational Technology, London: Kogen page, 1984.</li> <li>3. Rao, Usha, Educational Technology, Bombay: Himalaya Publishing House, 1991.</li> <li>4. Sanpath, K. Panneerselvam, A. and Santhanam, S., Introduction to Educational Technology, New Delhi: Sterling Publishers, 1984.</li> <li>5. Sharma, Mittal, System Approach: Its Application in Education, Bombay, Himalaya Publishing House, 1985.</li> <li>6. Sharma, R.,A., Shiksha Takniki, Meerut: Loyal Book Depot., 1987.</li> <li>7. Woolfolk, A.E., Educational Psychology, New Jersey: Prentice Hall of India, 1990.</li> </ol>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Kumari, Sarita. (2004). <i>Increasing role of Technology in Education</i>. New Delhi: Chawla Offset Press.</li> <li>• Levine, J. M. (1989). <i>Secondary Instruction: A Manual for Classroom Teaching</i>. Boston: Allyn &amp; Becon.</li> <li>• Minor, Ed. and Fry, H.R. (Ed.) (1970). <i>Techniques for producing Visual Instructional Materials</i>. Tokyo: Mc-Graw Hill Book Co.</li> <li>• Mohanty, J. (1984). <i>Educational Broadcasting: Radio and TV in Education</i>. New Delhi: Sterling.</li> <li>• Passi, B. K. et.al. (Ed.) (2011). <i>Professional Development and ICT in Education</i>. New Delhi: APH.</li> <li>• Percival, F. and Ellington, H. (1984). <i>A Handbook of Educational Technology</i>. London: Kogan page.</li> <li>• Rao, Usha (1991). <i>Educational Technology</i>. Mumbai: Himalaya Pub. House.</li> <li>• Rao, Usha. (1991). <i>Educational Technology</i>. Bombay: Himalaya Publishing House.</li> <li>• Sahoo P.K. (1999). <i>Educational Technology in Distance Education</i>. New Delhi: Aravali Books International Pvt. Ltd.</li> <li>• Sanpath, K., Panneerselvam, A. and Santhanam, S. (1984). <i>Introduction to Educational Technology</i>. New Delhi: Sterling Publishers.</li> <li>• Saxena, N.R.S. &amp; Oberoi, S.C. (1996). <i>Technology of Teaching</i>. Meerut: R.L. Book Depot.</li> <li>• Sharma, R., A. (2012). <i>Technological Foundation of Education</i>. Meerut: R. Lall Book Depot.</li> <li>• Woolfolk, A.E. (1990). <i>Educational</i></li> </ul>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>
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7.	<b>EDU 701: Assessment and Counseling Process</b>	<p>Upon completion of course Student Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• describe and analyze the theoretical understanding of nature and needs of various assessment techniques used in counseling.</li> <li>• explain and analyze the basic assumptions and process of different approaches of counseling.</li> <li>• discuss and appreciate unique features of individual and group counseling.</li> </ul>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Chauhan S.S., 1982, Principles and Techniques of Guidance, Vikas Publishing House Pvt., Ltd., Delhi.</li> <li>2. Lee, Michall James and Pallone, 1966, Guidance and Counseling in School, Mc Graw Hill Book Co. New York.</li> <li>3. Moser E. Leslie &amp; Moser Ruth Small, 1903, Counseling and Guidance: An exploration Prentice Hall Inc. Inglewood Cliffs.</li> <li>4. Indian Education, Mittali Publisher, Delhi.</li> <li>5. Jaiswal Sita Ram, 1984, Guidance and Counseling, Prakashan Kendra, Lucknow.</li> <li>6. Dave Indu, 1983, The Basic Essentials of Counseling, Sterling publishers Pvt. Ltd., New Delhi.</li> <li>7. Kochhar S.K., 1983, Guidance and Counseling in Colleges and</li> </ol>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Chauhan, S.S. (1982). <i>Principles and Techniques of Guidance</i>. New Delhi: Vikas Publishing House Pvt. Ltd.</li> <li>• Dave, I. (1983). <i>The Basic Essentials of Counselling</i>. New Delhi: Sterling publishers Pvt. Ltd.</li> <li>• Ghones, R. N. (1995). <i>The Theory and Practice of Counselling</i>. New York: Cassell Wellington House.</li> <li>• Jaiswal, S.R. (1984). <i>Guidance and Counselling</i>. Lucknow: Prakashan Kendra.</li> <li>• Johnson, F. W. (1963). <i>Testing in Guidance and Counselling</i>. New York: MC. Graw Hill Book Co. Inc.</li> <li>• Johnson, F.W. (1965). <i>Theories of Counselling</i>. New York: Mc-Graw Hill Book Co. Inc.</li> <li>• Kinra, Asha K. (2009 ). <i>Guidance and Counselling</i>. New Delhi:</li> </ul>	<b>No Change</b>

References and Web Resources updated

		<ul style="list-style-type: none"> <li>• apply individual and group counseling procedures and organize counseling service for educational context</li> </ul>	<p>Universities, Sterling Publishers, Green Park, New Delhi.</p> <ol style="list-style-type: none"> <li>Johnson, F. Walter, 1963, Testing in Guidance and Counseling, MC. Graw Hill Book Co. Inc. New York.</li> <li>OHL. Sen, Merie M., 1970, Group Counseling: Holt, Renechart Winston, New York.</li> <li>Johnson, F.Walter, 1965, Theories of Counseling, Mc-Graw Hill Book Co. New York.</li> <li>Ghones, Richard Nelson “The Theory and Practice of Counseling”, Cassell Wellington House, New York, 1995.</li> <li>Sink, Christopher A. “Contemporary School Counseling Theory, Research and Practice”, Lahaska Press, New York, 2005.</li> <li>McLead, John, “An Introduction to Counseling”, Rawat Publication. Jaipur, 2008.</li> <li>Kinra, Asha K.” Guidance and Counseling (PEARSON) Dorling Kindersley India Pvt.Ltd.</li> </ol>	<p>Pearson.</p> <p>Kochhar, S.K. (1983). <i>Guidance and Counselling in Colleges and Universities</i>. New Delhi: Sterling Publishers.</p> <p>Lee, M. J. &amp; Pallone.(1966). <i>Guidance and Counselling in School</i>. New York: MC. Graw Hill Book Co. Inc.</p> <p>McLead, J. ( 2008). <i>An Introduction to Counselling</i>. Jaipur: Rawat Publication.</p> <p>Moser, E. L. &amp; Moser, R. S. (1903). <i>Counselling and Guidance: An exploration</i>. Inglewood Cliffs: Prentice Hall Inc..</p> <p>Sen. &amp; Merie, M.(1970). <i>Group Counselling</i>. New York: Holt Renechart Winston.</p> <p>Sink, C. A. (2005). <i>Contemporary School Counselling Theory, Research and Practice</i>. New York: Lahaska Press.</p> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• Importance of Assessment- <a href="http://vincentians.com/en/the-importance-of-assessment-and-decision-making-procedures-in-the-counseling-process/">http://vincentians.com/en/the-importance-of-assessment-and-decision-making-procedures-in-the-counseling-process/</a></li> <li>• Approaches of Counseling- <a href="https://www.skillsyouneed.com/learn/counseling-approaches.html">https://www.skillsyouneed.com/learn/counseling-approaches.html</a></li> <li>• Individual and Group Counseling- <a href="http://acacsac.org/individual-and-group-counseling/">http://acacsac.org/individual-and-group-counseling/</a></li> <li>• Individual Counseling- <a href="https://www.csuci.edu/caps/individual-counseling.htm">https://www.csuci.edu/caps/individual-counseling.htm</a></li> </ul>	
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				<ul style="list-style-type: none"> <li>Techniques of Counseling- <a href="https://blog.udemy.com/counseling-techniques/">https://blog.udemy.com/counseling-techniques/</a></li> </ul>	
8..	<b>EDU 715: Procedures of Educational Assessment and Evaluation</b>	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> <li>discuss the knowledge of various Educational Evaluation Techniques.</li> <li>reflect the necessary skill of constructing an Educational Achievement Test.</li> <li>analyze and use the process of Test Standardization.</li> <li>selection and use of the competencies for measuring psychological traits of students.</li> <li>criticize the role of ICT in Educational Evaluation.</li> <li>reflect the skills of administration and interpretation of educational and psychological Test.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Asthana &amp; Asthana .(2005). <i>Mano Vigyan our Shiksha Me Mapan Evam Mulyankan.</i> Agra : Vinod Pustak Mandir.</li> <li>Blaine, Worthier &amp; James, R. Sandir. (1987). <i>Educational Evaluation.</i> New York: Longman. U.S.A.</li> <li>By Clifford, P. Froehlich &amp; Kenneth, B. Hoyt. (1959). <i>Guidance Testing.</i> Chicago: Science Research Associates. INC.</li> <li>Denis, Baren &amp; Harold, W.B. Bernard. (1958). <i>Evaluation techniques for classroom teachers,</i> New York : McGraw Hill Book Company. INC. USA.</li> <li>Frederick, B. Devis.(1964). <i>Educational Measurement and its Interpretation.</i> California : Wadsworth Publishing Company. INC Belmont. U.S.A.</li> <li>John, R. &amp; Bor, Muth. (1973). <i>On the Theory of Achievement test Items.</i> Chicago: The University of Chicago Press.</li> <li>Normen, E. Gronlund. (1967) <i>Measurement and Evaluation in teaching.</i> New York: The MacMillan Company. USA.</li> <li>Thorndike, Robert., Elizabeth, L. &amp; P. Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education (II Edition).</i> New York : Wiley.</li> </ul>	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Asthana &amp; Asthana .(2005). <i>Mano Vigyan our Shiksha Me Mapan Evam Mulyankan.</i> Agra : Vinod Pustak Mandir.</li> <li>Blaine, Worthier &amp; James, R. Sandir. (1987). <i>Educational Evaluation.</i> New York: Longman. U.S.A.</li> <li>By Clifford, P. Froehlich &amp; Kenneth, B. Hoyt. (1959). <i>Guidance Testing.</i> Chicago: Science Research Associates. INC.</li> <li>Denis, Baren &amp; Harold, W.B. Bernard. (1958). <i>Evaluation techniques for classroom teachers,</i> New York : McGraw Hill Book Company. INC. USA.</li> <li>Frederick, B. Devis.(1964). <i>Educational Measurement and its Interpretation.</i> California : Wadsworth Publishing Company. INC Belmont. U.S.A.</li> <li>John, R. &amp; Bor, Muth. (1973). <i>On the Theory of Achievement test Items.</i> Chicago: The University of Chicago Press.</li> <li>Normen, E. Gronlund. (1967) <i>Measurement and Evaluation in teaching.</i> New York: The MacMillan Company. USA.</li> <li>Thorndike, Robert., Elizabeth, L. &amp; P. Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education (II Edition).</i> New York : Wiley.</li> </ul> <p><b>e-Resource:</b></p>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>

				<ul style="list-style-type: none"> <li>▪ Psychological test- <a href="http://www.healthofchildren.com/knowledge/Psychological_testing.html">http://www.healthofchildren.com/knowledge/Psychological_testing.html</a></li> <li>▪ Evaluation Techniques: Testing and Non-Testing -</li> <li>▪ <a href="https://www.scribd.com/presentation/269533056/Assessment-of-Learning-1-Chapter-1-Test-Non-test-Measurement-Assessment-and-Evaluation">https://www.scribd.com/presentation/269533056/Assessment-of-Learning-1-Chapter-1-Test-Non-test-Measurement-Assessment-and-Evaluation</a></li> <li>▪ Teacher made Achievement test- <a href="http://www.yourarticlelibrary.com/statistics-2/teacher-made-test-meaning-features-and-uses-statistics/92607">http://www.yourarticlelibrary.com/statistics-2/teacher-made-test-meaning-features-and-uses-statistics/92607</a> , <a href="http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_196112_wrightstone.pdf">http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_196112_wrightstone.pdf</a></li> <li>▪ ICT assisted Educational Evaluation- <a href="http://www.ictliteracy.info/rtf.pdf/UsingICTQuality.pdf">http://www.ictliteracy.info/rtf.pdf/UsingICTQuality.pdf</a> , <a href="https://www.Riemysore.ac.in/ict/unit_9_ict_in_assessment.html">https://www.Riemysore.ac.in/ict/unit_9_ict_in_assessment.html</a></li> <li>▪ Main features of ICT and its advantages in educational evaluation- <a href="http://edtechreview.in/trends-insights/insights/959-advantages-of-using-ict-in-learning-teaching-processes">http://edtechreview.in/trends-insights/insights/959-advantages-of-using-ict-in-learning-teaching-processes</a> , <a href="http://www.iosrjournals.Org/iosr-jrme/papers/Vol-1%20Issue-4/B0140308.pdf">http://www.iosrjournals.Org/iosr-jrme/papers/Vol-1%20Issue-4/B0140308.pdf</a> , <a href="http://www.allresearchjournal.com/archives/2017/vol3issue1/PartF/3-1-50-924.pdf">http://www.allresearchjournal.com/archives/2017/vol3issue1/PartF/3-1-50-924.pdf</a></li> <li>▪ Software Solutions for Test and Assessment Needs- <a href="https://www.addmengroup.com/test-and-assessment-software-">https://www.addmengroup.com/test-and-assessment-software-</a></li> </ul>	
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				<p><a href="#">solutions.htm</a></p> <ul style="list-style-type: none"> <li>▪ Brief study of useful software- <a href="https://antibullyingsoftware.com/blog/technology-in-education/11-types-of-education-software-available-to-schools/">https://antibullyingsoftware.com/blog/technology-in-education/11-types-of-education-software-available-to-schools/</a></li> <li>▪ Process of test standardization- <a href="https://www.edglossary.org/standardized-test/">https://www.edglossary.org/standardized-test/</a></li> <li>▪ Measuring Intelligence- <a href="https://opentextbc.ca/introductionto-psychology/chapter/9-1-defining-and-measuring-intelligence/">https://opentextbc.ca/introductionto-psychology/chapter/9-1-defining-and-measuring-intelligence/</a>, <a href="http://www.aboutintelligence.co.uk/what-intelligence.html">http://www.aboutintelligence.co.uk/what-intelligence.html</a>, <a href="https://psychanalyse.com/pdf/THE_MEASUREMENT_OF_INTELLIGENCE.pdf">https://psychanalyse.com/pdf/THE MEASUREMENT OF INTELLIGENCE.pdf</a></li> <li>▪ Measuring Personality- <a href="http://www.yourarticlelibrary.com/statistics-2/measurement-of-personality-4-methods-statistics/92641">http://www.yourarticlelibrary.com/statistics-2/measurement-of-personality-4-methods-statistics/92641</a>, <a href="https://www.personality-and-aptitude-career-tests.com/personality-measurement.html">https://www.personality-and-aptitude-career-tests.com/personality-measurement.html</a></li> <li>▪ Measuring Interest- <a href="http://www.yourarticlelibrary.com/statistics-2/interest-definition-types-and-measurement-statistics/92639">http://www.yourarticlelibrary.com/statistics-2/interest-definition-types-and-measurement-statistics/92639</a></li> <li>▪ Measuring Aptitude- <a href="http://www.yourarticlelibrary.com/statistics-2/aptitude-tests-definition-measurement-and-uses-statistics/92658">http://www.yourarticlelibrary.com/statistics-2/aptitude-tests-definition-measurement-and-uses-statistics/92658</a>, <a href="https://www.ericdigests.org/pre-9218/aptitude.htm">https://www.ericdigests.org/pre-9218/aptitude.htm</a></li> </ul>	
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## Reading Elective

1.	<p align="center"><b>EDU</b> <b>Peace Education</b></p>	<p>Upon completion of course Pupil Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Clarify the concept of Peace education</li> <li>• Assess need for peace education</li> <li>• Appraise the peace initiatives and movements for peace</li> <li>• Organize curricular and co-curricular activities for promotion of peace in school</li> </ul>	<p><b>Course Outline:</b> Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario, Strategies for peace education Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996 , UNESCO's Conference for peace and International Understanding, Tokyo, 1999 ,Creation of UNO, UNESCO, UNICEF</p> <p>Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games</p>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li>• Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario, Strategies for peace education</li> <li>• Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996 , UNESCO's Conference for peace and International Understanding, Tokyo, 1999 , Creation of UNO, UNESCO, UNICEF</li> <li>• Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games</li> </ul>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>
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**Reference:**

- Harris, I. & Morrison, M. (2003). *Peace Education*. New York: McFarland & Co. Chapter 3.
- Montessori, M. (1972). *Education and peace*. Chicago: Henry Regnery. .
- NCERT. (2004). *Peace Education: Self Instructional Package for Teacher Education*. New Delhi: NCERT.
- NCERT. (2006). *NCF 2005 Position Paper, National Focus Groups on Education for Peace*. New Delhi.

**e-Resources:**

- <http://www.bdu.ac.in/cde/docs/ebooks/B-Education-II/PEACE%20EDUCATION.pdf>,
- <https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...>
- <https://minds.wisconsin.edu/bitstream/handle/1793/.../MarkellLockwood.pdf?...1...y>
- <https://www.isesco.org.ma/>

				<p>wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf</p> <ul style="list-style-type: none"> <li>• <a href="https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence">https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence</a></li> <li>• <a href="https://en.unesco.org/70years/building_peace">https://en.unesco.org/70years/building_peace</a></li> <li>• <a href="http://www.un.org/documents/ga/docs/51/plenary/a51-395.htm">www.un.org/documents/ga/docs/51/plenary/a51-395.htm</a></li> </ul>	
2.	<b>EDU Value Education</b>	<p>Upon completion of course The students will be able to:</p> <ul style="list-style-type: none"> <li>• Assess the need and importance of values and its classification in contemporary society.</li> <li>• Prioritize the values needed for peaceful society.</li> <li>• Demonstrate awareness for role of education in building value as dynamic social reality.</li> </ul>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li>• Values and Human Life</li> <li>• Human, Constitutional, Social, Professional, Religious and Moral Values, Aesthetic Values</li> <li>• Need for value education in the contemporary society</li> <li>• Value Education and Personal Development</li> <li>• Teaching approaches and strategies to inculcate values through curricular and co-curricular activities</li> <li>• Role of education in transformation of values in society</li> <li>• Role of parents, teachers, society, peer group and mass</li> </ul>	<p><b>Course Outline:</b></p> <ul style="list-style-type: none"> <li>• Values and Human Life</li> <li>• Human, Constitutional, Social, Professional, Religious and Moral Values, Aesthetic Values</li> <li>• Need for value education in the contemporary society</li> <li>• Value Education and Personal Development</li> <li>• Teaching approaches and strategies to inculcate values through curricular and co-</li> </ul>	<p><b>No Change</b></p> <p><b>References and Web Resources updated</b></p>



		<ul style="list-style-type: none"> <li>Describe the importance of value education towards personal, national and global development.</li> </ul>	<p>media in fostering values</p> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>वर्मा, जी. एस., मूल्य शिक्षा, पर्यावरण एवंमानवाधिकार, इंटरनेट नलपब्लििंगहाउस, मेरठ, 2008.</li> <li>दुबेसत्यनारायण, मूल्य शिक्षा, भारदापुस्तकभवन, इलाहाबाद, 2016</li> <li>Monica J. Taylor. Values in Education and Education in Value. Rutledge. 1996.</li> <li>Neil Postman. The End of Education: Redefining the Value of School. Vintage publisher. 1996</li> <li><a href="http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework">http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework</a>.</li> <li><a href="http://www.cbseacademic.nic.in/web_material/ValueEdu/Value Education Kits.pdf">www.cbseacademic.nic.in/web_material/ValueEdu/Value Education Kits.pdf</a></li> <li>Sharma, S.P. Moral and Value Education; Principles and Practices, Kanishka publishers, 2013.</li> <li>Kiruba Charles &amp; V. Arul Selvi. Value Education: Neelkamal Publications, New Delhi, 2012.</li> <li>Passi, B.K. and Singh, P. Value Education. National Psychological Corporation, Agra. 2004.</li> </ul>	<p>curricular activities</p> <ul style="list-style-type: none"> <li>Role of education in transformation of values in society</li> <li>Role of parents, teachers, society, peer group and mass media in fostering values</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>वर्मा, जी. एस. (2008). मूल्य शिक्षा, पर्यावरण एवं मानवाधिकार. मेरठ : इंटरनेट नल पब्लििंग हाउस.</li> <li>दुबे, एस. (2016). मूल्य शिक्षा. इलाहाबाद : भारदा पुस्तक भवन.</li> <li>Monica, J. T. (1996).Values in Education and Education in Value. Rutledge.</li> <li>Neil, P. (1996). The End of Education: Redefining the Value of School. Vintage publisher.</li> <li>Sharma, S. P. (2013). Moral and Value Education; Principles and Practices. Kanishka publishers.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Chitakra, M.G.: Education and Human Values, A.P.H. Publishing Corporation, New Delhi. 2003.</li> </ul>	<ul style="list-style-type: none"> <li>• Kiruba, C. &amp; V. Arul S. (2012). Value Education. New Delhi: Neelkamal Publications.</li> <li>• Passi, B. K. and S. (2004). P. Value Education. Agra: National Psychological Corporation.</li> <li>• Chitakra, M. G. (2003). Education and Human Values. New Delhi: A.P.H. Publishing Corporation.</li> </ul> <p><b>e-Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://en.wikipedia.org/wiki/Values_Education">https://en.wikipedia.org/wiki/Values_Education</a></li> <li>• <a href="http://www.yourarticlelibrary.com/education/value-education/">www.yourarticlelibrary.com/education/value-education/</a></li> <li>• <a href="https://www.researchgate.net/publication/235712162_Value_Education">https://www.researchgate.net/publication/235712162 Value Ed...</a></li> <li>• <a href="https://www.iitk.ac.in/hvhe/images/article-9.pdf">https://www.iitk.ac.in/hvhe/images/article-9.pdf</a></li> <li>• <a href="https://www.cukashmir.ac.in/UNIT%201%20INTRO">https://www.cukashmir.ac.in/UNIT%201%20INTRO.</a></li> </ul> <p>..</p>	
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				<ul style="list-style-type: none"> <li>• <a href="http://www.bhojvirtualuniversity.com/slm/B.Ed. SLM/bedt_sst4u1.pdf">WWW.bhojvirtualuniversity.com/slm/B.Ed. SLM/bedt_sst4u1.pdf</a></li> <li>• <a href="http://www.cbseacademic.nic.in/web_material/ValueEdu/Value Education Kits.pdf">www.cbseacademic.nic.in/web_material/ValueEdu/Value Education Kits.pdf</a></li> <li>• <a href="http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework">http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework</a>.</li> </ul>	
3.	<b>EDU Human Right Education</b>	<p>Upon completion of course Student Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• The student teachers directly engaged in the promotion of human rights and duties.</li> <li>• Discuss the changing dimensions of human rights and duties.</li> <li>• Explain Societal Problems of Human Rights in India.</li> </ul>	<p><b>Course Outline:</b></p> <p>Values: Dignity, liberty, equality, justice, unity in diversity  Inherent, inalienable, Universal and indivisible  Meaning and significance of Human Rights Education  Classification of rights  Classification of duties  Correlation of rights and duties</p> <p>Changing dimensions of human rights and duties</p> <p>Theories of human rights</p> <p>Social movements</p> <p>Societal Problems of Human Rights in India</p> <p>Evolution</p>	<p><b>Course Outline:</b></p> <p>Values: Dignity, liberty, equality, justice, unity in diversity  Inherent, inalienable, Universal and indivisible  Meaning and significance of Human Rights Education  Classification of rights  Classification of duties  Correlation of rights and duties  Changing dimensions of human rights and duties  Theories of human rights</p>	<p><b>No Change</b></p> <p>References and Web Resources updated</p>

			<p>Fundamental Rights</p> <p>Directive Principles of State Policy</p> <p>Fundamental Duties</p> <p><b>Reference :</b></p> <ol style="list-style-type: none"> <li>1. Basu, Durga Das, Human Rights in Constitutional law (New Delhi: Prentice Hall 1994)</li> <li>2. Gogia, S.P., Law relating to Human Rights (2000)</li> <li>3. Gupta D.N. and Singh, Chandrachur, Human Rights and Freedom of Conscience: Some suggestions for its Development and Application (2001)</li> <li>4. Sinha, Manoj Kumar, Implementation of Basic Human Rights, (1999)</li> <li>5. Paul, R.C. Situation of Human Rights in India (2000)</li> <li>6. Alam, Aftab, ed., Human Rights in India: Issues and Challenges (New Delhi: Raj Publications, 1999).</li> </ol>	<p>Social movements</p> <p>Societal Problems of Human Rights in India</p> <p>Evolution</p> <p>Fundamental Rights</p> <p>Directive Principles of State Policy</p> <p>Fundamental Duties</p> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>• Basu, D. D. (1994). <i>Human Rights in Constitutional law.</i> New Delhi: Prentice Hall.</li> <li>• Gogia, S. P. (2000). <i>Law relating to Human Rights.</i></li> <li>• Gupta, D. N. and Singh, C. (2001). <i>Human Rights and Freedom of Conscience: Some suggestions for its Development and Application.</i></li> <li>• Sinha, M. K. (1999). <i>Implementation of Basic Human Rights.</i></li> <li>• Paul, R.C. (2000). <i>Situation of Human Rights in India</i></li> </ul>	
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				<ul style="list-style-type: none"> <li>Alam, A. ed. (1999). <i>Human Rights in India: Issues and Challenges</i>. New Delhi: Raj Publications</li> </ul>	
4	<b>EDU -----: Conceptual Basis of Education</b>	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> <li>Express the nature of education as a discipline/an area of study.</li> <li>Reflect upon aims of Indian Education in the context of a democratic, secular, socialist, egalitarian and a humane society.</li> <li>Clarify the concept of knowledge and knowledge construction.</li> </ul>		<p><b>Course Outlines:</b></p> <ul style="list-style-type: none"> <li><b>Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.</b></li> <li><b>Education as a discipline or area of study.</b></li> <li><b>Aims of Indian Education in the context of a democratic, secular, socialist, egalitarian and a humane society.</b></li> <li><b>Concept of knowledge and knowledge construction between:</b> <ul style="list-style-type: none"> <li><b>Content knowledge and Pedagogy knowledge</b></li> <li><b>Theoretical knowledge and practical knowledge</b></li> <li><b>Universal knowledge</b></li> </ul> </li> </ul>	<b>New Reading Elective</b>

				<p>and contextual knowledge.</p> <ul style="list-style-type: none"><li>• Need for a vision of school education:<ul style="list-style-type: none"><li>- Flow of national goals to instructional objectives.</li><li>- Child's rights.</li></ul></li><li>• Concepts of quality and excellence in education- it's relation to quality of life.</li></ul> <p>References:</p> <ul style="list-style-type: none"><li>• Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.</li><li>• Dearden R. F. (1984). Theory and practice in Education. Routledge Kegan &amp; Paul.</li><li>• Dewey, J. (1916/1977):</li></ul>	
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				<p><b>Democracy and Education:</b> An introduction to the philosophy of education, New York: Macmillan.</p> <ul style="list-style-type: none"><li>• <b>NCERT (2005). National curriculum framework, New Delhi.</b></li><li>• <b>MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.</b></li><li>• <b>MHRD, (1992), Programme of action. Govt. of India, New Delhi.</b></li><li>• <b>Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.</b></li><li>• <b>Peters, R.S. (1967), The Concept of education, Routledge, United Kingdom.</b></li></ul> <p><b>Suggested e-material:</b></p>	
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				<p><b>Social and Cultural Issues in Education-</b>  <a href="http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf">http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf</a></p> <p><b>Education and Social Change-</b>  <a href="https://sol.du.ac.in/mod/book/view.php?id=1449&amp;chapterid=1332">https://sol.du.ac.in/mod/book/view.php?id=1449&amp;chapterid=1332</a></p> <p><b>Domain Wise Knowledge structuring-</b>  <a href="http://www.nwlink.com/~donclark/hrd/bloom.html">http://www.nwlink.com/~donclark/hrd/bloom.html</a></p> <p><b>Discovery as a Learner driven pedagogy-</b>  <a href="http://www.academia.edu/9838419">http://www.academia.edu/9838419</a></p>	
5	<p><b>EDU -----: Education as Interdisciplinary Knowledge</b></p>	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> <li>• Examine issues related to education as interdisciplinary knowledge.</li> <li>• Appreciate interdisciplinary nature of education and it's</li> </ul>		<p><b>Course Outlines:</b></p> <ul style="list-style-type: none"> <li>• Interdisciplinary nature of education;</li> <li>• relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics and anthropology</li> </ul>	<p><b>New Reading Elective</b></p>



		<p>relationships with disciplines/ subjects such as philosophy, psychology, sociology, management, economics and anthropology.</p> <ul style="list-style-type: none"> <li>• Clarify axiological issues in education.</li> </ul>		<ul style="list-style-type: none"> <li>• Contribution of science and technology to education</li> <li>• challenges of science and technology education</li> <li>• Axiological issues in education: role of peace, values and aesthetics in education.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.</li> <li>• Dearden R. F. (1984). Theory and practice in Education. Routledge K Kegan &amp; Paul.</li> <li>• NCERT (2005). National curriculum framework, New Delhi.</li> <li>• MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.</li> </ul>	
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				<ul style="list-style-type: none"> <li>• MHRD, (1992), Programme of action. Govt. of India, New Delhi.</li> <li>• Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.</li> <li>• Peters, R.S. (ed), (1975). The Philosophy of education. Oxford University Press, London.</li> </ul> <p><b>Suggested e-material:</b></p> <p>Democracy and education-www.yourarticlelibrary.com/national-integration-in-india/47120</p> <p><a href="https://www.indiastudychannel.com/resources/122094-concept-of-national-integration-and-obstacles-to-nation-integration">https://www.indiastudychannel.com/resources/122094-concept-of-national-integration-and-obstacles-to-nation-integration</a></p> <p>Multidisciplinary and</p>	
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				<p>Interdisciplinary Approach of Knowledge Structuring-  <a href="https://www.researchgate.net/.../267939164">https://www.researchgate.net/.../267939164</a> <u>Disciplinary Multidisciplinary Interdisciplinary- Concepts and Indicators,</u></p>	
6	<p><b>EDU -----: Socio-cultural Context of Education</b></p>	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> <li>• Clarify Social purposiveness of education.</li> <li>• Examine issues related to Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.</li> <li>• Reflect upon Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.</li> </ul>		<p><b>Course Outlines:</b></p> <ul style="list-style-type: none"> <li>• <b>Social purposiveness of education.</b></li> <li>• <b>Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.</b></li> <li>• <b>Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.</b></li> <li>• <b>Education of socio-</b></li> </ul>	<p><b>New Reading Elective</b></p>

economically deprived groups based on gender, local (rural/urban), income differential and disabilities.

**References:**

- Bruner, J.S. (1996), *The Culture of education.* Cambridge, M.A.: Harvard University Press.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education,* New York: Macmillan.
- NCERT (2005). *National curriculum framework,* New Delhi.
- MHRD, Gov. of India (1992), *National policy on education (revised)* New Delhi.
- MHRD, (1992), *Programme of action.* Govt. of India, New Delhi.

• Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.

• Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.

• Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.

**Suggested e-material:**

**Social and Cultural Issues in Education-**

<http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf>

**Multilingualism in India-**

<http://shodhganga.inflibnet>.

				<a href="http://www.hrpub.org/download/20180228/UJER6-19510774.pdf">ac.in/bitstream/10603/11248/9/09_chapter%202.pdf</a> <b>New Concepts of Equality of Educational Opportunity-</b> <a href="http://www.hrpub.org/download/20180228/UJER6-19510774.pdf">http://www.hrpub.org/download/20180228/UJER6-19510774.pdf</a>	
7	<b>EDU -----: Supportive Mechanism of Education</b>	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> <li>• Identify various issues related to Teacher Education as reflects in NCF (2005).</li> <li>• Analyze functions of various academic and administrative Governmental/autonomous agencies for School Education.</li> <li>• Examine critically the concerns arises from vision of school education and teacher education.</li> <li>• Organize various learning resources–textbooks, supplementary books, workbooks, multimedia and ICT and School library in the institution.</li> </ul>		<b>Course Outlines:</b> <ul style="list-style-type: none"> <li>• <b>Teacher Education as reflects in NCF (2005).</b></li> <li>• <b>Functions of Academic and Administrative Governmental/autonomous Agencies for School Education.</b></li> <li>• <b>Complementarities’ in participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community.</b></li> <li>• <b>Monitoring and evaluation</b></li> </ul>	<b>New Reading Elective</b>

				<p>of schools.</p> <ul style="list-style-type: none"> <li>• Organization of learning resources–textbooks, supplementary books, workbooks, multimedia and ICT and School library.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.</li> <li>• NCERT (2005). National curriculum framework, New Delhi.</li> <li>• MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.</li> <li>• MHRD, (1992), Programme of action. Govt. of India, New Delhi.</li> <li>• Art Kleiner et.al (1994) , The Fifth Discipline Field</li> </ul>	
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**book: Strategies for Building a Learning Organization, Nicholas Brealey Publishing (Gopsons Papers Ltd.), Noida.**

**Suggested e-material:**

**Designing effective monitoring and evaluation of education systems for 2030: A global synthesis of policies and practices-**

**<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/me-report.pdf>**

**Monitoring and Evaluation in Education-**

**[https://www.academia.edu/4942025/Monitoring\\_and\\_Evaluation\\_in\\_Education](https://www.academia.edu/4942025/Monitoring_and_Evaluation_in_Education)**

**National Curriculum Framework**

**-**

**<http://epathshala.nic.in/programmes/national->**



				<a href="#"><u>curriculum-frameworks/</u></a>	
8	<b>EDU : Understanding School Contexts</b>	<p>Upon completion of course Students will be enable to :</p> <ul style="list-style-type: none"> <li>• Contribute in creating Learner friendly school environment..</li> <li>• Analyze role of personals in school management: teachers, headmasters, and administrators..</li> <li>• Critically reflect Teacher's autonomy and accountability.</li> </ul>		<p><b>Course Outlines:</b></p> <ul style="list-style-type: none"> <li>• <b>Learner friendly school environment.</b></li> <li>• <b>Role of personals in school management: teachers, headmasters, and administrators.</b></li> <li>• <b>Nurturing School as subsystem of society</b></li> <li>• <b>Role of school management committee in school management</b></li> <li>• <b>Teacher's autonomy and accountability.</b></li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• <b>Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.</b></li> <li>• <b>Dewey, J. (1916/1977): Democracy and Education:</b></li> </ul>	<b>New Reading Elective</b>

				<p><b>An introduction to the philosophy of education, New York: Macmillan.</b></p> <ul style="list-style-type: none"><li>• <b>NCERT (2005). National curriculum framework, New Delhi.</b></li><li>• <b>MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.</b></li><li>• <b>MHRD, (1992), Programme of action. Govt. of India, New Delhi.</b></li><li>• <b>Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.</b></li></ul> <p><b>Suggested e-material:</b> <b>Child friendly schools:</b></p> <p><a href="https://www.unicef.org/lifeskills/index_7260.html">https://www.unicef.org/lifeskills/index_7260.html</a></p> <p><b>What Makes a Child-Friendly</b></p>	
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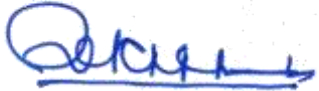
				<p><b>Learning Environment?</b></p> <p><a href="https://www.unicef.org/teachers/environment/friendly.htm">https://www.unicef.org/teachers/environment/friendly.htm</a></p> <p><b>School Management Committee</b></p> <p><a href="http://www.lse.ac.uk/intranet/LSEServices/governanceAndCommittees/SMC-ToR-and-membership.pdf">http://www.lse.ac.uk/intranet/LSEServices/governanceAndCommittees/SMC-ToR-and-membership.pdf</a></p> <p><b>School Management Committee:</b></p> <p><a href="http://righttoeducation.in/forums/suggest-rte-amendments/section-21-school-management-committee">http://righttoeducation.in/forums/suggest-rte-amendments/section-21-school-management-committee</a></p>	
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**Annexure-X**

Change in Subject Combination of B.A.B.Ed., B.Sc.B.Ed. Four Year Integrated Course

Existing	Proposed	Recommended
<p><b>Duration:</b> B.A. B.Ed./ B.Sc. B.Ed. Integrated – 4years (eight semesters).  <b>Minimum Eligibility:</b> 50% aggregate in Senior Secondary School Certificate Examination of Banasthali Vidyapith or an examination recognized by Banasthali Vidyapith as equivalent thereto.  <b>Note:</b> For SC/ST Candidates the minimum aggregate percentage required is 40% in both the courses.</p> <p>– <b>In B.A. B.Ed. the students have to opt for three elective subjects* to be chosen by selecting only one from the following subject groups in the first year.</b></p> <p>A. 1. Hindi, 2. Economics, 3. <del>Physical Education</del>, 4. Public Administration, 5. Home Science, 6. <del>Kathak Dance</del>, 7. Music  B. 1. Sociology, 2. English, 3. Mathematics, 4. <del>Management</del>, 5. <del>Drama &amp; Theater Art</del>  C. 1. Political Science, 2. <del>Statistics<sup>#</sup></del>, 3. <del>Applied Stats<sup>##</sup></del>, 4. Geography, 5. <del>Textile Designing</del>  D. 1. History, 2. <del>Drawing and Painting</del>, 3. Sanskrit, 4. <del>Computer Application</del>, 5. Psychology</p> <p>*The candidate of B.A. B.Ed. Integrated course must select at least <del>one</del> elective subject from the following: Hindi, Economics, Public Administration, Sociology, English, Mathematics, Political Science, Geography, History, Sanskrit</p> <p>– <b>In B.Sc. B.Ed. the students have to opt from the following groups and combinations*.</b>  <b>For B.Sc. B.Ed. Mathematics group: The subject combinations available are:</b>  A. <del>Mathematics, Computer Science, Electronics</del>  B. <del>Mathematics, Computer Science, Statistics</del>  C. Mathematics, Computer Science, Physics</p>	<p><b>Duration:</b> B.A. B.Ed./ B.Sc. B.Ed. Integrated – 4years (eight semesters).  <b>Minimum Eligibility:</b> 50% aggregate in Senior Secondary School Certificate Examination of Banasthali Vidyapith or an examination recognized by Banasthali Vidyapith as equivalent thereto.  <b>Note:</b> For SC/ST Candidates the minimum aggregate percentage required is 40% in both the courses.</p> <p>– <b>In B.A. B.Ed. the students have to opt for three elective subjects.* One only to be chosen by selecting from the following subject groups in the first year.</b></p> <p>A. 1. Hindi, 2. Economics, 3. Public Administration, 4. Home Science, 5. Music  B. 1. Sociology, 2. English, 3. Mathematics  C. 1. Political Science, 2. Geography  D. 1. History, 2. Sanskrit, 3. Psychology</p> <p>*The candidate of B.A. B.Ed. Integrated course must select at least <b>two</b> elective subjects from the following: Hindi, Economics, Public Administration, Sociology, English, Mathematics, Political Science, Geography, History, Sanskrit.</p> <p>– <b>In B.Sc. B.Ed. the students have to opt from the following groups and combinations*.</b>  <b>For B.Sc. B.Ed. Mathematics group: The subject combinations available are:</b>  A. Mathematics, Computer Science, Physics  B. Mathematics, Physics, Statistics</p>	<p><b>Duration:</b> B.A. B.Ed./ B.Sc. B.Ed. Integrated – 4years (eight semesters).  <b>Minimum Eligibility:</b> 50% aggregate in Senior Secondary School Certificate Examination of Banasthali Vidyapith or an examination recognized by Banasthali Vidyapith as equivalent thereto.  <b>Note:</b> For SC/ST Candidates the minimum aggregate percentage required is 40% in both the courses.</p> <p>– <b>In B.A. B.Ed. the students have to opt for three elective subjects.* One only to be chosen by selecting from the following subject groups in the first year.</b></p> <p>E. 1. Hindi, 2. Economics, 3. Public Administration, 4. Home Science, 5. Music  F. 1. Sociology, 2. English, 3. Mathematics  G. 1. Political Science, 2. Geography  H. 1. History, 2. Sanskrit, 3. Psychology</p> <p>*The candidate of B.A. B.Ed. Integrated course must select at least two elective subjects from the following: Hindi, Economics, Public Administration, Sociology, English, Mathematics, Political Science, Geography, History, Sanskrit.</p> <p>– <b>In B.Sc. B.Ed. the students have to opt from the following groups and combinations*.</b>  <b>For B.Sc. B.Ed. Mathematics group: The subject combinations available are:</b>  C. Mathematics, Computer Science, Physics  D. Mathematics, Physics, Statistics</p> <p><b>For B.Sc. B.Ed. Life Sciences group: The subject combinations available are:</b>  (Bio-Science) – Chemistry, Zoology, Botany  <b>For B.Sc. B.Ed. Geology group: The subject</b></p>

<p><del>D. Mathematics, Electronics, Physics</del> E. Mathematics, Physics, Statistics</p> <p><b>For B.Sc. B.Ed. Life Sciences group: The subject combinations available are:</b> A. (Bio-Science) – Chemistry, Zoology, Botany B. <del>(Biotechnology) – Biotechnology, Chemistry</del></p> <p><b>For B.Sc. B.Ed. Geology group: The subject combinations available are:</b> <b>Geology:</b> i. Geology ii. Chemistry iii. Zoology/Botany/Physics/Mathematics/Geography (any one)</p> <p><b>NOTE:</b> # <del>The students opting for Drawing and Music have to pass an aptitude test.</del> ## <del>Mathematics and Statistics can only be opted if the student has studied Mathematics as an elective at 10+2 level.</del> # <del>Students with Mathematics opt only</del> ## <del>Students with non Mathematics can opt only</del> *The candidate of B.Sc. B.Ed. Integrated course must select at least <del>one</del> elective subject from the following: Mathematics, Physics, Chemistry, Zoology, Botany</p>	<p><b>For B.Sc. B.Ed. Life Sciences group: The subject combinations available are:</b> (Bio-Science) – Chemistry, Zoology, Botany</p> <p><b>For B.Sc. B.Ed. Geology group: The subject combinations available are:</b> <b>Geology:</b> i. Geology ii. Chemistry iii. Zoology/Botany/Physics/Mathematics/ Geography (any one)</p> <p><b>NOTE:</b> *The candidate of B.Sc. B.Ed. Integrated course must select at least <b>two</b> elective subjects from the following: Mathematics, Physics, Chemistry, Zoology, Botany</p>	<p><b>combinations available are:</b> <b>Geology:</b> iv. Geology v. Chemistry vi. Zoology/Botany/Physics/Mathematics/Geography (any one)</p> <p><b>NOTE:</b> *The candidate of B.Sc. B.Ed. Integrated course must select at least <b>two</b> elective subjects from the following: Mathematics, Physics, Chemistry, Zoology, Botany</p>
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Verified  
  
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