Banasthali Vidyapith Department of Education

Minutes of the meeting of the Board of Studies in Education, held on 28th 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 11th March, 2012.
- 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 -

Group A: Foundation Courses	Marks	Semester
Course A-1 Childhood and Growing Up	90	Ι
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
Total Marks	480	

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

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

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

Course C4- Understanding Disciplines and Subjects	75	III
Total Marks	300	
Group D Optional Courses (Any One)	Marks	Semester
Course D1 : SPECIAL AREA OF STUDY		
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
Course D2: PEDAGOGY OF SCHOOL SUBJECT		
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
Total Marks	60	

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.

Group E: Enhancing Professional Capacity (EPC)	Marks	Semester
Courses		
EPC1- Reading and Reflecting on Texts	45	II
EPC2 - Aesthetic Appreciation through Art and Drama	45	Ι
EPC3 - Critical Understanding of ICT	45	II
EPC4 - Understanding the Self and Yoga	45	Ι
Total Marks	180	
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Group F: Field Engagement and Practice Component	Marks	Semester
Course F1 – Skill Based Teaching	60	Ι
Course F2 – School Exposure	45	Ι
Course F3 – Practice Teaching	90	Ι
Course F4 – Criticism Lesson	90	Ι
Course F5 – Final Lesson	150	II
Total Marks	435	
Group G: School Internship	Marks	Semester

Total Marks	375	
Course G2 – Field based Research Project	75	IV
Course G1 – Internship	300	IV

Semester Wise Distribution of the Courses

SEMESTER: I

Paper	Title	Pd/ Wk	Duration of Exam*	Cont	. Ass	Sem	. Ass.	Max. Marks	Min. Marks
				Т	Р	Т	Р		
Course A1	Childhood and Growing Up	6	3 Hrs	30	-	60	-	90	32
Group B	Pedagogy of School Subject Part-I	4	2 Hrs	20	-	40	-	60	22
Course C1	Language across the Curriculum	5	$2^{1}_{/2}$ Hrs	25	-	50	-	75	27
Course EPC2	Aesthetic Appreciation through Art and Drama	5		15	20	-	10	45	16
EPC 4	Understanding the Self and Yoga	5		15	20	-	10	45	16
Group F	Practice Teaching Components (F-1 to F-4)			0	135	-	150	285	103
	Total	25		105	175	150	170	600	216

		SEME	STER: II						
Paper	Title	Pd/ Wk	Duration of Exam*	Cont	. Ass	Sem	. Ass.	Max. Marks	Min. Marks
				Т	Р	Т	Р		
Course A3	Learning and Teaching	6	3 Hrs	30	-	60	-	90	32
Course C3	Creating an Inclusive School	5	$2^{1}_{/2}$ Hrs	25	-	50	-	75	27
Course A5.1	Knowledge and Curriculum Part-I	4	2 Hrs	20	-	40	-	60	22
Group B	Pedagogy of a School Subject Part-II	4	2 Hrs	20	-	40	-	60	22
EPC 1	Reading and Reflecting on Texts	5		15	20	-	10	45	16
EPC 3	Critical Understanding of ICT	5		15	20	-	10	45	16
Group F	Practice Teaching Components (F-5)			-	0	-	150	150	54
	Total	29		125	40	190	170	525	189

SEMESTER:	III
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Paper	Title	Pd/ Wk	Duration of Exam*	Cont	. Ass	Sem	. Ass.	Max. Marks	Min. Marks
				Т	Р	Т	Р		
Course A2	Contemporary Indian Education	6	3 Hrs	30	-	60	-	90	32
Course A 4	Assessment for Learning	6	3 Hrs	30	-	60	-	90	27
Course A5.2	Knowledge and Curriculum–Part II	4	2 Hrs	20	-	40	-	60	22
Course C2	Gender, School and Society	5	$2^{1}_{/2}$ Hrs	25	-	50	-	75	27
Course C4	Understanding Disciplines and Subjects	5	$2^{1}_{/2}$ Hrs	25	-	50	-	75	27
Group D	Optional Course D1:Special Area of Study D2: Pedagogy of School Subject	4	2 Hrs	20	-	40	-	60	22
	Total	30		150	-	300	-	450	162

SEMESTER: IV Paper Pd/ Duration of Exam* On. Ass Sem. Ass. Max. Min. Group G School Internship Image: Content of the second seco

Course G1	Internship		-	30	-	270	300	108
Course G2	Field based Research Project		-	25	-	50	75	27
	Total		-	55	-	320	375	135

*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 Practicums	18 marks 12 marks (Each will be 6 Marks)
For Courses of 75 marks:	Test Practicums	15 marks 10 marks (Each will be 5 Marks)
For Courses of 60 marks:	Test Practicums	12 marks 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. Clarify 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	Practice Teaching Component
	(1140)	(810)
Ι	60%	60%) of the aggregate marks obtained at
II	48%	48% the all semesters taken together.
Pass	36%	36%
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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
 - Fundamentals of Educational Assessment and Evaluation I.
 - Procedures of Educational Assessment and Evaluation II.
 - 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
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- Phase-II: Submission of Research Progress Report Phase-III: Post submission and Viva–voce 2 30 = 30 Marks 160+20 =180 Marks
- 3

Semester wise Scheme of Evaluation

	Semester – I								
Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		t. Ass Sem. Ass.		Max. Marks	Min. Marks
Group A	Core Courses-I			Р	Т	Р	Т		
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
Total of Semester I				60	120	30	240	450	

	Semester – II								
Paper	Title		Duration of Exam*	Cont.	Ass	Sem.	Ass.	Max. Mark s	Min. Mark s
Group A	Core Courses-I			Р	Т	Р	Т		
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								
Area B - I	Principles and Procedures of Guidance and Counselling	6	3Hrs	_	30	_	60	90	32
Area C - I	Educational Administration and Planning	6	5118						
Area D - I	Fundamentals of Educational Assessment and Evaluation	6							
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
T	Total of Semester-II	44		75	90	150	180	495	

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

	Semester – IV								
Paper	Title	Pd/ Wk	Duration of Exam*	Cont	Ass	Sem.	Ass.	Max. Marks	Min. Marks
Group A	Core Courses-I			Р	Т	Р	Т		
A-12	Teaching and Learning at Secondary Stage	6	3 Hrs	-	30	-	60	90	32
Group C	Area of Specialisation (any One)								
Area A- II	Educational Technology in Practice	6	3 Hrs	-	30	-	60	90	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	-	-	-	45	16
Group E	Dissertation								
Phase-III	Post submission and Viva-voce	0		70	-	110	-	180	65
	Total of Semester - IV	18		115	60	110	120	405	

*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 specilisation.

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 specilisation	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	ר 75%	
First Division	60%	
Second Division	48%	the all semesters taken together.
Pass	36%	

Verified Detrict

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 4th 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:

:	Eight Semester Examination Descentor 2010	No Change
1.	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 ^a
v.	Fifth Semester Examination, December, 2021	Change ^{a, b,c,d,e,g}
vi.	Sixth Semester Examination, April/May, 2022	Change a,b,d,e,g

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

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

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 \mathbf{V} / \mathbf{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	a, b, c,d,e,f
ii.	Second Semester Examination, April/May, 2020	Minor Change ^{a,b,g}
iii.	Third Semester Examination, December, 2020	Change ^{g,h}
iv.	Fourth Semester Examination, April/May, 2021	Change

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.Ed.	I Semester		
1.	EDU 403L: Critical	Communication Technologies	https://swayam.gov.in/courses/3897-
	Understanding of	in Education	communication-technologies-in-
	ICT Lab		education

(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 ^{a,b}
ii.	Second Semester Examination, April/May, 2020	Minor Change ^{a,b,c}
iii.	Third Semester Examination, December, 2020	Change ^{a,b,d,e}
iv.	Fourth Semester Examination, April/May, 2021	Change ^a ,d,e,f

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 reorganized 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
M.Ed.	III Semester		
1.	Reading Elective	Action Research for Teachers	https://swayam.gov.in/courses/5886-
			action-research-for-teachers

(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.

Annexure-I

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	Т	Р	С	Course Code	Course Name	L	т	Р	С	
EDU 401	Childhood and Growing Up	5	0	0	5	EDU 401	Childhood and Growing Up	5	0	0	5	

Semester: II

	Existing		ГТ	Proposed							
Course Code	Course Name	L	Т	Р	С	Course Code	Course Name	L	т	Р	С
EDU 415	Learning and Teaching	5	0	0	5	EDU 415	Learning and Teaching	5	0	0	5

Semester: III

	Existing						Proposed	1	1	1	
Course Code	Course Name	L	Т	Р	С	Course Code	Course Name	L	т	Ρ	С
EDU 503	Contemporary Indian	5	0	0	5	EDU 503	Contemporary Indian Education	5	0	0	5
	Education										

Semester: IV

	Existing						Proposed				
Course Code	Course Name	L	Т	Р	С	Course Code	Course Name	L	т	Р	С
	Knowledge and Curriculum	5	0	0	5	EDU 413	Knowledge and Curriculum	5	0	0	5

Semester: V

	Existing						Proposed	1		1	
Course Code	Course Name	L	Т	Р	С	Course Code	Course Name	L	т	Р	С
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	Т	Р	С		Course	Course Norma		-	р	6
EDU 402	Creating an Inclusive School	4	0	0	4		Code	Course Name	L		Р	L
								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	1						

Semester: VII

	Existing						Proposed				
Course Code	Course Name	L	Т	Р	С	Course Code	Course Name	L	т	Р	С
	Pedagogical Subject 1 – Course – I	4	0	0	4		sment for Learning	5	0	0	5
	Pedagogical Subject 2 – Course – II	4	0	0	4	Discip	line Elective (Main Pedagogy)-I	4	0	0	4
	Optional Course	4	0	0	4	Discip	line Elective (Main Pedagogy)-II	4	0	0	4
EDU 403	Critical Understanding of ICT	1	0	0	1	Discip Peda	· · · · · · · · · · · · · · · · · · ·	4	0	0	4
EDU 403 L	Critical Understanding of ICT	0	0	4	2	Open	Elective	0	0	6	3
ED0 403 E	Lab	U	U		4	Interi	ship-I : Teaching Practice	0	0	24	12
EDU 508	Understanding Disciplines and Subjects	4	0	0	4		Semester Wise Total:	17	0	30	32
EDU 408 L	Internship-I: Teaching Practice	0	0	28	14						
	Total	17	0	32	33						

Semester: VIII

Existing						Course	Course Name	1	т	Р	C
C N	-	T	D	G		Code	course nume	-	•	•	Ľ
	L	Т	P	C			Internship-IIA : School Internship	0	0	38	19
	0	0	40	20			Internship-IIB: Field based Research Project	0	0	10	5
-	0	0	10	5			Reading Elective	0	0	0	2
Total	0	0	50	25			Semester Wise Total:	0	0	48	26
	Course Name Internship II : School Internship Internship II : Field based Research Project	Course Name L Internship II : School Internship 0 Internship II : Field based Research 0 Project 0	Course NameLTInternship II : School Internship00Internship II : Field based Research00ProjectTestel00	Course NameLTPInternship II : School Internship0040Internship II : Field based Research0010ProjectTextel0050	Course NameLTPCInternship II : School Internship004020Internship II : Field based Research00105Project00105	Course NameLTPCInternship II : School Internship004020Internship II : Field based Research00105Project00105	Course Name L T P C Internship II : School Internship 0 0 40 20 Internship II : Field based Research 0 0 10 5	Course Name L T P C Internship II : School Internship 0 0 40 20 Internship II : Field based Research 0 0 10 5	Course Name L T P C Internship II : School Internship 0 0 40 20 Internship II : Field based Research 0 0 10 5	Course Name L T P C Internship II : School Internship 0 0 40 20 Internship II : Field based Research 0 0 10 5	Course NameLTPCInternship II : School Internship004020Internship II : Field based Research00105Internship II : Field based Research00105

Existing

LIST OF COURSES

Course (Code	OPTIONAL COURSE	L	Т	Р	С
EDU	404	Disaster Management Education	4	0	0	4
EDU	405	Educational Guidance and Counseling	4	0	0	4
EDU	406	Educational Technology	4	0	0	4
EDU	407	Environmental Education	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	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	44 9	Women Education	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	Т	Р	С
	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
Course Code	Enhancing Professional Capacity				
	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
Course Code	Focal area				
	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

	List of Reading Elective				
Course Code	Course Name	L	Т	Р	С
	Disaster Management Education	0	0	0	2
	Women Education	0	0	0	2
	Peace Education	0	0	0	2

Annexure-II

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		1		
Course Code	Course Name	L	Т	Р	С	Course Code	Course Name	L	Т	Р	С
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	Т	Р	С	Course Code	Course Name	L	Т	Р	С	
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	Т	Р	С	Course Code	Course Name	L	Т	Р	С
EDU 503	Contemporary Indian Education	5	0	0	5	EDU 503	Contemporary Indian Education	5	0	0	5

Semester: IV

		Existing						Proposed				
Course Code	Cour	se Name	L	Т	Р	С	Course Code	Course Name	L	Т	Р	С
EDU 4	13 Know	ledge and Curriculum	5	0	0	5	EDU 413	Knowledge and Curriculum	5	0	0	5

Semester: V

		Existing						Proposed				
	Course Code	Course Name	L	Т	Р	С	Course Code	Course Name	L	Т	Р	С
ľ	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										
Course Code	Course Name		Т	Р	С	Course Code	Course Name	L	Т	Р	С
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

urse Name agogical Subject 1 – Course agogical Subject 2 – Course ional Course		T 0 0 0 0	P 0 0 0 0	C 4 4 4 4	•	Course Code EDU 502	Course Name Assessment for Learning Discipline Elective (Main Pedagogy)- I Discipline Elective (Main Pedagogy)- II	L 5 4 4	T 0 0 0	P 0 0	C 5 4 4
agogical Subject 1 – Course agogical Subject 2 – Course ional Course	4	0	0	4 4 4	-	EDU 502	Discipline Elective (Main Pedagogy)- I	4	0	0	4
agogical Subject 2 – Course ional Course	4	0	0	4 4 4			I		-	-	
ional Course		Ĩ		4			Discipline Elective (Main Pedagogy)- II	4	0	0	4
	4	0	0	4							i.
1 I I 1 1 1 CIOT							Discipline Elective (Subsidiary Pedagogy)	4	0	0	4
ical Understanding of ICT	1	0	0	1			Open Elective	0	0	6	3
							•	0	0	24	12
ical Understanding of ICT	0	0	4	2			Semester Wise Total:	17	0	30	32
lerstanding Disciplines and jects	4	0	0	4							
rnship-I: Teaching Practice	0	0	28	14							
al	17	0	32	33							
le je rr	erstanding Disciplines and ects nship-I: Teaching Practice	erstanding Disciplines and 4 ects nship-I: Teaching Practice 0	erstanding Disciplines and 4 0 ects 0 0	erstanding Disciplines and 4 0 0 ects 0 0 28	erstanding Disciplines and 4 0 0 4 ects 0 0 28 14	erstanding Disciplines and 4 0 0 4 ects nship-I: Teaching Practice 0 0 28 14	erstanding Disciplines and 4 0 0 4 ects nship-I: Teaching Practice 0 0 28 14	erstanding Disciplines and 4 0 0 4 hship-I: Teaching Practice 0 0 28 14	cal Understanding of ICT 0 4 2 erstanding Disciplines and ects 4 0 0 4 nship-I: Teaching Practice 0 0 28 14	cal Understanding of ICT 0 4 2 erstanding Disciplines and ects 4 0 0 4 nship-I: Teaching Practice 0 0 28	cal Understanding of ICT 0 4 2 erstanding Disciplines and ects 4 0 0 4 nship-I: Teaching Practice 0 0 28 14

Semester: VIII

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

Existing

LIST OF COURSES

	Course Code		OPTIONAL COURSE	L	Т	Р	С
1.	EDU	404	Disaster Management Education	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.	EDU	407	Environmental Education	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	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.	EDU	449	Women Education	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

	List of Discipline Elective				
Course Code	Main Pedagogy				
	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
Course Code	Subsidiary Pedagogy				
	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
Course Code	Enhancing Professional Capacity				
	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
Course Code	Focal area				
	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

	List of Reading Elective				
Course Code	Course Name	L	Т	Р	С
	Disaster Management Education	0	0	0	2
	Women Education	0	0	0	2
	Peace Education	0	0	0	2

Name of Programme: Bechalor of Arts and Bechalor of Education

Course Details: Semester-I 2019-23

S. N. C	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
Ch	DU 401: Childhood nd Growing p	 Upon completion of course Student Teachers will be able to: clarify development as a continuous process. explain childhood development in various aspects. describe the adolescent stage in reference to characteristics & problems. describe the causes of the problems in adolescent learner and imply the suitable solutions. recognize and appriciate adolescent learner's uniqueness and enshape them. illustrate the impact of social context upon growing child. 	 References: Barnard H. W. : Psychology of Learning Teaching, Mc.Graw Hill, New York, 1965. Borich G. D. & Tombari M. L. : Educational Psychology, a contemporary approach, Longman, NewYork, 1997. Chauhan S.S., Advance Educational Psychology, Vikas publication, New Delhi, 1998. Cronbach L.J., Educational Psychology, Staples Press, London, 1963. Crow L.D. & Crow A.D., Educational Psychology, Eurasia Publishing House, Delhi, 1964. Hurlock E., Developmental Psychology, Tata Mc Graw Hill Publication Company, NewYork, 1959. Kolesnic W. B. : Educational Psychology, Mc. Graw Hill, New York, 1953. Lindgren H. C. : Educational Psychology, John Wiley, New York, 1962. Mangal, S.K., Advance Educational Psychology, PHI Learning Private Limited, New Delhi, 2009. Morris Charles G. : Psychology : An Introduction. Prentice Hall, New Jersey, 1979 Woolfolk Anita E., Educational Psychology, Allyn & Bacon, Bostan, USA, 1995. 	 References: Barnard, H. W. (1965). Psychology of Learning Teaching. New York : Mc.Graw Hill. Borich, G. D., & Tombari, M. L. (1997). Educational Psychology A Contemporary Approach. New York: Longman. Chauhan, S.S. (1998). Advance Educational Psychology. New Delhi: Vikas Publication. Cronbach, L.J. (1963). Educational Psychology. London: Staples Press. Crow, L.D., & Crow, A.D. (1964). Educational Psychology. Delhi: Eurasia Publishing House. Hurlock, E.(1959). Developmental Psychology. New York,: Tata Mc Graw Hill Publication Company. Kolesnic, W. B. (1953). Educational Psychology. New York: Mc. Graw Hill. Lindgren, H. C. (1962). Educational Psychology. New York:: John Wiley. Mangal, S.K.(2009). Advance Educational Psycholog. New Delhi: PHI Learning Private Limited Morris, C. G. (1979). Psychology: An Introduction New Jersey: Prentice Hall. Woolfolk, A. E. (1995.) Educational Psychology. 	No Change References and Web Resources Updated

Bostan, USA: Allyn & Bacon.
e-Resources:
1. Stages of Development-
http://www.psychologydiscussion.net/psychology/st
ages-of-development-of-psychology-of-people-at-
different-ages-from-infancy-to-old-age/732
2. Individual differences-
http://www.psychologydiscussion.net/psychology/in
dividual-differences-psychology/individual-
differences-types-causes-and-role-psychology/2557
3. Depression-
https://www.healthline.com/health/adolescent-
depression
4. Differences between growth and development-
http://www.preservearticles.com/201102244162/dif
ferences-between-growth-and-development.html

Semester-II

S. Course N. List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1. EDU 415: Learning and Teaching	 Upon completion of course Student Teacher will be able to differentiate between types of learner while teaching. analyze the different factors influencing teaching learning process during class interaction. apply different type of methods and media. plan according to Phases, level and maxims of teaching. manage the classroom as a professional. 	 References: Hough, John B. & James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A. Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill Company, New York, U.S.A. Weimer, Maryelen (1996), Improving your classroom Teaching, SAGE Publications, Inc., California, USA. Pierce Walter D., Micheal A. Lorber (1977); 'Objectives and Methods for Secondary Teaching', Prentice-Hall, Inc., New Jersey, U.S.A. Yadav, Neelam (2003); 'A Handbook of Education Technology', Anmol Publications Pvt. Ltd., New Delhi, India. Mangal, S.K. & Uma Mangal (2009); 'Essentials of Education Technology', 	 References: Hough, J. B. & James K. D. (1970). <i>Teaching:</i> Description and Analysis. U.S.A.:Addison-Wesley Publishing Company, Massachusetts. Cruickshank, D. R., Deborah B. J. & Kim K. M. (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company. Weimer, M. (1996). <i>Improving your classroom Teaching</i>. California, U.S.A.:SAGE Publications, Inc. Pierce W. D., Micheal A. L. (1977). <i>Objectives and Methods for Secondary Teaching</i>. New Jersey: Prentice-Hall, Inc. Yadav, N. (2003). <i>A Handbook of Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd. Mangal, S.K. & Uma M. (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Private Ltd. Capel, Susan, Marilyn L.k & Tony T. (1995). <i>Learning to teach in Secondary Schools</i>. London: Routlage. Rao, D.B. (2001). <i>Science & Technology Education</i>. 	No Change References and Web Resources Updated

- T				
	PHI Learning Private Ltd., New	0	New Delhi: Discovery House.	
	Delhi.	9.	Sampath, Panneevselvan, K.A. & Santhanam, S.	
7.	Capel, Susan, Marilyn Leask & Tony		(1994). Introduction to Education Technology,	
	Turner (1995); 'Learning to teach in		Steerling Publication pvt., Ltd.	
	Secondary Schools', Routlage,	10.	Sharma, R.A. (2000). Technological Foundation of	
	London, England.		Education Technology. Meerut: International	
8.	Rao, D.B. (2001); 'Science &		Publications.	
	Technology Education', Discovery	11.	Sood, J.K. (1989). New Direction in Science	
	House, New Delhi.		Teaching. Chandigarh: Kohli Publishers.	
9.	Sampath, K.A.Panneevselvan & S.	12.	Washton, N.S. (1967). Teaching Science Creativity.	
	Santhanam (1994); 'Introducation to		London: W.B.Saunders Company.	
	Education Technology', Steerling	13.	Sharma R.A. (1987). Shiksha Takniki. Meerut:	
	Publication pvt., Ltd.		Loyal Book Depot.	
10.	Sharma, R.A. (2000), 'Technological	14.	Sharma Y.K. (2002). Fundamentals of Educational	
	Foundation of Education Technology,		Technology. New Delhi: Kaniska Publishers.	
	International Publications, Meerut,	15.	Saxena, N.R.S & S.C. Oberoi (1996). Technology of	
	India.		Teaching. Meerut; R.L. Book.	
11.	Sood, J.K. (1989); 'New Direction in	16.	Wragg E.C. (1996). Classroom Teaching Skills.	
	Science Teaching,' Kohli Publishers,		London: Routledge.	
	Chandigarh.	17.	Kumari, S. (2004). Increasing Role of Technology in	
12.	Washton, N.S. (1967); 'Teaching		Education. Delhi: Chawla Offset Press.	
	Science Creativity', W.B.Saunders	e- Res	ources:	
	Company, London.	1	1. Instructional media and Types of Media-	
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- / .	of Technology in Education, Chawla	4	4. Socio-cultural background of learner-	
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	C11500 I 1055, 120111.	5	5. Concept of Teaching, Instruction & Training-	
			http://www.ignouhelp.in/ignou-study-material/	
		6	5. Phases of Teaching-	
		"	http://www.ignouhelp.in/ignou-study-material/	

Semester-III

S. N	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 503: Contemporary Indian Education	 Upon completion of course the student teacher will be able to reflect diversity in Indian Society. express the constitutional values (Secularism, Socialism, Democracy) as reflected in Education. analyze the roles of commissions and policies in Secondary Education. deal with inequality and marginalization related issues in India. analyze and appraise the policy framework for Public Education in India. 	References:1.सबसैना, राधारानी एवं अन्यः उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000.2.ओड, एल0के0: शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978.3.पाण्डे, रामशकलः शिक्षा के मूल सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 1986.4.शर्मा, डी0 एल0: शिक्षा तथा भारतीय समाज, आर लाल बुक डिपो, मेरठ, 1994.5.Srivastava, K.K.: Philosophical Foundations of Education, Kanishka Publishers, distributors, New Delhi, 2003.6.Taneja V.R.: Foundation of education (Philosophical and 	References: अग्निहोत्री, आर. (2008). आधुनिक मारतीय शिक्षा: समस्याएँ और समाधान. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. भारत सरकार (1986). नेशनल पॉलिसी ऑन एज्यूकेशन. मानव संसाधन विकास मंत्रालय. नई दिल्ली: शिक्षा विभाग, भारत सरकार 1985., शिक्षा नीति की चुनौती. नई दिल्ली: शिक्षा मंत्रालय. Bhattacharya, S. (2003). Foundations of Education. Delhi: Atlantic Publishers and Distributors. Dhiman, O.P. (2007). Principles and Techniques of Education. Delhi: Kalpaz publications. Jayapalan, N. (2005). Problems of Indian Education. Delhi: Atlantic Publishers and Distributors. Hदन, जी. आर. (1988). समाजशास्त्र के सिद्धांत. दिल्ली: आत्माराम एण्ड सन्स. Mangla, S. (2012). Teacher Education, Trends and Strategies. New Delhi: Radha Publications. माथुर, एस. एस. (1978). शिक्षा के नूतन आयाम. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. पाण्डेय, आर. (2005). शिक्षा की दार्शनिक एवं समाजशास्त्रीय पुष्टयूर्म. आगरा: विनोद पुस्तक मंदिर. पाण्डेय, आर. (1986). शिक्षा के नूतन आयाम. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. पाण्डेय, आर. (2005). शिक्षा की दार्शनिक एवं समाजशास्त्रीय पुष्टयूर्म. आगरा: विनोद पुस्तक मंदिर. पाण्डेय, आर. (1986). शिक्षा के मूल सिद्धांत. आगरा: विनोद पुस्तक मंदिर. पाण्डेय, आर. (1986). शिक्षा के मूल सिद्धांत. पाण्डेय, आर. (2005). शिक्षा के मूल सिद्धांत. पाण्डेय, आर. (1986). शिक्षा के मूल सिद्धांत. पाण्डेय, आर. (1986). शिक्षा के मूल सिद्धांत. पाण्डेक, एम. एवं शर्मा, आर. (2004–05). जदीयमान मारतीय समाज और	No Change References and Web Resources Updated

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11		Reddy, V., Daya K. and Rao, D. B. (2006). Value
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13		Govt. of India
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	Techniques of Education, Kalpaz	Socio economic and political perspective. New
	publications, Delhi, 2007.	Delhi: COSMO publications.
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	Sociological Foundations of	सक्सैना, आर., शर्मा, जी. एवं शास्त्री, आई. (2000). <i>जभरते</i> जगा भाषात्र विश्वास स्वार्थ
	Education, Kanishka Publications	<i>हुए भारतीय समाज में शिक्षा एवं शिक्षक.</i> जयपुरः क्लासिक पब्लिकेशन्स.
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Semester-IV

S. N	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 413: Knowledge	Upon completion of course Student Teacher will be	Unit-I: Conceptual Basis of Knowledge • Meaning of concept, Principle,	 Unit-I: Conceptual Basis of Knowledge Meaning of Data, Information, Knowledge and Wisdom. 	References and Web

and	able to	Theories and Experience.	• Ways of Knowledge Acquisition: Observation,	Resources
Curriculu		 Differentiation between Data, 	Experience, Reasoning and Inference.	Updated
m	 explain the conceptual 	Information, Knowledge and	• Knowledge and Skills needed in Democratic	
	basis of knowledge	Wisdom.	Citizenship	
	and as a process.	• Ways of Knowledge Acquisition: Observation,	Activity: Exposing learners to diverse situations for exploring (Discussion, research and Documentation)	
	 analyze various 	Experience, Reasoning and	exploring (Discussion, research and Documentation)	
	approaches of	Inference.		
	knowledge	• Knowledge and Skills needed		
	structuring.	in Democratic Citizenship		
	• describe the form of	Activity: Exposing learners to		
	knowledge.	diverse situations for exploring	References:	
	• discuss the	(Discussion, research and	1 Aggreguel I C and Cupto S (2005)	
	epistemological	Documentation)	1. Aggrawal, J. C. and Gupta, S. (2005).	
	bases of education	References:	Curriculum Development. New Delhi:	
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	curriculum.	2. Dupuis, Adrian M., 1966, Philosophy of education in	Curriculum Renewal. New Delhi:	
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Semester-VII

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
<u>N.</u> 1.	EDU 502: Assessment for Learning	 Upon completion of course Student Teacher will be able to interpret concept of assessment in education, evaluation and its related term. differentiate between kinds of evaluation. apply appropriate tools of evaluation in field. elucidate different forms and characteristics of achievement test. organize an effective evaluation program. apply ICT skills during evaluation program. conduct an action research related to problems at school level. 	 References: Best, John W, Research in Education, IV edition, Prentice Hall Inc., New York. Borg, Walter R, 1981. Applying Educational Research, A Practical Guide to Teacher, Longman Inc., New York. Elbe, Robert L. and David A. Frisbie, Essentials of Educational Measurements, Prentice Hall, Inc, Englewoods Clifs, New Jersey, 1986. Grounlund, N.E., "Measurement of Evaluation in Teaching", MacMillan Publishing Co. New York, 1976. Pandey, K.P. (2010), Fundamentals of Educational Research, Varanasi: Vishwavidyalya Prakashan. Pathak, R.P, "Measurement & Evaluation in Education. Rao., V.K. & Reddy, R.S., "Perspective in Educational & Evaluation (World Education Development-Series-8) Commonwealth Publishers, New Delhi, 1992. Rummel, Francis, J. 1984. An Introduction to Research 	References:	No Change References and Web Resources Updated

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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	References: 1. Allen, Harold B. & Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing	References: 1. Mullick, R. & Shefali G. (1993). English Language Teaching From Theory to Practice. Calcutta: Specturum Inc.	No Change References and Web Resources

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			Teaching - a critical study of methods	/links/pdf/focus_group/english.pdf	
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		11	New Delhi, 1988.	Language Teaching In India http://shodhganga.inflibnet.ac.in/bitstream/	
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			for K-12 ESL Programs, Corwin Press,	Companion	
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	कौशलों का विकास कर सकेंगी, जिसके	2	पटना. ओड, एल0 के0:, हिन्दी शिक्षण में त्रूटि एवं	
	परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं		उपचार, वनस्थली विद्यापीठ, 1982.	xqIr] ,e- ¼1991½- Hkk'kk f'k{k.k % fl+)kUr ,oa izfof/k-
	अभिव्यक्ति क्षमता उत्पन्न	3	तिवारी पुरूषोत्तमः सर्वोपयोगी हिन्दी सुधार कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976.	vkxjk% dsUnzh; fgUnh
•	कर सकेंगी। विविध साहित्यिक विधाओं	4	पाण्डेय, रामशकलः हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1977.	laLFkku-
	(गद्य—पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों	5		Ykky] vkj- ch- ¼1965½- fgUnh
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		9	शर्मा, लक्ष्मीनारायणः हिन्दी संरचना का अध्ययन–अध्यापन, केन्द्रीय हिन्दी संस्थान,	feÙky] ,1- $\frac{1}{42005}$ "kSf{kd
			आगरा.	rduhdh- esjB% vkj- yky cqd fMiks-
		10	गुप्त, मनोरमाः भाषा शिक्षण, सिद्धांत और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा,	vksM] ,y- ds- ¼1982½- fgUnh
		11	1991. मित्तल, संतोषः शैक्षिक तकनीकी, राजस्थान	$f''k\{k.k esa = qfV , oa mipkj-$
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				dkuiqj% fo k izdk"kUk-
				ik.Ms;] vkj- ,l- $\frac{1}{41977}$ fgUnh
				f"k{k.k- vkxjk% fouksn iqLrd efUnj-
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				rduhdh- esj $B\%$ vkj- yky cqd
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				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: 1. Pedagogy of Hindi https://www.vmou.ac.in 2. Pedagogy of Hindi— ncert.nic.in/rightsidelinks/pdf/h	
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		school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan: http://www.bdu.ac.in/cde/docs/ebooks/B- Ed/I/TEACHING%200F%20MATHE MATICS.pdf http://www.tnteu.in/pdf/3-maths.pdf http://egyankosh.ac.in/bitstream/123456789/4 6799/1/BES-143B2-E.pdf Place in Secondary School Curriculum: http://egyankosh.ac.in/bitstream/123456789/4 6799/1/BES-143B2-E.pdf Planning for Teaching: http://pedagogybyvasu.blogspot.com/2015/08 /unit-test.html https://repository.nie.edu.sg/bitstream/10497/ 1824/1/TL-9-1-15.pdf	
		http://egyankosh.ac.in/bitstream/123456789/6 691/1/Unit-4.pdf https://ndpublisher.in/admin/issues/EQv8n32. pdf	

4.	EDU 444: Pedagogy of Sanskrit-I	इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ : • विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जाग्रत कर भाषा-सौंदर्य से परिचित करा सकेंगी। • संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी। • 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।	मादर, आगरा. 3. मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000. 4. भारत सरकार, शिक्षा विभाग : संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957. 5. चतुर्वेदी, सीताराम : संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960. 6. सफाया, रघुनाथ : संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997. 7. मित्तल संतोष : शिक्षण तकनीकी, आर. लाल. बुक डिपो. मेरठ. 8. शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ. 9. द्विवेदी, कपिल : वृहद् रचना अनुवाद कौमुदी,	 सन्दर्भ पुस्तक : आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल. बड़ौदा: आचार्य बुक डिपो. भारत सरकार, शिक्षा विभाग (1957). संस्कृत आयोग प्रतिवेदन 1956. दिल्ली: भारत सरकार प्रेस चतुर्वेदी, एस. (1960). संस्कृत शिक्षण. वाराणसी: नन्द किशोर एण्ड ब्रदर्स. द्विवेदी, के. (2016). वृहद् रचना अनुवाद कौमुदी. वाराणसी: विश्वविद्यालय प्रकाशन. मित्तल, एस. (2000). संस्कृत शिक्षण. मेरठ: आर. लाल बुक डिपो. मित्तल, एस. (2012). शिक्षण तकनीकी. मेरठ: आर. लाल. बुक डिपो. पाण्डे, आर. (2000). संस्कृत शिक्षण. आगरा: विनोद पुस्तक मंदिर. 	No Change References and Web Resource s Updated
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		 दृश्य—श्रव्य सामग्री के सुरूचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी। 		e_teaching.php Rashtriya Sanskrit Sansthan e-book: http://www.sanskrit.nic.in/ebooks.php Methodology of Teaching Sanskrit: https://swayam.gov.in/courses/5292- discipline-methodology-of-teaching- sanskrit	
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देने वाली गतिविधियों		एण्ड कम्पनी, मेरठ, 1965.	fnYyh% fi;lZu-	
सकेंगे। ● नवीन विधियों (हिन्दी	7. 8.	पाटिल, हनुमंत राव, शेडके, सुधाकरः भाषा शिक्षण, विद्या प्रकाशन, कानपुर, 2005. श्रीवास्तव, रवीन्द्रनाथः भाषा शिक्षण,	feÙky] ,l- ¼2005½- "kSf{kd rduhdh- esjB% vkj- yky cqd fMiks-	
शिक्षण में प्रयुक्त) का प्रयोग कर उद्देश्यों को ध्यान में रखकर प्रभावी शिक्षण कर सकेंगे।	0	मैकमिलन कम्पनी ऑफ इण्डिया, 1979. शर्मा, लक्ष्मीनारायणः हिन्दी संरचना का अध्ययन–अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा.	vksM] ,y- ds- ¼1982½- fgUnh f"k{k.k esa =qfV ,oa mipkj- jktLFkku% cuLFkyh fo kihB-	
 विभिन्न शिक्षण एवं शिक्षणेत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन कर सकेंगे। 		प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा, 1991. मित्तल, संतोषः शैक्षिक तकनीकी, राजस्थान	ikfVy] ,p- vkj- vkSj "ksMds] ,l- ¼2005½- Hkk'kk f"k{k.k- dkuiqj% fo k izdk"kUk-	
	12.	हिन्दी ग्रन्थ अकादमी, जयपुर, 2005. शर्मा, आर0 ए0ः शिक्षा तकनीकी, आर0 लाल0 बुक डिपो, मेरठ ,2009.	ik.Ms;] vkj- ,l- ¼1977½- fgUnh f"k{k.k- vkxjk% fouksn iqLrd efUnj-	
	13.	मित्तल, एम0 एल0ः ''हिन्दी शिक्षण'', पियर्सन।	"kekZ] vkj- ,- ¼2009½- f"k{kk rduhdh- esjB% vkj- yky cqd 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: 1. Unit-1—www.learning-hindi.com 2. Pedagogy of Hindi https://www.vmou.ac.in 	

			 Pedagogy of Hindi— ncert.nic.in/rightsidelinks/pdf/h Unit-1—Wikipedia.org Pedagogy of Hindi—www.mannu.ac.org Pedagogy of Hindi—uou.ac.in Pedagogy of Hindiwww.uou.ac.in Pedagogy of Hindi—www.uprtou.ac.in Pedagogy of Hindi Sansthan Agra http://khsindia.org/india/hi 	
Peda	agogy of	 Upon completion of course Student Teacher will be able to: apply various methods and techniques of teaching mathematics. reflect on framing and marking test items of achievement test in mathematics. demonstrate the models on audio visual aids. prepare the ICT based materials in teaching mathematics. 	 Reference: Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982. Gornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973. Johnson, D.A. & Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961. Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995. Mangal, S.K., "Ganit Shikshan", Arya Book Dept, 1997. Sidhu, Kulbir Singh, "The Teaching of Mathematics. New Delhi : Arya Book Depti Sidhu, Kulbir Singh, "The Teaching of Mathematics. New Delhi : Sterling Publisher, New Delhi, 1986. 	No Change References and Web Resources Updated

				Retrieved From	
				Retrieved From: http://www.bdu.ac.in/cde/docs/ebooks/B- Ed/I/TEACHING% 200F% 20MATHEMATIC S.pdf 2 Pedagogy of Mathematic Prepared by Course Material s Prepared by Tamilnadu Teachers Education University Retrieved From: http://www.tnteu.in/pdf/3-maths.pdf 3 Pedagogy of Mathematics Course Material Prepared by IGNOU Retrieved From: http://egyankosh.ac.in/bitstream/123456 789/46799/1/BES-143B2-E.pdf 4Teaching of Mathematics Course Material Prepared by NCERT Retrieved From: http://www.ncert.nic.in/departments/nie/dse/act ivities/advisory_board/PDF/teaching_maths.pdf 5 https://webarchive.nationalarchives.go v.uk/20101119135224/http://www.stand ards.dcsf.gov.uk/ntrp/l ib/pdf/wilsonmiller.pdf 6 Furner, J.M. & Marinas,C.A.,Teaching Math Concepts through Historical locations using Geogebra and Photography Retrieved From: http://archives.math.utk.edu/ICTCM/VO L27/A017/paper.pdf	
		रता मारमका के पर्ण कोने पन			No Change
9.	EDU 445: Pedagogy of Sanskrit-II	इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ– • संस्कृत भाषा का महत्त्व स्पष्ट करते हुए पाठ्यक्रम में संस्कृत के स्थान का निर्धारण कर सकेंगी। • अशुद्ध उच्चारण एवं अशुद्ध वर्तनी के कारणों को ध्यान में रखकर निदान एवं निराकरण कर सकेंगी। • शिक्षण उद्देश्यों को ध्यान में रखकर संस्कृत नाटक,	 सन्दर्भ पुस्तकः आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960. पाण्डे, रामशकलः संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा. मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000. भारत सरकार, शिक्षा विभागः संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957. चतुर्वेदी, सीतारामः संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960. 	सन्दर्भ पुस्तक : आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग</i> आफ संस्कृत इन सैकण्डरी स्कूल. बड़ौदाः आचार्य बुक डिपो. भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत आयोग</i> <i>प्रतिवेदन 1956.</i> दिल्लीः भारत सरकार प्रेस चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण.</i> वाराणसीः नन्द किशोर एण्ड ब्रदर्स. द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी.</i> वाराणसीः विश्वविद्यालय प्रकाशन. मित्तल, एस. (2000). <i>संस्कृत शिक्षण.</i> मेरठः आर.	No Change References and Web Resources Updated

	अनुवाद एवं रचना का प्रभावी शिक्षण कर सकेंगी। • परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत नाटक, अनुवाद एवं रचना के शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी। • भारतीय संस्कृति को ध्यान में रखते हुए संस्कृत साहित्य–पठन में विद्यार्थियों की रूचि विकसित कर सकेंगी। • रचना, अनुवाद एवं नाटक शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित करने की क्षमता विकसित होगी। • पाठान्तर्गत एवं पाठोपरान्त आकलन करने की क्षमता विकसित होगी।	 e. सफाया, रघुनाथ: संस्कृत शिक्षण, हरियाणा साहित्य अकावमी, चण्डीगढ़, 1997. 7. मित्तल संतोष: शिक्षण तकनीकी, आर. लाल. बुक डिपो. मेरठ. 8. शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ. 9. द्विवेदी, कपिल: वृहद रचना अनुवाद कौमुदी, वाराणसी. 10. साहू, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 11. साहू, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 12. संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 13. साह, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 14. साह, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 15. संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 16. साह, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 17. संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 18. साह, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 19. संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 10. साहू, रामदेव: संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 11. सम्ह, आर. (1997). संस्कृत विक्षण, चण् हरियाणा साहित्य अकावमी. 12. संस्कृत विक्षण, चप्प हरियाणा साहित्य अकावमी. 13. सर्म, आर. ए. (2009). शिक्षा तकनीकी. मे लाल बुक डिपो. 14. समित, आर. ए. (2009). शिक्षा तकनीकी. मे लाल बुक डिपो. 15. 6. 6. pdf 14. pdf 14. 20. 20. 14. 20. 20. 20. 20. 20. 20. 20. 20. 20. 20	गः विनोद गुरः इंसा डीगढ़ः खीगढ़ः रठः आर. खी7/CP खी7/CP langua hp
10. EDU 447: Pedagogy of Social Science- II	 Upon completion of course Student Teacher will be able to: select and use appropriate resources and media for Social Science Teaching. describe various activities for enrichment of Social 	References:References:1.Pathak, R. P., "Teaching of Social Studies". Pearson, New Delhi, 2012.1.Pathak, R. P. (2012). Teaching Studies. New Delhi: Pearson pu2.Jha, Avdhesh S. "Teaching of Social Studies", A. P. H. Publishing Corporation, New Delhi, 2001.2.Jha, A. S. (2001). Teaching Studies. New Delhi: A. P. H. P Corporation.3.Mangal, S. K. and Mangal, Uma., Teaching of Social Studies", PHI3.Mangal, S. K., & Mangal, U Teaching of Social Studies. New	blication. of Social ublishing . (2008).

Discipline Elective (Subsidiary Pedagogy)

1 EDU 419 Pedag ogy of Comp uter Scien ce	 Upon completion of course Pupil Teachers will be able to: percept the aims and objectives of pedagogy of computer science apply the various methods that can be employed for the pedagogy of 	 References: Chauhan, S.S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing Ltd Goel, H.K. (2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot. Mangal, S.K., Uma Mangal, (2009). Essentials of Educational Technology, PHI learning Private Limited. New Delhi Kochchar, S.K. (1992). Methods and techniques of teaching. New Delhi: Starling Publichers Put Ltd 	 References: Chauhan, S.S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing Ltd Goel, H.K. (2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot. Kochchar, S.K.(1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd. Mangal, S.K., Uma Mangal, (2009). Essentials of Educational Technology. New Delhi: PHI learning Private Limited. Sharma, R.A.(2008). Technological foundation of Education. Meerut: R.Lall Book Depot. 	No Change References and Web Resources Updated
	 the pedagogy of computer science. prepare instructional materials for Computer Science teaching. use latest trends in Information Technology and assessment practices. 	Sterling Publishers Pvt Ltd. Sharma, R.A.(2008). Technological foundation of Education. Meerut: R.Lall Book Depot. 	 K.Lan 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%200F%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 Methods of Techniques of Teaching Computer Science- http://www.bdu.ac.in/cde/docs/ebooks/B- Ed//TEACHING%200F%20COMPUTER%20SCIENCE.pdf http://tracLin/pdf/BED_CMaterial_2016-17.pdf Designing for Instruction http://tracAthiNG%200F%20COMPUTER%20SCIENCE.pdf http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf Development of Instructional material- http://traAcHING%200F%20COMPUTER%20SCIENCE.pdf Development of Instructional material- http://traAcHING%200F%20COMPUTER%20SCIENCE.pdf Trends and Issues in Teaching-Learning- http://www.bdu.ac.in/cde/docs/ebooks/B- Ed//TEACHING%200F%20COMPUTER%20SCIENCE.pdf 	

2	EDU	Upon completion of	References:		No Change
	420 Pedag ogy of	course Student Teacher will be able to	• Jeswani, K.K. (1967), Art in education: Atma Ram and Sons, New Delhi.	References:	References and Web
	Drawi ng & Painti ng	 explain the nature and importance of Drawing & Painting in school education discuss the correlation of Drawing & Painting with other school subjects formulate instructional objectives in behavioral terms desige unit plan and lesson plan based on different methods. acquaint skill in planning and organize Drawing & Painting labs for Sec. and Sr. Sec. class prepare Blue print and question paper 	 Pappas, Gearge, (1970), Concepts in Art and Education, Collier Macmillan Ltd, London. Prasad, Janardan, (2005), Art education, Concepts, Epistemic and Role, Kanishka Publishers, Distributers, New Delhi. Mock, Ruth, (1959), Principles of Arts Teaching, University of London press Ltd., London. Stanfield, N.F., (1958), A handbooks of Art teaching in tropical schools, evans brothers Ltd., London. गाँधी, प्रेमलता, (2016), कला शिक्षा, राजलक्ष्मी पब्लिकेशन, जयपुर। शर्मा, रमा, शर्मा, वी.पी., (2015), कला शिक्षा, अर्जुन पब्लिशिंग हाउस, नई दिल्ली। गोदिका, साधना, माथुर, सावित्री, (2008), कला शिक्षा शिक्षण, आस्था प्रकाशन, जयपुर। शर्मा, माता, प्रसाद, (2008), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर। शर्मा, प्रभा, (2007), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर। शर्मा, प्रभा, (2007), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर। शर्मा, प्रभा, (2007), कला शिक्षा शिक्षण, श्रुत्रि पब्लिकेशन, जयपुर। 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/i mportance-of-the-arts-in-education correlation of fine arts with school subjects https://learnerlog.org/socialstudies/te aching-the-arts-across-the- curriculum-2/ teaching methods in fine arts 	 Jeswani, K.K. (1967). Art in education. New Delhi: Atma Ram and Sons. Pappas, Gearge. (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. गाँधी, प्रेमलता. (2016). कला शिक्षा.जयपुर: राजलक्ष्मी पब्लिकेशन. शार्मा, रमा, शार्मा, वी.पी. (2015). कला शिक्षा. नई दिल्ली: अर्जुन पब्लिशिंग हाउस. गोदिका, साधना, माथुर, सावित्री. (2008). कला शिक्षा शिक्षण. जयपुर: आरखा प्रकाशन. शार्मा, माता, प्रसाद. (2008). कला शिक्षा शिक्षण. जयपुर: अपोलो प्रकाशन. शार्मा, प्रमा, (2007). कला शिक्षा शिक्षण. जयपुर: श्रुत्रि पब्लिकेशन. शार्मा, प्रमा. (2007). कला शिक्षा शिक्षण. जयपुर: श्रुत्रि पब्लिकेशन. शार्मा, प्रभा. (2007). कला शिक्षा शिक्षण. जयपुर: श्रुत्रि पब्लिकेशन. शार्मा, प्रभा. (2007). कला शिक्षा शिक्षण. जयपुर: श्रुत्रि पब्लिकेशन. हाक्ष्रान. हाक्ष्रान. हाक्ष्रान. हाक्ष्रान. हाक्ष्रान. हाक्ष्रान. हाक्ष्रा. (2007). कला शिक्षा शिक्षण. जयपुर: श्रुत्रि पब्लिकेशन. टorrelation of fine arts with school subjects https://www.theodysseyonline.com/importance-of-the- arts-in-education correlation of fine arts with school subjects https://lindsays-art-room.weebly.com/teaching- strategies.html Assessment in fine Arts https://lindsays-art-room.weebly.com/teaching- stratesies.html Assessment in fine Arts https://www.google.com/search?q=assessment+in+fine +arts&ie=utf-8&ce=utf-8&client=firefox-b 	Resources Updated

3	EDU 421: Pedag ogy of Econo mics	 Upon completion of course Student Teacher will be able to interpret concept of Economics. correlate Economics with other subjects. frame instructional objectives for economics teaching at Senior Secondary Level. develop the curriculum of Economics at Senior 	 Aggarwal, J.C. (2014). Teaching of Economics: A Practical Approach, Agra:Vinod Pustak Mandir Knoph J.H., (1965). The teaching of Elementary Economics, New York: Holt Rinehart & Winston. Mustafa, M. (2005). Teaching of Economics New Trends and Challenges, New Delhi: Deep and Deep Publication Pvt. Ltd. Oliver, J.M. (1975). The Principles of Teaching Economics, New Delhi: Heinmann Educational Books Ltd. 	 References: 1. Aggarwal, J.C. (2014). Teaching of Economics: A Practical Approach. Agra:Vinod Pustak Mandir. 2. Knoph J.H. (1965). The Teaching of Elementary Economics. New York: Holt Rinehart & Winston. 3. Mustafa, M. (2005). Teaching of Economics New Trends and Challenges. New Delhi: Deep and Deep Publication Pvt. Ltd. 4. Oliver, J.M. (1975). The Principles of Teaching Economics. New Delhi: Heinmann Educational Books Ltd. 5. Rai, B.C. (1986). Methods of Teaching Economics. Lucknow: Publication Centre. 	No Change References and Web Resources Updated
		curriculum of	Teaching Economics, New Delhi: Heinmann Educational Books Ltd. 5. Rai, B.C. (1986). Methods of Teaching Economics, Lucknow: Publication Centre. 6. Siddiqui, M.H. (1993). Teaching of Economics, New Delhi: Ashish Publishing House 7. Yadav, (1993). Teaching of Economics, New Delhi; Anmol Publications Pvt. Ltd. 8. National Curriculum Framework 2005, NCERT, New Delhi. 9. कुमार, राजीव (2002), अर्थशास्त्र शिक्षण आगरा: साहित्य प्रकाशन		

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4	EDU 422: Pedag ody of Englis h	 Upon completion of course Enable Student Teachers to acquire insight of nature & perspective of Teaching English develop the objectives of Teaching English apply teaching strategies in ELT appreciate different forms of planning for ELT. comprehend the role of assessment in ELT. 	Refer 1. 2. 3. 4. 5. 6. 7.	 Pences: Allen, Harold B. & Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973. Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968. Agnihotri, R.K. & Khanna, A.L. (ed.), English Language Teaching in Indiaissues and innovations, sage Publications, New Delhi, 1995. Agnihotri, R.K. & Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997. Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984. Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968. Bright, J.A. & Mcgreger, G.P. Teaching English as a second language, 	1. Mu <i>Ti</i> 2. NC N 3. IGI D 4. NC N 5. Ver V 6. Ma <i>Ti</i> 7. An <i>In</i> 8. Ah Pr e-Res 1 2 3 -	ferences:No ChangMullick, R. & Shefali G. (1993). English Language Teaching From Theory to Practice. Calcutta: Specturum Inc. NCERT. (2005). National Curriculum Framework. New Delhi: NCERT. GNOU. (1999). Instructional Planning in Teaching of English. New Delhi: Teaching of English, School of Education. NCERT. (2000). English Guidelines & Syllabi of Secondary Stage. New Delhi: NCTERT. Venkatesh. (1995). Principles of Teaching English. New Delhi: Vikas Publication House. Mangal, S.K. & Uma Mangal. (2009). Essential of Education Technology. New Delhi:PHI Learning Private Ltd. Amstrong, D. G., Tom V. S. (1983).Secondary Education: An Introduction. New York: Macmillan Publication Co. Inc. Ahmad, J. (2010). Teaching of Scientific English. New Delhi: APH Publ. tesources: Thomas M. D'E., Six Principles of Teaching English Language Learners in the Mainstream Classroom. https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3CyX9pLPcuvKI9E OG3w7KCBDLSX6mH2.pdf NCERT (2005), NCF 2005 www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005 .pdf NCERT (2005), Teaching of English www.ncert.nic.in/new ncert/ncert/rightside/links/pdf/focus_gro up/english.pdf Methods And Approaches Of English Language Teaching In India	es Veb es

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5	EDU 423: Peda gogy of Geog raph y	Upon completion of course Student Teachers will be able to: • describe the nature of content in Geography subject. • formulate Instructional objectives and plan for Geography teaching at Senior Secondary Level. • apply different methods of teaching Geography in classroom. • select and use appropriate resources and media for Geography teaching. • use various resources for enrichment of Geography teaching. • use various resources for enrichment of Geography teaching. • reflect on framing and marking test items of achievement test in Geography.	 1. 2. 3. 4. 5. 6. 	Linguistics, Commonwealth Publishers, New Delhi, 1994. Sharma, Kadambari & Tuteja, Tripat (ed.) Principles and Practices of Language Teaching, Commonwealth Publishers, New Delhi, 1997. Verghese, B.V., Modern Methods of Teaching English, Vols. I to V, Anmol Publcation Pvt. Ltd., New Delhi, 1997. Frences: Basha, Salim and Bhaskar Roa, Digumarti, "Methods of Teaching Geography", Discovery Publishing House, New Delhi, 2004. Hoti Prasad, "Methods of Teaching Geography," ABP Publishers, Jaipur, 2005. Long, M. (Ed.), "Handbook for Geography Teachers", The English language Book Society and Methuen & Co. Ltd., 1964. Siddiqui, Mujibul Hasan, "Teaching of Geography", A.P.H. Publishing Corporation, New Delhi, 2004. जैन, मदनलाल, "भूगोल अध्यापन", रामप्रसाद एण्ड संस, आगरा, 1967 दुबे, सुशील कुमार, "भूगोल शिक्षण में तकनीकी नवाचार", बाइकिंग बुक्स, जयपुर, 2014 बालिया, शिरीष, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 'शिक्षा में मापन एवं मूल्यांकन'', राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013. वर्मा, जगदीश प्रसाद, "भूगोल शिक्षण', 1971 शर्मा, माता प्रसाद, "भूगोल शिक्षण',	 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	Pences: Basha, S.,& Rao, B. Digumarti. (2004). Methods of Teaching Geography.New Delhi: Discovery Publishing House. Hoti Prasad.(2005). Methods of Teaching Geography. Jaipur: ABP Publishers. Long, M.(1964). Handbook for Geography Teachers. The English language Book Society and Methuen & Co. Ltd. Siddiqui, M. H. (2004). Teaching of Geography.New Delhi: A.P.H. Publishing Corporation. जैन, मदनलाल 1967 भूगोल अध्यापन आगरा रामप्रसाद एण्ड संस दुबे, सुशील कुमार, 2014 भूगोल शिक्षण में तकनीकी नवाचार, जयपुर बाइकिंग बुक्स, बालिया, शिरीष, अरोडा, रीता एवं शर्मा, ओo पीo, 2013 शिक्षा में मापन एवं मूल्यांकन, जयपुर राजस्थान हिन्दी ग्रन्थ अकादमी वर्मा, जगदीश प्रसाद 1971 भूगोल अध्यापन, आगरा, विनोद पुस्तक मंदिर, , शर्मा, माता प्रसाद 2008 भूगोल शिक्षण जयपुर, अपोलो प्रकाशन. शर्मा, रमा एवं मिश्रा, एमo के0,2009 भूगोल शिक्षण, नई दिल्ली अर्जुन पब्लिशिंग हाउस 2009. सिंह, हरनारायण, 1968 भूगोल शिक्षण, आगरा विनोद पुस्तक मंदिर अमरनाथ, कपूर,2004 भौगोलिक शब्दकोप और परिमाषाऍ, नई	No Change References and Web Resources Updated
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	ogy of Hindi	• हिन्दी के विविध	 इकाई योजना–अर्थ, महत्व, एवं तत्व 	पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)	
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		विद्यार्थियों में	मूल्यांकन / आकलन	गातापाव— किसा एक पिया का शिक्षण पियिया पर समाक्षारमक आलेखन	
		जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से	 प्रश्नों का स्वरूप एवं प्रश्न–पत्र निर्माण 		
		कर माषा सादय स परिचित करा	गतिविधि – विविध विधाओं पर पाठ योजना का	इकाईः V हिन्दी शिक्षण – योजना एवं मूल्यांकन	
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		विभेद कर सकेंगी।		गतिविधि— विविध विधाओं पर पाठ योजना का विकास	
		 विद्यार्थियों में भाषा 	 साहित्यिक अभिव्यक्ति के विविध रूप एवं 		
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		सांदर्भिक अर्थग्रहण	(अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)	vo/ks''k] ,- ¼1973½- fgUnh Hkk'kk dk Lo:Ik	
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		व्याकरण आदि) के		अध्ययन–अध्यापन, केन्द्रीय हिन्दी संस्थान,	ik.Ms;] vkj- ,l- ¼1977½- fgUnh f"k{k.k-
		शिक्षण उद्देश्यों को		आगरा.	vkxjk% fouksn iqLrd efUnj-
		ध्यान में रखकर	10.	गुप्त, मनोरमाः भाषा शिक्षण, सिद्धांत और	VKAJK70 TOUKSH IQLIU OFOHJ-
		उपयुक्त योजना का निर्माण एवं उसका		प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा,	-"kekZ] vkj- ,- ¼2009½- f"k{kk rduhdh-
		क्रियान्वयन कर		1991.	
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					JhokLro] vkj- ¼1979½- Hkk'kk f"k{k.k-
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				 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 Hindihttps://www.vmou.ac.in 10. Pedagogy of Hindincert.nic.in/rightsidelinks/pdf/h 11. Unit-1-Wikipedia.org 12. Pedagogy of Hindiwww.mannu.ac.org 13. Pedagogy of Hindiwww.uou.ac.in 14. Pedagogy of Hindiwww.uou.ac.in 15. Pedagogy of Hindiwww.uprtou.ac.in 16. Kendriya Hindi Sansthan Agra http://khsindia.org/india/hi 	
7	EDU 426: Peda gogy of Histo ry	 Upon completion of course Student teacher will be able to: discuss the nature of History. construct different lesson planning in History teaching. apply different methods for teaching History. state various appropriate innovative learning resources for teaching History. apply alternative assessment tools for teaching learning evaluation in 	 References Aggarwal, J.C. (1983). Teaching of History, New Delhi: Vikas Publishing House. Dash, B.N.(2006). Teaching of History, Hyderabad: Neelkamal. Ghate, V.D.(1964). The Teaching of History, London: Oxford University Press. IGNOU (2000). Pedagogy of Teaching Social Studies, New Delhi: School of Education,ES-343-1. IGNOU (2000). Teaching of History, New Delhi: School of Education, ES-343-2. IGNOU (2000). Educational Technology: State of the Art, New Delhi: School of Education,ES-361- 2. IGNOU (2000). Curriculum and Instruction: Curriculum Planning, New Delhi: School of Education, ES-331- 1. IGNOU (2000). Planning and Management of Instruction, New Delhi: School of 	 References: Aggarwal, J.C. (1983). <i>Teaching of History</i>. New Delhi: Vikas Publishing House. Dash, B.N.(2006). <i>Teaching of History</i>. Hyderabad: Neelkamal Publication. Ghate, V.D.(1964). <i>The Teaching of History</i>., London: Oxford University Pres. IGNOU (2000). <i>Pedagogy of Teaching Social Studies</i>. New Delhi: School of Education, ES-343-1. IGNOU (2000). <i>Teaching of History</i>. New Delhi: School of Education, ES-343-2. IGNOU (2000). <i>Educational Technology: State of the Art</i>. New Delhi: School of Education, ES-361- 2. IGNOU (2000). <i>Curriculum and Instruction: Curriculum Planning</i>. New Delhi: School of Education, ES-331- 1. IGNOU (2000). <i>Planning and Management of Instruction</i>. New Delhi: School of Education, ES-331- 3. IGNOU (2000). <i>Teaching Skills</i>. New Delhi: School of Education, ES-331- 4. 	No Change References and Web Resources Updated

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8	EDU 427: Pada gogy of Home Scien ce	 Upon completion of course Student Teacher will be able to: explain the Nature and Relevance of Home Science. formulate IOs in Behavioural Terms. design appropriate Instructional Process. discuss various Teaching Methods and activities. prepare plans based on different Teaching Methods. describe the Importance and Role of Lab and Other (Aids) ISM in Home Science Teaching. preparation of Blue Print and Question Paper. 	 References: Chandra Arvind et al. Fundamentals of Home Science, Sterling Publishers, New Delhi, 1989. Chandra Arvind et al. Introduction to Home Science, Metropolitan Book, New Delhi, 1989. Das, R. and Ray Binita, Teaching of Home Science, Sterling Publishers, New Delhi, 1983 Devdas, Rajamal, Methods of Teaching Home Science, NCERT, New Delhi, 1978. Malik, Premlata, Elements of Home Science, Kalyani, New Delhi, 1984. Mujnul Hassan Siddiqui, Teaching of Home Science, APH, New Delhi, 2014. Shakumtala, Sharma, Grih Vigyan Shikshan, Kavita Publishing House, New Delhi, 2006. Sharna, N. K. Teaching of Home Science, K.S.K. Publishers, New Delhi, 2014. Shery, S. P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1976. Varna, Aneeta, Grih Vigyan Shikshan, Vandana Publishing House, New Delhi, 2007. 	 References: 1. Chandra, A. et al. (1989). Fundamentals of Home Science. New Delhi : Sterling Publishers. 2. Chandra A. et al. (1989). Introduction to Home Science. New Delhi: Metropolitan Book. 3. Das, R. and Ray B. (1983). Teaching of Home Science. New Delhi: Sterling Publishers. 4. Devdas, R. (1978). Methods of Teaching Home Science. New Delhi: NCERT. 5. Malik, P. (1984). Elements of Home Science. New Delhi: Kalyani. 6. Siddiqui, M. H. (2014). Teaching of Home Science. New Delhi: APH. 7. Sharma, S. (2006). Grih Vigyan Shikshan. New Delhi: Kavita Publishing House. 8. Sharna, N. K. (2014). Teaching of Home Science. New Delhi: K.S.K. Publishers. 9. Shery, S. P. (1976). Grih Vigyan Shikshan. Agra:Vinod Pustak Mandir. 10. Varna, A. (2007). Grih Vigyan Shikshan. New Delhi: Vandana Publishing House. 1. Meaning and Importance of Home Science: http://cms.gcg11.ac.in/attachments/article/86/Meaning%20 and%20importance%20of%20Home%20Science%20(1).pd f 2. Methods of Teaching Home Science: https://books.google.co.in/books/about/Methods_Of_Teaching_Home_Science.html?id=gspWblElFiUC&redir_esc=y 	No Change References and Web Resources Updated

9	EDU	Upon completion of		https://delhi.gov.in/wps/wcm/connect/a04f310048bf0dbeb0 53f1c48a411e20/4-Home-Science- 2011.pdf?MOD=AJPERES 3. Home Science Lab Equipments: http://www.cismsmv.in/images/Affidavit_Disclosures_List OfAllEquipments.pdf	References
	428: Peda gogy of Math emat ics	 course Student teacher will be able to: discuss the nature of Mathematics. critically analyze the Mathematics Text Book. reflect on different methods of teaching Mathematics. prepare the lesson plan in teaching mathematics. reflect on framing and marking test items of achievement test in mathematics. 	 Unit-IV: Planning for Teaching a) Annual plan – Need, Main consideration and Format b) Unit plan - Concept and steps of planning c) Lesson plan – Need and preparation d) Achievement Test in Mathematics Activity- Workshop on Planning at different level. Reference : Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973. Johnson, D.A. & Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961. Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995.	 Unit-IV: Planning for Teaching Annual plan – Need, Main consideration and Format Unit plan - Concept and steps of planning Lesson plan – Need and preparation Activity- Workshop on Planning at different level. Reference: 1. 1. Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary Mathematics</i>. New York: Mc Graw Hill Book Co. Chadha, B.N. (1961). <i>Teaching of Mathematics</i>. Delhi : Gurudas Kappor and Sons. Cornelius, Michael. (1982). <i>Teaching mathematics</i>. London : Croom Helm. Jain, S.L. (1973). <i>Ganit Shikshan</i>. Jaipur :Rajasthan Hindi Granth Academy. Johnson, D.A. & Rahtz. R. (1961). <i>The New Mathematics in Our Schools</i>. New York: The macmillan Co. Maheshwari, Vijayandra Kishore (1995). <i>Ganit Shikshan</i>. Meerut :Lay Book Deptt. Mangal, S.K.(1997). <i>Ganit Shikshan</i>. New Delhi :Arya Book Depot. Sidhu, K. S. (1986). <i>The Teaching of Mathematics</i>. New Delhi :Sterling Publisher. e-Resources: Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan: http://www.tnteu.in/pdf/3-maths.pdf http://www.tnteu.in/pdf/3-maths.pdf http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf 	and Web Resources Updated

		 Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986. 	 Place in Secondary School Curriculum: http://egyankosh.ac.in/bitstream/123456789/46799/1/BES- 143B2-E.pdf Planning for Teaching: http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1- 15.pdf http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf https://ndpublisher.in/admin/issues/EQv8n32.pdf 	
42 Pee ogy	 DU Upon completion of course Student teacher will be able to: explain the importance and place of Music in the school curriculum. discuss the aims & objectives, principles of teaching Music at secondary, senior secondary stages. formulate instructional objective for music-learning apply different methods of Music teaching. design the unit & lesson plan for music teaching. appreciate to human and physical resources in Music Teaching. prepare the blue print and test paper for written and performance test. 	 Bemarr, Rainbow, "Handbook for Music Teachers", University of London Institute of Education, 1968. Roberta, Markel, "Parents and teacher guide to Music Education", Macmillan Company, U.S.A., 1972. Gowri, Kuppuswamy, M. Hariharan, "Teaching of music" Sterling Publishers Pvt. Ltd. New Delhi, 1978. 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. ça, ş=ç, ''संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती'', कल्याण मण्डल एण्ड संस, जयपुर 1971. कालेकर, सरयू एवं श्रीवास्तव, सुशीला, ''संगीत शिक्षण परिचय',' लक्ष्मीनारायण अग्रवाल, आगरा, 1968. शोभना, शाह, ''संगीत शिक्षण प्रणाली'', विनोद पुस्तक मन्दिर, आगरा। कोठारी, कोमल, ''संगीत शिक्षा सेमीनार'' राजस्थान संगीत नाटक अकादमी, 1960. 	References: 1. Bemarr, Rainbow. (1968). Handbook for Music Teachers. University of London Institute of Education. 2. Roberta, Markel. (1972). Parents and teacher guide to Music Education. U.S.A.: Macmillan Company. 3. Gowri, Kuppuswamy, M. Hariharan. (1978). Teaching of music. New Delhi: Sterling Publishers Pvt. Ltd. 4. Materials of the Ninth Conference of the International Society for Music Education. (1974). Music Education in the Modern world. Union of Composers: The USSR Music Fund. 5. दुबे, इन्दु. (1971). संगीत अध्यापन शिक्षण शिक्षा को एक नवीन युनौती. जयपुर: कल्याण मण्डल एण्ड संस. 6. कालेकर, सरयू एवं श्रीवास्तव, सुशीला. (1968). संगीत शिक्षण परिवय आगरा: लक्ष्मीनारायण अग्रवाल. 7. शोभना, शाह. (1977). संगीत शिक्षण प्रणाली. आगरा: विनोद पुस्तक मन्दिर. 8. कोठारी, कोमल. (1960). संगीत शिक्षण प्रणाली. आगरा: विनोद पुस्तक मन्दिर. 8. कोठारी, कोमल. (1960). संगीत शिक्षण प्रणाली. आगरा: विनोद पुस्तक मन्दिर. 9. importance of music in school curriculum ps://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/ • importance of music in school curriculum https://www.theguardian.com/education/2006/jan/30/sch ools.uk • principles of music teaching https://journals.sagepub.com/doi/pdf/10.1177/002743211 0395080 • evaluation in music teaching	References and Web Resources Updated

11	EDU 432: Pedag ogy of Politi cal Scien ce	 Upon completion of course Student teacher will be able to: analyse the importance of teaching Political Science at Higher Secondary level. apply the basic concepts of teaching in the subjcet. develop instructional objectives and plan for teaching accordingly. apply appropriate methods in teaching the subject. select and use relevant teaching aids to make learning meaningful. develop c ompetency in orgnising effective evaluation programme in the subject. 	 References: Aggrawal, J.C., Teaching of Political Science and Civics, Vikas Publishing House Ltd., New Delhi, 1983. Sharma, P.L.Modern Methods of Teaching Political Science, Sarup & Sons, New Delhi, 2002. Chopra, J.K., Teaching of Political Science, Commonwealth Publishers, New Delhi, 2004. Sharma, R.N., New Methods of Teaching Political Science, ABD Publishers, Jaipur, 2005. 	 https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/music/music2200/section2.pdf quality of music room http://www.creativemusicrooms.com/index.aspx References: Aggrawal, J.C. (1983).<i>Teaching of Political Science and Civics.</i> New Delhi: Vikas Publishing House Ltd. Sharma, P.L. (2002). Modern Methods of Teaching Political Science. New Delhi: Sarup & Sons. Chopra, J.K. (2004).<i>Teaching of Political Science.</i> New Delhi: Commonwealth Publishers. Sharma, R.N. (2005). New Methods of Teaching Political Science. Jaipur: ABD Publishers. e-Resources: Meaning and nature of plitical science https://www.enotes.com>homework-help NCF2005 http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf Audio visual aids www.studylecturenotes.com>audio-visual Evaluation in Teaching Learning Process- http://www.yourarticlelibrary.com/statistics-2/evaluation- in-teaching-and-learning-process-education/92476 Teaching and Learning Process - http://egyankosh.ac.in/handle/123456789/46729 Tools of Teaching - http://egyankosh.ac.in/handle/123456789/46746 Introduction of Curriculum Construction- http://egyankosh.ac.in/bistream/123456789/31625/1/Uni t-1.pdf 	No Change References and Web Resources Updated
12	EDU 433: Pedag ogy of Sansk rit	इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ : • विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जाग्रत कर भाषा–सौंदर्य से	पुस्तक मंदिर, आगरा.	सन्दर्भ पुस्तक : आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल.</i> बड़ौदाः आचार्य बुक डिपो. भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत आयोग प्रतिवेदन 1956.</i> दिल्लीः भारत सरकार प्रेस चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण.</i> वाराणसीः नन्द किशोर एण्ड ब्रदर्स. द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी.</i> वाराणसीः विश्वविद्यालय प्रकाशन.	No Change References and Web Resources Updated

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	बुक डिपो, मेरठ, 2000.	मित्तल, एस. (2000). <i>संस्कृत शिक्षण.</i> मेरठः आर. लाल बुक डिपो. मित्तल, एस. (2012). <i>शिक्षण तकनीकी.</i> मेरठः आर. लाल. बुक डिपो.
• संस्कृत भाषा शिक्षण		
के उद्देश्यों को व्यवहारगत परिवर्तन		पाण्डे, आर. (2000). <i>संस्कृत शिक्षण.</i> आगराः विनोद पुस्तक मंदिर.
के रूप में लिख		साहू, आर. (2012). <i>संस्कृत व्याकरण.</i> जयपुरः हंसा प्रकाशन.
सकेंगी।	5. चतुर्वेदी, सीतारामः संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960.	सफाया, आर. (1997). <i>संस्कृत शिक्षण.</i> चण्डीगढ़ः हरियाणा साहित्य
• भाषा एवं साहित्यिक		अकादमी. शर्मा, आर. ए. (2009). <i>शिक्षा तकनीकी.</i> मेरठः आर. लाल बुक डिपो.
 मापा एप साहित्यिक दृष्टि से संस्कृत की 		e-Resources:
समस्त विधाओं		1. Pedagogy of Sanskrit Part-I:
जैसे–गद्य, पद्य व	7. मित्तल संतोषः शिक्षण तकनीकी, आर. लाल. बुक डिपो. मेरठ.	http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf
व्याकरण का इनके		2. Pedagogy of Sanskrit Part-II:
शिक्षण उद्देश्यों को		http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf
ध्यान में रखकर शिक्षण कर सकेंगी।		3. Sanskrit Language Teaching: http://www.sanskrit.nic.in/sanskrit_language_teaching.ph
	9. द्विवेदी, कपिलः वृहद् रचना अनुवाद कौपनी वार्गणपत्री	p
 परिस्थित्यानुसार 	कौमुदी, वाराणसी.	4. Rashtriya Sanskrit Sansthan:
उपयुक्त विधियों एवं प्रविधियों का प्रयोग	e. e	http://www.sanskrit.nic.in/ebooks.php
कर संस्कृत गद्य, पद्य		5. Methodology of Teaching Sanskrit: https://swayam.gov.in/courses/5292-discipline-
व व्याकरण शिक्षण को		methodology-of-teaching-sanskrit
सरस, सरल एवं	ř l	
अर्थपूर्ण बना सकेंगी।		
• संस्कृत गद्य, पद्य व	r	
व्याकरण शिक्षण के		
लिए विद्यार्थी उन्मुख		
पाठ योजना निर्मित चन्न सम्हेंगी	ſ	
कर सकेंगी।		
• संस्कृत को आत्मसात		
कराने के लिए शिक्षण		
तथा शिक्षणेत्तर		
कार्यक्रमों का आयोजन एवं मूल्यांकन करने		
की क्षमता विकसित		
होगी।		
• दृश्य—श्रव्य सामग्री के	5	
 पृश्य—अष्य सामग्रा पर सुरूचिपूर्ण उपयोग 		
द्वारा प्रभावी शिक्षण	r	
कर सकेंगी।		

Discipline Elective (Enhancing Professional Capacity)

1. EDU 448L: Reading and Reflecting on Texts	 Upon completion of course Student Teacher will be able to: 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. enhance their capacities as readers and writers by becoming participants in the process of reading. develop the skill of critical thinking by offering opportunities to read a wide variety of texts, 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. 	 Unit-I: Skills for Reflection: Reading & Writing Reading-Meaning and Importance Types of Reading- Loud Reading (Individual & Group) Silent Reading (Intensive & Extensive) Development of Reading Writing-Meaning and Importance Types of writing Narrative Descriptive Expository Persuasive Mechanics of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing). Unit-II: Reflection on Texts Reflection-Meaning, elements and Importance Stages of reflection Reading for Comprehension and Reflection Reflection through Writing Unit-III: Practice Components Engaging with Narrative and Descriptive Accounts Suggested Activities (any two) Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation) Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group) Narrating/describing a related account from one's life experience (in front of a smaller group) Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, 	 Unit-I: Skills for Reflection: Reading & Writing Reading-Meaning and Importance Types of Reading- Loud Reading (Individual & Group) Silent Reading (Intensive & Extensive) Development of Reading Writing-Meaning and Importance Types of writing Narrative Descriptive Expository Persuasive Mechanics of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing). Unit-II: Reflection on Texts Reflection-Meaning, elements and Importance Stages of reflection Reading for Comprehension and Reflection Reflection through Writing Unit-II: Engaging with Narrative and Descriptive Accounts Suggested Activities (any two) Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation) Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group) Narrating/describing a related account from one's life experience (in front of a smaller group) Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task). 2. Engaging with Popular Subject Based Expository writing (any two) 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). Explaining the gist of the text/topic to others (in the larger whice aroup) 	References and Web Resources Updated
		converting a situation into a dialogue, etc. (individual task).2. Engaging with Popular Subject Based	 Explaining the gist of the text/topic to others (in the larger subject group) Attending the writing style, subject-specific 	

	 Expository writing (any two) Identifying major concepts and ideas 	vocabulary and 'perspective' or 'reference frame' in which different topics are presented-this will vary
	• Identifying major concepts and ideas involved and making notes on these in	across subjects and texts, and requires some
		interpretative skills for 'placing' the context of each
	some schematic form-flow diagram, tree diagram, mind map, etc. (guided	text (group discussion and sharing).
	working in pairs).	 Writing a review or a summary of the text, with
	 Explaining the gist of the text/topic to 	comments and opinions (individual task)
	• Explaining the gist of the text/topic to others (in the larger subject group)	3. Engaging with Educational Writing and its
	 Attending the writing style, subject- 	presentation
	• Attending the writing style, subject- specific vocabulary and 'perspective' or	 Reading for discerning the theme(s) and argument of
	'reference frame' in which different	the essay (guided reading-individually or in pairs)
	topics are presented-this will vary	Analyzing the structure of the argument: Identifying
	across subjects and texts, and requires	main ideas, understanding topic, sentences of
	some interpretative skills for 'placing'	paragraphs, supporting ideas and examples, terms
	the context of each text (group	used as connectors and transitions (small group
	discussion and sharing).	discussion).
	• Writing a review or a summary of the text,	• Discussion of the theme, sharing responses and point
	with comments and opinions (individual	(s) of view (small group discussion)
	task)	• Writing a response paper (individually or in pairs)
	3. Engaging with Educational Writing and	Presentations of selected paper, questions and
	its presentation	answers (large group).
	• Reading for discerning the theme(s) and	References:
	argument of the essay (guided reading-	Brookfield, S. (1995). Becoming a critically reflective
	individually or in pairs)	teacher. San Francisco: Jossey-Bass Inc.
	Analyzing the structure of the argument: Identifying main ideas, understanding	Dewey, J. (1933). How we think: A restatement of the
	Identifying main ideas, understanding topic, sentences of paragraphs,	relations of reflective thinking to the educative
	supporting ideas and examples, terms	process. Boston: D.C. Heath.
	used as connectors and transitions	Goodlad, J. I .(1990). The occupation of teaching in
	(small group discussion).	school. In J.I. Goodlad, R.Soder & K.A.Sirotnik
	 Discussion of the theme, sharing responses 	(Eds.) The moral dimensions of teaching. 03-34.
	and point (s) of view (small group	San Franscisco: Jossey-Bass.
	discussion)	Hole, S.& McEntee, G. (1999). Reflection is at the
	• Writing a response paper (individually or	heart of practice. <i>Educational Leadership</i> . 56 (8)
	in pairs)	May, p34-37.
	• Presentations of selected paper, questions	Kottamp, R. (1990). Means of facilitation reflection.
	and answers (large group).	Education and Urban Society. 22.2, pp. 182-
	References:	203.
	• Brookfield, S. (1995), <i>Becoming a</i>	Ross D. Bondy, E. & Kyle D. (1993) <i>Reflective</i>
	critically reflective teacher. San	teaching for student empowerment: Elementary
	Francisco: Jossey-Bass Inc.	curriculum and methods. New York :
	• Dewey, J. (1933). <i>How we think. A</i>	Macmillan.
	restatement of the relations of reflective thinking to the educative process.	Schon, D. (1983). Educating the reflective practitioner.
	Boston: D.C.Heath.	New York: Basic Books.
	 Goodlad J.I. (1990). The occupation of 	
	• Goodlad J.1. (1990). The occupation of teaching in school. In J.I. Goodlad,	Schon, D. (1987). Educating the reflective practitioner.
	R.Soder & K.A.Sirotnik (Eds.) <i>The</i>	San Francisco: Jossey-Bass.
	moral dimensions of teaching (pp3-34	Zeichener, K.M. & Liston, D.P. (1987). Teaching
	San Franscisco: Jossey-Bass.	student teachers to reflect, <i>Harvard Educational</i>
	• Hole, S.& McEntee, G. (1999). <i>Reflection</i>	<i>Review</i> , 56(1), 23-48.
	<i>is at the heart of practice</i> . Educational	e-Resources
 · · ·	· · · · · · · · · · · · · · · · · · ·	

			 Leadership. 56 (8) May, p34-37. Kottamp, R. (1990), Means of facilitation reflection. <i>Education and Urban Society</i>, 22.2pp. 182-203. Lasley, T. (1990). Editorial. <i>Journal of Teacher Education</i> 40, (2), March-April 1998. Osterman, K.F. (1990). Reflective Practice: A new agenda for education. <i>Education and Urban Society</i>, 22(2); February 1990,p 133-152. Schon, D. (1983). <i>Educating the reflective practitioner</i>. New York:Basic Books. Schon, D. (1987). <i>Educating the reflective practitioner</i>. San Francisco: Jossey-Bass. Clark, Don. "Critical Reflection". Kain, Particia, "How to do a close reading". Lye. John. "Critical reading: a guide". New College Composition-Punjab University-1965. Geoffrey Leech, Margaret Deuchatr and Robert Hoongenraad (2005). English Grammer for Today: A New Introduction. 	Types of Reading: https://slllc.ucalgary.ca/Brian/611/readingtype.html Types of Academic Writing: https://sydney.edu.au/students/writing/types-of- academic-writing.html Reflecting on Teaching Reading: https://www.press.umich.edu/pdf/9780472035052- ch1.pdf Gibbs' Reflective Cycle: https://my.cumbria.ac.uk/media/mycumbria/documents /ReflectiveCycleGibbs.pdf Reflection Models and Frameworks: https://www.bradford.ac.uk/wimba-files/skill- space/Reflective_Writing_HTML/page_04.htm Reflection, Elements and Reflective Writing: http://universityofhullscitts.org.uk/scitts/reflection/refle ctionmodels.html	
2.	EDU 501L: Aesthetic Appreciati on through Art and Drama	 Upon completion of course student teacher will be able to: discuss the concepts of Art and Type of Arts apply Fundamentals of Visual Art explain Drama, Its Elements and Types of Drama apply different type of Arts in teaching. create Various Products by Using Art perform Various Type of Drama by Organizing the Stage 	Unit –I: Visual Art and Craft Concept of Art Types of Art - (a) Visual Art (b) Performing Art Fundamentals of Visual Art Classification of Art Style An introduction of Medium (Material) and Methods of Art Importance of Visual Art Education Meaning of Dramatic Art Importance of Drama in Education Elements of Drama Types of Drama Types of Drama Individual Group Importance of Stage – Setting 	Unit –I: Visual Art and Craft - Concept of Art - Types of Art - (a) Visual Art (b) Performing Art - Fundamentals of Visual Art - Classification of Art Style - An introduction of Medium (Material) and Methods of Art - Importance of Visual Art Education Unit-II: Performing Art: Drama - Meaning of Dramatic Art - Importance of Drama in Education - Elements of Drama - Types of Drama - Individual - Group - Importance of Stage – Setting in Drama Unit –III: Visual Art and Craft (Practical) - Creating new, product through manipulating Different Material of Visual Art and	References and Web Resources Updated

Unit –III: Visual Art and Craft	- Paper, Sand, Color, Pan-Ink, Clay,
(Practical)	Paper Mashie, Waste Material - Creation by the use of Different Methods of
	Art: (Any Two)
- Creating new, product through	 Preparation of Composition (for Teaching) with the
manipulating Different Material of	Application of
Visual Art and Craft: (Any One)	Fundamentals of Art
- Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material	Painting, Printing, Collage, Clay Modeling, Paper
- Creation by the use of Different	Mushy, Paper Cutting and Failing
Methods of Art: (Any Two)	• Preparation of Composition (for Teaching) with the
• Preparation of Composition (for	appreciation of fundamental of Art.
Teaching) with the Application of	Unit –IV: Improvised Material (Practical)
Fundamentals of Art	- Making Puppet through Improvised Materials
• Painting, Printing, Collage, Clay	Or
Modeling, Paper Mushy, Paper	- Making a Improvised Instructional Aid
Cutting and FailingPreparation of Composition (for	Unit –V: Drama and Theatre (Practical)
Teaching) with the appreciation of	
fundamental of Art.	- Listening, Viewing and Disrning Different Kinds of Drama and Present Report
Unit –IV: Improvised Material	- Perform any one of the form of
(Practical)	Drama with planning, organizing and of
	setting
- Making Puppet through	the stage (Rang Manch).
Improvised Materials	References:
or Malia	1. शर्मा, प्रभा. (2007). <i>कला विज्ञान शिक्षण,</i> जयपुरः
- Making a Improvised Instructional Aid	श्रुति पब्लिकेशन.
	2. कासलीवाल, एम. (2003). ललितकला के आधारभूत
Unit –V: Drama and Theatre	<i>सिद्धान्त.</i> जयपुरः राजस्थान ग्रन्थ अकादमी.
(Practical)	3 वैश्य, आर. पी. (1969). <i>चित्रकला शिक्षण.</i> आगराः
- Listening, Viewing and	विनोद पुस्तक मन्दिर.
Disrning Different Kinds of Drama and Present Report	4. गोदीका, साधना एवं सावित्री माथूर. (2008). कला
- Perform any one of the	शिक्षा शिक्षण. जयपुरः आरथा प्रकाशन.
form of Drama with planning,	U
organizing and of setting	5 शर्मा, माता प्रसाद. (2008). <i>कला शिक्षा शिक्षण.</i> जनगणनः अपनेनो प्रकाशन
the stage (Rang Manch).	जयपुरः अपोलो प्रकाशन.
References:	6. Husain Ashfaque. (1956). Seminar on Art
1. शर्मा, प्रभा (2007), कला विज्ञान	<i>Education</i> . New Delhi: Lalit Kala Academy. 7. Ganga Darshan Munger, (1995). Bihar: India.
शिक्षण, श्रुति पब्लिकेशन, जयपुर.	e-Resources:
2. कासलीवाल, मीनाक्षी, (2003),	Concept of Art
ललितकला के आधारभूत सिद्धान्त,	https://www.jstor.org/stable/2107219?seq=4#metadata_info_t
राजस्थान ग्रन्थ अकादमी, जयपुर.	ab contents
3 वैश्य, आर.पी. (1969) चित्रकला शिक्षण,	Fundamental of Art https://study.com/academy/lesson/what-are-the-principles-of-
	https://study.com/academy/lesson/what-are-the-philephes-or-

	विनोद पुस्तक मन्दिर, आगरा. 4. गोदीका, साधना एवं सावित्री माथुर (2008) कला शिक्षा शिक्षण, आस्था प्रकाशन, जयपुर. 5 शर्मा, माता प्रसाद (2008), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर. 6. Husain Ashfaque (1956), Seminar on Art Education, Lalit Kala Academy, New Delhi. 7. Ganga Darshan Munger, Bihar, India, 1995.	art-definition-examples.html https://thevirtualinstructor.com/artfundamentals.html Importance of Visual Art in Education https://www.quora.com/What-is-the-importance-of-visual- art-in-education Meaning of Dramatic Art http://autocww.colorado.edu/~toldy3/E64ContentFiles/Theat erAndActing/DramaAndDramaticArts.html Importance of Drama in Education https://evolvetreatment.com/blog/positive-effects-drama- programs/ Elements of Drama https://study.com/academy/lesson/elements-of-drama- characters-plot-setting-symbolism.html Creating New Material through Different Material of Visual Art and Craft http://www.noteaccess.com/MATERIALS/index.htm	Defense
3 EDU 509L Understa ding the Self and Yoga	 Unit-I: Understanding the self a. Self and self development-Concept and Importance b. Concept and types of values- Individual Social c. Importance of Values Unit-II: Yoga and self development a. Concept of yoga. b. Importance of yoga for self development. c. Pranayam-types and importance. d. Three milestones of woman's life and yoga. e. Do's and Don'ts of Asanas. Practical Units: (activities based)- Unit-III: Self reflection and personal integration a. Expression of Aspiration & Expectations. b. Self observation exercise to understand one's own strength and weakness. c. Self expression through creative activities. 	 Unit-I: Understanding the self d. Self and self development- Concept and Importance e. Concept and types of values- Individual Social f. Importance of Values Unit-II: Yoga and self development a. Concept of yoga. b. Importance of yoga for self development. c. Pranayam-types and importance. d. Three milestones of woman's life and yoga. e. Do's and Don'ts of Asanas. Unit-III: Self reflection and personal integration a. Expression of Aspiration & Expectations. b. Self observation exercise to understand one's own strength and weakness. c. Self expression through creative activities. Unit-IV: Enhancing self development 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. Unit-V: Yoga for healthy mind and body. a. Practice of various skills of pranayam. 	References and Web Resources Updated

 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: Dale Carnegie, Leader in you; you to win friends, influence people and succeed in a changing world. Das Gupta & Surendranath: "Yoga: its Philosophy & Religion", 1987 Sinha, Phulgenda, :Yogic Cure for Common Diseases", Allied Publishers Pvt. Ltd., 2003. 	 References: Ananda, Sri. (1999). The Complete Book of Yoga Harmony of Body and Mind. Delhi: Orient paperbacks, Dale, Carnegie, Leader in you. (1993). you to win friends, influence people and succeed in a changing world. Das, Gupta & Surendranath.(1987). Yoga: its Philosophy & Religion. Joshi, K.S. (2003). Yogic Pranayam. Allied Publishers Pvt. Ltd. Kumar Praveen. (2014).Value Education, New Delhi: KSK Publishers. M. Vanaja, M. and Charathi Vijaya. (2008).Value Oriented Education. New Delhi: Neelkamal Publication Pvt. Ltd. Madarasa Road, Kashmere Gate. Niranjanananda, Paramahamsa. (1993). Yoga Darshan, Vision on Yoga Upnishads. Bihar: Sri Panchadashnam Paranahamsa Alakh Bara, Deoghar, India. Sharma, P.D. (1984). Yoga Yogasana and Dramamang for Uachth. Ahmadabad. Naunast 	
Common Diseases", Allied Publishers Pvt. Ltd., 2003. 4. Joshi, K.S. "Yogic Pranayam", Allied	Darshan, Vision on Yoga Upnishads. Bihar: Sri Panchadashnam Paranahamsa Alakh Bara, Deoghar, India.	

	डेवलपमेंट, Benten Books, Bhopal.Self and self development, concept and12 अग्रवाल विजय, स्टूडेन्ट और मन की शक्ति, Benten Books, Bhopal.importance13 गिजुभाई बधेका, दिवास्वप्न, नेशनल बुक इंडिया, नई दिल्ली।http://www.businessmanagementideas.com/notes/ management-notes/organisation- development/self-development-concept-process- and-methods-management/5313
	इडिया, मई दिरली। 14 विवकर शास्त्री, गीता का नीतिसास, सरसा साहिया मण्डल, नई दिल्ली। 15 मोहनदास करमचन्द गॉधी, सत्य के प्रयोग: गांधीजी की संक्रिप्त आत्म-कथा, राजपात दिल्ली। ad-methods-management/5313 16 योगेव कुसार शर्मा (एव) प्रजा शर्मा, ''नोबेल पुरस्कार से सम्मानित विश्व की महिलाए, पोड्रण्टर पविश्वसं, जयपुर। importance of Yoga foe self development https://thriveglobal.com/stories/10-benefits-of yoga-for-personal-growth/amp/ 17 ले.जाई पटेल, आयुनिक भारत के तमर्माता: सरदार बल्लमार्ग पटेल, प्रकाशन विभाग सूचना भवन, सी कांप्यतेक्स, ओ. जो. लोघी रोड, नई दिल्ली। Importance of Yoga normal and strain set in/blog/concept-of- yoga/m-lite 18 शिव खेडा, जीत आपकी: कामयाबी को ओर ले जाने वाली सीढ़ी, फु सर्कल, दिल्ली। 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://www.google.com/url?sa-t&source=web&r ct=j&url=https://windsor.watermarkcommunities. com/self-expression-through-Creative- activities/&ved=2ahUKEwiqmK010vngAhXFp4 8KHLFBKMQFJKegQIBhAB&usg=AOvVaw IcQwC_reTx-1WloqNvE9i Identification of the values for a good Teacher https://www.google.com/url?sa-t&source=web&r
	ct=j&url=https://www.skillsyouneed.com/rhubarb /effective- teaching.html&ved=2ahUKEwiwn_Lm0vngAhV FvY8KHakbAmcQFjALegQIAhAB&usg=AOvV aw3B_uh7fKSdew6iKPIcQsmd

Discipline Elective (Focal Area)

1.	EDU 414:	Upon completion of course			No Change
	Language	Student teacher will be able to -	References:	References:	Defenences
1.		1 1	 Pearson, J.C. et al. (2011). <i>Human</i> <i>Communication</i>. (4th ed.). New York: McGraw Hill Companies Inc. Floyd, K. (2009). <i>Interpersonal</i> <i>Communication</i>. New York: McGraw Hill Companies Inc. Fromkin, V, Rodman, R &Hyms, N. (2011). <i>Introduction to Language</i>. (9th ed.). Canada: Cengage Learning. Akmajian, A. et al. (2010). <i>Linguistics: Introduction to</i> <i>Language and</i> <i>Communication</i>. (6thed.). Cambridge: MIT Press. Fasold, R. &Connor- 	 Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press. Fasold, R. & Connor-Linton, J. (2013).An Introduction to Language and Linguistics. (6thed.). Cambridge: Cambridge University Press. Floyd, K. (2009). InterpersonalCommunication. New York: McGraw Hill Companies Inc. Fromkin, V, Rodman, R & Hyms, N. (2011).Introduction toLanguage.(9thed.). Canada: Cengage Learning. Pearson, J.C. et al. (2011). Human Communication. (4th ed.). New York: McGraw Hill Companies Inc. mid. (2011). Human Communication. (4th ed.). New York: McGraw Hill Companies Inc. mid. a. (1965). <i>İsref शिक्षण.</i> मेरठ: रस्तोगी एण्ड कम्पनी. मित्तल, एस. (2005). शैक्षिक तकनीकी. जयपुर: राजस्थान Isेन्दी ग्रन्थ अकादमी. 	No Change References and Web Resources Updated
			<i>Communication</i> . (6 th ed.). Cambridge: MIT Press.	 लाल, आर., ब. (1965). <i>हिन्दी शिक्षण</i>. मेरठः रस्तोगी एण्ड कम्पनी. 7. मित्तल, एस. (2005). शैक्षिक तकनीकी. जयपुरः राजस्थान 	

				 %20between%20First%20and% 20Second%20Language%20Acquisition 3. Activities for Developing Speaking Skill Retrieved from http://faculty.weber.edu/ppitts/ed4320/Hando uts/speakingskills.htm http://www.educ.ualberta.ca/staff/olenka.Bilas h/best%20of%20bilash /speaking.html 4. Activities for Developing Listening Skill Retrieved from http://www.educ.ualberta.ca/staff/olenka.bilas h/best%20of%20bilash /listening.html 	
				https://blog.udemy.com/listening-skills- exercises/	
	EDU 509				
2.	EDU 508 Understanding Discipline and Subject	 Upon completion of course student teacher will be able to- utilize the nature and importance of Disciplinary Knowledge in class 	 Unit I: Disciplinary Knowledge Nature of Disciplinary Knowledge Role of disciplinary Knowledge in School Curriculum Importance of understanding disciplinary knowledge for teachers 	 Unit I: Disciplinary Knowledge Nature of Disciplinary Knowledge Importance of understanding disciplinary knowledge for teachers Activity: Presentation of disciplinary knowledge from socio-Cultural, Political and Intellectual Context 	Reshuffling of Content according to the unit wise theme
		 differentiate present content of teaching subject in school with its history 	Activity: Presentation of disciplinary knowledge in socio-Cultural, Political and Intellectual Context Unit-II: Disciplinary areas in School	 Unit-II: Disciplinary areas in School Disciplinary areas in School education– Language, Mathematics, Social Science, Science Paradigm shifts in nature of discipline 	
		 appreciate the paradigm shift in disciplines 	Disciplinary areas in School education– Language, Mathematics, Social Science, Science • Paradigm shifts in nature of	 History of teaching subject areas in school at a glance. Activity: Poster presentation on History of Teaching subject in school. 	
		 critically appraise the Disciplinary and Interdisciplinary Subjects 	disciplineHistory of teaching subject areas in school at a glance.	Unit-III: Understanding School Subject (Content) Nature of content in school subject	
		• appraise the phenomenon of Interdisciplinary approach to Subjects	Activity:PosterpresentationonHistory of Teaching subject in school.school.Unit-III:UnderstandingSchool	 Theory of Content- content selection, framing in syllabus transformation of content 	
			Subject (Content)	• Relationship between Curriculum, syllabus and text book-basic features in modern context	

	· · · · · ·
Nature of content in school subject	Activity: Discussion on identification of organization of
• Theory of Content-	knowledge in any one school subject.
- content selection,	Unit IV: Disciplinary Subject in School
- framing in syllabus	1. Role of disciplinary Knowledge in School Curriculum
- transformation of	2. Critical Appraisal of disciplinary subject in school
content	Activity: Discussion on knowledge of disciplinary subject
• Relationship between	Unit V: Interdisciplinary Approach and Subject 1. Objectives of Interdisciplinary subjects
Curriculum, syllabus and	 Critical Appraisal of Interdisciplinary subjects
text book-basic features in	Activity: Presentation and discussion on phenomenon of
modern context	Interdisciplinary approach
	Reference:
Activity: Discussion on identification	1. Maisnan Premlata, Lenka, S.K., Gandhi A.K., (2016),
of organization of knowledge in	Understanding Discipline and Subject, Meerut, Surya R.
any one school subject.	Lall Publisher.
Unit IV: Interdisciplinary Approach and	2. Makel, Rajesh, MakalLalita, (2016), <i>Understanding</i>
Subject	Discipline and Subject, Delhi.
 Concept of Interdisciplinary- Subject 	3. Pandey, Ranjana, 2016, Understating Discipline and subje
2. Critical Features of	Meerut, Surya R. LallPubl. 4. TallaMrunalini, 2012, <i>Curriculum Development</i> -
Interdisciplinary subject	4. TallaMrunalini, 2012, <i>Curriculum Development -</i> <i>Perspectives</i> , Principles and Issues, Noida, Pearson India
3. Objectives of Interdisciplinary	education Service Pvt. Ltd.
subjects Activity: Presentation and discussion on-	5. Yadav, GhawriSapna, 2016, <i>Knowledge and</i>
phenomenon of Interdisciplinary approach	<i>Curriculum</i> , New Delhi, Paragon International Publ.
Unit V: Critical Appraisal of Subject	6. Yadav, M.S. and Lakhmi, T.K.S. (2003) Conceptual
1. Critical Appraisal of	Inputs for Secondary Teacher Education, NCTE, New
Interdisciplinary subject in school	Delhi.
2. Critical Appraisal of disciplinary	7. Alaxander, W. M., & Saylor, J. G. (1966). Curriculum
subject in school Activity: Discussion on knowledge of	Planning for modern schools. New York: Holt, Rinhart
interdisciplinary subject and disciplinary	and Winston Inc.
subject	8. Balrara, M. (1999). <i>Principles of Curriculum Renewal</i> .
References:	New Delhi: Kanishka Publishers.
1. Arthur R. King J.R. and John A.	9. Candra, A. (1977). Curriculum Development and
Brownall (1966), The	 <i>Evaluation in education</i>. New Delhi: Sterling Publishers. 10. Darji, D. R., &Lulla, B. P. (1967). <i>Curriculum</i>
curriculum and the discipline of	10. Darji, D. R., &Lulla, B. P. (1967). <i>Curriculum</i> development in secondary schools of Baroda. Baroda:
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	press.
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Secondary Teacher Education,	education. New Delhi: AnmolPublishers.
NCTE, New Delhi.	13. Satyanarayan, P.V. (2004). Curriculum development and
3. Pandey, Ranjana (2016)	management. New Delhi: DPH.
Understanding Discipline &	14. Taba, H. (1962). Curriculum development theory &
Subjects, R. Lal Book Deport,	practice. New York: Harcourt, Brace & World
Meerut.	Inc.
	15. Yadav, Y.P. (2006). Fundamentals of Curriculum design.

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3	EDU 504:	Upon completion of course	References :		No Change
	Gender,	student Teacher will be able to	1. Bagchi, Jasodhara, Guha, Jaba and	References :	
	,		Sengupta, Piyali (eds). (1997).	1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali	References and
	School and	• approve and appreciate gender	Loved and Unloved: the Girl Child	(eds). (1997). Loved and Unloved: the Girl Child in	Web Resources
	Society	equality.	in West Bengal. Kolkata: Stree	West Bengal. Kolkata: Stree Publishers.	

	•	elucidate the constitutional and		Publishers.	2.	Bank, B.J. (2007). Gender and Education: An	Updated
		legal provisions related to	2.	Bank, B.J. (2007). Gender and		Encyclopedia. London: Praeger, Westport.	-
		women.		Education: An Encyclopedia.	3.	Batliwala, Srilatha. (1993). Empowerment of	
	٠	disapprove the gender bias in		London: Praeger, Westport.		Women in South Asia: Concepts and Practices.	
		family, workplace and	3.	Batliwala, Srilatha.(1993).		New Delhi : Asian-South Pacific Bureau of Adult	
		educational institution.		Empowerment of Women in South		Education.	
	٠	appreciate the role of education		Asia: Concepts and Practices. New	4.	Bhasin, Kamla.(2000). Understanding Gender. New	
		in eradicating gender bias.		Delhi : Asian-South Pacific Bureau		Delhi: Kali for Women.	
	٠	reflect roles and responsibilities		of Adult Education.	5.	Bhasin, Kamla. (2004). Exploring Masculinity. New	
		of various agencies in promoting	4.	Bhasin, Kamla.(2000).		Delhi: Women Unlimited.	
		gender equalities.		Understanding Gender. New	6.	Bhatt, B.D. & Sharma, S.R. (1992). Women's'	
				Delhi: Kali for Women.		education and social Development. Delhi:	
			5.	Bhasin, Kamla.(2004). Exploring		Kanishka.	
				Masculinity. New Delhi: Women	7.	Chanana, Karuna(ed.). (1988). Socialisation,	
				Unlimited.		Education and Women: Explorations in Gender	
			6.	Bhatt, B.D. & Sharma, S.R.(1992).		Identity. New Delhi: Orient Longman.	
				Women's' education and social	8.	Gould, S. J. (1981). The Mismeasure of Man.	
				Development. Delhi: Kanishka.		London: Penguin Books.	
			7.	Chanana, Karuna(ed.). (1988).	10.	Govinda, R. (ed.). (2002). India Education Report:	
				Socialisation, Education and		A Profile of Basic Education. New Delhi: Oxford	
				Women: Explorations in Gender		University Press.	
				Identity. New Delhi: Orient	11.	Kathleen, W. (1988). Women Teaching for Change:	
				Longman.		Gender, Class, and Power. New York: Bergin	
			8.	Gould, S. J. (1981). The		Garvey.	
				Mismeasure of Man. London:	12.	Mehrotra, S. (2006). Child Malnutrition and	
				Penguin Books.		Gender Discrimination in South Asia. Economics	
			10	. Govinda, R. (ed.). (2002). India		and Political Weekly, Vol. 41, No. 10 (Mar. 11-	
				Education Report: A Profile of		17, 2006), pp. 912-918.	
				Basic Education. New Delhi:	13.	Ramachandran, V. (2004). Gender and Social	
				Oxford University Press.		Equity in Education: Hierarchies of Access. New	
			11	. Kathleen, Weiler. (1988). Women		Delhi: Sage.	
				Teaching for Change: Gender,	14.	Ramchandran, V. (1998). Girls and women	
				Class, and Power. New York:		Education: Policies and implementation	
				Bergin Garvey.		Mechanism. Case study: India, Bangkok, UNESCO.	
			12	Mehrotra, S. (2006). Child	15.	Sharma, M.C. & Sharma, A.K. (2003).	
				Malnutrition and Gender		Discrimination based on Sex, caste, religion and	
				Discrimination in South Asia.		disability: Addressing through educational	
				Economics and Political Weekly,		interventions; A handbook for Sensitizing Teacher	
				Vol. 41, No. 10 (Mar. 11-17,		and Teacher educators. NCTE & NHRC.	
				2006), pp. 912-918.	16.	Subramanyam, R. (2003). Gender Equality in	
			13	. Ramachandran, Vimala. (2004).		Education: Definitions and Measurements.	

Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.14. Ramchandran, V. (1998). Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.15. Sharma, M.C. & Sharma, A.K. (2003). Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.16. Subramanyam, R. (2003). Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July 2005. Vol.25 No.4: p.p. 395-407.	International Journal of Educational Development, July 2005. Vol.25 No.4: p.p. 395-407. e-Resources: 1. Gender School and Society, http://www.bdu.ac.in/cde/docs/ebooks/B- Ed/II/GENDER,% 20SCHOOL,% 20SOCIETY% 20AND% 20INCLUSIVE% 20SCH OOL.pdf 2. Gender Bias in Education, http://uou.ac.in/sites/default/files/bed17/PE-5.pdf 3. Dowry prohibition Act, 1961. http://wcd.nic.in/act/dowry-prohibition-act-1961 4. The Medical termination of Pregnancy Act, 1971.http://tcw.nic.in/Acts/MTP-Act-1971.pdf 5. Domestic Violence Act, 2005. http://wcd.nic.in/sites/default/files/wdvact.pdf
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4 EDU 402 Creating an Inclusive School	 Upon completion of course Student teacher will be able to: analyze and explain the diversity in Indian classroom, School and Society. differentiate the concept of special education, integrated education and inclusive education. analyze and discuss about national initiatives and provisions for inclusive education. use various aids and equipments in inclusive classroom. create learning 	 Unit –I: Classroom as Reflection of Society Diversities in Society and Classroom Meaning of Diversity Diversities in Society and Classroom CWSN (Children with Special Need) in classrooms. Concept & Categories Activity: Discussion on the type of diversity which exist in Indian Classroom. Unit-II: Inclusive Education : An Overview Concept of Inclusion Different relative concepts - Special Education, Integrated Education, Inclusive Education. 	 Unit –I: Classroom as Reflection of Society Meaning of Diversity Diversities in Indian Society Diversities in Indian Classroom CWSN (Children with Special Need) in classrooms. Concept & Categories Activity: Discussion on the type of diversity which exist in Indian Classroom. Unit-II: Inclusive Education : An Overview Concept of Inclusion Different relative concepts - Special Education, Integrated Education, Inclusive Education. National Initiatives for Inclusive Education RCI Act 1992 PWD Act 1995 Sarva Shiksha Abhiyaan (SSA) NCF 2005 	References and Web Resources Updated
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environment of an	National Initiatives for	for Inclusive Education.
inclusive classroom.	Inclusive Education	Unit-III: Inclusive Schools - Provision
discuss the role of	- Constitutional Provisions in	 Provision in Inclusive Schools
supportive services in	RCI Act 1992, PWD Act	- Physical Facilities
inclusive schools.	1995	- Aids & Equipments
	- Sarva Shiksha Abhiyaan	 Curricular Adaption for CWSN.
	(SSA)	• Role of a Teacher in inclusive school.
	- NCF 2005	Activity: Discussion on teacher's role in inclusive
	Activity: Presentation on any	school.
	initiative programme for Inclusive	Unit- IV: Generating Learning Environment in
	Education.	Inclusive Classroom
	Unit-III: Inclusive Schools -	 Pedagogical strategies to support learners'
	Vision and Provision	need-
	• Provision in Inclusive	- Cooperative Learning,
	Schools	- Peer Tutoring,
	- Physical Facilities	- Individualized Education Programm
	- Aids & Equipments	(IEP),
	- Guidance and Counseling	- Multisensory Teaching.
	• Role of a Teacher in inclusive	 Evaluation process in inclusive classroom
	school.	(with reference to CBSE & RBSE's
	Activity: Discussion on teacher's	Provisions).
	role in inclusive school.	Unit –V: Supportive Services for Inclusive
	Unit- IV: Generating Learning	Schools
	Environment in Inclusive	• Role of Supportive Services for Inclusive
	Classroom	Schools
		- In-service Teacher Educations Institutions
	Curricular Adaption for-	- Professionals.
	CWSN.	- Parents
	Pedagogical strategies to	- Community
	support learners' need-	Activity: Group discussion on supportive services for
	Cooperative Learning,	inclusive schools.
	Participative Learning, Peer	Practicums: (Any two of the following)
	Tutoring, IEP,	1 Visit and observation of Inclusive school and
	Multisensory Teaching.	preparation of a report about provisions in
	Evaluation process in	inclusive school.
	inclusive classroom (with	2 Exhibition on Inclusive Education
	reference to CBSE & RBSE's	3 Thematic Term paper.
	Provisions).	References:
	Unit –V: Public Private	1 Dech N (2006) Leaduring Education for
	Participation (PPP) in	1 Dash, N. (2006). Inclusive Education for
	Inclusive Schools	CWSN. New Delhi: Atlantic Publisher and
	• Role of Supportive Services	
	for Inclusive Schools	

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	- Pre Service and In-service Distributers. Teacher Educations
	Institutions 2 Loreman, T., Jaonne D., & Davice, H.
	 Professionals. Parents (2005). Inclusive Education A Practical
	- Community guide to Supporting Diversity in classroom.
	Activity: Group discussion on supportive services for inclusive
	schools. 3 Puri, M. & George, A. (2009), Handbook
	Practicums: (Any two of the following) of Inclusive Education for Educators,
	1 Visit and observation of Administrators and Planners New Delhi:
	Inclusive school and preparation of a report about Sage Publications.
	provisions in inclusive
	4 Balsara, M. (2011). Inclusive Education for 2 Exhibition on Inclusive
	Education
	3 Thematic Term paper. Publishers.
	References:5Dash, N. (2003). Integrated Education for
	1 Dash Neha. (2006), Inclusive Education for CWSN, Children, with Special Need. New Delhi:
	Atlantic Publisher and Dominant Publishers.
	Distributers, New Delhi. 2 Loreman Tim, Jaonne 6 Sharma, B. (2011). <i>Inclusive Education</i> -
	Deppeur and Davice Harvey <i>Needs Practices and Prospects</i> . New
	(2005)- Inclusive Education- A Practical quide to Delhi: Kanishk Publishers.
	Supporting Diversity in classroom, Roudledge falmer, 7 Gargiulo, R. M. & Debbie, M. (2008).
	London. <i>Teaching in Today's Inclusive Classroom.</i>
	3 Prui Madhumita and George Abraham (2009), Handbook California, USA: Wadsworth Publishing
	of Inclusive Education for Company.
	Educators, Administrators and Planners, Sage 8 Alur, M. & Timmous. (2009). <i>Inclusive</i>
	Publications, New Delhi. Balsara Maitreya (2011), <i>Education across Cultures</i> . New Delhi:
	Inclusive Education for Sage Publication.
	Special Children, Kanishk Publishers, New Delhi. e- Resources:
	5 Dash Nibeta (2003)
	1. Inclusive Education- <u>https://education.cu-</u>

			 Integrated Education for Children, with special need, Dominant Publishers, New Delhi. 6 Sharma, Bharti (2011), Inclusive Education-Needs Practices and Prospects, Kanishk Publishers, New Delhi. 7 Gargiulo, Richare M. and Debbie Metcalf, (2008), Teaching in Today's Inclusive Classroom, WADSWORTH, USA. 8 Alur Mithu and Timmous (2009), Inclusive Education across Cultures, Sage Publication, New Delhi. 	portland.edu/blog/classroom- resources/inclusive-education/ 2. RCI Act- http://rehabcouncil.nic.in/writereaddata/rti manual.PDF 3. NCF 2005- http://www.ncert.nic.in/rightside/links/pdf/ framework/ncf_hindi_2005/ncf2005.pdf 4. Cooperative Learning- https://serc.carleton.edu/introgeo/cooperati ve/whatis.html 5. Multi Sensory Learning- http://www.calverteducation.com/learning- motivation/an-introduction-to-multi- sensory-learning	
5	EDU 405: Educationa I Guidance and Counsellin g	 Upon completion of course Pupil Teacher will be able to: explain the concept of guidance and counselling. describe the process and procedures being used in guidance & counselling. develop competence of providing guidance and counselling to school Students. discuss about the various guidance services at school level. aware the barriers of guidance and counselling. 	 References : Osipow, S. H. & Fitzgerald, L. F. (1996). <i>Theories of Career Development. (4th ed.)</i>. Boston: Ally and Bacon. Arthuer, J.Jones, Principles of Guidance, Tokyo: Mc Graw, New Delhi: Vikas Pub. House Pvt. Ltd. Inc., 1963. Chauhan S.S., Principles and Techniques of Guidance, New Delhi: Vikas Pub. House Pvt. Ltd., 1982. Dosajh, N. L. Guidance Services in India, New Delhi: Euraria Pub. House, 1962. Jayswal, S.R. Shiksha Mein Nirdeshan Aur Paramarsha, Agra: Vinod Pustak Mandir, 1987. Labh Singh & D. Prasad, Nirdeshan ke Mool Adhar, Agra, Shri Ram Mehra and Co., 1973. Sharma, S.R., ed: Research in Educational and Vocational Guidance: 	 References: Chouhan. S.S. (1982). Principles and Techniques of Guidance. New Delhi: Vikash Publication House Pvt. Ltd. Crow & Crow. (1964). Introduction to Guidance. New Delhi: Vikas Publication House Pvt. Ltd. Donald, Super. (1965). Counselling in the Secondary School. New Delhi: Harper and Row. Dosiajh, N.L. (1969). Guidance Services in India. New Delhi: Arya Book Depot. Jones, A.J. (1951). Principles of Guidance and Pupil Personal Work. Tokyo: Mc Graw Hill. Book Co. Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary School. Sterling Publishers Pvt. Ltd. 	No Change References and Web Resources Updated

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6	EDU 406: Educationa l Technology	 Upon completion of course Student teacher will be able to: explain basic concepts related to Educational Technology. match appropriate strategies to Teaching Levels. clarify the concept of Communication & its relation to Instruction. demonstrate improvement in teaching behavior. develop and use Instructional Support Materials. 	 References : Levine, J.M., Secondary instruction: A manual for classroom Teaching, boston: Allyn & Becon, 1989. Percival, F. and Ellington, H., A Handbook of Educational Technology, London: Kogen Page, 1984. Rao, Usha, Educational Technology, Bombay : Himalaya Publishing House, 1991. Sampath, K. Panneerselvam, A. And santhanam S., 1984, Introduction to Educational Technology, New Delhi : Sterling Publishers. Sharma, Mittal, System Approach : Its Application in Education, Bombay, 	 References: Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009). <i>The Act of Teaching</i>. New York: McGraw-Hill Company. Hough, J. B. & James, K. D. (1970). <i>Teaching:</i> <i>Description and Analysis</i>. Massachusetts: Addison-Wesley Publishing Company. Jyoce, B. & Weil, M. (1985). <i>Models of Teaching</i>. New Delhi: Prentice Hall of India. Levine, J.M. (1989). <i>Secondary instruction: A manual for</i> <i>classroom Teaching</i>. Boston: Allyn & Becon. Mangal, S.K. & Mangal, Uma (2009). <i>Essentials of</i> <i>Education Technology</i>. New Delhi: PHI Learning Pvt. Ltd. Mangal, S.K. and Mangal, U. (2009). <i>Shiksha Takniki</i>. New Delhi: PHI Learning Pvt. Ltd. Percival, F. and Ellington, H. (1984). A Handbook of 	No Change References and Web Resources Updated

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		 Sharma, R.A., Shiksha Takniki, Meerut : Loyal book Depot., 1987. Woolfolk, A.E., Educational 	Pierce, W. D., Micheal, A. L. (1977). Objectives and Methods for Secondary Teaching. New Jersey: Prentice-Hall Inc.
		Psychology, New Jersey: Prentice Hall, 1990.	Rao, U. (1991). <i>Educational Technology</i> . Bombay : Himalaya Publishing House.
			Sampath, K. Panneerselvam, A. And santhanam S., (1984). <i>Introduction to Educational Technology</i> . New Delhi : Sterling Publishers.
			Sharma, R.A. (1987). Shiksha Takniki. Meerut : Loyal book Depot.
			Sharma, R.A. (2012). <i>Technological Foundation of</i> <i>Education</i> . Meerut: R. Lall Book Depot.
			Yadav, N. (2003). <i>A Handbook of Education Technology</i> . New Delhi: Anmol Publications Pvt. Ltd.
			e-Resources:
			Educational Technology: http://epathshala.nic.in/wp- content/doc/NCF/Pdf/educational_technology.pdf
			Technology Education vs. Educational Technology:
			http://iteaconnect.org/TAA/Resources/TAA_Differences.h tml
			Educational Technology: http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10 .pdf
			Models of Teaching: http://thesecondprinciple.com/teaching-essentials/models- teaching
			Understanding 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.pdf

Reading Elective

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
<u>S. N.</u> 1.	Course List Disaster Management Education	Learning OutcomeUpon completion of course Student teacher will be able to-• interpret causes, effects and prevention of natural and man-made disaster.• clarify the meaning and need of disaster management.• appreciate the governmental efforts for disaster management.• discuss the role of educational 	 Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault) Efforts for disaster management by government authorities and Non Governmental organization. Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management. References: Ariyabandu, Madhavi Malagoda (2005). Gender Dimensions in disaster management: a guide for South Asia. New Delhi: Zubaan. Asthana, N.C., Priyanka Asthana (2014). Disaster Management. Jaipur: Aavishkar Pub. Coppola P. Damon. (2011). Introduction to international disaster management. Amsterdam: Elsevier. Dhunna, Mukesh. (2009). Disaster Management. New Delhi: Vayu Education of India. Ghosh G.K. (2015). Disaster Management. New Delhi: APH Pub. Gupta, Harsh K., (2003). Disaster Management. New Delhi: Sarup & Sons. Rajib. Shaw, Krishnamurthy, (2009). Disaster Management. New Delhi: Sarup & Sons. 	 Suggested Syllabus Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault) Efforts for disaster management by government authorities and Non Governmental organization. Role of Educational Institutions, Role of Pre- service and in-service teacher Education programmes in Disaster Management. References: Ariyabandu, Madhavi Malagoda (2005). Gender Dimensions in disaster management: a guide for South Asia. New Delhi: Zubaan. Asthana, N.C., Priyanka Asthana (2014). Disaster Management. Jaipur: Aavishkar Pub. Coppola P. Damon. (2011). Introduction to international disaster management. Amsterdam: Elsevier. Dhunna, Mukesh. (2009). Disaster Management. New Delhi: Vayu Education of India. Gupta, Harsh K., (2015). Disaster Management. Hydrabad: University Press. I. Sundar and T. Sezhiyan, (2007).Disaster Management. New Delhi: Sarup & Sons. Rajib. Shaw, Krishnamurthy, (2009). 	References and Web Resources Updated

	Hyderabad: University Press.Taori, Kamal, (2005). <i>Disaster</i>	Disaster Management: Global challenges and local Solutions.	
	Management through Panchayati Raj.	Hyderabad: University Press.	
	New Delhi: Concept Publishing	• Taori, Kamal, (2005). Disaster	
	company.	Management through Panchayati Raj.	
	 जाट, बी0सी0 (2013). आपदा प्रबन्धन. 	New Delhi: Concept Publishing	
	जयपुर: मंथन पब्लिकेशन्स.	company.	
	 शील, कुमार. (2007). पर्यावरणीय आपदा प्रबन्धन. 	 जाट, बी0सी0 (2013). आपदा प्रबन्धन. 	
	दिल्ली: ज्योति इण्टरप्राइजेज	जयपुर: मंथन पब्लिकेशन्स.	
	 प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, 	 शील, कुमार. (2007). पर्यावरणीय आपदा 	
	आपदा प्रबंधन परिचय . नई दिल्ली.	प्रबन्धन. दिल्ली: ज्योति इण्टरप्राइजेज	
		 प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, 	
		आपदा प्रबंधन परिचय . नई दिल्ली.	
		e-Resources:	
		• Natural Disaster:	
		https://books.google.co.in/books?id=W	
		hUXtA6qSF4C&printsec=frontcover&	
		dq=Natural+disaster+in+india&hl=en	
		&sa=X&ved=0ahUKEwigi73I4NPgAh	
		XLq48KHd5vDjQQ6AEIPzAE#v=one	
		page&q=Natural%20disaster%20in%2	
		0india&f=false	
		• Natural Hazards: Causes and Effects	
		http://epdfiles.engr.wisc.edu/dmcweb/	
		BB02NaturalHazardsCausesandEffects	
		.pdf	
		• Man-Made Disaster:	
		https://www.infoplease.com/world/disa	
		sters/man-made	
		• Efforts of government authorities:	
		https://nidm.gov.in/	
		Role of Education	
		http://www.academia.edu/11136022/T	
		HE ROLE OF EDUCATION IN N	
		ATURAL_DISASTER_RISK_REDU	
		CTION	

2.	EDU:	Upon completion of	Course Outline:	Course Outline:	No Change
	Women	course Student teacher	• Status of Women in Indian	• Status of Women in Indian	
	Education	will be able to-	Society	Society	References and
	Education		 Pre Independence 	 Pre Independence 	Web Resources
		• critically analyze the	 Post Independence 	 Post Independence 	Updated
		status of women in	Problems of women Education at	Problems of women Education at	
		Indian society.	different levels	different levels	
		• discuss the problems	Primary levelSecondary and Senior Secondary level	Primary levelSecondary and Senior Secondary	
		of women education	 Higher level of education 	level	
		at different levels.	Committees on Women Education	 Higher level of education 	
		• analyze and appraise	 Durgabai Deshmukh Committee 	Committees on Women Education	
		the recommendations	 Hansa Mehta Committee 	 Durgabai Deshmukh Committee 	
		of committees,	 Bharatvaslam Committee 	 Hansa Mehta Committee 	
		commissions and	• Commissions and policy on Women	 Bharatvaslam Committee 	
		policies formed for	Education	Commissions and policy on Women Education	
		women education.	 Secondary Education Commission (1952-53) 	– Secondary Education Commission	
		• analyze the legal	 Education Commission (1964-66) 	(1952-53)	
		provisions for women in India.	- NPE 1986	- Education Commission (1964-66)	
		III IIIdia.	Legal Provisions for Women in India	– NPE 1986	
			 Maternity Benefit Act 1961 		
			– Equal Remuneration Act 1976	Legal Provisions for Women in India	
			 Sexual Harassment of women at work place 	Maternity Benefit Act 1961Equal Remuneration Act 1976	
			(Prevention, Prohibition, Redressed)	 Equal Remuneration Act 1976 Sexual Harassment of women at 	
			Act 2013	work place	
				(Prevention, Prohibition, Redressed)	
			References:	Act 2013	
			• M.H.R.D. (2008). Elementary Education in India-Analysis Report 2006-07,	References:• M.H.R.D.(2008).Elementary	
			in India-Analysis Report 2006-07, NEUPA and Department of School	Education in India-Analysis Report	
			education and Literacy, Ministry of	2006-07, NEUPA and Department of	
			Human Resource Development. New	School education and Literacy, Ministry	
			Delhi: Government of India, Sotup B.B. (2002) Trands in Education	of Human Resource Development. New Delhi: Government of India,	
			• Satya, B.R. (2003). <i>Trends in Education</i> . New Delhi: Anmol Publication.	• Satya, B.R. (2003). <i>Trends in</i>	
			• Sharma, Usha, B.M. Sharma. (1995).	Education. New Delhi: Anmol	
			Girl's Education, Women and	Publication.	
			Educational Development Series-6. New	• Sharma, Usha, B.M. Sharma. (1995). Girl's Education, Women and	
			Delhi: Common Wealth Publishers.Verma, G.C. (1984). <i>Modern Education</i>,	Educational Development Series-6.	
			Growth and Development in Rajasthan.	New Delhi: Common Wealth	
			Jaipur: Publication Scheme.	Publishers.	

			 शिक्षा विभाग. (2008). वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग, जयपुरः राजस्थान सरकार. पारीक, मथुरेश्वर, सम्पादक. (2002). राजस्थान में शिक्षा. जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी. वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). महिला जाग्रति और सशक्तिकरण. जयपुरः आविष्कार पब्लिशर्स. Goel, Aruna. (2004). Education and Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Government of India. Panigrahi, L.K. (2003). Women and child Education. Chandigarh: Abhishek Publication. 	 Verma, G.C. (1984). Modern Education, Growth and Development in Rajasthan. Jaipur: Publication Scheme. (幫諾田 विभाग. (2008). वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग, जयपुर: राजस्थान सरकार. पारीक, मथुरेश्वर, सम्पादक. (2002). राजस्थान में शिक्षा. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). महिला जाग्रति और संशवितकरण. जयपुर: आविष्कार पब्लिशर्स. Goel, Aruna. (2004). Education and Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Government of India. Panigrahi, L.K. (2003). Women and child Education. Chandigarh: Abhishek Publication. Education for all towards quality for equality: http://www.educationforallinindia.com Durgabai Deshmukh Committee: 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 Legal Provisions for Women: http://www.legalserviceindia.com/helpli ne/woma_rights.htm 	
3.	EDU	Upon completion of course	Course Outline: Issues related to Global peace, Need of	Course Outline:	No Change
	Peace	Pupil Teachers will be able to:	peace for today's world, Relevance of	• Issues related to Global peace,	
	Education	• Clarify the concept of	Peace education in present scenario,		References and
		Peace education	Strategies for peace education	Need of peace for today's	Web Resources
		• Assess need for peace education	Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson	world, Relevance of Peace	updated
		• Appraise the peace	Mandela's, Delor's Commission 1996,	education in present scenario,	
		initiatives and movements	UNESCO's Conference for peace and	, , , , , , , , , , , , , , , , , , ,	

		e-Res	ources:	
		•	http://www.bdu.ac.in/cde/docs	
			/ebooks/B-	
			Ed/II/PEACE%20EDUCATI	
			<u>ON.pdf</u> ,	
		•	https://www.scribd.com//IN	
			TEGRATING-PEACE-	
			EDUCATION-IN-THE-	
			PRESEN	
		•	https://minds.wisconsin.edu/bi	
			tstream/handle/1793//Markel	
			lLockwood.pdf?1y	
		•	https://www.isesco.org.ma/wp	
			-	
			content//11/IMPEDIMENTS	
			-PEACE-WORLD.pdf	
		•	https://en.unesco.org/partnersh	
			ips//promoting-culture-	
			peace-and-non-violence	
		•	https://en.unesco.org/70years/	
			building_peace	
		•	www.un.org/documents/ga/do	
			cs/51/plenary/a51-395.htm	

Name of Programme: Bachelor of Science and Bechalor 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	 Upon completion of course Student Teachers will be able to: clarify development as a continuous process. explain childhood development in various aspects. describe the adolescent stage in reference to characteristics & problems. describe the causes of the problems in adolescent learner and imply the suitable solutions. recognize and appriciate adolescent learner's uniqueness and enshape them. illustrate the impact of social context upon growing child. 	 References: Barnard H. W. : Psychology of Learning Teaching, Mc.Graw Hill, New York, 1965. Borich G. D. & Tombari M. L.: Educational Psychology, a contemporary approach, Longman, New York, 1997. Chauhan S.S., Advance Educational Psychology, Vikas publication, New Delhi, 1998. Cronbach L.J., Educational Psychology, Staples Press, London, 1963. Crow L.D. & Crow A.D., Educational Psychology, Eurasia Publishing House, Delhi, 1964. Hurlock E., Developmental Psychology, Tata Mc Graw Hill Publication Company, NewYork, 1959. Kolesnic W. B. : Educational Psychology, Mc. Graw Hill, New York, 1953. Lindgren H. C. : Educational Psychology, John Wiley, New York, 1962. Mangal, S.K., Advance Educational Psychology, PHI Learning Private Limited, New Delhi, 2009. Morris Charles G. : Psychology : An Introduction. Prentice Hall, New Jersey, 1979 Woolfolk Anita E., Educational Psychology, Allyn & Bacon, Bostan, USA, 1995. 	 References: Barnard, H. W. (1965). <i>Psychology of Learning Teaching</i>. New York : Mc.Graw Hill. Borich, G. D., & Tombari, M. L. (1997). <i>Educational Psychology A Contemporary Approach</i>. New York: Longman. Chauhan, S.S. (1998). <i>Advance Educational Psychology</i>. New Delhi: Vikas Publication. Cronbach, L.J. (1963). <i>Educational Psychology</i>. London: Staples Press. Crow, L.D., & Crow, A.D. (1964). <i>Educational Psychology</i>. Delhi: Eurasia Publishing House. Hurlock, E.(1959). <i>Developmental Psychology</i>. New York,: Tata Mc Graw Hill Publication Company. Kolesnic, W. B. (1953). <i>Educational Psychology</i>. New York: Mc. Graw Hill. Lindgren, H. C. (1962). <i>Educational Psychology</i>. New York:: John Wiley. Mangal, S.K.(2009). <i>Advance</i> 	No Change References and Web Resources Updated

			Educational Psycholog. New Delhi:	
			PHI Learning Private Limited	
		10.	Morris, C. G. (1979). Psychology: An	
			Introduction New Jersey: Prentice	
			Hall.	
		12.	Woolfolk, A. E. (1995.) Educational	
			Psychology. Bostan, USA: Allyn &	
			Bacon.	
		e-Resources:		
		1.	Stages of Development-	
			http://www.psychologydiscussion.net/	
			psychology/stages-of-development-of-	
			psychology-of-people-at-different-	
			ages-from-infancy-to-old-age/732	
		2.	Individual differences-	
			http://www.psychologydiscussion.net/	
			psychology/individual-differences-	
			psychology/individual-differences-	
			types-causes-and-role-	
			psychology/2557	
		3.	Depression-	
			https://www.healthline.com/health/ado	
			lescent-depression	
		4.	Differences between growth and	
			development-	
			http://www.preservearticles.com/2011 02244162/differences-between-	
			growth-and-development.html	

Semester-II

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 415:	Upon completion of	References:	References:	No Change
	Learning and	course Student Teacher will	1. Hough, John B. & James K. Duncan	1. Hough, J. B. & James K. D. (1970).	_
	Teaching	be able to	(1970); 'Teaching: Description and	Teaching: Description and Analysis.	References and
		be able to	Analysis', Addison-Wesley Publishing	U.S.A.:Addison-Wesley Publishing	Web Resources
		• differentiate between	Company, Massachusetts, U.S.A.	Company, Massachusetts.	Updated
		types of learner while	2. Cruickshank, Donald R., Deborah B.	2. Cruickshank, D. R., Deborah B. J. &	opuateu
		teaching.	Jenkins & Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill	Kim K. M. (2009). <i>The Act of</i> <i>Teaching</i> . New York: McGraw-Hill	
		e e	Company, New York, U.S.A.	Company.	
		• analyze the different	3. Weimer, Maryelen (1996), Improving	3. Weimer, M. (1996). <i>Improving your</i>	
		factors influencing	your classroom Teaching, SAGE	classroom Teaching. California,	
		teaching learning process	Publications, Inc., California, USA.	U.S.A.:SAGE Publications, Inc.	
		during class interaction.	4. Pierce Walter D., Micheal A. Lorber	4. Pierce W. D., Micheal A. L. (1977).	
		• apply different type of	(1977); 'Objectives and Methods for	Objectives and Methods for Secondary	
		methods and media.	Secondary Teaching', Prentice-Hall,	Teaching. New Jersey: Prentice-Hall,	
			Inc., New Jersey, U.S.A.	Inc.	
		• plan according to Phases,	5. Yadav, Neelam (2003); 'A Handbook of	5. Yadav, N. (2003). A Handbook of	
		level and maxims of	Education Technology', Anmol	Education Technology. New Delhi:	
		teaching.	Publications Pvt. Ltd., New Delhi, India.	Anmol Publications Pvt. Ltd.	
		• manage the classroom as a	6. Mangal, S.K. & Uma Mangal (2009);	6. Mangal, S.K. & Uma M. (2009).	
		professional.	'Essentials of Education Technology',	Essentials of Education Technology.	
			PHI Learning Private Ltd., New Delhi.	New Delhi: PHI Learning Private Ltd.	
			7. Capel, Susan, Marilyn Leask & Tony	7. Capel, Susan, Marilyn L.k & Tony T.	
			Turner (1995); 'Learning to teach in Secondary Schools', Routlage, London,	(1995). <i>Learning to teach in Secondary Schools</i> . London: Routlage.	
			England.	8. Rao, D.B. (2001). <i>Science</i> &	
			8. Rao, D.B. (2001); 'Science &	<i>Technology Education</i> . New Delhi:	
			Technology Education', Discovery	Discovery House.	
			House, New Delhi.	9. Sampath, Panneevselvan, K.A. &	
			9. Sampath, K.A.Panneevselvan & S.	Santhanam, S. (1994). Introduction to	
			Santhanam (1994); 'Introducation to	Education Technology, Steerling	
			Education Technology', Steerling	Publication pvt., Ltd.	
			Publication pvt., Ltd.	10. Sharma, R.A. (2000). Technological	
			10. Sharma, R.A. (2000), 'Technological	Foundation of Education Technology.	
			Foundation of Education Technology,	Meerut: International Publications.	
			International Publications, Meerut,	11. Sood, J.K. (1989). New Direction in	
			India.	Science Teaching. Chandigarh: Kohli	
			11. Sood, J.K. (1989); 'New Direction in	Publishers.	
			Science Teaching,' Kohli Publishers,	12. Washton, N.S. (1967). <i>Teaching</i>	
			Chandigarh.	Science Creativity. London: W.B. Saundars Company	
			12. Washton, N.S. (1967); 'Teaching Science Creativity', W.B.Saunders	W.B.Saunders Company.13. Sharma R.A. (1987). <i>Shiksha Takniki</i>.	
			Company, London.	Meerut: Loyal Book Depot.	
			Company, London.	Meerut. Loyal Book Depot.	

	 Sharma R.A. (1987) ' Shiksha Takniki', Loyal Book Depot, Meerut. Sharma Y.K. (2002) 'Fundamentals of Educational Technology' Kaniska Publishers, New Delhi. Saxena, N.R.S & S.C. Oberoi (1996), 'Technology of Teaching; R.L. Book, Meerut. Wragg E.C. (1996); Classroom Teaching Skills' Routledge, London. Kumari, Sarita (2004) 'Increasing Role of Technology in Education, Chawla Offset Press, Delhi. 	 14. Sharma Y.K. (2002). Fundamentals of Educational Technology. New Delhi: Kaniska Publishers. 15. Saxena, N.R.S & S.C. Oberoi (1996). Technology of Teaching. Meerut; R.L. Book. 16. Wragg E.C. (1996). Classroom Teaching Skills. London: Routledge. 17. Kumari, S. (2004). Increasing Role of Technology in Education. Delhi: Chawla Offset Press. e Resources: Instructional media and Types of Media- http://hackscience.net/etm/Efficacio us%20Technology%20Management %20ver.%201.2.pdf Role of Teacher in Classroom Management- https://books.google.co.in/books?id= dQsE9WisCIYC&printsec=frontcov er&dq=teacher+and+classroom+ma nagement&hl=en&sa=X&ved=0ahU KEwi2qq3R7dDfAhVYfCsKHQIN A18Q6AEINTAC#v=onepage&q=te acher%20and%20classroom%20man agement&f=false Learning - inside and outside the school- http://www.ignouhelp.in/ignou- study-material/ 4. Socio-cultural background of learner- http://egyankosh.ac.in//handle/12345 6789/47116 Concept of Teaching, Instruction & Training- http://www.ignouhelp.in/ignou- study-material/ Phases of Teaching- http://www.ignouhelp.in/ignou- study-material/ 	
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Semester-III

I. EDU 503: Contemporary Indian Upon completion of course The student teacher will be able to References: 1. References: wirdfld समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000. References: अभिनहोत्री, आर. (2008). आधुनिक भारतीय शिक्षा समस्याएँ और समाधान. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. • reflect diversity in Indian Society. • ? ओड, एल0के0: शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर सिरकार (1986). नेशनल पॉलिसी ऑन एज्यूकेशन. मानव संसाधन विकास मंत्रालय. नई दिल्ली: शिक्षा विभाग,	
Contemporary Indian EducationThe student teacher will be able to1.सक्सना, राधाराना एव अन्यः उभरत हुए भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000.अग्निहोत्री, आर. (2008). आधुनिक भारतीय शिक्षाः समस्याएँ और समाधान. जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी.• reflect diversity in Indian Society.• reflect diversity in Indian society.2.ओड, एल0के0: शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978.भारत सरकार (1986). नेशनल पॉलिसी ऑन एज्यूकेशन. मानव संसाधन विकास मंत्रालय. नई दिल्ली: शिक्षा विभाग,	No Change
Democracy) as reflected in Education.विनोव पुस्तक मंदिर, आगरा, 1986.भारत सरकार 1985. <i>दिवा मीति की चुनेति मंदु</i> मरत सरकार 1985. <i>दिवा मंत्रात्म मंदि</i> समाज, आर लातन कुठ दिये।, मेरत, 1994.• analyze the roles of 	श्रमा: References and Web Resources Updated ऑन कारस Updated जॉन कारस - र्जा की - </th

r				
	13.	Dhiman, O.P.: Principles and	जयपुरः शिक्षा प्रकाशन.	
		Techniques of Education, Kalpaz	Pathak, R.P. (2009). Philosophical and	
		publications, Delhi, 2007.	Sociological Foundations of	
	14.	Pathak, R.P.: Philosophical and	Education. Kanishka Publications	
		Sociological Foundations of	distributors.	
		Education, Kanishka Publications	रावत, पी. (1992). <i>भारतीय शिक्षा का इतिहास.</i>	
		distributors, 2009.	आगराः रामप्रसाद एण्ड सन्स.	
	15.	Sharma, B.L and Maheshwari, B.K:	Reddy, V., Daya K. and Rao, D. B. (2006).	
		Education for Values, Environment"	Value Oriented Education. New Delhi:	
		Human Rights, R.Lall Book Depot,	Discovery Publishing House.	
		Meerut, 2010.	Report of Education Commission (1964-66).	
	16.	Reddy, V.DayaKara and Rao,	Ministry of Education & Culture. New	
		Digumarti Baskara: Value Oriented	Delhi: Govt. of India,	
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Semester-IV

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 413:	Upon completion of course	Unit-I: Conceptual Basis of	Unit-I: Conceptual Basis of Knowledge	References and
	Knowledge	Student Teacher will be	Knowledge	• Meaning of Data, Information,	Web Resources
	and	able to	• Meaning of concept, Principle,	Knowledge and Wisdom.	Updated
	Curriculum		 Theories and Experience. Differentiation between Data, 	Ways of Knowledge Acquisition:	
		• explain the conceptual	Information, Knowledge and	Observation, Experience, Reasoning and Inference.	
		basis of knowledge and	Wisdom.	 Knowledge and Skills needed in 	
		as a process.	Ways of Knowledge	Democratic Citizenship	
		 analyze various 	Acquisition: Observation,	Activity: Exposing learners to diverse	
		approaches of	Experience, Reasoning and	situations for exploring (Discussion,	
		knowledge structuring.	Inference.	research and Documentation)	
		 describe the form of 	• Knowledge and Skills needed in		
		knowledge.	Democratic Citizenship		
		 discuss the 	Activity: Exposing learners to diverse situations for exploring (Discussion,		
		epistemological bases	research and Documentation)		
		of education and			
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		Observation, Experience, Reasoning and Inference- www.ignouhelp.in/ignou-
		bed-study-material/,
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		<u>URRICULUM.pdf</u> Knowledge and Skills needed in
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			loom.html
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			09d.pdf
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			Text Book
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		m/123456789/46021/1/BES-
		<u>126B2E.pdf</u> ,
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		RRICULUM.pdf ,
		Curriculum Transaction-
		http://egyankosh.ac.in/bitstream/123456
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		<u>9/42631</u>
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Semester-VII

1.	EDU 502.		Existing	Suggested Syllabus	Remarks
	EDU 502:	Upon completion of course	References:	References:	No Change
	EDU 502: Assessment for Learning	 Upon completion of course Student Teacher will be able to interpret concept of assessment in education, evaluation and its related term. differentiate between kinds of evaluation. apply appropriate tools of evaluation in field. elucidate different forms and characteristics of achievement test. organize an effective evaluation program. apply ICT skills during evaluation program. conduct an action research related to problems at school level. 	0		

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		 रायजादा, बी. एस. (2010). शिक्षा में अनुसंधान के मूल आधार. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी. e-Resources: Grading System https://content.wisestep.com/advantages- disadvantages-grading-system-education/ Online Examination https://www.onlineexambuilder.com/knowledge- center/exam-knowledge-center/advantages-and- disadvantages-of-online-examination- system/item10240 Use of ICT https://www.researchgate.net/publication/271644 313_Use_of_ICT_in_Teaching_Learning_an d_Evaluation Use of ICT in assessment https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=46 2 Action Research http://www.ncert.nic.in/departments/nie/der/publication n/modules_material.html

Discipline Elective (Main Pedagogy)

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 442: Pedagogy of Mathematics-I	 Upon completion of course Student Teacher will be able to: discuss the nature of Mathematics. critically analyze the Mathematics Text Book. reflect on different methods of teaching Mathematics. prepare the lesson plan in teaching mathematics. reflect on framing and marking test items of achievement test in mathematics. 	 Reference : Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973. Johnson, D.A. & Rahtz, R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961. Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986. 	 Reference : I. 1. Butler, H.C. and Wren, F.L.(1965). The Teaching of Secondary Mathematics. New York: Mc Graw Hill Book Co. Chadha, B.N. (1961). Teaching of Mathematics. Delhi : Gurudas Kappor and Sons. Cornelius, Michael. (1982). Teaching mathematics. London : Croom Helm. Jain, S.L. (1973).Ganit Shikshan. Jaipur :Rajasthan Hindi Granth Academy. Johnson, D.A. & Rahtz. R. (1961).The New Mathematics in Our Schools. New York: The macmillan Co. Maheshwari, Vijayandra Kishore (1995). Ganit Shikshan. Meerut :Lay Book Deptt. Mangal, S.K.(1997). Ganit Shikshan. New Delhi :Arya Book Depot. Sidhu, K. S. (1986).The Teaching of Mathematics. New Delhi :Sterling Publisher. e-Resources: Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan: http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MAT HEMATICS.pdf http://www.tnteu.in/pdf/3-maths.pdf http://egyankosh.ac.in/bitstream/12345678 9/46799/1/BES-143B2-E.pdf 	No Change References and Web Resources Updated

				Planning for Teaching: <u>http://pedagogybyvasu.blogspot.com/2015/</u> <u>08/unit-test.html</u> <u>https://repository.nie.edu.sg/bitstream/104</u> <u>97/1824/1/TL-9-1-15.pdf</u> <u>http://egyankosh.ac.in/bitstream/12345678</u> <u>9/6691/1/Unit-4.pdf</u> <u>https://ndpublisher.in/admin/issues/EQv8n</u> <u>32.pdf</u>	
2.	EDU 438: Pedagogy of General Science - I	 Upon completion of course Students will be able to- explain the nature and importance of general science. discuss and correlate the general science with other school subject. analyze the NCF 2005 with reference to science education. frame instructional objectives in behavioural terms. prepare unit plan and lesson plan based on different method. 	 References: Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009. Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007. Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967. Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008. Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999. Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012. Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011. Sharma, R.C., "Teaching of Science", Dhanpat Rai & Sons, Delhi 1971. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989. agen&beg, atswin agmit औt agen&beg, flt apme, "fassin fixami", sintoenien aga fsuh, itxo, 2013. wcentry, to abo, "Assin aga fsuh, itxo, 2013. wcentry, tog abo, "Assin fassin", sinto enien fsuh, itxo, 2014. witan, tyoo abo, "Assination fassin", wita aga fsuh, itxo, 2013. witan, tyoo abo, "Assination", wita aga fsuh, itxo, 2013. witan, tyoo abo, "Assination", (uitani titeorethi, anital assination, wita aga fsuh, itxo, 2013. witan, tyoo abo, "Assination", witani witani fassin", witani fassin", witani titeorethi, and aga fsuh, its faceed, 2007. witan, tyoo abo, "Assination", (uitani titeorethi, anitalian fittenti", (uitani titeorethi, anitan	References:1.Bhandula, N. & Shrama, Sidheswar. (2009).Teaching of Science. Ludhiyana :Vijaya Publications.2.Das, D.N. (2007). Practice Teaching. Jaipur : Pointer Publisher.3.Gupta, Nirmala . (1967). Method of Teaching Science. Meerut :Rastogi and Company.4.Misra, Karuna Sankar. (2008). Effective Science Education. Allahabad : Anubhav Publishing House.5.Prasad, Janardhan.(1999). Practical Aspects in Teaching of Science. Delhi : Kanishka Publishers Distributors.6.Rajan, Sonika. (2012). Methodology of Teaching Science (I ed.), Delhi : Pearson Publication.7.Rawat, Hemant, . (2009).Teaching of Science. New Delhi : Lakshay Publication.8.Sharma, R.C. (2001). Modern Science Teaching. New Delhi : Dhanpat Rai Publishing co. Pvt. Ltd.9.Sood, J.K. (1989). New Direction in Science Technology. Chandigarh : Kohli Publishers.10.Sen, B.R. (2005).Teaching Science in Science technology. Chandigarh : Kohli Publishers.11.Vaidya, Narendra . (1996). Science teaching for the 21stcentury. New Delhi : Deep and Deep Publications.10-কুল्लश्रेष्ठ, अरूण कुमार एवं कुलश्रेष्ठ, नीर कमल.	No Change References and Web Resources Updated
			14नाप पुराय नापर, जागर, 2010. 15. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु, "विज्ञान शिक्षण", (आठवॉ संस्करण), राजस्थान	(2013). विज्ञान शिक्षण. मेरठ : आर०लाल बुक डिपो.	

	हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.	11. भटनागर, ए० बी०. (2014). विज्ञान शिक्षण. मेरठ :
		आर०लाल बुक डिपो.
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		(पांचवा संस्करण). नइ दिल्ला आव बुक डिपा. 13. रावत, एम० एस०, एवं अग्रवाल, एम० बी० लाल.
		13.
		(2008). पान पदान रिवान (पार्ट्स). आगरा : अग्रवाल पब्लिकेशन्स.
		14. सूद, जे0 के0. (2010). विज्ञान शिक्षण (पंचम्
		संस्करण). आगरा : विनोद पुस्तक मन्दिर.
		15. श्रीमाली, नन्द किशोर., भूषण आनन्द एवं रिहानी,
		इन्दु. (2013). विज्ञान शिक्षण (आठवॉ संस्करण).
		जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी.
		e- Resources:
		Nature of Science-
		http://www.project2061.org/tools/sfaao
		l/chap1.htm
		Objective and Curriculum-
		http://egyankosh.ac.in/bitstream/12345
		6789/6665/1/Unit-1.pdf
		Blooms Taxonomy of Learning Domain-
		https://www.giocities.com/eltsqu/cogni
		tive.htm
		Correlation with other school subject-
		https://www.galaxy.org/correlations/ga
		l scope seq.html
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		884550_How_to_write_behavioural_o
		bjectives
		Lecture-method-
		http://www.studylecturenotes.com/curr
		iculum-instructions/lecture-method-of-
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		and-demerits,
		Problem solving method-
		https://unacademy.com/lesson/problem
		-solving-and-project-
		method/VWEX9NFB
		Advantages and disadvantages of Problem
		solving method
		https://www.prodigygame.com/blog/ad
		vantages-disadvantages-problem-
		based-learning/,
		https://4h.unl.edu.volun/arlen/method1.
		htm Heuristic Method-
		http://www.preservearticles.com/20110
		5216966/advantages-and-
		disadvantages-of-heuristic-method-of-
		teaching-science.html

3.	EDU 443:	Upon completion of	Reference:	Reference:	No Change
	Pedagogy of	course Student Teacher	1. Butler, H.C. and Wren, F.L., "The	1. Butler, H.C. and Wren, F.L.(1965).The	
	Mathematics-II		Teaching of Secondary Mathematics",	Teaching of Secondary Mathematics.	References and
		will be able to:	Mc Graw Hill Book Co., New York,	New York:Mc Graw Hill Book Co.	Web Resources
			1965.	2. Chadha, B.N. (1961). Teaching of	Updated
		• apply various	2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas	Mathematics. Delhi : Gurudas Kappor and Sons.	opulled
		methods and	Kappor and Sons. 1961.	3. Cornelius, Michael. (1982).Teaching	
		techniques of	3. Cornelius, Michael, (Ed.) "Teaching	mathematics. London : Croom Helm.	
		teaching	mathematics" London : Croom Helm,	4. Jain S.L. (1973). Ganit Shikshan.	
		e	1982.	Jaipur: Rajasthan Hindi Granth	
		mathematics.	4. Jain S.L. "Ganit Shikshan" :	Academy.	
		• reflect on framing	Rajasthan Hindi Granth Academy,	5. Johnson, D.A. & Rahtz. R. (1961).The	
		and marking test	Jaipur, 1973. 5. Johnson, D.A. & Rahtz. R. "The New	New Mathematics in Our Schools. New York:The macmillan Co.	
		items of	Mathematics in Our Schools", The	 Maheshwari, Vijayandra Kishore . 	
		achievement test	macmillan Co., New York, 1961.	(1995).Ganit Shikshan. Meerut : Lay	
			6. Maheshwari, Vijayandra Kishore	Book Deptt.	
		in mathematics.	"Ganit Shikshan" Lay Book Deptt.	7. Mangal, S.K. (1997). Ganit Shikshan.	
		• demonstrate the	Meerut, 1995.	New Delhi : Arya Book Depot	
		models on audio	7. Mangal, S.K., "Ganit Shikshan",	8. Sidhu, K.S. (1986). The Teaching of	
		visual aids.	Arya Book Depot, 1997. 8. Sidhu, Kulbir Singh, ''The Teaching	Mathematics. New Delhi :Sterling Publisher.	
			of Mathematics". Sterling Publisher,	e-Resources:	
		• prepare the ICT	New Delhi, 1986.	1 Teaching of Mathematics Course	
		based materials in		Material Prepared by Bharathidasan	
		teaching		University Retrieved From:	
		mathematics.			
				http://www.bdu.ac.in/cde/docs/ebooks/ B-	
				<u>-</u> Ed/I/TEACHING%200F%20MATHE	
				MATICS.pdf	
				2 Pedagogy of Mathematic Prepared by	
				Course Material s Prepared by	
				Tamilnadu Teachers Education	
				University Retrieved From:	
				http://www.tnteu.in/pdf/3-maths.pdf	
				3 Pedagogy of Mathematics Course Material Prepared by IGNOU Retrieved From:	
				http://egyankosh.ac.in/bitstream/12345	
				<u>6789/46799/1/BES-143B2-E.pdf</u>	
				4Teaching of Mathematics Course Material	
				Prepared by NCERT Retrieved From:	
				http://www.ncert.nic.in/departments/ni	
				e/dse/activities/advisory_board/PDF/te aching_maths.pdf	
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		methods that can	Book Depot.	Education. Meerut: R.Lall Book Depot.	
		be employed for		e-Resources	
		the pedagogy of		Concept, Need and Scope of Computer	

				a :	[]
		computer science. Acquaint in preparation of instructional materials for Computer Science teaching. Acquire knowledge of latest trends in Information Technology and assessment practices.		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%200F%20COMPUTER%20S CIENCE.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 Methods of Techniques of Teaching Computer Science http://tnteu.in/pdf/BED_CMaterial_2016- 17.pdf Methods of Techniques of Teaching Computer Science http://treacHING%200F%20COMPUTER%20S CIENCE.pdf http://tnteu.in/pdf/BED_CMaterial_2016 -17.pdf Designing for Instruction http://www.bdu.ac.in/cde/docs/ebooks/B- Ed//TEACHING%200F%20COMPUTER%20S CIENCE.pdf http://tnteu.in/pdf/BED_CMaterial_2016- 17.pdf Development of Instructional material- http://www.bdu.ac.in/cde/docs/ebooks/B- Ed//TEACHING%200F%20COMPUTER%20S CIENCE.pdf Trends and Issues in Teaching-Learning- http://www.bdu.ac.in/cde/docs/ebooks/B- Ed//TEACHING%200F%20COMPUTER%20S CIENCE.pdf	
4.	EDU 423:	Upon completion of	References:	References:	No Change
	Pedagogy of Geography	course Student Teachers will be able to:	 Basha, Salim and Bhaskar Roa, Digumarti, "Methods of Teaching 	 Basha, S.,& Rao, B. Digumarti. (2004). Methods of Teaching Geography.New 	References and
		• describe the nature of content in	Geography", Discovery Publishing House, New Delhi, 2004.Hoti Prasad, "Methods of Teaching	 Delhi: Discovery Publishing House. 2. Hoti Prasad.(2005). <i>Methods of Teaching Geography</i>. Jaipur: ABP 	Web Resources Updated
		 Geography subject. formulate Instructional objectives and plan for Geography 	 Geography," ABP Publishers, Jaipur, 2005. 3. Long, M. (Ed.), "Handbook for Geography Teachers", The English 	 Publishers. 3. Long, M.(1964). Handbook for Geography Teachers. The English language Book Society and Methuen & 	

 teaching at Senior Secondary Level. apply different methods of teaching Geography in classroom. select and use appropriate resources and media for Geography teaching. use various resources for enrichment of Geography teaching. reflect on framing and marking test items of achievement test in Geography. 	Co. Ltd., 1964. 4. Siddiqui, Mujibul Hasan, " Teaching of Geography", A.P.H. Publishing Corporation, New Delhi, 2004. 5. जैन, मदनलाल, "भूगोल अध्यापन", रामप्रसाद एण्ड संस, आगरा, 1967 6. दुबे, सुशील कुमार, "भूगोल शिक्षण में तकनीकी नवाचार", बाइकिंग बुक्स, जयपुर, 2014 7. बालिया, शिरीष, अरोडा, रीता एवं शर्मा, ओठ पीठ, पीठ, 2013 शिक्षा में मापन एवं मूल्यांकन", राजस्थान हिन्दी प्रन्थ अकादमी 8. वर्मा, जगदीश प्रसाद, "भूगोल अध्यापन", विनोद पुस्तक मंदिर, आगरा, 1971 9. शर्मा, माता प्रसाद, "भूगोल शिक्षण", अर्जुन पब्लिशिंग हाउस, नई दिल्ली, 2009. 10. शर्मा, रमा एवं मिआ, एमठ केठ," भूगोल शिक्षण", अर्जुन पब्लिशिंग हाउस, नई दिल्ली, 2009. 11. सिंह, हरनारायण, "भूगोल शिक्षण", विनोद पुस्तक मंदिर, आगरा, 1968 12. अमरनाथ, कपूर, "भौगोलिक शब्दकोष और परिमाषाएँ", राधा पब्लिकेशन्स, नई दिल्ली, 2004. 13. Philips World Atlas, "The Royal	
and marking test items of achievement test in	अध्यापन'',विनोद पुस्तक मंदिर, आगरा, 1971 9. शर्मा, माता प्रसाद, ''भूगोल शिक्षण'', अपोलो प्रकाशन, जयपुर, 2008. 10. शर्मा, रमा एवं मिश्रा, एम0 के0,'' भूगोल शिक्षण'', अर्जुन पब्लिशिंग हाउस, नई दिल्ली, 2009. 11. सिंह, हरनारायण, ''भूगोल शिक्षण'', विनोद पुस्तक मंदिर, आगरा, 1968 12. अमरनाथ, कपूर, ''भौगोलिक शब्दकोष और परिभाषाएँ'', राधा पब्लिकेशन्स, नई दिल्ली, 2004.	

	EDU 428: Pedagogy of Mathematics	 Upon completion of course Student teacher will be able to: discuss the nature of Mathematics. critically analyze the Mathematics Text Book. reflect on different methods of teaching Mathematics. prepare the lesson plan in teaching mathematics. reflect on framing and marking test items of achievement test in mathematics. 	 Unit-IV: Planning for Teaching a) Annual plan – Need, Main consideration and Format b) Unit plan - Concept and steps of planning c) Lesson plan – Need and preparation d) Achievement Test in Mathematics Activity- Workshop on Planning at different level. Reference : Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973. Johnson, D.A. & Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961. 	 Tools of Teaching Geography- http://egyankosh.ac.in/handle/123456 789/46746 Introduction of Curriculum Construction- http://egyankosh.ac.in/bitstream/1234 56789/31625/1/Unit-1.pdf NCF 2005- http://www.ncert.nic.in/rightsid e/links/pdf/framework/ncf hind i 2005/ncf2005.pdf Unit-IV: Planning for Teaching Annual plan – Need, Main consideration and Format Unit plan - Concept and steps of planning Lesson plan – Need and preparation Activity- Workshop on Planning at different level. Reference : Butler, H.C. and Wren, F.L.(1965). The Teaching of Secondary Mathematics. New York: Mc Graw Hill Book Co. Chadha, B.N. (1961). Teaching of Mathematics. Delhi : Gurudas Kappor and Sons. Cornelius, Michael. (1982). Teaching mathematics. London : Croom Helm. Jain, S.L. (1973).Ganit Shikshan. Jaipur :Rajasthan Hindi Granth Academy. Johnson, D.A. & Rahtz. R. (1961).The New Mathematics in Our Schools. New York: The macmillan Co. Maheshwari, Vijayandra Kishore (1995). Ganit Shikshan. Meerut :Lay Book Deptt. Mangal, S.K.(1997). Ganit Shikshan. New Delhi :Arya Book Depot. Sidhu, K. S. (1986).The Teaching of Mathematics. New Delhi : Sterling Publisher. e-Resources: 	References and Web Resources Updated
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			 "Ganit Shikshan" Lay Book Deptt. Meerut, 1995. 7. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997. 8. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986. 	Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan: http://www.bdu.ac.in/cde/docs/ebooks/B- Ed/I/TEACHING%20OF%20MATH EMATICS.pdf http://www.tnteu.in/pdf/3-maths.pdf http://egyankosh.ac.in/bitstream/123456789/ 46799/1/BES-143B2-E.pdf Place in Secondary School Curriculum: http://egyankosh.ac.in/bitstream/123456789/ 46799/1/BES-143B2-E.pdf Planning for Teaching: http://pedagogybyvasu.blogspot.com/2015/0 8/unit-test.html http://repository.nie.edu.sg/bitstream/1049 7/1824/1/TL-9-1-15.pdf http://egyankosh.ac.in/bitstream/123456789/ 6691/1/Unit-4.pdf https://ndpublisher.in/admin/issues/EQv8n3 2.pdf	
6.	EDU 431	Upon completion of	References:	References:	No Change
	Pedagogy of Physics	 course Pupil Teachers will be able to discuss the nature and relevance of Physics as a School Subject. identify Aim and objectives of teaching Physics. discuss various methods of Physics teaching. organize and develop Physics lab. 	 Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009. Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007. Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967. Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008. Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999. Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012. Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011. Sharma, R.C., "Teaching of Science", Dhanpat Rai & Sons, Delhi 1971. 	 Bhandula, N. & Shrama, S. (2009). Teaching of Science. Ludhiyana :Vijaya Publications. Das, D.N. (2007). Practice Teaching. Jaipur: Pointer Publisher. Gupta, N. (1967). Method of Teaching Science. Meerut: Rastogi and Company. Mishra, K.S. (2008). Effective Science Education. Uttar Pradesh: Anubhav Publishing House. Prasad, J. (1999). Practical Aspects in Teaching of Science. New Delhi: Kanishka Publishers Distributors. Rajan, S. (2012). Methodology of Teaching Science. Delhi: Pearson. Rawat, H. (2011). Teaching of Science. New Delhi : Lakshay Publication. Sharma, R.C. (1971). Teaching of Science. Delhi : Dhanpat Rai & Sons. Sood, J.K. (1989). New Direction in Science Technology. Chandigarh : Kohli 	References and Web Resources Updated

9. Sood, J.K., "New Direction in Science	Publishers.
Technology", Kohli Publishers, Chandigarh, 10 1989.	 Bhatt, D.P. (2011). <i>Teaching of Science</i>. New Delhi : A.P.H. Publishing
10. Bhatt, Dipti Pinakin, Teaching of Science,	Corporation.
A.P.H. Publishing Corporation, New Delhi,	. Mohan, R. (2002). Innovative Science
2011.	Teaching. New Delhi : Prentice Hall of
11. Mohan, Radha,Innovative Science teaching,	India Pvt. Ltd.
Second edi, prentice Hall of India Pvt. Ltd.,	L. Nagaraju, M.T.V. (2008). Handbook for Teaching Physical Sciences (Methods and
New Delhi, 2002.	Techniques). New Delhi: Kanishka
12. Mishra, Karuna Shanker, Effective Science	Publisher's.
	S. Sen, B.R. (2005). Teaching Science in
Allahabad, 2008.	Secondary School. New Delhi:
13. Nagaraju, M.T.V., Handbook for Teaching	Commonwealth publisher's.
Physical Sciences (Methods and Techniques), 14 Kanishka Publisher's, New Delhi, 2008.	. Sharma, R.C. (2001). <i>Modern Science</i> <i>Teaching</i> . New Delhi : Dhanpat Rai
	Publishing co., Pvt., Ltd.
14. Sen, B.R., Teaching Science in Secondary school, commonwealth publisher's, N. Delhi,	. Vaidya, N. (1996). Science Teaching for
2005.	the 21st century. New Delhi : Deep and
15 Sharma D.C. Madam Sajanaa Taashina	Deep publications.
Dhanpat Rai Publishing co., Pvt., Ltd, New	 Yadav, M.S. (2007). <i>Teaching of Science</i>, New Delhi : Anmol Publications Pvt. Ltd.
Delhi, 2001.	J. Brandwein Paul, F. et. al. (1958).
16. Vaidya, Narendra, Science teaching for the	Teaching High School Science, A Book of
21stcentury, deep and deep publications, N.	Methods. New York: Harcourt Brace
Delhi, 1996.	Jovanovich, Columbus, Ohio: Carless E.
17. Yadav, M.S., Teaching of Science, Anmol	Merrill Books, Inc.
	B. Croxton, W.C. (1937). Science Teaching in the Elementary School. NewYork:
 कुलश्रेष्ठ, अरुण कुमार और कुलश्रेष्ठ, नीर कमल, 	Mcgraw Hill.
''विज्ञान शिक्षण'', आर0लाल बुक डिपो, मेरठ, 2013.	. Gupta, S.K. (1985). Teaching Physical
	Science in Secondary Schools. New Delhi:
निगमे मेपन २०१४	Sterling Publishers.
20. रावत, एम0 एस0, और अग्रवाल, एम0 बी0 लाल,	Caez, Albert V.(nd). <i>Innovations in</i> <i>Science Education world wide</i> paris.
20. राषरा, ९५० ९५७, जार जप्रपाल, ९५० बाठ लाल, ''नवीन विज्ञान शिक्षण'' (बारहवॉ संस्करण),	UNESCO Press.
	. Negi, J.S. (1999). Bhautiki Shikshan.
21. सूद, जे0 के0, ''विज्ञान शिक्षण'', (पंचम् संस्करण),	Agra: Vinod Pustak Mandir.
श्री विनोद पुस्तक मन्दिर, आगरा-2, 2010. 22	Bhaskara Rao, D. (2016). <i>Methods of</i>
22. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी	Teaching Physics. New Delhi: Discovery
इन्दु, ''विज्ञान शिक्षण'', (आठवॉ संस्करण), 23	Publishing House. Vanaja, M. & Rao, B.D. (2016). <i>Methods</i>
25	. vanaja, W. & Kao, D.D. (2010). Wellous

		राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013	of Teaching Physics. New Delhi:	
	23.	Sunder, Prem (2010). Teaching of Chemistry,	Discovery Publishing House.	
	201	KSK Publishers and Distributirs, NewDelhi.	24. कुलश्रेष्ठ, अरूण कुमार और कुलश्रेष्ठ, नीर कमल.	
	24		(2013). विज्ञान शिक्षण. मेरठः आर0लाल बुक डिपो.	
	24.	Aggarwal, D. D. (2001). Modern Methods of	25. भटनागर, ए. बी. (2014). <i>विज्ञान शिक्षण.</i> मेरठः आर0	
		Teaching Chemistry, Sarup and Sons	लाल डिपो.	
		Publishers, New Delhi	26. रावत, एम० एस०, और अग्रवाल, एम० बी० लाल.	
	25.	Singh, P. P. and V. D. Kalia (2004). Teaching	(2008). <i>नवीन विज्ञान शिक्षण</i> . आगराः अग्रवाल	
		of Chemistry: New Trends and Innovations,	पब्लिकेशन्स.	
		Deep and Deep Publications Pvt. Ltd., New	27. सूद, जे0 के0. (2010). <i>विज्ञान शिक्षण</i> . आगराः श्री	
		Delhi	विनोद पुस्तक मन्दिर.	
	26.	Rathor, T. N. and Ravi Prakash (2007).	28. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु.	
	20.	Emerging Trends in Teaching of Chemistry,	(2013). <i>विज्ञान शिक्षण.</i> जयपुरः राजस्थान हिन्दी ग्रन्थ	
			अकादमी.	
		Kanishka Publishers and Distributors, New Delhi.	e- Resources:	
		Denn:	Concept and Nature of Physics:	
			http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/ped	
			agogyof_science.pdf	
			http://assets.vmou.ac.in/BED123.pdf	
			http://www.iapweb.org/nature_of_physics.pd https://hemantmore.org/physics-1/p11101001/2760/	
			https://www.univie.ac.at/pluslucis/Archiv/ICPE/B1.	
			html	
			History of Physics and its Branches:	
			http://poincare.matf.bg.ac.rs/~zarkom/Book_Wikipe	
			dia_PHYSICS.pdf	
			Methods in Teaching Physics: http://www.ncert.nic.in/departments/nie/desm/public	
			ation/pdf/phy_sci_partI.pdf	
			https://www.aapt.org/resources/policy/roleoflabs.cf	
			https://sites.nationalacademies.org/cs/groups/dbasse site/documents/webpage/dbasse_073330.pdf	
			https://www.britishcouncil.org.za/sites/default/files/	
			163275-planning-practical-science-interactive.pdf	
			Use of ICT and Virtual Laboratory for Physics	
			Teaching:	
			http://www.ipedr.com/vol37/062-ICMEI2012-	
			E10015.pdf http://ndpublisher.in/admin/issues/tlv3n1f.pdf	
			http://blog.scientix.eu/2015/08/virtual-laboratories-	
			in-teaching-and-learning-science/	
			UNESCO Source Book of Science Teaching. UNESCO Publication in new methods and techniques in	
			education.	

Discipline Elective (Enhancing Professional Capacity)

1. EDU 448L: Reading and Reflecting on Texts Lab	 Upon completion of course Student Teacher will be able to: 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. enhance their capacities as readers and writers by becoming participants in the process of reading. develop the skill of critical thinking by offering opportunities to read a wide variety of texts, write with a sense of purpose and audience, through tasks such as, responding to a text with 	 Unit-I: Skills for Reflection: Reading & Writing Reading-Meaning and Importance Types of Reading- Loud Reading (Individual & Group) Silent Reading (Intensive & Extensive) Development of Reading Writing-Meaning and Importance Types of writing Narrative Descriptive Expository Persuasive Mechanics of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing). Unit-II: Reflection on Texts Reflection-Meaning, elements and Importance Stages of reflection 	 Unit-I: Skills for Reflection: Reading & Writing Reading-Meaning and Importance Types of Reading- Loud Reading (Individual & Group) Silent Reading (Intensive & Extensive) Development of Reading Writing-Meaning and Importance Types of writing Narrative Descriptive Expository Persuasive Mechanics of writing Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing). Unit-II: Reflection on Texts Reflection-Meaning, elements and Importance Stages of reflection 	References and Web Resources Updated
	as, responding to a text with one's own opinions or writing within the context of other's ideas.	 Stages of reflection Reading for Comprehension and Reflection Reflection through Writing Unit-III: Practice Components Engaging with Narrative and Descriptive Accounts Suggested Activities (any two) Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation) Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group) Narrating/describing a related account from one's life experience (in front of a smaller group) Discussion of characters and situations- sharing interpretations and points of view (in a smaller group) Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task). 		

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			Expository writing (any two)		Expository writing (any two)
		•	Identifying major concepts and ideas	•	Identifying major concepts and ideas
			involved and making notes on these in		involved and making notes on these in
			some schematic form-flow diagram, tree		some schematic form-flow diagram, tree
			diagram, mind map, etc. (guided working		diagram, mind map, etc. (guided working
			in pairs).		in pairs).
		•	Explaining the gist of the text/topic to	•	Explaining the gist of the text/topic to
			others (in the larger subject group)		others (in the larger subject group)
		•	Attending the writing style, subject-	•	Attending the writing style, subject-
			specific vocabulary and 'perspective' or		specific vocabulary and 'perspective' or
			'reference frame' in which different topics		'reference frame' in which different
			are presented-this will vary across subjects		topics are presented-this will vary across
			and texts, and requires some interpretative		subjects and texts, and requires some
			skills for 'placing' the context of each text		interpretative skills for 'placing' the
			(group discussion and sharing).		context of each text (group discussion
		•	Writing a review or a summary of the text,		and sharing).
			with comments and opinions (individual	•	Writing a review or a summary of the
			task)		text, with comments and opinions
		3.	Engaging with Educational Writing and		(individual task)
			its presentation	3.	Engaging with Educational Writing
		•	Reading for discerning the theme(s) and		and its presentation
			argument of the essay (guided reading-	•	Reading for discerning the theme(s) and
			individually or in pairs)		argument of the essay (guided reading-
		•	Analyzing the structure of the argument:		individually or in pairs)
			Identifying main ideas, understanding	•	Analyzing the structure of the argument:
			topic, sentences of paragraphs, supporting		Identifying main ideas, understanding
			ideas and examples, terms used as		topic, sentences of paragraphs,
			connectors and transitions (small group		supporting ideas and examples, terms
			discussion).		used as connectors and transitions (small
		•	Discussion of the theme, sharing responses		group discussion).
			and point (s) of view (small group discussion)	•	Discussion of the theme, sharing responses and point (s) of view (small
					group discussion)
		•	Writing a response paper (individually or in pairs)	•	Writing a response paper (individually or
		•	Presentations of selected paper, questions	•	in pairs)
		•	and answers (large group).	•	Presentations of selected paper, questions
		Rofor	ences:	•	and answers (large group).
		•	Brookfield, S. (1995), <i>Becoming a</i>	Refer	ences:
		-	<i>critically reflective teacher</i> . San Francisco:		cfield, S. (1995). Becoming a
			Jossey-Bass Inc.	DIOON	critically reflective teacher. San
		•	Dewey, J. (1933). <i>How we think. A</i>		Francisco: Jossey-Bass Inc.
			restatement of the relations of reflective		Francisco: Jossey-Dass Inc.
			thinking to the educative process. Boston:	Dewe	y, J. (1933). How we think: A
			D.C.Heath.		restatement of the relations of
		•	Goodlad J.I .(1990). The occupation of		reflective thinking to the educative
			teaching in school. In J.I. Goodlad,	~	process. Boston: D.C. Heath.
			R.Soder & K.A.Sirotnik (Eds.) The moral	Good	lad, J. I .(1990). The occupation of
			dimensions of teaching (pp3-34 San		teaching in school. In J.I. Goodlad,
			Franscisco: Jossey-Bass.		R.Soder & K.A.Sirotnik (Eds.) The
		•	Hole, S.& McEntee, G. (1999). Reflection		moral dimensions of teaching. 03-34.
			is at the heart of practice. Educational		San Franscisco: Jossey-Bass.
			Leadership. 56 (8) May, p34-37.	Hole,	S.& McEntee, G. (1999). Reflection
L				,	

2.	EDU 501L:	Upon completion of course student	Unit –I: Visual Art and Craft	Unit –I: Visual Art and Craft	References and
	Aesthetic	teacher will be able to:	- Concept of Art		Web Resources
	Appreciation	• discuss the concepts of Art	1	- Concept of Art	Updated
	through Art	and Type of Arts	Performing Art	- Types of Art - (a) Visual Art (b)	° puttu
	and Drama	• apply Fundamentals of Visual	- Fundamentals of Visual Art	Performing Art	
	Lab	Art	- Classification of Art Style	- Fundamentals of Visual Art	
	Lab	• explain Drama, Its Elements	- An introduction of Medium	- Classification of Art Style	
		and Types of Drama	(Material) and Methods of Art	- An introduction of Medium	
		• apply different type of Arts in	- Importance of Visual Art Education	(Material) and Methods of Art	
		teaching.		- Importance of Visual Art	
		• create Various Products by	Unit-II: Performing Art: Drama	Education	
		Using Art	- Meaning of Dramatic Art	Unit-II: Performing Art: Drama	
		• perform Various Type of Drama by Organizing the	- Importance of Drama in Education		
		Stage	- Elements of Drama - Types of Drama	- Meaning of Dramatic Art	
		Suge	• Individual	- Importance of Drama in	
			Group	Education	
			- Importance of Stage – Setting in	- Elements of Drama - Types of Drama	
			Drama	• Individual	
			Unit –III: Visual Art and Craft	Group	
			(Practical)	- Importance of Stage – Setting	
			(I factical)	in Drama	
			- Creating new, product through	Unit –III: Visual Art and Craft	
			manipulating Different	(Practical)	
			Material of Visual Art and	(I l'actical)	
			Craft: (Any One)	- Creating new, product through	
			- Paper, Sand, Color, Pan-	manipulating Different	
			Ink, Clay, Paper Mashie, Waste Material	Material of Visual Art and	
			- Creation by the use of Different	Craft: (Any One)	
			Methods of Art: (Any Two)	- Paper, Sand, Color, Pan-	
			Preparation of Composition (for	Ink, Clay, Paper Mashie, Waste Material	
			Composition (for Teaching) with the	- Creation by the use of Different	
			Application of	Methods of Art: (Any Two)	
			Fundamentals of Art	Preparation of Compagition (for	
			• Painting, Printing,	Composition (for Teaching) with the	
			Collage, Clay	Teaching) with the Application of	
			Modeling, Paper	Fundamentals of Art	
			Mushy, Paper Cutting	• Painting, Printing,	
			and Failing	Collage, Clay	
			• Preparation of	Modeling, Paper	
			Composition (for Teaching) with the	Mushy, Paper Cutting	
			Teaching) with the appreciation of	and Failing	
			fundamental of Art.	• Preparation of	
			Tundumontui or fift.	Composition (for	

	Unit –IV: Improvised Material (Practical)	Teaching) with the appreciation of fundamental of Art.	
	- Making Puppet through Improvised Materials	Unit –IV: Improvised Material (Practical)	
	or - Making a Improvised Instructional Aid	- Making Puppet through Improvised Materials	
	Unit –V: Drama and Theatre (Practical)	or - Making a Improvised Instructional Aid	
	 Listening, Viewing and Disrning Different Kinds of Drama and Present Report Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch). References: शर्मा, प्रभा (2007), कला विज्ञान शिक्षण, श्रुति पब्लिकेशन, जयपुर. कासलीवाल, मीनाक्षी, (2003), ललितकला के आधारभूत सिद्धान्त, राजस्थान ग्रन्थ अकादमी, जयपुर. वैश्य, आर.पी. (1969) चित्रकला शिक्षण, विनोद पुस्तक मन्दिर, आगरा. गोदीका, साधना एवं सावित्री माथुर (2008) कला शिक्षा शिक्षण, आस्था प्रकाशन, जयपुर. शर्मा, माता प्रसाद (2008), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर. Husain Ashfaque (1956), Seminar on Art Education, Lalit Kala Academy, New Delhi. Ganga Darshan Munger, Bihar, India, 1995. 	 Unit -V: Drama and Theatre (Practical) Listening, Viewing and Disrning Different Kinds of Drama and Present Report Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch). References: 1. शर्मा, प्रभा. (2007). कला विज्ञान शिक्षण, जयपुर: श्रुति पब्लिकेशन. 2. कासलीवाल, एम. (2003). ललितकला के आधारभूत सिद्धान्त. जयपुर: राजस्थान ग्रन्थ अकादमी. 3 वैश्य, आर. पी. (1969). चित्रकला शिक्षण. आगरा: विनोद पुस्तक मन्दिर. 4. गोदीका, साधना एवं सावित्री माथुर. (2008). कला शिक्षण. जयपुर: आर्थ्या प्रकाशन. 5 शर्मा, माता प्रसाद. (2008). कला शिक्षा शिक्षण. जयपुर: आर्थ्या प्रकाशन. 6. Husain Ashfaque. (1956). Seminar on Art Education. New Delhi: Lalit Kala Academy. 7. Ganga Darshan Munger, (1995). Bihar: India. 	

3 EDU 509L: Understand ng the Self and Yoga Lab	Upon completion of course student teacher will be able to: facilitate student to understand the self. develop capacity to identify the values for a good teacher. facilitate student to perform self reflected activities. discus students with the meaning and importance of yoga. develop essential skills to perform various asanas.	 Unit-I: Understanding the self a. Self and self development- Concept and Importance b. Concept and types of values-	 e-Resources: Concept of Art https://www.jstor.org/stable/2107219?seq=4#met adata info tab contents Fundamental of Art https://study.com/academy/lesson/what-are-the- principles-of-art-definition-examples.html https://thevirtualinstructor.com/artfundamentals. html Importance of Visual Art in Education https://www.quora.com/What-is-the-importance- of-visual-art-in-education Meaning of Dramatic Art http://autocww.colorado.edu/~toldy3/E64Conten tFiles/TheaterAndActing/DramaAndDramaticArt s.html Importance of Drama in Education https://evolvetreatment.com/blog/positive- effects-drama-programs/ Elements of Drama https://study.com/academy/lesson/elements-of- drama-characters-plot-setting-symbolism.html Creating New Material through Different Material of Visual Art and Craft http://www.noteaccess.com/MATERIALS/index .htm Unit-I: Understanding the self d. Self and self development- Concept and Importance e. Concept and types of values- Individual Social f. Importance of Yoga. b. Importance of Yoga. b. Importance of yoga for self development c. Pranayam-types and importance. d. Three milestones of woman's life and yoga. e. Do's and Don'ts of Asanas. Unit-III: Self reflection and personal integration a. Expression of Aspiration & Expectations. b. Self observation exercise to 	References and Web Resources Updated
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	weakness.	understand one's own strength and
	c. Self expression through creative	weakness.
	activities.	c. Self expression through creative
	Unit-IV: Enhancing self	activities.
	development	Unit-IV: Enhancing self
	a. Community participation through	development
	Radio Banasthali or Group work.	a. Community participation through
	b. Self reflecting report, based on one's	Radio Banasthali or Group work.
	own experience or reading great authors.	b. Self reflecting report, based on one's
	c. Identification of the values for a good	own experience or reading great
	teacher.	authors.
	Unit-V: Yoga for healthy mind	c. Identification of the values for a
	- ·	good teacher.
	and body.	Unit-V: Yoga for healthy mind
	a. Practice of various asanas.b. Practice of various skills of pranayam.	and body.
	References:	a. Practice of various asanas.
		b. Practice of various skills of
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	friends, influence people and succeed in a	References:
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	Importance of Yoga foe self	
	development	
	https://thriveglobal.com/stories/10-	
	benefits-of-yoga-for-personal-	
	growth/amp/	
	Concept of Yoga	
	https://www.speakingtree.in/blog/conce	
	pt-of-yoga/m-lite	
	Pranayam - types and Importance	
	https://www.speakingtree.in/allslides/di	
	fferent-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&sour	
	ce=web&rct=j&url=https://windsor.wat	
	ermarkcommunities.com/self-	
	expression-through-creative-	
	activities/&ved=2ahUKEwiqmNG10vn	
	gAhXFp48KHfLFBKMQFjAKegQIBh	
	AB&usg=AOvVaw1cQwCc_reTx-	
	1WloqNvE9i	
	Identification of the values for a good	
	Teacher	
	https://www.google.com/url?sa=t&sour	
	ce=web&rct=j&url=https://www.skillsy	
	ouneed.com/rhubarb/effective-	
	teaching.html&ved=2ahUKEwiwn_Lm	
	0vngAhVFvY8KHakbAmcQFjALegQI	
	AhAB&usg=AOvVaw3B_uh7fKSdew6	
	iKPIcQsmd	

Discipline Elective (Focal Area)

1.	EDU 414:	Upon completion of course			No Change
1.	EDU 414: Language across the Curriculum	 Upon completion of course Student teacher will be able to - employ language according to its nature and function to acquaint with language diversity in classroom. carry out classroom interaction in reference to first, second and third language, appreciate multilingualism and culture in their class resolve Communication Problem of school Students. appreciate challenges of language across the curriculum(LAC). analyze barriers of Listening, Speaking, Reading and Writing (LSRW) skills 	 References: 1. Pearson, J.C. et al. (2011). <i>Human</i> <i>Communication</i>. (4th ed.). New York: McGraw Hill Companies Inc. 2. Floyd, K. (2009). <i>Interpersonal</i> <i>Communication</i>. New York: McGraw Hill Companies Inc. 3. Fromkin, V, Rodman, R &Hyms, N. (2011). <i>Introduction to Language</i>. (9th ed.). Canada: Cengage Learning. 4. Akmajian, A. et al. (2010). <i>Linguistics: Introduction to</i> <i>Language and Communication</i>. (6thed.). Cambridge: MIT Press. 5. Fasold, R. &Connor-Linton, J. (2013). <i>An Introduction to</i> <i>Language and Linguistics</i>. (6th 	References:1.Akmajian, A. et al. (2010).Linguistics:Introduction toLanguageandCommunication.(6thed.).(6thed.).Cambridge:Press.2.2.Fasold, R. & Connor-Linton,J. (2013).An Introduction toLanguage and Linguistics.(6thed.).Cambridge University Press.3.Floyd,K. (2009). InterpersonalCommunication. NewYork: McGrawHill Companies Inc.4.Fromkin, V, Rodman, R &Hyms, N. (2011).IntroductiontoLanguage.(9thed.).Canada:CengageLearning.5.Pearson, J.C. etal. (2011). HumanCommunication. (4th	No Change References and Web Resources Updated
			 Language and Communication. (6thed.). Cambridge: MIT Press. 5. Fasold, R. &Connor-Linton, J. (2013). An Introduction to 	 Hyms, N. (2011).Introduction toLanguage.(9thed.). Canada: Cengage Learning. 5. Pearson, J.C. et al. (2011). Human 	

		Acquisition- a Brief
		-
		Comparison. Retrieved from
		https://www.uni-
		due.de/ELE/FLA_SLA_brief_
		comparison.pdf
	2.	Similarities and Differences
		between First and Second
		Language
		AcquisitionRetrievedfrom
		http://multilingualism.pbworks
		.com/w/page/21913433/Simila
		rities%20and%20Differences
		%20between%20First%20and
		%
		20Second%20Language%20A
		cquisition
	3.	Activities for Developing
		Speaking Skill Retrieved from
		http://faculty.weber.edu/ppitts/
		ed4320/Handouts/speakingskil
		ls.htm
		http://www.educ.ualberta.ca/st
		aff/olenka.Bilash/best%20of%
		20bilash /speaking.html
	4.	Activities for Developing
		Listening Skill Retrieved from
		http://www.educ.ualberta.ca/st
		aff/olenka.bilash/best%20of%2
		Obilash /listening.html
		https://blog.udemy.com/listeni
		ng-skills-exercises/

2.	EDU 508 Understanding	Upon completion of	Unit I: Disciplinary Knowledge 1. Nature of Disciplinary Knowledge	Unit I: Disciplinary Knowledge	Reshuffling of Content
	Discipline and	course student teacher will	2. Role of disciplinary Knowledge in School	 Nature of Disciplinary Knowledge Importance of understanding disciplinary 	according to the
	Subject	be able to-	Curriculum	knowledge for teachers	unit wise theme
			3. Importance of understanding disciplinary	Activity: Presentation of disciplinary knowledge	
		• utilize the nature and	knowledge for teachers Activity: Presentation of disciplinary knowledge in	from socio-Cultural, Political and Intellectual	
		importance of	socio-Cultural, Political and Intellectual Context	Context	
		Disciplinary			
		Knowledge in class	Unit-II: Disciplinary areas in School	Unit-II: Disciplinary areas in School	
			Disciplinary areas in School education-	Disciplinary areas in School education-	
		• differentiate present	Language, Mathematics, Social Science, Science	Language, Mathematics, Social Science,	
		content of teaching	• Paradigm shifts in nature of	Science	
		subject in school with	discipline	• Paradigm shifts in nature of	
		its history	• History of teaching subject areas in	discipline	
		its instory	school at a glance.	• History of teaching subject areas in	
		• appreciate the	Activity: Poster presentation on History of	school at a glance.	
		paradigm shift in	Teaching subject in school.	Activity: Poster presentation on History of	
		disciplines	Unit-III: Understanding School Subject	Teaching subject in school.	
		disciplines	(Content)	Unit-III: Understanding School Subject	
		• critically appraise the	Nature of content in school subject	(Content)	
		Disciplinary and	Theory of Content-	Nature of content in school subject	
		Interdisciplinary	- content selection,	Theory of Content-	
		Subjects	- framing in syllabus	- content selection,	
		Subjects	- transformation of content	- framing in syllabus	
		• appraise the	• Relationship between Curriculum,	- transformation of content	
		phenomenon of	syllabus and text book-basic features	• Relationship between Curriculum,	
		*	in modern context	syllabus and text book-basic	
		Interdisciplinary	Activity: Discussion on identification of	features in modern context	
		approach to Subjects	organization of knowledge in any one	Activity: Discussion on identification of	
			school subject.	organization of knowledge in any one	
			Unit IV: Interdisciplinary Approach and Subject 1. Concept of Interdisciplinary Subject	school subject.	
			2. Critical Features of Interdisciplinary subject	Unit IV: Disciplinary Subject in School	
			3. Objectives of Interdisciplinary subjects	1. Role of disciplinary Knowledge in School	
			Activity: Presentation and discussion on phenomenon of Interdisciplinary approach	Curriculum 2. Critical Appraisal of disciplinary subject	
			Unit V: Critical Appraisal of Subject	in school	
			1. Critical Appraisal of Interdisciplinary	Activity: Discussion on knowledge of disciplinary	
			subject in school	subject	
			2. Critical Appraisal of disciplinary subject in school	Unit V: Interdisciplinary Approach and Subject 1. Objectives of Interdisciplinary subjects	
			Activity: Discussion on knowledge of	2. Critical Appraisal of Interdisciplinary	
			interdisciplinary subject and disciplinary subject	subject in school	
			References:	Activity: Presentation and discussion on	
			1. Arthur R. King J.R. and John A. Brownall	phenomenon of Interdisciplinary approach	

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	ts and academic_disciplines	
	5. Inter Disciplinary Subjects, retrieved from shodhganga.inflibnet.ac.in/bitstream/10603/96850/11/11_c	
	hapter%203.pdf	
	<u>6. Disciplinary, Multidisciplinary, Interdisciplinary -</u>	
	Concepts and Indicators	
	https://www.researchgate.net//267939164_Disciplinary_	
	<u>Multidisciplinary_Interdiscipli</u> 7. HM Kliebard (1985) Structure of the Disciplines as an	
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3	EDU 504:	Upon completion of course					No Change
	Gender, School	student Teacher will be able	Refe	rences :	Refe	erences :	
	and Society	to	1.	Bagchi, Jasodhara, Guha, Jaba and	1.	Bagchi, Jasodhara, Guha, Jaba and	References and
		• approve and appreciate		Sengupta, Piyali (eds). (1997). Loved and Unloved: the Girl Child in West		Sengupta, Piyali (eds). (1997). Loved and Unloved: the Girl Child in West	Web Resources Updated
		gender equality .elucidate the		Bengal. Kolkata: Stree Publishers.	2	<i>Bengal.</i> Kolkata: Stree Publishers. Bank, B.J. (2007). <i>Gender and</i>	
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		provisions related to		Praeger, Westport.	2	London: Praeger, Westport.	
		women.disapprove the gender	3.	Batliwala, Srilatha.(1993).	3.	Batliwala,Srilatha.(1993).Empowerment of Women in South	
		bias in family, workplace		<i>Empowerment of Women in South Asia:</i> <i>Concepts and Practices.</i> New Delhi :		Asia: Concepts and Practices. New	
		and educational		Asian-South Pacific Bureau of Adult		Delhi : Asian-South Pacific Bureau	
		institution.appreciate the role of		Education.		of Adult Education.	
		education in eradicating	4.	Bhasin, Kamla.(2000). Understanding	4.	Bhasin,Kamla.(2000).Understanding Gender.New Delhi:	
		gender bias.	5.	<i>Gender</i> . New Delhi: Kali for Women. Bhasin, Kamla.(2004). <i>Exploring</i>		Kali for Women.	
		• reflect roles and responsibilities of various	5.	Masculinity. New Delhi: Women	5.	Bhasin, Kamla. (2004). Exploring	
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			7.	Chanana, Karuna(ed.). (1988).		Development. Delhi: Kanishka.	
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			8.	Delhi: Orient Longman. Gould, S. J. (1981). <i>The Mismeasure of</i>		<i>Women: Explorations in Gender</i> <i>Identity.</i> New Delhi: Orient	
			0.	Man. London: Penguin Books.		Longman.	
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				Education. New Delhi: Oxford	10.	Govinda, R. (ed.). (2002). India	

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	religion and disability: Addressing	women Education: Policies and
	through educational interventions; A	implementation Mechanism. Case
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	Vol.25 No.4: p.p. 395-407.	Sensitizing Teacher and Teacher
		educators. NCTE & NHRC.
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		1. Gender School and Society,
		http://www.bdu.ac.in/cde/docs/ebo
		oks/B- Ed/II/GENDER,%20SCHOOL,%
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4	EDU 402 :	Upon completion of course	Unit –I: Classroom as Reflection of	Unit –I: Classroom as Reflection of	References and
	Creating an	Student teacher will be able to:	Society	Society	Web Resources
	Inclusive		• Diversities in Society and	• Meaning of Diversity	Updated
	School	• analyze and explain the	Classroom - Meaning of Diversity	• Diversities in Indian Society	
		diversity in Indian	- Diversities in Society and	• Diversities in Indian Classroom	
		classroom, School and	Classroom	• CWSN (Children with Special	
		Society.	• CWSN (Children with Special	Need) in classrooms. - Concept & Categories	
		• differentiate the concept of	Need) in classrooms.	Activity: Discussion on the type of	
		special education, integrated education and	- Concept & Categories	diversity which exist in Indian	
		inclusive education.	Activity: Discussion on the type of diversity which exist in Indian	Classroom.	
		 analyze and discuss about 	Classroom.	Unit-II: Inclusive Education : An	
		national initiatives and	Unit-II: Inclusive Education : An	Overview	
		provisions for inclusive	Overview	 Concept of Inclusion Different relative concepts - 	
		education.	Concept of Inclusion	Special Education, Integrated	
		• use various aids and	• Different relative concepts -	Education, Inclusive Education.	
		equipments in inclusive	Special Education, Integrated Education, Inclusive Education.	• National Initiatives for Inclusive	
		classroom.	National Initiatives for Inclusive	Education	
		• create learning	Education	- RCI Act 1992	
		environment of an	- Constitutional Provisions in RCI	- PWD Act 1995 Sarva Shiksha Abbiyaan (SSA)	
		inclusive classroom.	Act 1992, PWD Act 1995	 Sarva Shiksha Abhiyaan (SSA) NCF 2005 	l
		• discuss the role of	- Sarva Shiksha Abhiyaan (SSA)	Activity: Presentation on any initiative	l
		supportive services in	- NCF 2005 Activity: Presentation on any initiative	programme for Inclusive Education.	l
		inclusive schools.	programme for Inclusive Education.	Unit-III: Inclusive Schools -	l
			Unit-III: Inclusive Schools - Vision	Provision	l
			and Provision	 Provision in Inclusive Schools 	l

	Provision in Inclusive Schools	- Physical Facilities
	- Physical Facilities	- Aids & Equipments
	- Aids & Equipments	• Curricular Adaption for CWSN.
	- Guidance and Counseling	• Role of a Teacher in inclusive
	• Role of a Teacher in inclusive	school.
	school.	Activity: Discussion on teacher's role
	Activity: Discussion on teacher's role in	in inclusive school.
	inclusive school.	Unit- IV: Generating Learning
	Unit- IV: Generating Learning	Environment in Inclusive
	Environment in Inclusive	Classroom
	Classroom	Pedagogical strategies to
		support learners' need-
	Curricular Adaption for-	- Cooperative Learning,
	CWSN.	- Peer Tutoring,
	• Pedagogical strategies to	- Individualized Education
	support learners' need-	Programm (IEP),
	Cooperative Learning,	- Multisensory Teaching.
	Participative Learning, Peer	• Evaluation process in
	Tutoring, IEP, Multisensory	inclusive classroom (with
	Teaching.	reference to CBSE & RBSE's
	• Evaluation process in inclusive	Provisions).
	classroom (with reference to	Unit –V: Supportive Services for
	CBSE & RBSE's Provisions).	Inclusive Schools
	Unit –V: Public Private Participation-	• Role of Supportive Services for
	(PPP) in Inclusive Schools	Inclusive Schools
	• Role of Supportive Services for	- In-service Teacher Educations
	Inclusive Schools	Institutions
	- Pre Service and In-service	- Professionals.
	Teacher Educations Institutions	- Parents
	- Professionals.	- Community
	- Parents	Activity: Group discussion on
	- Community	supportive services for inclusive
	Activity: Group discussion on	schools.
	supportive services for inclusive schools.	Practicums: (Any two of the
	Practicums: (Any two of the following)	following)
	1 Visit and observation of Inclusive	1 Visit and observation of Inclusive
	school and preparation of a report	school and preparation of a report
	about provisions in inclusive	about provisions in inclusive
	school.	school.
	2 Exhibition on Inclusive Education	2 Exhibition on Inclusive Education
	3 Thematic Term paper.	3 Thematic Term paper.
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	https://education.cu-
	portland.edu/blog/classroom-
	resources/inclusive-education/
	2. RCI Act-
	http://rehabcouncil.nic.in/write
	readdata/rti_manual.PDF
	3. NCF 2005-
	http://www.ncert.nic.in/rightsi
	<u>de/links/pdf/framework/ncf_hi</u>
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	eo/cooperative/whatis.html
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	introduction-to-multi-sensory-
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			Delhi, Mc Graw Hill Publishing Company	शैक्षिक एवं व्यावसायिक निर्देशन. आगराः	
			Ltd., 2000.	विनोद पुस्तक मंदिर.	
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Reading Elective

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	Course List EDU: Disaster Management Education	Learning OutcomeUpon completion of course Student teacher will be able to-• interpret causes, effects and prevention of natural and man-made disaster.• clarify the meaning and need of disaster management.• appreciate the governmental efforts 	 Existing Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault) Efforts for disaster management by government authorities and Non Governmental organization. Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management. References: Ariyabandu, Madhavi Malagoda (2005). Gender Dimensions in disaster management: a guide for South Asia. New Delhi: Zubaan. Asthana, N.C., Priyanka Asthana (2014). Disaster Management. Jaipur: Aavishkar Pub. Coppola P. Damon. (2011). Introduction to international disaster management. Amsterdam: Elsevier. Dhunna, Mukesh. (2009). Disaster Management. New Delhi: Vayu Education of India. Ghosh G.K. (2015). Disaster Management. APH Pub. Gupta, Harsh K., (2003). Disaster Management. New Delhi: APH Pub. I. Sundar and T. Sezhiyan, (2007).Disaster Management. New Delhi: Sarup & Sons. 	 Suggested Syllabus Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault) Efforts for disaster management by government authorities and Non Governmental organization. Role of Educational Institutions, Role of Pre- service and in-service teacher Education programmes in Disaster Management. References: Ariyabandu, Madhavi Malagoda (2005). Gender Dimensions in disaster management: a guide for South Asia. New Delhi: Zubaan. Asthana, N.C., Priyanka Asthana (2014). Disaster Management. Jaipur: Aavishkar Pub. Coppola P. Damon. (2011). Introduction to international disaster management. Amsterdam: Elsevier. Dhunna, Mukesh. (2009). Disaster Management. New Delhi: Vayu Education of India. Ghosh G.K. (2015). Disaster Management. Hydrabad: University Press. I. Sundar and T. Sezhiyan, (2007).Disaster Management. New 	RemarksNo ChangeReferences and Web ResourcesUpdated

	Hyderabad: University Press.Taori, Kamal, (2005). <i>Disaster</i>	Disaster Management: Global challenges and local Solutions.	
	Management through Panchayati Raj.	Hyderabad: University Press.	
	New Delhi: Concept Publishing	• Taori, Kamal, (2005). Disaster	
	company.	Management through Panchayati Raj.	
	 जाट, बी0सी0 (2013). आपदा प्रबन्धन. 	New Delhi: Concept Publishing	
	जयपुर: मंथन पब्लिकेशन्स.	company.	
	 शील, कुमार. (2007). पर्यावरणीय आपदा प्रबन्धन. 	 जाट, बी0सी0 (2013). आपदा प्रबन्धन. 	
	दिल्ली: ज्योति इण्टरप्राइजेज	जयपुर: मंथन पब्लिकेशन्स.	
	 प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, 	 शील, कुमार. (2007). पर्यावरणीय आपदा 	
	आपदा प्रबंधन परिचय . नई दिल्ली.	प्रबन्धन. दिल्ली: ज्योति इण्टरप्राइजेज	
		 प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, 	
		आपदा प्रबंधन परिचय . नई दिल्ली.	
		e-Resources:	
		• Natural Disaster:	
		https://books.google.co.in/books?id=W	
		hUXtA6qSF4C&printsec=frontcover&	
		dq=Natural+disaster+in+india&hl=en	
		&sa=X&ved=0ahUKEwigi73I4NPgAh	
		XLq48KHd5vDjQQ6AEIPzAE#v=one	
		page&q=Natural%20disaster%20in%2	
		0india&f=false	
		• Natural Hazards: Causes and Effects	
		http://epdfiles.engr.wisc.edu/dmcweb/	
		BB02NaturalHazardsCausesandEffects	
		.pdf	
		• Man-Made Disaster:	
		https://www.infoplease.com/world/disa	
		sters/man-made	
		• Efforts of government authorities:	
		https://nidm.gov.in/	
		Role of Education	
		http://www.academia.edu/11136022/T	
		HE ROLE OF EDUCATION IN N	
		ATURAL_DISASTER_RISK_REDU	
		CTION	

			Comme Orallin or		No Charge
2.	EDU: Women	Upon completion of	Course Outline:	Course Outline:	No Change
	Education	course Student teacher	• Status of Women in Indian	• Status of Women in Indian	References and
		will be able to-	Society	Society	Web Resources
			 Pre Independence 	 Pre Independence 	Updated
		• critically analyze the	 Post Independence 	 Post Independence 	Opulicu
		status of women in	Problems of women Education at different levels	Problems of women Education at	
		Indian society.	 Primary level 	different levels Primary level 	
		• discuss the problems	 Secondary and Senior Secondary level 	 Finally level Secondary and Senior Secondary 	
		of women education	 Higher level of education 	level	
		at different levels.	Committees on Women Education	 Higher level of education 	
		• analyze and appraise	 Durgabai Deshmukh Committee 	Committees on Women Education	
		the recommendations	 Hansa Mehta Committee 	 Durgabai Deshmukh Committee 	
		of committees,	 Bharatvaslam Committee 	 Hansa Mehta Committee 	
		commissions and	• Commissions and policy on Women	 Bharatvaslam Committee 	
		policies formed for	Education	Commissions and policy on Women	
		women education.	- Secondary Education Commission	Education	
		• analyze the legal	(1952-53)	- Secondary Education Commission	
		provisions for women	– Education Commission (1964-66)	(1952-53)	
		in India.	- NPE 1986	- Education Commission (1964-66)	
			Legal Provisions for Women in India Maternity Benefit Act 1961	– NPE 1986	
			 Equal Remuneration Act 1976 	Legal Provisions for Women in India	
			 Sexual Harassment of women at work 	– Maternity Benefit Act 1961	
			place	 Equal Remuneration Act 1976 	
			(Prevention, Prohibition, Redressed)	– Sexual Harassment of women at	
			Act 2013	work place	
			D.C.	(Prevention, Prohibition, Redressed) Act 2013	
			References:	References:	
			• M.H.R.D. (2008). Elementary Education in India-Analysis Report 2006-07,	• M.H.R.D. (2008). Elementary	
			NEUPA and Department of School	Education in India-Analysis Report	
			education and Literacy, Ministry of	2006-07, NEUPA and Department of	
			Human Resource Development. New	School education and Literacy, Ministry	
			Delhi: Government of India,	of Human Resource Development. New Delhi: Government of India,	
			• Satya, B.R. (2003). <i>Trends in Education</i> . New Delhi: Anmol Publication.	 Satya, B.R. (2003). Trends in 	
			 Sharma, Usha, B.M. Sharma. (1995). 	<i>Education.</i> New Delhi: Anmol	
			Girl's Education, Women and	Publication.	
			Educational Development Series-6. New	• Sharma, Usha, B.M. Sharma. (1995).	
			Delhi: Common Wealth Publishers.	Girl's Education, Women and Educational Development Series-6.	
			• Verma, G.C. (1984). <i>Modern Education,</i> <i>Growth and Development in Rajasthan</i> .	New Delhi: Common Wealth	
			Jaipur: Publication Scheme.	Publishers.	
			· ···F ···· · · · · · · · · · · · · · ·		

			 शिक्षा विभाग. (2008). वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग, जयपुरः राजस्थान सरकार. पारीक, मथुरेश्वर, सम्पादक. (2002). राजस्थान में शिक्षा. जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी. वर्मा, सांवलिया बिहारी, एम० एल० सोनी एवं संजीव गुप्त. (2005). महिला जाग्रति और सशाक्तिकरण. जयपुरः आविष्कार पब्लिशर्स. Goel, Aruna. (2004). Education and Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Government of India. Panigrahi, L.K. (2003). Women and child Education. Chandigarh: Abhishek Publication. 	 Verma, G.C. (1984). Modern Education, Growth and Development in Rajasthan. Jaipur: Publication Scheme. (幫緒田 विभाग. (2008). वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग, जयपुर: राजस्थान सरकार. पारीक, मथुरेश्वर, सम्पादक. (2002). राजस्थान में शिक्षा. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी. वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). महिला जाग्रति और सशवितकरण. जयपुर: आविष्कार पब्लिशर्स. Goel, Aruna. (2004). Education and Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Government of India. Panigrahi, L.K. (2003). Women and child Education. Chandigarh: Abhishek Publication. Education for all towards quality for equality: http://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 Legal Provisions for Women: http://www.legalserviceindia.com/helpli ne/woma_rights.htm 	
3.	EDU :	Upon completion of course		Course Outline:	No Change
	Peace Education	Pupil Teachers will be able to:	Issues related to Global peace, Need of peace for today's world, Relevance of		
		• Clarify the concept of	Peace education in present scenario,	• Issues related to Global peace,	References and
		Peace education	Strategies for peace education	Need of peace for today's	Web Resources
		• Assess need for peace	Peace Initiatives and Movements:	world, Relevance of Peace	updated
		education	Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996,		1
		• Appraise the peace initiatives and movements		education in present scenario,	

	 for peace Organize curricular and co-curricular activities for promotion of peace in school 	International Understanding, Tokyo, 1999 ,Creation of UNO, UNESCO, UNICEF Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games	 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
			 Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games
			 Reference: Harris, I. & Morrison, M. (2003). <i>Peace Education</i>. New York: McFarland & Co. Chapter 3. Montessori, M. (1972). <i>Education and peace</i>. Chicago: Henry Regnery NCERT. (2004). <i>Peace</i> <i>Education: Self Instructional</i> <i>Package for Teacher Education</i>.
			 New Delhi: NCERT. NCERT. (2006). NCF 2005 Position Paper, National Focus Groups on Education for Peace. New Delhi.

		e-Res	ources:	
		•	http://www.bdu.ac.in/cde/docs	
			/ebooks/B-	
			Ed/II/PEACE%20EDUCATI	
			<u>ON.pdf</u> ,	
		•	https://www.scribd.com//IN	
			TEGRATING-PEACE-	
			EDUCATION-IN-THE-	
			PRESEN	
		•	https://minds.wisconsin.edu/bi	
			tstream/handle/1793//Markel	
			lLockwood.pdf?1y	
		•	https://www.isesco.org.ma/wp	
			-	
			content//11/IMPEDIMENTS	
			-PEACE-WORLD.pdf	
		•	https://en.unesco.org/partnersh	
			ips//promoting-culture-	
			peace-and-non-violence	
		•	https://en.unesco.org/70years/	
			building_peace	
		•	www.un.org/documents/ga/do	
			cs/51/plenary/a51-395.htm	

Annexure-VI

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					Proposed						
	SEMESTER: I						Course	Course Name		т	Р	C
Course Code	COURSE TITLE	L	Т	Р	С		Code	Course Name		· ·	F	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	0	0	20	10			Language across the Curriculum	4	0	0	4
	Practice							Discipline Elective (Main	4	0	0	4
EDU 414	Language across the Curriculum	4	0	0	4			Pedagogy)-I				
	Optional Course	4	0	0	4			Discipline Elective (Subsidiary	4	0	0	4
	Pedagogical Subject – Course	4	0	0				Pedagogy)				
	– I	4	0	0	+			Semester Wise Total:	17	0	26	30
	Total	18	0	24	30			1	1	I	I	I

Semester: Semester II December-April, 2020

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

Existing

LIST OF COURSES

	Course	Code	OPTIONAL COURSE	L	Т	Р	С
1.	EDU	404	Disaster Management Education	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	EDU	407	Environmental Education	4	0	θ	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
23.	EDU	434	Pedagogy of Textile	4	θ	θ	4
2 4.	EDU	435	Pedagogy of – Theatre	4	0	0	4
25.	EDU	44 9	Women Education	4	0	0	4
			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

	List of Discipline Elective				
	Main Pedagogy				
Course Code	Course Name	L	Т	Ρ	С
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

	Subsidiary Pedagogy				
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							1	T		
Paper/Course EDU 501	COURSE TITLE Aesthetic	L 1	T	P 0	C 1	Course Code	Course Name	L	т	Р	С
	Appreciation through Art and Drama						Aesthetic Appreciation through Art and Drama	0	0	6	3
EDU 501L	Aesthetic	0	0	4	2		Assessment for Learning	5	0	0	5
LDO JOIL	Appreciation	0	0	-	2		Contemporary Indian Education	5	0	0	5
	through Art and						Gender, School and Society	4	0	0	4
	Drama Lab						Understanding Disciplines and	4	0	0	4
EDU 502	Assessment for	5	0	0	5		Subjects				
	Learning						Understanding the Self and Yoga	0	0	6	3
EDU 503	Contemporary Indian Education	5	0	0	5		Semester Wise Total:	18	0	12	24
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						
	Total	20	0	8	24						

Semester IV: December-April, 2021

SEMESTER: IV							urse Course Norse		-	-	
Course	COURSE TITLE	L	Т	P	C	Code	Code Course Name		•	Р	C
Code							Internship-II A: School Internship	0	0	38	19
EDU 505P	Internship-II: Field based Research Project	0	0	10	5		Internship-II B: Field based Research Project	0	0	10	5
EDU 506P	Internship-II: School Internship	0	0	40	20		Reading Elective	0	0	0	2
	Total	0	0	50	25	Semester Wise Total:		0	0	48	26
]						
							List of Reading Elective	L	Т	Ρ	С
							Disaster Management Education	0	0	0	2
							Women Education	0	0	0	2
							Environmental Education	0	0	0	2

Semester-I July/December, 2019

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 401: Childhood and Growing Up	 Upon completion of course Student Teachers will be able to: clarify development as a continuous process. explain childhood development in various aspects. describe the adolescent stage in reference to characteristics & problems. describe the causes of the problems in adolescent learner and imply the suitable solutions. recognize and appriciate adolescent learner's uniqueness and enshape them. illustrate the impact of social context upon growing child. 	 References: Barnard H. W. : Psychology of Learning Teaching, Mc.Graw Hill, New York, 1965. Borich G. D. & Tombari M. L. : Educational Psychology, a contemporary approach, Longman, New York, 1997. Chauhan S.S., Advance Educational Psychology, Vikas publication, New Delhi, 1998. Cronbach L.J., Educational Psychology, Staples Press, London, 1963. Crow L.D. & Crow A.D., Educational Psychology, Eurasia Publishing House, Delhi, 1964. Hurlock E., Developmental Psychology, Tata Mc Graw Hill Publication Company, NewYork, 1959. Kolesnic W. B. : Educational Psychology, Mc. Graw Hill, New York, 1953. Lindgren H. C. : Educational Psychology, John Wiley, New York, 1962. Mangal, S.K., Advance Educational Psychology, PHI Learning Private Limited, New Delhi, 2009. Morris Charles G. : Psychology : An Introduction. Prentice Hall, New Jersey, 1979 Woolfolk Anita E., Educational Psychology, Allyn & Bacon, Bostan, USA, 1995. 	 II-Reference Books: Barnard, H. W. (1965). Psychology of Learning Teaching. New York : Mc.Graw Hill. Borich, G. D., & Tombari, M. L. (1997). Educational Psychology A Contemporary Approach. New York: Longman. Chauhan, S.S. (1998). Advance Educational Psychology. New Delhi: Vikas Publication. Cronbach, L.J. (1963). Educational Psychology. London: Staples Press. Crow, L.D., & Crow, A.D. (1964). Educational Psychology. Delhi: Eurasia Publishing House. Hurlock, E.(1959). Developmental Psychology. New York,: Tata Mc Graw Hill Publication Company. Kolesnic, W. B. (1953). Educational Psychology. New York: Mc. Graw Hill. Lindgren, H. C. (1962). Educational Psychology. New York: John Wiley. Mangal, S.K.(2009). Advance Educational Psycholog. New Delhi: PHI Learning Private Limited Morris, C. G. (1979). Psychology: An 	No Change References and Web Resources Updated

2 EDU 403L: Critical Understanding of ICT Lab	Upon completion of course Student Teacher will be able to interpret concept and potential of ICT. integrate ICT in different types of classroom environment. apply ICT for Teaching Learning Process. reflect their skills in the creation of documents. construct question paper with the help of ICT.	Note-The Unit I and II are for theoretical orientation and Unit III, IV and V are Practice oriented. Unit-I: The ICT: Meaning and Potential a) Computer system, Hardware, Software b) The meaning of IT and ICT c) Potential and need of ICT for Teacher Unit-II: Integrating The ICT a) ICT for Formal Teaching b) ICT for Collaborative Learning	Introduction New Jersey: Prentice Hall. 12. Woolfolk, A. E. (1995.) Educational Psychology. Bostan, USA: Allyn & Bacon. e-Resources: 1. 1. Stages of Development- http://www.psychologydiscussion.net/ps ychology/stages-of-development-of- psychology-of-people-at-different-ages- from-infancy-to-old-age/732 2. Individual differences- http://www.psychologydiscussion.net/ps ychology/individual-differences- psychology/individual-differences- types-causes-and-role-psychology/2557 3. Depression- https://www.healthline.com/health/adole scent-depression 4. Differences between growth and development- http://www.preservearticles.com/201102 244162/differences-between-growth- and-development.html Unit-I: The ICT: Meaning and Potential a) a) Computer system, Hardware, Software b) The meaning of IT and ICT c) Potential and need of ICT for Teacher unit-II: Integrating The ICT a) ICT for Formal Teaching b) ICT for constructivist Classrooms d) Ethics and copyright issues in using ICT	References and Web Resources Updated
		, C	d) Ethics and copyright issues in using	

Unit-III: ICT for administrative support	Brochure / Letters / Address label
	b) Formatting of table - School time -
a) Formatting of Documents- Notices/	table, Exam Time table
Brochure / Letters / Address label	c) Maintaining - Fee record,
b) Formatting of table - School time - table, Exam Time table	Attendance record, formative evaluation record
c) Maintaining - Fee record, Attendance record, formative	Unit-IV: ICTs for Teaching-Learning
evaluation record	a) Developing multimedia presentation
Unit-IV: ICTs for Teaching-Learning	b) Image Processing
a) Developing multimedia presentation	c) Using Video and Hyperlink with presentation
b) Image Processing	d) Creating Animation for teaching
c) Using Video and Hyperlink with	Unit-V: ICT for Evaluation
presentation	a) Formating a Question Paper
d) Creating Animation for teaching	b) Preparing result sheet: Class wise,
Unit-V: ICT for Evaluation	student wise
a) Formatting a Question Paper	c) Graphical representation of Results
b) Preparing result sheet: Class wise,	Practicum:
student wise	Developing a Plan and sample digital
c) Graphical representation of Results	content to teach a Unit in pedagogy subject
Practicum:	for secondary classes with the support of
Developing a Plan and sample digital	ICT.
content to teach a Unit in pedagogy subject	Reference:
for secondary classes with the support of ICT.	 शास्त्री, आदित्य एवं अन्य. (2006). कम्प्यूटर
Reference:	<i>अनुप्रयोग एवं प्रोग्रामिंग</i> . जयपुरः जयपुर पब्लिशिंग हाऊस.
 शास्त्री, आदित्य एवं अन्य (2006) ''कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग'', जयपुर पब्लिशिंग 	2. सिंह, नीरल एवं आलोक उपाध्याय. (2001).
हाऊस, जयपुर।	<i>कम्प्यूटर शिक्षा.</i> आगराः विनोद पुस्तक मंदिर. 3. गुप्ता, महेश कु. (2005). <i>कम्प्यूटर अनुप्रयोग.</i>
2. सिंह, नीरल एवं आलोक उपाध्याय (2001)	 गुप्ता, महेश कु. (2005). कम्प्यूटर अनुप्रयोग. जयपुरः मंगलदीप पब्लिकेशन.
'' कम्प्यूटर शिक्षा'',विनोद पुस्तक मंदिर, आगरा।	4. कुमार वी. एवं ए. एस. अंसारी. (2005).
 गुप्ता, महेश कुमार (2005) " कम्प्यूटर 	<i>संगणक एवं सूचना प्रोद्योगिकी.</i> आविष्कार पब्लिशर्स.
अनुप्रयोग'', मंगलदीप पब्लिकेशन, जयपुर।	5. चौबे, संतोष, 'संपादक'. (2005). <i>कम्न्यूटर</i>
 कुमार वी. एवं ए० एस० अंसारी (2005) "संगणक एवं सूचना प्रोद्योगिकी", आविष्कार परिवर्णन 	<i>एक परिचय.</i> भोपालः मध्यप्रदेश हिन्दी ग्रन्थ अकादमी.
पब्लिशर्स,	6. CD ROM. (2005). Intel Teach to the
5. चौबे, संतोष, 'संपादक' (2005), ''कम्न्यूटर	Future' programme (I.T.F.P.).

	एक परिचय'', मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल। 6. CD ROM (2005): Intel Teach to the Future' programme (I.T.F.P.). 7. Sinha, P.K. and Priti Sinha (2005): "Computer Fundamentals- Concept, System and Applications", BPB Publication, New Delhi. 8. Intel Innovations in Education (2002) : "Pre-Service Curriculum" Intel Teach to the Future', Intel Corporation, CA. (English Binder) 9. Intel Innovations in Education (2004) : "Pre-Service Curriculum" Intel Teach to the Future', Intel Corporation, CA. (Edition 2.0 Hindi Binder)	 7. Sinha, P.K. and Priti Sinha. (2005). <i>Computer Fundamentals–Concept, System and</i> <i>Application.</i> e-Resources: Potential and Need of ICT: https://www.ripublication.com/ijeis16/ ijeisv6n1_01.pdf ICT for collaborative Learning: https://files.eric.ed.gov/fulltext/EJ113 1495.pdf ICT for Constructivist Classrooms: https://grdspublishing.org/index.php/p eople/article/view/217/2203 Ehics and Copyright Issues in Using ICT: https://sites.google.com/site/ignouhelp books95/Block- 4%20Support%20Systems%2C%20Le gal%20and%20Ethical%20Issues.zip? attredirects=0&d=1 Ehics and Copyright Issues in Using ICT: https://sites.google.com/site/ignouhelp books96/BESE-135%20Block- 04.zip?attredirects=0&d=1 ICT for Administrative Support: https://books.google.co.in/books?id=I 6- Fgje2Cg8C&printsec=frontcover&dq =books+for+microsoft+word&hl=en& sa=X&ved=0ahUKEwj5p_eHmM_gA hUEEnIKHQafBCsQ6AEIKDAA#v= onepage&q=books%20for%20micros oft%20word&f=false ICT for Teaching-Learning & Evaluation: https://books.google.co.in/books?id=q KVCAwAAQBJ&printsec=frontcover
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3. EDU 414: Language across the Curriculum	Upon completion of course Student teacher will be able to - • employ language according to its nature and function to acquaint with language diversity in classroom.	References: 1. Pearson, J.C. et al. (2011). Human Communication. (4th ed.). New York: McGraw Hill Companies Inc. 2. Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies	HY27CYwQ6AEINDAC#v=onepage &q=books%20for%20microsoft%20w ord%20excel%20power%20point&f=f alseReferences:1. Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6 th ed.). Cambridge: MIT Press.2. Fasold, R. & Connor-Linton, J. (2013).An Introduction to Language and Linguistics.	No Change References and Web Resources Updated
	 carry out classroom interaction in reference to first, second and third language, appreciate multilingualism and culture in their class resolve Communication Problem of school Students. appreciate challenges of language across the curriculum(LAC). analyze barriers of Listening, Speaking, Reading and Writing (LSRW) skills 	 York: McGraw Hill Companies Inc. Fromkin, V, Rodman, R &Hyms, N. (2011). <i>Introduction to</i> <i>Language</i>. (9th ed.). Canada: Cengage Learning. Akmajian, A. et al. (2010). <i>Linguistics: Introduction to</i> <i>Language and Communication</i>. (6thed.). Cambridge: MIT Press. Fasold, R. &Connor-Linton, J. (2013). <i>An Introduction to</i> <i>Language and Linguistics</i>. (6th ed.). Cambridge: Cambridge University Press. 	(6thed.). Cambridge: Cambridge University Press.3. Floyd,K. (2009). InterpersonalCommuni cation. NewYork: McGraw Hill Companies Inc.4. Fromkin, V, Rodman, R & Hyms, N. (2011).Introduction toLanguage.(9thed.). Canada: Cengage Learning.5. Pearson, J.C. et al. (2011). Human Communication. (4th ed.). New York: McGraw Hill Companies Inc.6. लाल, आर., ब. (1965). हिन्दी शिक्षण. मेरट: रस्तोगी एण्ड कम्पनी.7. मित्तल, एस. (2005). शैक्षिक तकनीकी. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.e-Resources: 1. First and Second Language Acquisition- a Brief Comparison.	

			Retrieved from https://www.uni-	
			due.de/ELE/FLA_SLA_brief_co	
			mparison.pdf	
		2.	Similarities and Differences	
		2.	between First and Second	
			Language	
			AcquisitionRetrievedfrom	
			http://multilingualism.pbworks.co	
			m/w/page/21913433/Similarities	
			%20and%20Differences%20betw	
			een%20First%20and%	
			20Second%20Language%20Acqu	
			isition	
		3.	Activities for Developing	
			Speaking Skill Retrieved from	
			http://faculty.weber.edu/ppitts/ed	
			4320/Handouts/speakingskills.ht	
			m	
			http://www.educ.ualberta.ca/staff/	
			olenka.Bilash/best%20of%20bila	
			sh /speaking.html	
		4.	Activities for Developing	
			Listening Skill Retrieved from	
			http://www.educ.ualberta.ca/staff/	
			olenka.bilash/best%20of%20bilas	
			h /listening.html	
			https://blog.udemy.com/listening-	
			skills-exercises/	

Name of Programme: Bechalor 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.	EDU 402	Upon completion of	Unit –I: Classroom as Reflection of	Unit –I: Classroom as Reflection of Society	References
	Creating an	course Student	Society	Meaning of Diversity	and Web
	Inclusive	teacher will be able	 Diversities in Society and Classroom 	• Diversities in Indian Society	Resources
	School		 Meaning of Diversity 	• Diversities in Indian Classroom	Updated
		to:	- Diversities in Society and	• CWSN (Children with Special Need) in	° Punitu
		, ,	Classroom	classrooms.	
		• analyze and	• CWSN (Children with Special Need)	- Concept & Categories	
		explain the	in classrooms.	Activity: Discussion on the type of diversity which	
		diversity in	- Concept & Categories	exist in Indian Classroom.	
		Indian	Activity: Discussion on the type of	Unit-II: Inclusive Education : An Overview	
		classroom,	diversity which exist in Indian	 Concept of Inclusion 	
		School and	Classroom.	• Different relative concepts - Special Education,	
		Society.	Unit-II: Inclusive Education : An	Integrated Education, Inclusive Education.	
		• differentiate the	Overview	• National Initiatives for Inclusive Education	
		concept of	Concept of Inclusion		
		special	• Different relative concepts - Special	- RCI Act 1992	
		education,	Education, Integrated Education, Inclusive Education.	- PWD Act 1995	
		integrated	National Initiatives for Inclusive	- Sarva Shiksha Abhiyaan (SSA)	
		education and	• National initiatives for inclusive Education	- NCF 2005	
		inclusive	- Constitutional Provisions in RCI	Activity: Presentation on any initiative programme for	
		education.	Act 1992, PWD Act 1995	Inclusive Education.	
		 analyze and 	- Sarva Shiksha Abhiyaan (SSA)	Unit-III: Inclusive Schools - Provision	
		• anaryze and discuss about	- NCF 2005	Provision in Inclusive Schools	
		national	Activity: Presentation on any initiative	- Physical Facilities	
			programme for Inclusive Education.	Aids & EquipmentsCurricular Adaption for CWSN.	
		initiatives and	Unit-III: Inclusive Schools - Vision and	Curricular Adaption for CwSN.Role of a Teacher in inclusive school.	
		provisions for	Provision		
		inclusive	• Provision in Inclusive Schools	Activity: Discussion on teacher's role in inclusive school.	
		education.	- Physical Facilities	school.	
		• use various aids	- Aids & Equipments	Unit- IV: Generating Learning Environment in	
		and equipments	- Guidance and Counseling	Inclusive Classroom	
		in inclusive	• Role of a Teacher in inclusive	 Pedagogical strategies to support learners' 	
		classroom.	school.	need-	
		• create learning	Activity: Discussion on teacher's role in	- Cooperative Learning,	
		environment of	inclusive school.	- Peer Tutoring,	
		an inclusive		- Individualized Education Programm	
L			1		

	assroom IIn	it- IV. Concreting Learning	(IEP),
		it- IV: Generating Learning Environment in Inclusive	- Multisensory Teaching.
	iscuss the role	Classroom	 Evaluation process in inclusive classroom
	f supportive		(with reference to CBSE & RBSE's Provisions).
	ervices in	Curricular Adaption for CWSN.	Unit –V: Supportive Services for Inclusive Schools
	clusive	 Pedagogical strategies to support 	• Role of Supportive Services for Inclusive
SC	chools.	learners' need-	Schools
		Cooperative Learning,	- In-service Teacher Educations Institutions
		Participative Learning, Peer	- Professionals.
		Tutoring, IEP, Multisensory	- Parents
		Teaching.	- Community
		• Evaluation process in inclusive	Activity: Group discussion on supportive services for
		classroom (with reference to CBSE	inclusive schools.
		& RBSE's Provisions).	Practicums: (Any two of the following)
	Un	nit –V: Public Private Participation	1 Visit and observation of Inclusive school and
		(PPP) in Inclusive Schools	preparation of a report about provisions in
		• Role of Supportive Services for	inclusive school.
		Inclusive Schools	2 Exhibition on Inclusive Education
		- Pre Service and In-service Teacher	3 Thematic Term paper.
		Educations Institutions	References:
		- Professionals.	1 Dash, N. (2006). Inclusive Education for
		- Parents	
	A a	- Community	CWSN. New Delhi: Atlantic Publisher and
		tivity: Group discussion on supportive vices for inclusive schools.	Distributers.
		acticums: (Any two of the following)	
	1	Visit and observation of Inclusive	2 Loreman, T., Jaonne D., & Davice, H.
	1	school and preparation of a report	(2005). Inclusive ducation A Practical guide
	2	about provisions in inclusive school. Exhibition on Inclusive Education	to Supporting Diversity in classroom.
	3	Thematic Term paper.	London: Roudledge Falmer.
	Re	ferences:	3 Puri, M. & George, A. (2009), Handbook of
	1	Dash Neha. (2006), Inclusive	Inclusive Education for Educators,
		Education for CWSN, Atlantic	
		Publisher and Distributers, New Delhi.	Administrators and Planners. New Delhi:
	2	Loreman Tim, Jaonne Deppeur and	Sage Publications.
		Davice Harvey (2005)- Inclusive	A Poleoro M (2011) Inclusive Education for
		Education-A Practical quide to	4 Balsara, M. (2011). <i>Inclusive Education for</i>
		Supporting Diversity in classroom,	Special Children. New Delhi: Kanishk
		Roudledge falmer, London.	
	3	Prui Madhumita and George	

Abraham (2009), Handbook of	Publishers.
Inclusive Education for Educators, Administrators and Planners, Sage	5 Dash, N. (2003). Integrated Education for
Publications, New Delhi.4Balsara Maitreya (2011), Inclusive	Children, with Special Need. New Delhi:
Education for Special Children,	Dominant Publishers.
Kanishk Publishers, New Delhi. 5 Dash Nibeta (2003), Integrated	5 Sharma, B. (2011). Inclusive Education-
Education for Children, with special	Needs Practices and Prospects. New Delhi:
need, Dominant Publishers, New Delhi.	Kanishk Publishers.
6 Sharma, Bharti (2011), Inclusive Education-Needs Practices and	7 Gargiulo, R. M. & Debbie, M. (2008).
Prospects, Kanishk Publishers, New	Teaching in Today's Inclusive Classroom.
Delhi. 7 Gargiulo, Richare M. and Debbie	California, USA: Wadsworth Publishing
Metcalf, (2008), Teaching in Today's Inclusive Classroom,	Company.
WADSWORTH, USA.	Alur, M. & Timmous. (2009). <i>Inclusive</i>
8 Alur Mithu and Timmous (2009), Inclusive Education across Cultures, Sage	Education across Cultures. New Delhi:
Publication, New Delhi.	Sage Publication.
	e-Resources:
	I. Inclusive Education- <u>https://education.cu-</u>
	portland.edu/blog/classroom- resources/inclusive-education/
	2. RCI Act-
	http://rehabcouncil.nic.in/writereaddata/rti manual.PDF
	3. NCF 2005-
	http://www.ncert.nic.in/rightside/links/pdf/fr amework/ncf_hindi_2005/ncf2005.pdf
	4. Cooperative Learning-
	https://serc.carleton.edu/introgeo/cooperativ e/whatis.html
	5. Multi Sensory Learning-
	http://www.calverteducation.com/learning- motivation/an-introduction-to-multi-
	sensory-learning

2.	EDU 413:	Upon completion of	Unit-I: Conceptual Basis of Knowledge	Unit-I: Conceptual Basis of Knowledge	References
4.	Knowledge	course Student	Meaning of concept, Principle,	 Meaning of Data, Information, Knowledge and 	and Web
	and	Teacher will be able	Theories and Experience.	Wisdom.	Resources
	Curriculum		Differentiation between Data,	• Ways of Knowledge Acquisition:	Updated
	0	to	Information, Knowledge and	Observation, Experience, Reasoning and	Opualcu
		e ovelsie the	Wisdom.	Inference.	
		explain the	• Ways of Knowledge Acquisition:	• Knowledge and Skills needed in Democratic	
		conceptual	Observation, Experience, Reasoning	Citizenship	
		basis of	and Inference.	Activity: Exposing learners to diverse situations for	
		knowledge	Knowledge and Skills needed in	exploring (Discussion, research and Documentation)	
		and as a	Democratic Citizenship Activity: Exposing learners to diverse	References:	
		process.	situations for exploring (Discussion,		
		 analyze various 	research and Documentation)	1. Aggrawal, J. C. and Gupta, S. (2005).	
		approaches of	References:	Curriculum Development. New Delhi:	
		knowledge	1. Butler, Donald I, 1968, Four	Shipra Publisher.	
		structuring.	philosophies and their practice in	2. Alaxander, W. M. & Saylor, J. G. (1966).	
		 describe the 	Education. IIed. Harper and Row	Curriculum Planning for modern schools.	
		form of	Publishers. New York. 2. Dupuis, Adrian M., 1966,	New York: Holt, Rinhart and Winston Inc.	
		knowledge.	2. Dupuis, Adrian M., 1966, Philosophy of education in		
		 discuss the 	Historical Perspective, Thomson		
		epistemologic	Press India Ltd., New Delhi.	Curriculum Renewal. New Delhi:	
		al bases of	3. Gupta, R and M.M. Bajaj,	Kanishka Publishers.	
		education and	Principles of Education, Sahib	4. Butler, D. I. (1968). Four philosophies	
		implementing	Publishers and distributors, New	and their practice in Education (II Ed).	
		the different	Delhi, 2008.	New York: Harper and Row Publishers.	
		learner driven	4. Saxena, N.R.S., Philosophical and Sociological Foundation, R.Lall	5. Candra, A. (1977). Curriculum	
		pedagogies.	book depot, Meerut, 2011.	Development and Evaluation in	
		• explain the	5. Chandra S.S. & R.K.Sharma,	education. New Delhi: Sterling	
		concept and	Philosophy of Education, Atlantic	Publishers.	
		various kinds	publishers & distributors pvt.		
		of curriculum.	Ltd.New Delhi, 2007.		
		 analyze and 	6. Yadav, M.S. and Lakhmi, T.K.S.	Development and Evaluation in	
		synthesize the	(2003) Conceptual Inputs for Secondary Teacher Education,	education. New Delhi: Sterling	
		different	NCTE, New Delhi.	Publishers.	
		phases of	7. Aggrawal, J. C., & Gupta, S.	7. Chandra, S.S. and Sharma, R.K. (2007).	
		curriculum.	(2005). Curriculum Development.	Philosophy of Education. New Delhi:	
			New Delhi: Shipra Publisher.	Atlantic publishers & distributors pvt. Ltd.	
		 critically applyze the 	8. Alaxander, W. M., & Saylor, J. G.	8. Darji, D. R. and Lulla, B. P. (1967).	
		analyze the	(1966). Curriculum Planning for		

currie	culum modern schools. New York: Holt,	Curriculum development in secondary
fram	e work as Rinhart and Winston Inc.	schools of Baroda. Baroda: Sadhana
a pol	licy 9. Balrara, M. (1999). Principles of Curriculum Renewal. New Delhi:	
decis	sions. Kanishka Publishers.	9. Dupuis, A. M. (1966). Philosophy of
	10. Candra, A. (1977). Curriculum	
	Development and Evaluation in	
	<i>education</i> . New Delhi: Sterling Publishers.	10. Erickson, H.L. (2007). Concept Based
	11. Darji, D. R., & Lulla, B. P. (1967).	Curriculum and Instruction for the
	Curriculum development in	
	secondary schools of Baroda.	
	Baroda: Sadhana Press.	11 Cupto D and Daisi MM (2009)
	12. Erickson, H.L.(2007) concept based curriculum and instruction	
	for the thinking classroom	· · ·
	California; corwin press.	12. Hassrin, M. (2004). Curriculum Planning
	13. Hassrin, M. (2004). Curriculum Planning for elementary	for algorithmy adjugation Now Dolbi
	education. New Delhi: Anmol	
	Publishers.	13. Herbert, J. W. and Geneva, D. H. (1990).
	14. Herbert, J. W. & Geneva, D. H.	THE THALLOTIAL THE VELOTICALA OF TALACALLOTI
	(1990). International Encyclopedia of Education Evaluation, New	Linglugtion Now Vorly Dorgomon Droog
	York: Pergamon Press Oxford	
	House.	14. Jenkins, D. and Shifrnan, D. M. (1976).
	15. Jenkins, D., & Shifrnan, D. M.	
	(1976). Curriculum an	Ditmon Dublishing House
	<i>introduction.</i> London: Pitman Publishing House.	15. Jhompson, K. and White, J. C. (1975).
	16. Jhompson, K., and White, J. C.	
	(1975). Curriculum development.	
	London: Pitman Publishing.	16 Khon MI and Nicom DK
	17. Khan.M.I. and Nigam,B.K.(2007).Curriculum	(2007).Curriculum reform change and
	reform change and continuity.	
	New Delhi; Kanishka publication.	publication
	18. Kumari, S., and Srivastava, D. S.	17 Kumari S and Srivastava D S (2005)
	(2005). Curriculum and Instruction. New Delhi: Shipra	
	Publishers.	Shipra Publishers.
	19. Macdonald, B., & Walker, R.	18. Saxena, N.R.S. (2011). <i>Philosophical and</i>
	(1976). Changing the Curriculum.	

Britain: Pitman Press.	Sociological Foundation. Meerut: R.Lall
20. Musgrave, P. W. (1974).	book depot.
Contemporary studies in the Curriculum. Australia: Angus and	19. Macdonald, B. and Walker, R. (1976).
Roberston Publishers.	Changing the Curriculum. Britain: Pitman
21. Nigam, B. K., & Khan, I. M.	Press.
(1993). Evaluation and research in	20. Musgrave, P. W. (1974). Contemporary
Curriculum Construction, New	studies in the Curriculum. Australia:
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मीमांसा, मोतीलाल बनारसीदास, नई दिल्ली, 2002.	<i>समाजशास्त्रीय सिद्धांत.</i> मेरठ : रस्तौगी पब्लिकेशन्स.
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परिप्रेक्ष्य, विजय प्रकाशन मन्दिर, वाराणसी,	<i>ऐतिहासिक एवं समाजशाास्त्रीय आधार.</i> मेरठ : आर.
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	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.bdu.ac.in/cde/docs/ebooks/
	BEd/II/KNOWLEDGE%20AND%20CURRICUL
	<u>UM.pdf</u>
	Knowledge and Skills needed in Democratic Citizanship
	Citizenship-

		http://epathshala.nic.in/programmes/national-
		curriculum-frameworks/
		• Meaning of Education: Etymological, Analytical,
		Narrow and Broader- <u>www.ignouhelp.in/ignou-</u>
		bed-study-material/
		www.elearning.uou.ac.in/mod/resource/view.php
		• M K Gandhi and Education-
		https://www.mkgandhi.org/edugandhi/index.htm,
		https://www.mkgandhi.org/edugandhi/gviews.htm,
		http://www.shareyouressays.com/essays/ essay-on-
		the-main-principles-of-gandhis-educational-
		philosophy/116633
		• Swami Vivekananda and Education-
		http://www.shareyouressays.com/hindi-
		essays/essay-on-the-life-of-swami-vivekananda-in-
		hindi/109423, http://www.shareyouressays.com/ess
		ays/essay-on-the-aims-of-education-according-to-
		<u>swami-</u>
		vivekananda/116644,http://www.shareyouressays.
		com/essays/essay-on-the-main-principles-of-
		swami-vivekanandas-educational-
		philosophy/116643, http://ncte-
		india.org/nctenew/pdf/Swami%
		20Vivekananda1.pdf
		Domain Wise Knowledge structuring-
		http://www.nwlink.com/~donclark/hrd/bloom.html
		• Discovery as a Learner driven pedagogy-
		http://www.academia.edu/9838419
		Multidisciplinary and Interdisciplinary Approach
		of Knowledge Structuring
		https://www.researchgate.net//
		267939164 Disciplinary Multidisciplinary Interd
		isciplinary-Concepts_and_Indicators,
		https://pdfs.semanticscholar.org/a356/a7d8086b5d
		<u>85e7804b7d25d421520562309d.pdf</u>
		 Concept of Curriculum, Syllabus and Text Book
		www.assets.vmou.ac.in/BED115.pdf
		www.elearning.uou.ac.in/mod/resource/view.php.h
		ttp://egyankosh.ac.in/bitstream/123456789/46021/
		<u>1/BES-126B2E.pdf</u> ,
		http://www.bdu.ac.in/cde/docs/ebooks/B-
		Ed/II/KNOWLEDGE%20AND%20CURRICULU
		<u>M.pdf</u>
		Types of Curriculum-
		http://egyankosh.ac.in/bitstream/123456789/46021
		<u>/1/BES-126B2E.pdf</u>
		National Curriculum Framework -
L I	I	

3.	EDU 415:	Upon completion of	References:	http://epathshala.nic.in/programmes/national- curriculum-frameworks/ Curriculum Development- http://www.bdu.ac.in/cde/docs/ebooks/B- Ed/II/KNOWLEDGE% 20AND% 20CURRICULU M.pdf , Curriculum Transaction- http://egyankosh.ac.in/bitstream/123456789/42017 /1/Block-2.pdf Curriculum Evaluation- http://egyankosh.ac.in/handle/123456789/42631 References:	No Change
	Learning and Teaching	 course Student Teacher will be able to differentiate between types of learner while teaching. analyze the different factors influencing teaching learning process during class interaction. apply different type of methods and media. plan according to Phases, level and maxims of teaching. manage the classroom as a professional. 	 Hough, John B. & James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A. 	 Hough, J. B. & James K. D. (1970). <i>Teaching:</i> Description and Analysis. U.S.A.:Addison-Wesley Publishing Company, Massachusetts. Cruickshank, D. R., Deborah B. J. & Kim K. M. (2009). <i>The Act of Teaching</i>. New York: McGraw- Hill Company. Weimer, M. (1996). <i>Improving your classroom</i> <i>Teaching</i>. California, U.S.A.:SAGE Publications, Inc. Pierce W. D., Micheal A. L. (1977). <i>Objectives and</i> <i>Methods for Secondary Teaching</i>. New Jersey: Prentice-Hall, Inc. Yadav, N. (2003). <i>A Handbook of Education</i> <i>Technology</i>. New Delhi: Anmol Publications Pvt. Ltd. Mangal, S.K. & Uma M. (2009). <i>Essentials of</i> <i>Education Technology</i>. New Delhi: PHI Learning Private Ltd. Capel, Susan, Marilyn L.k & Tony T. (1995). <i>Learning to teach in Secondary Schools</i>. London: Routlage. Rao, D.B. (2001).<i>Science & Technology Education</i>. New Delhi: Discovery House. Sampath, Panneevselvan, K.A. & Santhanam, S. (1994). <i>Introduction to Education Technology</i>, Steerling Publication pvt., Ltd. Sharma, R.A. (2000). <i>Technological Foundation of</i> <i>Educations</i>. Sood, J.K. (1987). <i>New Direction in Science</i> <i>Teaching</i>. Chandigarh: Kohli Publishers. Washton, N.S. (1967). <i>Teaching Science Creativity</i>. London: W.B.Saunders Company. Sharma R.A. (1987). <i>Shiksha Takniki</i>. Meerut: Loyal Book Depot. 	References and Web Resources Updated

			 Sood, J.K. (1989); 'New Direction in Science Teaching,' Kohli Publishers, Chandigarh. Washton, N.S. (1967); 'Teaching Science Creativity', W.B.Saunders Company, London. Sharma R.A. (1987) ' Shiksha Takniki', Loyal Book Depot, Meerut. Sharma Y.K. (2002) 'Fundamentals of Educational Technology' Kaniska Publishers, New Delhi. Saxena, N.R.S & S.C. Oberoi (1996), 'Technology of Teaching; R.L. Book, Meerut. Wragg E.C. (1996); Classroom Teaching Skills' Routledge, London. Kumari, Sarita (2004) 'Increasing Role of Technology in Education, Chawla Offset Press, Delhi. 	 <i>Technology</i>. New Delhi: Kaniska Publishers. 15. Saxena, N.R.S & S.C. Oberoi (1996). <i>Technology of Teaching</i>. Meerut; R.L. Book. 16. Wragg E.C. (1996). <i>Classroom Teaching Skills</i>. London: Routledge. 17. Kumari, S. (2004). <i>Increasing Role of Technology in Education</i>. Delhi: Chawla Offset Press. e- Resources: Instructional media and Types of Media-http://hackscience.net/etm/Efficacious% 20Technology%20Management%20ver.%201.2.pdf Role of Teacher in Classroom Management-https://books.google.co.in/books?id=dQsE9WisCI YC&printsec=frontcover&dq=teacher+and+classr oom+management&hl=en&sa=X&ved=0ahUKEw i2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v =onepage&q=teacher%20and%20classroom%20m anagement&f=false Learning - inside and outside the school-http://www.ignouhelp.in/ignou-study-material/ 4. Socio-cultural background of learner-http://egyankosh.ac.in//handle/123456789/47116 5. Concept of Teaching, Instruction & Training-http://www.ignouhelp.in/ignou-study-material/ 6. Phases of Teaching- 	
4.	EDU 448L: Reading and Reflecting on Texts Lab	 Upon completion of course Student Teacher will be able to: 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. enhance their capacities as readers and writers by becoming participants in the process of reading. 	 Unit-I: Skills for Reflection: Reading & Writing Reading-Meaning and Importance Types of Reading- Loud Reading (Individual & Group) Silent Reading (Intensive & Extensive) Development of Reading Writing-Meaning and Importance Types of writing Narrative Descriptive Expository Persuasive Mechanics of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing). Unit-II: Reflection on Texts 	http://www.ignouhelp.in/ignou-study-material/ Unit-I: Skills for Reflection: Reading & Writing • Reading-Meaning and Importance • Types of Reading- • Loud Reading (Individual & Group) • Silent Reading (Intensive & Extensive) • Development of Reading • Writing-Meaning and Importance • Types of writing • Narrative • Descriptive • Expository • Persuasive • Mechanics of writing • Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing). Unit-II: Reflection on Texts • Reflection-Meaning, elements and Importance • Stages of reflection • Reading for Comprehension and Reflection	References and Web Resources Updated

	1		r		r		1
	•	develop the skill of	•	Stages of reflection	•	Reflection through Writing	
		critical thinking by	•	Reading for Comprehension and Reflection	Unit	-III: Engaging with Narrative and Descriptive Accounts	
			•	Reflection through Writing			
		offering	Unit	t-III: Practice Components	Sugg	gested Activities (any two)	
		opportunities to	1.	Engaging with Narrative and Descriptive	•	Reading for comprehending and visualizing the account	
		read a wide variety		Accounts		(individual plus group reading and discussion/explanation)	
		•	Sugg	gested Activities (any two)	•	Re-telling the account-in one's own words/from different	
		of texts,	•	Reading for comprehending and visualizing		points of view (taking turns in a smaller group)	
	•	write with a sense	-	the account (individual plus group reading	•	Narrating/describing a related account from one's life	
				and discussion/explanation)	•	experience (in front of a smaller group)	
		of purpose and		Re-telling the account-in one's own	•	Discussion of characters and situations-sharing	
		audience, through	•	words/from different points of view (taking	•		
		tasks such as,				interpretations and points of view (in a smaller group)	
		responding to a text	•	turns in a smaller group)	•	Writing based on the text, e.g. summary of a scene,	
			•	Narrating/describing a related account from		extrapolation of story, converting a situation into a	
		with one's own		one's life experience (in front of a smaller		dialogue, etc. (individual task).	
		opinions or writing	•	group) Discussion of characters and situations-	2.	Engaging with Popular Subject Based Expository writing (any two)	
		within the context		sharing interpretations and points of view (in	•	Identifying major concepts and ideas involved and making	
		of other's ideas.		a smaller group)		notes on these in some schematic form-flow diagram, tree	
			•	Writing based on the text, e.g. summary of a		diagram, mind map, etc. (guided working in pairs).	
			-	scene, extrapolation of story, converting a	•	Explaining the gist of the text/topic to others (in the larger	
				situation into a dialogue, etc. (individual	-	subject group)	
				task).	•	Attending the writing style, subject-specific vocabulary	
			2.	Engaging with Popular Subject Based		and 'perspective' or 'reference frame' in which different	
				Expository writing (any two)		topics are presented-this will vary across subjects and	
			•	Identifying major concepts and ideas		texts, and requires some interpretative skills for 'placing'	
				involved and making notes on these in some		the context of each text (group discussion and sharing).	
				schematic form-flow diagram, tree diagram,	•	Writing a review or a summary of the text, with comments	
				mind map, etc. (guided working in pairs).		and opinions (individual task)	
			•	Explaining the gist of the text/topic to others	3.	Engaging with Educational Writing and its	
				(in the larger subject group)		presentation	
			•	Attending the writing style, subject-specific	•	Reading for discerning the theme(s) and argument of the	
				vocabulary and 'perspective' or 'reference		essay (guided reading-individually or in pairs)	
				frame' in which different topics are	•	Analyzing the structure of the argument: Identifying main	
				presented-this will vary across subjects and		ideas, understanding topic, sentences of paragraphs,	
				texts, and requires some interpretative skills		supporting ideas and examples, terms used as connectors	
				for 'placing' the context of each text (group		and transitions (small group discussion).	
				discussion and sharing).	•	Discussion of the theme, sharing responses and point (s) of	
			•	Writing a review or a summary of the text,	-	view (small group discussion)	
				with comments and opinions (individual	•	Writing a response paper (individually or in pairs)	
				task)	•	Presentations of selected paper, questions and answers	
			3.	Engaging with Educational Writing and	ľ	(large group).	
				its presentation	Dof	erences:	
			•	Reading for discerning the theme(s) and			
				argument of the essay (guided reading-	Bro	okfield, S. (1995). Becoming a critically reflective	
				individually or in pairs)		teacher. San Francisco: Jossey-Bass Inc.	
			•	Analyzing the structure of the argument:	Dev	vey, J. (1933). How we think: A restatement of the	
				Identifying main ideas, understanding topic,		relations of reflective thinking to the educative	
				sentences of paragraphs, supporting ideas		process. Boston: D.C. Heath.	
				and examples, terms used as connectors and	Goo	odlad, J. I. (1990). The occupation of teaching in school.	
				transitions (small group discussion).		In J.I. Goodlad, R.Soder & K.A.Sirotnik (Eds.) The	
			•	Discussion of the theme, sharing responses		moral dimensions of teaching. 03-34. San	
L	1		-	Discussion of the meme, sharing responses	1	interate autoensions of reacting. 05.54. Ban	

 and point (s) of view (small group discussion) Writing a response paper (individually or in pairs) Presentations of selected paper, questions and answers (large group). References: Brookfield, S. (1995), <i>Becoming a critically reflective teacher</i>. San Francisco: Jossey-Bass Inc. Dewey, J. (1933). <i>How we think</i>, A restatement of the relations of reflective thinking to the educative process. Boston: D.C.Heath. Goodlad J.I. (1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder & K.A.Sirotnik (Eds.) <i>The moral dimensions of teaching</i> (pp3-34 San Franscisco: Jossey-Bass. Hole, S.& McEntee, G. (1999). <i>Reflection is at the heart of practice</i>. Educational Leadership. 56 (8) May, p34-37. Kottamp, R. (1990). Means of facilitation reflection. <i>Education and Urban Society</i>, 22.2p. 182-203. Lasley, T.(1990). Editorial. <i>Journal of Teacher Education</i> 40, (2), March-April 1998. Osterman, K.F. (1990). Reflective Practice: A new agenda for education. <i>Education and Urban Society</i>, 22(2); February 1990, p 133-152. Schon, D. (1983). <i>Educating the reflective practitioner</i>. New York:Basic Books. Schon, D. (1987). <i>Educating the reflective practitioner</i>. San Francisco: Jossey-Bass. Clark, Don. "Critical Reflection". Kain, Particia, "How to do a close reading". 	 Franscisco: Jossey-Bass. Hole, S.& McEntee, G. (1999). Reflection is at the heart of practice. <i>Educational Leadership.</i> 56 (8) May, p34-37. Kottamp, R. (1990). Means of facilitation reflection. <i>Education and Urban Society.</i> 22.2, pp. 182-203. Ross D. Bondy, E. & Kyle D. (1993) <i>Reflective teaching for student empowerment: Elementary curriculum and methods.</i> New York : Macmillan. Schon, D. (1983). <i>Educating the reflective practitioner.</i> New York: Basic Books. Schon, D. (1987). <i>Educating the reflective practitioner.</i> San Francisco: Jossey-Bass. Zeichener, K.M. & Liston, D.P. (1987). Teaching student teachers to reflect, <i>Harvard Educational Review</i>, 56(1), 23-48. e-Resources : Types of Reading: https://sllc.ucalgary.ca/Brian/611/readingtype.html Types of Academic Writing: https://www.press.umich.edu/pdf/9780472035052-ch1.pdf Gibbs' Reflective Cycle: https://www.press.umich.edu/pdf/9780472035052-ch1.pdf Gibbs' Reflective Cycle: https://www.bradford.ac.uk/mida/mycumbria/documents/ReflectiveCycleGibbs.pdf Reflection Models and Frameworks: https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm Reflection, Elements and Reflective Writing: http://universityofhullscitts.org.uk/scitts/reflection/reflectio nmodels.html 	
 <i>practitioner</i>. San Francisco: Jossey-Bass. Clark, Don. "Critical Reflection". Kain, Particia, "How to do a close reading". 		

Semester-B.Ed. III July/ December, 2020

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 501L:	Upon completion of course	Unit –I: Visual Art and Craft	Unit –I: Visual Art and Craft	References and
	Aesthetic	student teacher will be able to:	- Concept of Art		Web Resources
	Appreciation	• discuss the concepts	- Types of Art - (a) Visual Art (b)	- Concept of Art	Updated
	through Art	of Art and Type of	Performing Art - Fundamentals of Visual Art	- Types of Art - (a) Visual Art (b)	- 1
	and Drama	Arts	- Classification of Art Style	Performing Art	
	Lab	• apply Fundamentals	- An introduction of Medium (Material)	- Fundamentals of Visual Art	
		of Visual Art	and Methods of Art	- Classification of Art Style	
		• explain Drama, Its Elements and Types	- Importance of Visual Art Education	- An introduction of Medium (Material) and Methods of Art	
		of Drama	Unit-II: Performing Art: Drama - Meaning of Dramatic Art	- Importance of Visual Art	
		• apply different type	- Importance of Drama in Education	Education	
		of Arts in teaching.	- Elements of Drama		
		• create Various	- Types of Drama	Unit-II: Performing Art: Drama	
		Products by Using	Individual	- Meaning of Dramatic Art	
		Art	• Group - Importance of Stage – Setting in	- Importance of Drama in	
		• perform Various	Drama	Education	
		Type of Drama by	Unit –III: Visual Art and Craft	- Elements of Drama	
		Organizing the Stage	(Practical)	- Types of Drama	
				Individual	
			- Creating new, product through	• Group	
			manipulating Different Material of Visual Art and Craft: (Any	- Importance of Stage – Setting	
			One)	in Drama	
			- Paper, Sand, Color, Pan-Ink,	Unit –III: Visual Art and Craft	
			Clay, Paper Mashie, Waste Material	(Practical)	
			- Creation by the use of Different Methods of Art: (Any Two)		
			Preparation of Composition	- Creating new, product through	
			(for Teaching) with the	manipulating Different Material of Visual Art	
			Application of	and Craft: (Any One)	
			Fundamentals of Art • Painting, Printing, Collage,	- Paper, Sand, Color, Pan-	
			Clay Modeling, Paper	Ink, Clay, Paper Mashie, Waste Material	
			Mushy, Paper Cutting and	- Creation by the use of Different	
			Failing	Methods of Art: (Any Two)	
			• Preparation of Composition (for Teaching) with the	• Preparation of	
			appreciation of fundamental	Composition (for	
			of Art.	Teaching) with the Application of	
			Unit –IV: Improvised Material	Fundamentals of Art	
			(Practical)	• Painting, Printing,	
				Collage, Clay	
			- Making Puppet through Improvised Materials	Modeling, Paper	
			Improvised Materials	Mushy, Paper Cutting	

or - Making a Improvised Instructional Aid	and Failing • Preparation of Composition (for Teaching) with the
Unit –V: Drama and Theatre (Practical)	appreciation of fundamental of Art.
(Practical)-Listening, Viewing and DisrningDifferent Kinds of Drama and Present Report-Perform any one of the form of Drama with planning, organizing and of settingthe stage (Rang Manch).References:1.शर्मा, प्रभा (2007), कला विज्ञान शिक्षण, श्रुति पब्लिकेशन, जयपुर.2.कासलीवाल, मीनाक्षी, (2003), ललितकला के आधारभूत सिद्धान्त, राजस्थान ग्रन्थ अकादमी, जयपुर.3वैष्ठय, आर.पी. (1969) चित्रकला शिक्षण,	fundamental of Art. Unit –IV: Improvised Material (Practical) - Making Puppet through Improvised Materials or - Making a Improvised Instructional Aid Unit –V: Drama and Theatre (Practical)
3 वश्य, आर.पा. (1969) चित्रकला शिक्षण, विनोद पुस्तक मन्दिर, आगरा. 4. गोदीका, साधना एवं सावित्री माथुर (2008)	- Listening, Viewing and Disrning Different Kinds of Drama and Present Report
कला शिक्षा शिक्षण, आस्था प्रकाशन, जयपुर. 5 शर्मा, माता प्रसाद (2008), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर. 6. Husain Ashfaque (1956), Seminar on Art Education, Lalit Kala Academy, New Delhi.	- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch). References: 1. शर्मा, प्रभा. (2007). कला विज्ञान शिक्षण,
7. Ganga Darshan Munger, Bihar, India, 1995.	 रामा, प्रमा. (2007). प्रांतन प्रदान (यदान), जयपुर: श्रुति पब्लिकेशन. कासलीवाल, एम. (2003). ललितकला के आधारभूत सिद्धान्त. जयपुर: राजस्थान ग्रन्थ अकादमी. वैश्य, आर. पी. (1969). चित्रकला शिक्षण.
	आगराः विनोद पुस्तक मन्दिर. 4. गोदीका, साधना एवं सावित्री माथुर. (2008) . <i>कला शिक्षा शिक्षण.</i> जयपुरः आस्था प्रकाशन.
	5 शर्मा, माता प्रसाद. (2008). कला शिक्षा शिक्षण. जयपुरः अपोलो प्रकाशन. 6. Husain Ashfaque. (1956). Seminar on Art Education. New Delhi: Lalit Kala Academy. 7. Ganga Darshan Munger, (1995). Bihar:

2.	EDU 502: Assessment for Learning	 Upon completion of course student Teacher will be able to interpret concept of assessment in education, evaluation and its related term. differentiate between kinds of evaluation. apply appropriate tools of evaluation in field. elucidate different forms and characteristics of achievement test. organize an effective evaluation program. 	 References: Best, John W, Research in Education, IV edition, Prentice Hall Inc., New York. Borg, Walter R, 1981. Applying Educational Research, A Practical Guide to Teacher, Longman Inc., New York. Elbe, Robert L. and David A. Frisbie, Essentials of Educational Measurements, Prentice Hall, Inc, Englewoods Clifs, New Jersey, 1986. Grounlund, N.E., "Measurement of Evaluation in Teaching", MacMillan Publishing Co. New York, 1976. Pandey, K.P. (2010), Fundamentals of Educational Research, Varanasi: Vishwavidyalya Prakashan. Pathak, R.P., "Measurement & D. Vistor Mathematical Action of the Statement of the Statement of the Statement of Educational Research, Varanasi: Vishwavidyalya Prakashan. 	India. e-Resources: Concept of Art https://www.jstor.org/stable/2107219?seq=4#me tadata_info_tab_contents Fundamental of Art https://study.com/academy/lesson/what-are-the- principles-of-art-definition-examples.html https://thevirtualinstructor.com/artfundamentals. html Importance of Visual Art in Education https://www.quora.com/What-is-the-importance- of-visual-art-in-education Meaning of Dramatic Art http://autocww.colorado.edu/~toldy3/E64Conten tFiles/TheaterAndActing/DramaAndDramaticAr ts.html Importance of Drama in Education https://evolvetreatment.com/blog/positive- effects-drama-programs/ Elements of Drama https://study.com/academy/lesson/elements-of- drama-characters-plot-setting-symbolism.html Creating New Material through Different Material of Visual Art and Craft http://www.noteaccess.com/MATERIALS/index .htm References: • Best, J. W., & James V. K. (1992). <i>Research in Education</i> . IV edition, Prentice Hall Inc., New York. • Borg, W., R. (1981). Applying Educational Research, A Practical Guide to Teacher. New York: Longman Inc. • Ebel, R. L., & David A. F. (1986). Essentials of Educational Measurements. New Jersey Prentice Hall, Inc, E. Clifs. • Grounlund, N. E. (1976). Measurement of Evaluation in Teaching. New York: MacMillan Publishing Co. • Pandey, K. P. (2010). Fundamentals	No Change References and Web Resources Updated
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		आगरा : भार्गव बुक हाउस.
		<i>के मूल आधार</i> . जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.
		e-Resources:

			Grading System https://content.wisestep.com/advantages- disadvantages-grading-system-education/ Online Examination https://www.onlineexambuilder.com/knowledge- center/exam-knowledge-center/advantages-and- disadvantages-of-online-examination- system/item10240 Use of ICT https://www.researchgate.net/publication/27164 4313_Use_of_ICT_in_Teaching_Learning_an d_Evaluation Use of ICT in assessment https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=46 2 Action Research http://www.ncert.nic.in/departments/nie/der/publicatio n/modules_material.html	
3. EDU 503: Contemporary Indian Education	 Upon completion of course the student teacher will be able to reflect diversity in Indian Society. express the constitutional values (Secularism, Socialism, Democracy) as reflected in Education. analyze the roles of commissions and policies in Secondary Education. deal with inequality and marginalization related issues in India. analyze and appraise the policy framework for Public Education in India. 	भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000. 2. ओड, एल0के0ः शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978. 3. पाण्डे, रामशकलः शिक्षा के मूल सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 1986. 4. शर्मा, डी0 एल0ः शिक्षा तथा भारतीय समाज, आर लाल बुक डिपो, मेरठ, 1994. 5. Srivastava, K.K.: Philosophical Foundations of Education, Kanishka Publishers, distributors, New Delhi, 2003.	References:अग्निहोत्री, आर. (2008). आधुनिक भारतीय शिक्षाः समस्याएँ और समाधान. जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी.भारत सरकार (1986). नेशनल पॉलिसी ऑन एज्यूकेशन. मानव संसाधन विकास मंत्रालय. नई दिल्लीः शिक्षा विभाग,भारत सरकार 1985., शिक्षा नीति की चुनौती. नई दिल्लीः शिक्षा मंत्रालय.Bhattacharya, S. (2003). Foundations of Education. Delhi: Atlantic Publishers and Distributors.Dhiman, O.P. (2007). Principles and Techniques of Education. Delhi: Kalpaz publications.Jayapalan, N. (2005). Problems of Indian Education. Delhi: Atlantic Publishers and Distributors.मदन, जी. आर. (1988). समाजशास्त्र के (सिद्धांत. दिल्ली: आत्माराम एण्ड सन्स.Mangla, S. (2012). Teacher Education, Trends and Strategies. New Delhi: Radha Publications.माथुर, एस. एस. (1978). शिक्षा सिद्धांत. आगराः विनोद पुस्तक मंदिर.	No Change References and Web Resources Updated

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5.	EDU 508 Understanding Discipline and Subject	 Upon completion of course student teacher will be able to- utilize the nature and importance of Disciplinary Knowledge in class differentiate present content of teaching subject in school with its history appreciate the paradigm shift in disciplines 	 Unit I: Disciplinary Knowledge Nature of Disciplinary Knowledge Role of disciplinary Knowledge in School- Curriculum Importance of understanding disciplinary knowledge for teachers Activity: Presentation of disciplinary knowledge in socio-Cultural, Political and Intellectual Context Unit-II: Disciplinary areas in School Disciplinary areas in School education– Language, Mathematics, Social Science, Science Paradigm shifts in nature of discipline History of teaching subject areas in school at a glance. Activity: Poster presentation on History of Teaching subject in school. 	 Unit I: Disciplinary Knowledge Nature of Disciplinary Knowledge Importance of understanding disciplinary knowledge for teachers Activity: Presentation of disciplinary knowledge from socio-Cultural, Political and Intellectual Context Unit-II: Disciplinary areas in School Disciplinary areas in School education—Language, Mathematics, Social Science, Science Paradigm shifts in nature of discipline History of teaching subject areas in school at a glance. Activity: Poster presentation on History of Teaching subject in school. 	Reshuffling of Content according to the unit wise theme

• critically appraise the	Unit-III: Understanding School Subject	Unit-III: Understanding School Subject
Disciplinary and	(Content)	(Content)
Interdisciplinary	Nature of content in school subject	Nature of content in school subject
Subjects	• Theory of Content-	Theory of Content-
	- content selection,	- content selection,
• appraise the	- framing in syllabus	- framing in syllabus
phenomenon of	- transformation of content	- transformation of content
Interdisciplinary	• Relationship between Curriculum,	Relationship between
· ·	syllabus and text book-basic	Curriculum, syllabus and text
approach to Subjects	features in modern context	book-basic features in modern
	Activity: Discussion on identification of	context
	organization of knowledge in any one	Activity: Discussion on identification of
	school subject.	organization of knowledge in any
	Unit IV: Interdisciplinary Approach and Subject	one school subject.
	1. Concept of Interdisciplinary Subject	Unit IV: Disciplinary Subject in School
	2. Critical Features of Interdisciplinary	1. Role of disciplinary Knowledge in
	subject 2 Objectives of Interdisciplinery subjects	School Curriculum
	3. Objectives of Interdisciplinary subjects Activity: Presentation and discussion on-	2. Critical Appraisal of disciplinary
	phenomenon of Interdisciplinary approach	subject in school
	Unit V: Critical Appraisal of Subject	Activity: Discussion on knowledge of
	1. Critical Appraisal of Interdisciplinary	disciplinary subject Unit V: Interdisciplinary Approach and
	subject in school2. Critical Appraisal of disciplinary subject	Subject
	in school	1. Objectives of Interdisciplinary
	Activity: Discussion on knowledge of	subjects
	interdisciplinary subject and disciplinary subject	2. Critical Appraisal of Interdisciplinary
	References:	subject in school Activity: Presentation and discussion on
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	Brownall (1966), The curriculum and	Reference:
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6.	EDU 509L:	Upon completion of course	Linit I. Lindonstonding the self	Unit-I: Understanding the self	References and
	Understandin	student teacher will be able	Unit-I: Understanding the self a. Self and self development- Concept	d. Self and self development-	Web Resources
	g the Self and Yoga Lab	 facilitate student to understand the self. develop capacity to 	and Importance b. Concept and types of values- - Individual - Social c. Importance of Values	Concept and Importance e. Concept and types of values- - Individual - Social f. Importance of Values	Updated
		identify the values for	Unit-II: Yoga and self development	Unit-II: Yoga and self	
		 a good teacher. facilitate student to perform self reflected activities. discus students with the meaning and importance of yoga. develop essential chills to proferm 	 a. Concept of yoga. b. Importance of yoga for self development. c. Pranayam-types and importance. d. Three milestones of woman's life and yoga. e. Do's and Don'ts of Asanas. Practical Units: (activities based)-	development a. Concept of yoga. b. Importance of yoga for self development. c. Pranayam-types and importance. d. Three milestones of woman's life and yoga. e. Do's and Don'ts of Asanas. 	
		skills to perform various asanas.	Unit-III: Self reflection and personal	Unit-III: Self reflection and	
			integration	personal integration	
			 a. Expression of Aspiration & Expectations. b. Self observation exercise to understand one's own strength and weakness. c. Self expression through creative activities. 	 a. Expression of Aspiration & Expectations. b. Self observation exercise to understand one's own strength and weakness. c. Self expression through creative 	
			Unit-IV: Enhancing self development a. Community participation through Radio Banasthali or Group work. b. Self reflecting report, based on one's	activities. Unit-IV: Enhancing self development a. Community participation through	
			own experience or reading great authors. c. Identification of the values for a good teacher.	 Radio Banasthali or Group work. b. Self reflecting report, based on one's own experience or reading great authors. 	
			Unit-V: Yoga for healthy mind and body.	c. Identification of the values for a	
			a. Practice of various asanas. b. Practice of various skills of pranayam.	good teacher. Unit-V: Yoga for healthy mind	
			References:	and body.	
			 Dale Carnegie, Leader in you; you to win friends, influence people and succeed in a changing world. Das Gupta & Surendranath: "Yoga: its Philosophy & Religion", 1987 Sinha, Phulgenda, :Yogic Cure for Common Diseases", Allied Publishers 	 a. Practice of various asanas. b. Practice of various skills of pranayam. References: Ananda, Sri. (1999). <i>The Complete Book of Yoga Harmony of Body and Mind.</i> Delhi: Orient 	

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जो लोगी सेट नर्ट टिल्ली।	
18 शिव खेला जीत आपकी कामगाबी की ओर 🔍 🔍 गांधा, महिनदास करमचन्द, (20	
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ले जाने वाली सीढ़ी, फु सर्कल, दिल्ली। आत्म–कथा. दिल्ली: राजपाल.	

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		e-Resources:	
		Self and self development, concept and	
		importance	
		http://www.businessmanagementideas.c	
		om/notes/management-	
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		development	
		https://thriveglobal.com/stories/10-	
		benefits-of-yoga-for-personal-	
		growth/amp/	
		Concept of Yoga	
		https://www.speakingtree.in/blog/conce	
		pt-of-yoga/m-lite	
		Pranayam - types and Importance	
		https://www.speakingtree.in/allslides/di	
		fferent-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/	
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		https://www.google.com/url?sa=t&sour	
		https://www.googic.com/un/sa=t&sour	

	ce=web&rct=j&url=https://windsor.wat	
	ermarkcommunities.com/self-	
	expression-through-creative-	
	activities/&ved=2ahUKEwiqmNG10vn	
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	Identification of the values for a good	
	Teacher	
	https://www.google.com/url?sa=t&sour	
	ce=web&rct=j&url=https://www.skillsy	
	ouneed.com/rhubarb/effective-	
	teaching.html&ved=2ahUKEwiwn_Lm	
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Course Details: (To be provided in the below mentioned table)

Semester-IV December/ April, 2021

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			https://www.infoplease.com/world/disa
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			https://nidm.gov.in/Role of Education
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			CTION

2.	EDU:	Upon completion of	Course Outline:	Course Outline:	No Change
	Women	course student teacher	• Status of Women in Indian	• Status of Women in Indian	
	Education	will be able to-	Society	Society	References and
	Luucation		 Pre Independence 	 Pre Independence 	Web Resources
		• critically analyze the	 Post Independence 	 Post Independence 	Updated
		status of women in	Problems of women Education at	Problems of women Education at	
		Indian society.	different levels – Primary level	different levels	
		• discuss the problems	 Secondary and Senior Secondary level 	Primary levelSecondary and Senior Secondary	
		of women education	 Higher level of education 	level	
		at different levels.	Committees on Women Education	 Higher level of education 	
		• analyze and appraise	 Durgabai Deshmukh Committee 	Committees on Women Education	
		the recommendations	 Hansa Mehta Committee 	 Durgabai Deshmukh Committee 	
		of committees,	 Bharatvaslam Committee 	 Hansa Mehta Committee 	
		commissions and	Commissions and policy on Women Education	Bharatvaslam Committee	
		policies formed for women education.	– Secondary Education Commission	• Commissions and policy on Women Education	
		 analyze the legal 	(1952-53)	 Secondary Education Commission 	
		provisions for women	 Education Commission (1964-66) 	(1952-53)	
		in India.	– NPE 1986	- Education Commission (1964-66)	
			Legal Provisions for Women in India	– NPE 1986	
			- Maternity Benefit Act 1961		
			 Equal Remuneration Act 1976 Sexual Harassment of women at work 	Legal Provisions for Women in India Maternity Benefit Act 1961	
			place	 Equal Remuneration Act 1976 	
			(Prevention, Prohibition, Redressed)	– Sexual Harassment of women at	
			Act 2013	work place	
			Defener eac	(Prevention, Prohibition, Redressed) Act 2013	
			References: • M.H.R.D. (2008). Elementary Education	References:	
			in India-Analysis Report 2006-07,	• M.H.R.D. (2008). Elementary	
			NEUPA and Department of School	Education in India-Analysis Report	
			education and Literacy, Ministry of	2006-07, NEUPA and Department of School education and Literacy Ministry	
			<i>Human Resource Development.</i> New Delhi: Government of India,	School education and Literacy, Ministry of Human Resource Development. New	
			 Satya, B.R. (2003). Trends in Education. 	Delhi: Government of India,	
			New Delhi: Anmol Publication.	• Satya, B.R. (2003). Trends in	
			• Sharma, Usha, B.M. Sharma. (1995).	<i>Education.</i> New Delhi: Anmol Publication.	
			Girl's Education, Women and Educational Development Series-6. New	 Sharma, Usha, B.M. Sharma. (1995). 	
			Delhi: Common Wealth Publishers.	Girl's Education, Women and	
			• Verma, G.C. (1984). Modern Education,	Educational Development Series-6.	
			<i>Growth and Development in Rajasthan.</i> Jaipur: Publication Scheme.	New Delhi: Common Wealth Publishers.	

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			 शिक्षा विभाग. (2008). वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग, जयपुरः राजस्थान सरकार. पारीक, मथुरेश्वर, सम्पादक. (2002). राजस्थान में शिक्षा. जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी. वर्मा, सांबलिया बिहारी, एम० एल० सोनी एवं संजीव गुप्त. (2005). महिला जाग्रति और सशावितकरण. जयपुरः आविष्कार पब्लिशर्स. Goel, Aruna. (2004). Education and Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Government of India. Panigrahi, L.K. (2003). Women and child Education. Chandigarh: Abhishek Publication. 	 Verma, G.C. (1984). Modern Education, Growth and Development in Rajasthan. Jaipur: Publication Scheme. शिक्षा विभाग. (2008). वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग, जयपुरः राजस्थान सरकार. पारीक, मथुरेश्वर, सम्पादक. (2002). राजस्थान में शिक्षा. जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी. वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). महिला जाग्रति और सशवितकरण. जयपुरः आविष्कार पब्लिशर्स. Goel, Aruna. (2004). Education and Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Government of India. Panigrahi, L.K. (2003). Women and child Education. Chandigarh: Abhishek Publication. Education for all towards quality for equality: http://www.educationforallinindia.com Durgabai Deshmukh Committee: 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 Legal Provisions for Women: http://www.legalserviceindia.com/helpli ne/woma_rights.htm 	
3.	EDU	Upon completion of	Environment Education-An	• Meaning and need of	No Change
	Environmental Education	course student teacher	Introduction	environment education.	References and
	Luucation	will be able to-	– Meaning and need of	• Importance of environment	Web Resources
			environment education. – Importance of environment	education for teachers and students.	Updated
		• discuss on objective and Need of	education for teachers and	 Role of Individual and media 	
		Environment	students.	in environment education	
		Education.	– Purpose of environment	• Environmental related issues:	

• reflect Importance of education. Acid rain, Global warming,	
 Role of Individual and media in environment education Appreciate R role of Individual and media in environment education Appreciate R role of Individual and media in environment education Natural Resources and Environment education Natural Resources (Concepting) Natural Resources (Concepting) Natural Resources (Concepting) Develop ISM for teaching environment education Organize different Activities related to Environmental Education Organize different Activities related to Environment Education Perform activities for awareness of Environment Education Perform activities for awareness of Environment Education Introduction (Definition: Genetic, Species and Ecosystem Diversity) Bio-Diversity and its Conservation Education Introduction of India Value of Biodiversity: Consumptive use, Productive detaction, New Definition: Genetic, Species and Ecosystem Diversity Bio-Diversity and its Conservation Findia Value of Biodiversity: Consumptive use, Productive detaction, New Definition: Genetic, Species and Ecosystem Diversity Bio-Diversity and its Conservation findia Value of Biodiversity: Consumptive use, Productive detaction - an introducation in India Value of Biodiversity Conservation of Bio-diversity Conservation of Bio-diversity Environment Education - an introducation in partia: Aesthetic and option value India as a Mega-Diversity Environment education - an introducation in India Strastasa, P. Poblid. Strastasa, P. New Debini Strastasa, P. New Debini Strastasa, P. New Scheliz Environment education - an introducation in India Environment education - an introducation in India Environment educatio	

 Vashist Himanshu (2002), "Environmental Education: Problems and Solutions", Book Enclave, Jaipur. Pandey, V. C. (2006), "Environmental Education", Isha Books, New Delhi.
 and Solutions", Book Enclave, Jaipur. Pandey, V. C. (2006), "Environmental Education", Isha
• Pandey, V. C. (2006), "Environmental Education", Isha
"Environmental Education", Isha
Books, New Delhi.
• पाठक, चन्द्रभूषण, (2008), ''पर्यावरणीय
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हाउस, इलाहाबाद।
 गोयल, एम. के.,(2006), ''पर्यावरण शिक्षा,
विनोद पुस्तक मंदिर, आगरा।

Discipline Elective (Main Pedagogy)

1.	EDU 436:	Upon completion of	References:	No Change
	Pedagogy of	course Enable Student	1. Allen, Harold B. & Campbell, Russel References:	0
	English-I		N., Teaching of English as a second 1. Mullick, R. & Shefali G. (1993). <i>English</i>	References and
		Teachers to	language, Tata Mcgraw Hill Publishing Language Teaching From Theory to Practice.	Web Resources
		· · · · · · · · · · · · · · · · · · ·	Co. Ltd., New Delhi, 1973. Allen W S. Living English speech 2. NCERT. (2005). <i>National Curriculum</i>	Updated
		• acquire insight of	2. Anch, W.S., Living English speech,	Opuateu
		nature & perspective of	Orient Logmans, Bombay, 1968. 3 IGNOU (1999) Instructional Planning in	
		Teaching English	3. Agnihotri, R.K. & Khanna, A.L. (ed.), <i>Teaching of English</i> . New Delhi: Teaching of	
		• frame the objectives of	English Language Teaching in India- English, School of Education.	
		Teaching English	issues and innovations, sage 4. NCERT. (2000). English Guidelines & Syllabi Publications, Nam Dalhi, 1005 5. Secondary Secondary Nam Dalhi, NCTERT.	
		• apply teaching	Publications, New Delhi, 1995.of Secondary Stage. New Delhi: NCTERT.4.Agnihotri, R.K. & Khanna, A.L. (ed.),5. Venkatesh. (1995). Principles of Teaching	
		strategies in different	4.Agnihotri, R.K. & Khanna, A.L. (ed.), Problematizing English in India, Sage5. Venkatesh. (1995). Principles of Teaching English. New Delhi: Vikas Publication House.	
		context	Publications New Delhi, 1997. 6. Mangal, S.K. & Uma Mangal. (2009). Essential	
		• appreciate different	5. Baruah, T.C. The English Teachers of <i>Education Technology</i> . New Delhi:PHI	
		forms of planning for	Handbook Sterling Publishers Put I td Learning Private Ltd.	
		ELT.	New Delbi 1084	
		 assess ELT learning 	6. Billows, F.L. Techniques of Language <i>Education: An Introduction.</i> New York: <i>Macmillan Publication Co. Inc.</i>	
		materials.	Teaching, Longman Green Ltd., London 8. Ahmad, J. (2010). <i>Teaching of Scientific</i>	
		materials.	1968. English. New Delhi: APH Publ.	
			7. Bright, J.A. & Mcgreger, G.P. Teaching e-Resources:	
			English as a second language, English 1 Thomas M. D'E., Six Principles of	
			Language Book Society of Longmans, <i>Teaching English Language Learners in</i>	
			London, 1982. Chaudhary, Namita Bay, Taaching Mainstream Classroom. https://1.cdn.edl.io/P2EaJJFEFVYW92Clm	
			8. Choudhary, Namita Roy, Teaching 3CyX9pLPcuvKI9E0G3w7KCBDLSX6m	
			English in Indian Schools, A.P.H. H2.pdf	
			Publishing House, New Delhi, 1998. 2 NCERT(2005), NCF 2005	
			9. Frishy, A.C. Teaching English, Www.ncert.nic.in/rightside/links/pdf/frame	
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			Teaching - a critical study of methods www.ncert.nic.in/new_ncert/ncert/rightside	
			and approaches. Harman Book House //links/pdf/focus_group/english.pdf	
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			11. Italiano, Graciela & Rounds, Patricia, http://shodhganga.inflibnet.ac.in/bitstream/	
			English as a second language-Teacher 10603/20567/10/10_chapter%203.pdf	
			Resource Handbook : A Practical Guide 5 Cunningham, Gini, <i>The New Teacher's</i>	
			for K-12 ESL Programs, Corwin Press, Companion	
			Inc., California, 1993.	
			12. Kaul, Omkar N., English in India - http://www.ascd.org/publications/books/10	
			Theoretical and Applied Issues, Creative Publichara Naw Dalhi 1002 Publichara Naw Dalhi 1002	
			Fublishers, New Denni, 1992.	
			13. Iado, E., Language Teaching, Mcgraw	
			Hill Inc. New York 1964. content/uploads/downloads/2013/09/Planni	
			14. Mukalel, Joseph C., Approaches to ng_Guidelines_anual_unidad_lecci%F3n-	

			 Mullick, Ratna & Ghosh, shefali, English Language Teaching from theory to practice, spectrum Inc., Calcutta, 1993. Regional Institute of English, Chandigarh, Teaching English-Notes for teachers in Training. Oxford University Press, Delhi, 1972. Sharma, Kadambari & Tuteja, Tripat (ed.) Teaching of English. 	 118) Continuous and sive Evaluation: Guidelines, ew Delhi nic.in/announcements/pdf/CCE pdf 9). Continuous and sive Evaluation nic.in/cce/cce-
2.	EDU 438: Pedagogy of General Science - I	 Upon completion of course Students will be able to- explain the nature and importance of general science. discuss and correlate the general science with other school subject. analyze the NCF 2005 with reference to science education. frame instructional objectives in behavioural terms. prepare unit plan and lesson plan based on different method. 	 Publications, Ludhiyana, 2009. 2. Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007. 3. Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967. 4. Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008. 5. Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999. 6. Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012. 7. Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011. (2009).<i>Teat</i> :Vijaya Publication (2010). (2012). (201	N. & Shrama, Sidheswar. <i>iching of Science</i> . Ludhiyana blications. (2007). <i>Practice Teaching.</i> inter Publisher. rmala . (1967). <i>Method of</i> <i>Science</i> . Meerut :Rastogi and Karuna Sankar. (2008). <i>cience Education</i> . Allahabada Publishing House. anardhan.(1999). <i>Practical</i> <i>Teaching of Science</i> . Delhi : Publishers Distributors. ika. (2012). <i>Methodology of</i> <i>Science (I ed.)</i> , Delhi :

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	Chandigarh, 1989.	7. Rawat, Hemant, . (2009). <i>Teaching of</i> Science. New Delhi : Lakshay
10	0- कुलश्रेष्ठ, अरूण कुमार और कुलश्रेष्ठ, नीर कमल, "विज्ञान शिक्षण", आर0लाल बुक डिपो, मेरठ, 2013.	Publication.
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	डिपो, मेरठ, 2014.	Teaching. New Delhi : Dhanpat Rai
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	''नवीन विज्ञान शिक्षण'' (बारहवॉ संस्करण), अग्रवाल पब्लिकेशन्स, आगरा—2. 2007 / 2008.	<i>Science Technology.</i> Chandigarh : Kohli Publishers.
14	4. सूद, जे0 के0, ''विज्ञान शिक्षण'', (पंचम् संस्करण), श्री	
15	विनोद पुस्तक मन्दिर, आगरा, 2010. 5. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी	10. Sen, B.R. (2005). <i>Teaching Science in</i> Secondary school. New Delhi :
	इन्दु, ''विज्ञान शिक्षण'', (आठवॉ संस्करण), राजस्थान	Commonwealth Publisher's.
	हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.	11. Vaidya, Narendra . (1996). Science
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		<i>शिक्षण (पॉचवा संस्करण)</i> . नई दिल्ली :
		आर्य बुक डिपो.
		13. रावत, एम० एस०, एवं अग्रवाल, एम० बी०
		लाल. (2008). <i>नवीन विज्ञान शिक्षण</i> (गान्द्रज तांद्रन्यण) अपराग र अपनान
		<i>(बारहवॉ संस्करण</i>). आगरा ः अग्रवाल पब्लिकेशन्स.
		पार्खपर्यगरा. 14. सूद, जे0 के0. (2010). <i>विज्ञान शिक्षण</i>
		(<i>पंचम् संस्करण).</i> आगरा : विनोद पुस्तक
		भन्दिर.
		15. श्रीमाली, नन्द किशोर., भूषण आनन्द एवं
		रिहानी, इन् <u>द</u> ु. (2013). <i>विज्ञान शिक्षण</i>
		<i>(आठवॉ संस्करण).</i> जयपुर ः राजस्थान
		हिन्दी ग्रन्थ अकादमी.
		e-Resource: Nature of Science-
		http://www.project2061.org/tools/sfaao
		l/chap1.htm

				 Objective and Curriculum- http://egyankosh.ac.in/bitstream/12345 6789/6665/1/Unit-1.pdf Blooms Taxonomy of Learning Domain- https://www.giocities.com/eltsqu/cogni tive.htm Correlation with other school subject- https://www.galaxy.org/correlations/ga l scope seq.html https://www.researchgate.net/publication/266 884550_How_to_write_behavioural_o bjectives Lecture-method- http://www.studylecturenotes.com/curr iculum-instructions/lecture-method-of- teaching-focus-applications-merits- and-demerits, Problem solving method- https://unacademy.com/lesson/problem -solving-and-project- method/VWEX9NFB Advantages and disadvantages of Problem solving method https://www.prodigygame.com/blog/ad vantages-disadvantages-problem- based-learning/, https://4h.unl.edu.volun/arlen/method1. httm Heuristic Method- http://www.preservearticles.com/20110 5216966/advantages-and- disadvantages-of-heuristic-method-of- teaching-science.html 	
3.	EDU 440: Pedagogy of Hindi-I	इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ : • हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में	bdkbZ% IV fgUnh Hkk''kk&f'k{k.k lw= ,0a ;kstuk • हिन्दी भाषा शिक्षण के सूत्र • इकाई योजना–अर्थ, महत्व, एवं तत्व	इकाईः IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण • साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण—गद्य, पद्य, नाटक (अर्थ, उददेश्य, महत्व, एवं शिक्षण विधियाँ)	References and Web Resources Updated
		जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी। • हिन्दी भाषा के विविध	 पाठ—योजना— अर्थ, महत्व, एवं तत्व गतिविधि— विविध विधाओं पर पाठ योजना का विकास 	िद्दर्थ्य, महत्य, एप शिक्षण पिथिया) ■ व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ) गतिविधि– किसी एक विधा की शिक्षण विधियों	

	रूपों में विभेद कर		पर समीक्षात्मक आलेखन
	सकेंगी ।	इकाईः V साहित्यिक अभिव्यक्ति के विविध रूप	इकाईः V हिन्दी शिक्षण – योजना एवं मूल्यांकन
	विद्यार्थियों में भाषा का	एवं उनका शिक्षण	 इकाई योजना—अर्थ, महत्व, एवं तत्व
	सामान्य व सांदर्भिक	 साहित्यिक अभिव्यक्ति के विविध रूप एवं 	 पाठ—योजना— अर्थ, महत्व, एवं तत्व
	अर्थग्रहण तथा अभिव्यक्त	उनका शिक्षण–गद्य, पद्य, नाटक (अर्थ,	 भाषा विकास की प्रगति का
	करने की क्षमता उत्पन्न कर सकेंगी।	उद्देश्य, महत्व, एवं शिक्षण विधियाँ)	 मार्षा विकास का प्रगात का मूल्यांकन / आकलन
		 व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, 	गूरपायरान् आपरान गतिविधि– विविध विधाओं पर पाठ योजना
•	संदर्भ एवं परिस्थिति के	 एवं शिक्षण विधियाँ)	गातावाध— विविधायां विधायां पर पाठ योजना का विकास
	अनुसार हिन्दी–शिक्षण की उपयुक्त एवं अभिनव	गतिविधि– किसी एक विधा की शिक्षण विधियों पर	
	उपयुक्त एव आगगप विधियों व प्रविधियों का	समीक्षात्मक आलेखन	सन्दर्भः
	प्रयोग कर सकेंगी।	सन्दर्भः	1 vo/ks"k] ,- ¼1973½-
	हिन्दी शिक्षण के उद्देश्यों		fgUnh Hkk'kk dk Lo:lk fodkl-
•	ाहन्दा शिक्षण क उद्दश्य। का व्यावहारिक लेखन	1 अवधेश, अरूणः हिन्दी भाषा का स्वरूप–विकास, बिहार ग्रन्थ अकादमी,	•
	कर सकेंगी।	पटना.	iVuk% fcgkj xzUFk vdkneh-
	विद्यार्थियों में भाषायी	 ओड, एल0 के0:, हिन्दी शिक्षण में त्रुटि एवं 	xaIr] .e- ¼1991½- Hkk'kk
•	विद्यार्थियां में मार्षायां कौशलों का विकास कर	उपचार, वनस्थली विद्यापीठ, 1982.	
	सकेंगी, जिसके	3 तिवारी पुरूषोत्तमः सर्वोपयोगी हिन्दी सुधार	f'k{k.k % fl+)kUr ,oa izfof/k-
	परिणामस्वरूप विद्यार्थियों	कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976.	vkxjk% dsUnzh; fgUnh
	में सांदर्भिक अर्थग्रहण एवं	4 पाण्डेय, रामशकलः हिन्दी शिक्षण, विनोद	laLFkku-
	अभिव्यक्ति क्षमता उत्पन्न कन सर्वेगी	पुस्तक मन्दिर, आगरा, 1977.	
	कर सकेंगी।	5 भाई, योगेन्द्रजीतः हिन्दी भाषा शिक्षण,	Ykky] vkj- ch- ¼1965½- fgUnh
•	विविध साहित्यिक विधाओं '	विनोद पुस्तक मन्दिर, आगरा, 1981.	f'k{k.k- esjB% jLrksxh ,.M
	(गद्य–पद्य, व्याकरण अपनि) के शिक्षण उनेकर्णे	6 रमन बिहारी लालः हिन्दी शिक्षण, रस्तोगी	
	आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर	एण्ड कम्पनी, मेरठ, 1965.	dEiuh-
	उपयुक्त योजना का	7 पाटिल, हनुमंत राव, शेडके, सुधाकरः भाषा	f_{a}
	निर्माण एवं उसका	शिक्षण, विद्या प्रकाशन, कानपुर, 2005.	feÙky] ,e- ,y- ¼2012½- fgUnh
	क्रियान्वयन कर सकेंगी।	० ८ श्रीवास्तव, रवीन्द्रनाथः भाषा शिक्षण,	f'k{k.k- fnYyh% fi;lZu-
		मैकमिलन कम्पनी ऑफ इण्डिया, 1979.	
		9 शर्मा, लक्ष्मीनारायणः हिन्दी संरचना का	feÙky] ,l- ¼2005½- "kSf{kd
		अध्ययन–अध्यापन, केन्द्रीय हिन्दी संस्थान,	rduhdh- esjB% vkj- yky cqd
		आगरा.	fMiks-
		10 गुप्त, मनोरमाः भाषा शिक्षण, सिद्धांत और	
		प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा,	vksM] ,y- ds- ¼1982½- fgUnh
		1991.	$f''k\{k.k esa = qfV , oa mipkj-$
		11 मित्तल, संतोषः शैक्षिक तकनीकी, राजस्थान	
		हिन्दी ग्रन्थ अकादमी, जयपुर, 2005.	jktLFkku% cuLFkyh fo kihB-
		१२ शर्मा, आर० ए०ः शिक्षा तकनीकी, आर०	

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			लाल0 बुव	क डिपो	, मेरठ ,2	2009.		ikfVy] ,p- vkj- vkSj "ksMds] ,l-
		13	मित्तल,	एम0	एल0ः	''हिन्दी	शिक्षण'',	¹ / ₄ 2005 ¹ / ₂ - Hkk'kk f''k{k.k-
			पियर्सन ।					
								dkuiqj% fo k izdk"kUk-
								ik.Ms;] vkj- ,l- ¼1977½- fgUnh
								f"k{k.k- vkxjk% fouksn iqLrd
								efUnj-
								cronj-
								-"kekZ] vkj- ,- ¼2009½- f"k{kk
								rduhdh- esjB% vkj- yky cqd
								fMiks-
								-"kekZ] ,y- ¼1989½- fgUnh
								lajpuk dk v/;;u&v/;kiu- vkxjk%
								01 U
								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- ¹ / ₄ 1981 ¹ / ₂ -
								fgUnh Hkk'kk f'k{k.k- vkxjk%
								fouksn iqLrd efUnj-
								rouxin iquid cronj
								e- Resources:
								1. Pedagogy of Hindi
								https://www.vmou.ac.in
								2. Pedagogy of Hindi—
								ncert.nic.in/rightsidelinks/pdf/h
								3. Unit-1—Wikipedia.org
								4. Pedagogy of Hindi—

	EDU 442:			www.mannu.ac.org 5. Pedagogy of Hindi—uou.ac.in 6. Pedagogy of Hindiwww.uou.ac.in 7. Pedagogy of Hindi— www.uprtou.ac.in 8. Kendriya Hindi Sansthan Agra http://khsindia.org/india/hi	
4.	EDU 442: Pedagogy of Mathematics-I	 Upon completion of course Student Teacher will be able to: discuss the nature of Mathematics. critically analyze the Mathematics Text Book. reflect on different methods of teaching Mathematics. prepare the lesson plan in teaching mathematics. reflect on framing and marking test items of achievement test in mathematics. 	 Reference : Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973. Johnson, D.A. & Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961. Maheshwari, Vijayandra Kishore "Ganit Shikshan" Lay Book Deptt. Meerut, 1995. Mangal, S.K., "Ganit Shikshan", Arya Book Depot, 1997. Sidhu, Kulbir Singh, "The Teaching of Mathematics". Sterling Publisher, New Delhi, 1986. 	 Reference : Butler, H.C. and Wren, F.L. (1965). The Teaching of Secondary Mathematics. New York: Mc Graw Hill Book Co. Chadha, B.N. (1961). Teaching of Mathematics. Delhi : Gurudas Kappor and Sons. Cornelius, Michael. (1982). Teaching mathematics. London : Croom Helm. Jain, S.L. (1973).Ganit Shikshan. Jaipur :Rajasthan Hindi Granth Academy. Johnson, D.A. & Rahtz. R. (1961).The New Mathematics in Our Schools. New York: The macmillan Co. Maheshwari, Vijayandra Kishore (1995). Ganit Shikshan. Meerut :Lay Book Deptt. Mangal, S.K. (1997). Ganit Shikshan. New Delhi :Arya Book Depot. Sidhu, K. S. (1986).The Teaching of Mathematics. New Delhi :Sterling Publisher. e-Resources: Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan: http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%200F%20MAT HEMATICS.pdf	No Change References and Web Resources Updated

			http://egyankosh.ac.in/bitstream/12345678 9/46799/1/BES-143B2-E.pdf Place in Secondary School Curriculum: http://egyankosh.ac.in/bitstream/12345678 9/46799/1/BES-143B2-E.pdf Planning for Teaching: http://pedagogybyvasu.blogspot.com/2015/ 08/unit-test.html https://repository.nie.edu.sg/bitstream/104 97/1824/1/TL-9-1-15.pdf http://egyankosh.ac.in/bitstream/12345678 9/6691/1/Unit-4.pdf https://ndpublisher.in/admin/issues/EQv8n 32.pdf	
5. EDU 4 Pedag Sanski	ogy of	 पण्डि, रामशकल : संस्कृत शिक्षण, विनाद पुस्तक मंदिर, आगरा. मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000. भारत सरकार, शिक्षा विभाग : संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957. चतुर्वेदी, सीताराम : संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960. सफाया, रघुनाथ : संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997. मित्तल संतोष : शिक्षण तकनीकी, आर. लाल. बुक डिपो. मेरठ. शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ. इंदेदी, कपिल : वृहद् रचना अनुवाद कौमुदी, वाराणसी. साहू, रामदेव : संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 	 सन्दर्भ पुस्तक : आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). <i>टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल.</i> बड़ौदाः आचार्य बुक डिपो. भारत सरकार, शिक्षा विभाग (1957). <i>संस्कृत</i> <i>आयोग प्रतिवेदन 1956.</i> दिल्लीः भारत सरकार प्रेस चतुर्वेदी, एस. (1960). <i>संस्कृत शिक्षण.</i> वाराणसीः नन्द किशोर एण्ड ब्रदर्स. द्विवेदी, के. (2016). <i>वृहद् रचना अनुवाद कौमुदी.</i> वाराणसीः विश्वविद्यालय प्रकाशन. मित्तल, एस. (2000). <i>संस्कृत शिक्षण.</i> मेरठः आर. लाल बुक डिपो. मित्तल, एस. (2012). <i>शिक्षण तकनीकी.</i> मेरठः आर. लाल. बुक डिपो. पाण्डे, आर. (2000). <i>संस्कृत शिक्षण.</i> आगराः विनोद पुस्तक मंदिर. साहू, आर. (2012). <i>संस्कृत व्याकरण.</i> जयपुरः हंसा प्रकाशन. सफाया, आर. (1997). <i>संस्कृत शिक्षण.</i> चण्डीगढ़ः हरियाणा साहित्य अकादमी. शर्मा, आर. ए. (2009). <i>शिक्षा तकनीकी.</i> मेरठः आर. लाल बुक डिपो. 	No Change References and Web Resources Updated

	करने की क्षमता विकसित होगी। • दृश्य—श्रव्य सामग्री के सुरूचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।		e-Resourecs: Pedagogy of Sanskrit Part-I: http://uou.ac.in/sites/default/files/bed17/CP S-6.pdf Pedagogy of Sanskrit Part-II: http://uou.ac.in/sites/default/files/bed17/CP S-14.pdf Sanskrit Language Teaching: http://www.sanskrit.nic.in/sanskrit_languag e_teaching.php Rashtriya Sanskrit Sansthan e-book: http://www.sanskrit.nic.in/ebooks.php Methodology of Teaching Sanskrit: https://swayam.gov.in/courses/5292- discipline-methodology-of-teaching- sanskrit	
6. EDU 446: Pedagogy of Social Science-I	 Upon completion of course Student teacher will be able to: describe the nature of Social Science as a Subject and as a Discipline. discuss the relevance of Social Science at School level and daily life. formulate Instructional Objectives in behavioral terms in social science teaching. plan their teaching on different methods in Social Science at Secondary Stage. 	 References: Agarwal, J. C. "Teaching Social Studies", Vikas Publishing House, Pvt Ltd, Delhi, 1989. Bining, A. C. And Bining,, A. H., "Teaching the Social Study in Secondary School". MC- Graw Hill Company, New York, 1952. Bhattacharya & Darji, D. R. "Teaching of Social Studies in Indian Schools". Acharya Book Depot, Baroda, 1966. Ellis, Arthur K., "Teaching and Learning Elementary Social Studies", Allyw & Bacon Boston, 1991. Kaushik, Vijay Kumari, "Teaching of Social Studies in Elementary School", Anmol Publication, Delhi, 1992. Sharma, B. 1., "Samajik Adhyayan Shikshan, Surya Publication, Meerut, 1998. Wesley, E. B. and Wronski, S. P., "Teaching of Social Studies in High School", D. C. Health and Company, Boston, 1958. Yagnik, K. S., "Teaching of Social Studies in India", Orient Longmans, Bombay, 1966. 	 References: Agarwal, J. C. (1989). Teaching Social Studies. Delhi: Vikas Publishing House. Bining, A. C., & Bining, A. H. (1952). Teaching the Social Study in Secondary School. New York: MC-Graw Hill Company. Bhattacharya, S., & Darji, D. R. (1966). Teaching of Social Studies in Indian Schools. Baroda: Acharya Book Depot. Ellis, A. K. (1991). Teaching and Learning Elementary Social Studies. Boston: Allyw & Bacon. Kaushik, V. K. (1992). Teaching of Social Studies in Elementary School. Delhi: Anmol Publication. Sharma, B. (1998). Samajik Adhyayan Shikshan. Meerut: Surya Publication. Wesley, E. B., & Wronski, S. P. (1958). Teaching Social Studies in High School. Boston: D. C. Health and Company. Yagnik, K. S. (1966). Teaching of Social Studies in India. Bombay: Orient Longmans. 	No Change References and Web Resources Updated

1.NCF2005 http://www.ncert.nic.in/rightside/links/ pdf/framework/ncf_hindi_2005/ncf200 5.pdf2.Audiovisualaids
www.studylecturenotes.com>audio- visual
3. Use Social Science Resources: https://study.com/academy/lesson/choosing- social-sciences-teaching-resources.html
4. Innovative Teaching Methods of Social Science: http://www.teachersofindia.org/en/article/innovat ive-teaching-methods-social-science
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11.	EDU 445: Pedagogy of Sanskrit-II	इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ– • संस्कृत भाषा का महत्त्व स्पष्ट करते हुए पाठ्यक्रम में संस्कृत के स्थान का निर्धारण कर सकेंगी। • अशुद्ध उच्चारण एवं अशुद्ध वर्तनी के कारणों को ध्यान में	 सन्दर्भ पुस्तकः आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960. पाण्डे, रामशकलः संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा. मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000. भारत सरकार, शिक्षा विभागः संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957. 	 सन्दर्भ पुस्तक : आप्टे, जी. डी. एण्ड डोगरे पी. के. (1960). टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल. बड़ौदाः आचार्य बुक डिपो. भारत सरकार, शिक्षा विभाग (1957). संस्कृत आयोग प्रतिवेदन 1956. दिल्लीः भारत सरकार प्रेस चतुर्वेदी, एस. (1960). संस्कृत शिक्षण. वाराणसीः नन्द किशोर एण्ड ब्रदर्स. द्विवेदी, के. (2016). वृहद् रचना अनुवाद कौमुदी. वाराणसीः विश्वविद्यालय प्रकाशन. मित्तल, एस. (2000). संस्कृत शिक्षण. मेरठः आर. लाल बुक डिपो. 	No Change References and Web Resources Updated

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		निराकरण कर	 वतुपदा, सातासन संस्कृत रिवर्ग, नेष्द्र निरातल, १९. (2012). रिवर्ग तिकारि, १९. (2012). रिवर्ग तिकारि, १९. (2012). रिवर्ग तिकारि, नेष्ट्र निरातल, नेष्ट्र निरातल, १९. (2012). रिवर्ग तिकारि, नेष्ट्र निरातल, नेष्ट्र नेष्ट्र निरातल, नेष्ट्र नेष्ट्र निरातल, नेष्ट्र नेष्ट्र निरातल, नेष्ट्र ने तिकारी, नेष्ट्र निरातल, नेष्ट्र निरातल, नेष्ट्र न नेष्ट्र नेष्ट्र न	ારા ગાર. લાલ. યુવ
		सकेंगी ।	6. सफाया, रघुनाथः संस्कृत शिक्षण, हरियाणा पाण्डे, आर. (2000). <i>संस्कृत शिक्षण</i> . अ	ागराः विनोद पुस्तक
		• शिक्षण उद्देश्यों को	साहित्य अकादमी, चण्डीगढ़, 1997. साहू, आर. (2012). <i>संस्कृत व्याकरण.</i> र	न्यातः हेता महाश्रम
		ध्यान में रखकर	 मित्तल संतोषः शिक्षण तकनीकी, आर. लाल. सफाया, आर. (1997). संस्कृत शिक्षण. 	
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		कर सकेंगी।		
		• परिस्थित्यानुसार	9. हिपदा, कापल. पृष्ठद् रचना अनुपाद कानुदा, वाराणसी	
		उपयुक्त विधियों एवं	10. साहू, रामदेवः संस्कृत व्याकरण, हंसा http://uou.ac.in/sites/default/files/bedagogy of Sanskrit Part-II:	<u>s/bed17/CPS-6.pdf</u>
		प्रविधियों का प्रयोग कर संस्कृत नाटक,	प्रकाशन, जयपुर. Redagogy of Sanskitt Fait-II. http://uou.ac.in/sites/default/files	s/bed17/CPS-
		अनुवाद एवं रचना के	<u>14.pdf</u>	
		शिक्षण को सरस,	Sanskrit Language Teaching:	rit languaga taash
		सरल एवं अर्थपूर्ण बना सकेंगी।	http://www.sanskrit.nic.in/sansk ing.php	Int_language_teach
			Rashtriya Sanskrit Sansthan:	
		 भारतीय संस्कृति को ध्यान में रखते हुए 	http://www.sanskrit.nic.in/ebook Methodology of Teaching Sansk	
			https://swayam.gov.in/courses/5	
		साहित्य-पठन में	methodology-of-teaching-sanskr	
		विद्यार्थियों की रूचि विकसित कर		
		सकेंगी।		
		• रचना, अनुवाद एवं		
		नाटक शिक्षण के		
		लिए विद्यार्थी उन्मुख		
		पाठ योजना निर्मित करने की क्षमता		
		विकसित होगी।		
		• पाठान्तर्गत एवं		
		पाठोपरान्त्र आकलन		
		करने की क्षमता विकसित होगी।		
12.	EDU 447:	Upon completion of	References: References:	No Change
121	Pedagogy of	course Student Teacher	References:1.Pathak, R. P., "Teaching of Social1.Pathak, R. P. (2012). Teaching	ing of Social Studies
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 Sc de ac en Sc ap so as de as Sc 	 and media for Social Science Teaching. bescribe various activities for enrichment of Social Science learning. appreciate the role of ocial science teacher as a professional. besign an effective assessment plan for Social Sciences earning. 6. 7. 8. 	Corporation, New Delhi, 2001. Mangal, S. K. and Mangal, Uma., Teaching of Social Studies", PHI Learning Pvt. Ltd., New Delhi, 2008. Singh, Y. K., "Teaching of Social Studies", APH Publishers, New Delhi, 2004. प्रसाद, भुवनेश्वर, 'भारतीय स्कुलों में समाज अध्ययन का शिक्षण'. ज्ञानपीठ प्राइवेट लिमिटेड, पटना, 1969 सिंह,रामपाल, 'समाजिक अध्ययन का शिक्षण'.लक्ष्मीनारायण अग्रवाल, आगरा, 1977. रखेजा, उदिता, 'समाजिक अध्ययन शिक्षण'. पीयरसन, नई दिल्ली, 2013. बक्शी, एन. एस. समाजिक अध्ययन शिक्षण'. प्रेरणा प्रकाशन, 2014.	 Mangal, S. K., & Mangal, U. (2008). <i>Teaching of</i> Social Studies. New Delhi: PHI Learning Pvt. Ltd. Singh, Y. K. (2004). <i>Teaching of Social Studies</i>. New Delhi : APH Publishers. प्रसाद, बी. (1969). <i>भारतीय स्कुलों में समाज अध्ययन का शिक्षण</i>. पटना: ज्ञानपीठ प्राइवेट लिमिटेड. सिंह, आर. (1977). <i>समाजिक अध्ययन का शिक्षण</i>. आगरा: लक्ष्मीनारायण अग्रवाल. रखेजा, यू (2013). <i>समाजिक अध्ययन शिक्षण</i>. नई दिल्ली: पीयरसन. बक्शी, एन. एस. (2014). <i>समाजिक अध्ययन शिक्षण</i>. नई दिल्ली: प्रेरपा प्रकाशन. बक्शी, एन. एस. (2014). <i>समाजिक अध्ययन शिक्षण</i>. नई दिल्ली: प्रेरणा प्रकाशन. Iuse Social Science Resources: https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html Innovative Teaching Methods of Social Science: http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science Professional Development: https://classroom-aid.com/educational-resources/social-studies Strategies for Teaching in Social Studies: https://studies Strategies for Teaching in Social Studies: https://www.socialstudies.org/publications/social_studies 	Updated

Subsidi	iary Pedagogy				
1.	EDU 416:	Upon completion of	Reference:	Reference:	No Change
	Pedagogy of Biology	 course Students will be able to- explain the rationale of study of Biology. develop skill in framing instructional objective in behavioral terms. discuss the major principles of curriculum construction. identify and use various method of teaching Biology. develop skill in preparing unit and lesson plan. selection and use of ISM and related science activities. construct various test items for making question paper. 	 Arthur, Carwin, Robers, B., Teaching Modern Science, Charles E, Merrill Publishing Company U.S.A. 1970. Kohli, V.K. Teaching of Science Krishna Brothers, Chowk Adda Tanda, Jullundur, 1969. Sood, J.K. New Direction in Science Teaching, Kohli Publications, Chandigarh, 1980. Nathan, S., Teaching Science Creatively in the Secondary School, W.B. Saunders Company, New Delhi, 1967. Vaidya, N. The impact Science Teaching, Oxford and IBH Publishing Co. New York, 1971. Sharma, R.C., Teaching of Science, Dhanpat Rai and Sons, Jullundhur, Delhi 1971. Vaidya, N. Some Asspects of Piaget's work and Science Teaching, S. Chand and Company, New Delhi, 1970. Richardson, S., Science Teaching in Secondary School, Printice Hall, U.S.A., 1957. The world we live in: Life Publications, New York, 1955. 	 I. Arthur, Carwin., & Robers, B.(1970). <i>Teaching Modern Science</i>. U.S.A.: Charles E, Merrill Publishing Company. 2. Das, R.C. (1985). <i>Science Teaching in</i> <i>schools</i>. New Delhi : Sterling Publishers Pvt. Ltd. 3. Dave, R.M. (1969). <i>Taxonomy of</i> <i>Educational objectives and Achievement</i> <i>Teaching</i>. London: London University Press. 4. Gupta, S.K. (1983). <i>Technology of Science</i> <i>Education</i>. New Delhi : Vikas publishing House Pvt. Ltd. 5. Heiss, Obourm., & S. Hoffman W.(Ed). (1961). <i>Modern Science Teaching</i>. New York : The Macmillian company. 6. Kohli, V.K. (1969). <i>Teaching of Science</i>. Jullundur : Krishna Brothers Chowk Adda Tanda. 7. Mangal, S.K., . (1996). <i>Science teaching</i>. New Delhi : Arya Book Depot. 8. Nathan, S. (1967). <i>Teaching Science</i> <i>Creatively in the Secondary School</i>, New Delhi : W.B. Saunders Company. 9. Paul, B. Weize .(1969). <i>Elements of</i> <i>Biology (3ed.)</i>. NewYork : Mc Graw Hill Co. 10. Pual, B. Weise., & Fuller Melvin S.(1962). <i>Science of Botany</i>. New York : Mc Grew hills Book Co. 11. Ratho, T.N., & Prakash, Ravi .(1996). <i>Emerging trends in teaching of Botany</i>. 	References and Web Resources Updated

	 UNESCO: New Trends in Biology Teaching, Vol 1, 1966. Vass, Burton E. and Brown Stansly, B.:Biology as Inquiry A Book of Teaching Methods 1968. Paul B. Weize, Elements of Biology (3ed.); Mc Graw Hill Co., NY, 1969. Ratho, T.N. and Ravi Prakash: Emerging trends in teaching of Botany, Kanishka Publishers, Distributors, New Delhi, 1996. Ratho, T.N. Ravi Prakash: Emerging trends in teaching of Zoology: Kanishka Publishers, Distributors, New Delhi, 1996. 	 Emerging trends in teaching of Zoology. New Delhi : Kanishka Publishers, Distributors. 13. Richardson, J.S. (1957). Science Teaching in secondary schools. Prentice Hall Inc. Englewood Cliff, New Jersey. 14. Sharma, R.C. (1971). Teaching of Science.
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		Taxonomy-	
		https://www.giocities.com/eltsqu/c	
		ognitive.htm	
		Major principles of curriculum	
		construction-	
		http://www.preservearticles.com/2	
		012010920286/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.studylecturenotes.com/	
		curriculum-instructions/lecture-	
		method-of-teaching-focus-	
		applications-merits-and-demerits	
		 Problem solving method-Merit 	
		and Demerit-	
		https://unacademy.com/lesson/pro	
		blem-solving-and-project- method/VWEX9NFB	
		• Demerits of Problem solving method-	
		https://www.prodigygame.com/blo	
		g/advantages-disadvantages-	
		problem-based-learning/	
		Community Resources-	
		http://www.sedl.org/scimath/comp	
		ass/v03n01/usingcom.html	
		• Use of audio visual aids-	
		https://www.elixirpublishers.com/	
		articles/1351336051_50%20(2012	
)%2010597-10605.pdf	
		Science club-	
		http://vigyanprasar.gov.in/science-	
		communication-programs/vipnet/	
L I	I		

2.	EDU 417:	Upon completion of course	References:	References:	No Change
	Pedagogy of Chemistry	 Student Teacher will be able to: analyze concepts and generalization used in framing chemistry 	 Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009. Das, D.N., "Practice Teaching", Pointer Publisher, Jaipur, 2007. 	 Bhandula, N. and Shrama Sidheswar. (2009). <i>Teaching of Science</i>. Ludhiyana: Vijaya Publications. Das, D.N. (2007). <i>Practice Teaching</i>. Jaipur: Pointer Publisher. 	References and Web Resources Updated
		 analyze nature of chemistry and the relationship between nature of chemistry and objectives of teaching chemistry. analyze role of laboratory, text book and other resources in teaching of chemistry formulate IOs for cognitive, affective & psychomotor domain. 	 Gupta, Nirmala, "Method of Teaching Science", Rastogi and Company, Meerut, 1967. Misra, Karuna Sankar, "Effective Science Education", Anubhav Publishing House, 2008. Prasad, Janardhan, "Practical Aspects in Teaching of Science", Kanishka Publishers Distributors, 1999. Rajan, Sonika, "Methodology of Teaching Science", (I ed.), Pearson, Delhi, 2012. Rawat, Hemant, "Teaching of Science", Lakshay Publication, New Delhi, 2011. Sharma, R.C., "Teaching of Science", Dhanpat 	 Gupta, Nirmala. (1967). Method of Teaching Science. Meerut: Rastogi and Company. Prasad, Janardhan. (1999). Practical Aspects in Teaching of Science. Kanishka Publishers Distributors. Rajan, Sonika. (2012). Methodology of Teaching Science. Delhi: Pearson. Rawat, Hemant. (2011). Teaching of Science. New Delhi: Lakshay Publication. Sharma, R.C. (1971). Teaching of Science. Delhi: Dhanpat Rai & Sons. 	
		 frame test items for different types of test. reflect on different teaching methods used in Chemistry. 	 Rai & Sons, Delhi 1971. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989. Bhatt, Dipti Pinakin, Teaching of Science, A.P.H. Publishing Corporation, New Delhi, 2011. Mohan, Radha,Innovative Science teaching, Second edi, prentice Hall of India Pvt. Ltd., New Delhi, 2002. Mishra, Karuna Shanker, Effective Science Teaching, Anubhav publishing House, Allahabad, 2008. Nagaraju, M.T.V., Handbook for Teaching Physical Sciences (Methods and Techniques), Kanishka Publisher's, New Delhi, 2008. Sen, B.R.,Teaching Science in Secondary school, commonwealth publisher's, N. Delhi, 2005. 	 Technology. Chandigarh: Kohli Publishers. 10. Bhatt, Dipti. (2011).Teaching of Science. New Delhi: A.P.H. Publishing Corporation. 11. Mohan, Radha. (2002). Innovative Science teaching. New Delhi: Prentice Hall of India Pvt. Ltd. 12. Mishra, K. S. (2008). Effective Science Teaching. Allahabad: Anubhav publishing House. 13. Nagaraju, M.T.V. (2008). Handbook for Teaching Physical Sciences (Methods and Techniques). New Delhi: Kanishka Publishers. 14. Sen, B.R. (2005).Teaching Science in Secondary school. New Delhi: commonwealth publishers. 	

15.	Sharma, R.C., Modern Science Teaching, Dhanpat Rai Publishing co., Pvt., Ltd, New Delhi, 2001.	 Vaidya, Narendra. (1996). Science teaching for the 21stcentury. New Delhi: Deep and Deep Publications.
16.	Vaidya, Narendra, Science teaching for the 21 st century, deep and deep publications, N. Delhi, 1996.	 Yadav, M.S. (2007). <i>Teaching of Science</i>. New Delhi: Anmol Publications Pvt. Ltd. कुलश्रेष्ठ, अरूण, कुमार और कुलश्रेष्ठ, नीर,
17.	Yadav, M.S., Teaching of Science, Anmol Publications Pvt. Ltd., New Delhi, 2007.	18. कुलश्रेष्ठ, अरूण, कुमार और कुलश्रेष्ठ, नीर, कमल. (2013). <i>विज्ञान शिक्षण.</i> मेरठः आर0लाल बुक डिपो.
18.	कुलश्रेष्ठ, अरूण कुमार और कुलश्रेष्ठ, नीर कमल, ''विज्ञान शिक्षण'', आर0लाल बुक डिपो, मेरठ, 2013.	19. भटनागर, ए0, बी0. (2014). <i>विज्ञान शिक्षण.</i> मेरठः आर0 लाल डिपो.
19.	भटनागर, ए० बी०, ''विज्ञान शिक्षण'', आर० लाल डिपो, मेरठ, 2014.	20. रावत, एम0 एस0, और अग्रवाल, एम0 बी0 लाल. (2007 / 2008). <i>नवीन विज्ञान शिक्षण</i> <i>(बारहवॉ संस्करण).</i> आगराः अग्रवाल पब्लिकेशन्स.
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				ObjectiveandCurriculum- http://egyankosh.ac.in/bitstream/123456789/66 65/1/Unit-1.pdfBloomsTaxonomyofLearningDomain- https://www.giocities.com/eltsqu/cognitive.ht mCorrelationwithotherschoolsubject- https://www.galaxy.org/correlations/galscopeseq.htmlhttps://www.galaxy.org/correlations/galscopeseq.htmlhttps://www.galaxy.org/correlations/galscopeseq.htmlhttps://www.galaxy.org/correlations/galscopeseq.htmlhttps://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectivesLecture-method- http://www.studylecturenotes.com/curriculu m-instructions/lecture-method-of-teaching- focus-applications-merits-and-demerits, Problemmethod- https://unacademy.com/lesson/problem- solving-and-project-method/VWEX9NFBAdvantagesanddisadvantages of Problemsolvingmethod https://www.prodigygame.com/blog/advantag es-disadvantages-problem-based-learning/, https://4h.unl.edu.volun/arlen/method1.htm HeuristicHeuristicMethod- http://www.preservearticles.com/2011052169 66/advantages-and-disadvantages-of- heuristic-method-of-teaching-science.html	
3.	EDU 418: Pedagogy of Commerce	 Upon completion of course Student Teacher will be able to clarify Commerce as a subject. frame instructional objectives for Commerce Teaching at Senior Secondary Level. plan for teaching Commerce at Senior Secondary Level. apply different methods and media for teaching Commerce. construct an 	 References: Singh, Y.K. (2009). Teaching of Commerce. New Delhi:APH Publishing Corporation. Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publication Pvt. Ltd. Aggrawal, J.C. Teaching of Commerce-A practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd. Singh, R.P. Teaching of Commerce. Meerut: R. Lall Book Depot. Singh, M.N. Method and Techniques of Teaching Commerce. New Delhi: Young Man & Co. Brintha, S. (2015). Teaching of 	 . References: Singh, Y.K. (2009). <i>Teaching of</i> <i>Commerce</i>. New Delhi:APH Publishing Corporation. Rao, S. (2000). <i>Teaching of Commerce</i>, New Delhi: Anmol Publication Pvt. Ltd. Aggrawal, J.C. (2008). <i>Teaching of</i> <i>Commerce-A practical Approach</i>. New Delhi: Vikas Publishing House Pvt. Ltd. Singh, R.P. (2004). <i>Teaching of</i> <i>Commerce</i>. Meerut: R. Lall Book Depot. Brintha, S. (2015). <i>Teaching of</i> <i>Commercee</i>. New Delhi: APH 	No Change References and Web Resources Updated

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4.	EDU 419 Pedagogy of	Upon completion of	Unit I: Computer Science as a School	Unit I: Computer Science as a School	No Change
	Pedagogy of Computer Science	course Pupil Teachers will be able to: Acquaint with the aims and objectives of pedagogy of	 Subject Concept, Need and Scope of Computer Science. Need and Significance of Teaching Computer science at various levels. Aims and Objectives of 	 Subject Concept, Need and Scope of Computer Science. Need and Significance of Teaching Computer science at various levels. Aims and Objectives of 	References and Web Resources Updated

computer science Familiarize with the various methods that can be employed fo the pedagogy o computer science. Acquaint in preparation o instructional materials fo Computer Science teaching. Acquire knowledge of latest trends in Information Technology and assessment practices.	Activity: Practice on Writing the Instructional Objectives in Behavioural Terms. Unit II: Methods and Techniques of Teaching Computer Science • Methods of Teaching (Concept, Procedure, Advantages and Limitation) • Lecture-cum- Demonstration	Teaching Computer Science• Writing objectives in behavioral terms Activity: Practice on Writing the Instructional Objectives in Behavioural Terms.Unit II: Methods and Techniques of Teaching Computer Science• Methods of Teaching (Concept, Procedure, Advantages and Limitation) • Lecture-cum- Demonstration • Laboratory • Project • Problem Solving• Techniques of Teaching: CML,CAI, Mobile Learning, Buzz session, e-learning, smart classroom, surfing, bloggingActivity: Preparation of Lesson plan based on above method• Concept, Need, Preparation of Unit plan and Lesson plan • Preparation of Blue-print and Test items • Techniques and Tools of Evaluation, E-assessment • Types of Tests used in Computer Science.• Meaning, Importance,	
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 classification and preparation of Instructional Material. Text Books: Characteristics and Criteria for Selection of Computer Books with special Reference to Theory and Practical Books of Computer Subject Self-Instructional Material Computer Assisted Instructional Material Computer Science Laboratory: Planning, Organization and its importance Activity: Prepare a material on Computer Assisted Instruction Unit-V : Trends and Issues in Teaching-Learning 	 Instructional Material. Text Books: Characteristics and Criteria for Selection of Computer Books with special Reference to Theory and Practical Books of Computer Subject Self-Instructional Material Computer Assisted Instructional Material Computer Science Laboratory: Planning, Organization and its importance Activity: Prepare a material on Computer Assisted Instruction Unit-V : Trends and Issues in Teaching-Learning 	
 LMS, PODCAST Multimedia Virtual Learning, Web based Learning, Teleconferencing, Interactive Boards Technophobia (difficulties in handling hardware and software) Activity: Practicum: Any two of the following. Preparation of Lesson plan based on above method Preparation of question paper based on Blue-print Prepare a material on computer assisted Instruction Prepare a material on computer assisted Instruction 	 LMS, PODCAST Multimedia Virtual Learning, Web based Learning, Teleconferencing, Interactive Boards Technophobia (difficulties in handling hardware and software) Activity: Practicum: Any two of the following. Preparation of Lesson plan based on above method Preparation of question paper based on Blue-print Prepare a material on computer assisted Instruction Prepare a material on computer assisted Instruction 	

References: References:	
References: References: References: • Chauhan, S.S. (1985). Intervations in intervations in teaching learning process. New Delth: Vitas Pathisting Lad Chauhan, S.S. (1982). Intervations in teaching learning process. New Delth: Vitas Pathisting Lad • Chauhan, S.S. (1982). Microations in teaching of Computer Science. Mangal, S.K. (1982). Machada and techniques of teaching. New Delth: Science Pathistic Section Pathistics Pathistics (Section Pathistics). New Delth: Rel 2018 Door Pathistics Pathistentics Pathistics Pathistentics Pathistics Pathistentics	elhi: Vikas uter Science. echniques of ablishers Pvt Essentials of Delhi: PHI mundation of Depot. mputer ing els. Teaching vuter%20S mputer ing els. Teaching 2016- Teaching Science- ts/B- VUTER%20S terial_2016

5.	EDU 420 Pedagogy of Drawing & Painting	 Upon completion of course Student Teacher will be able to explain the nature and importance of Drawing & Painting in school education discuss the correlation of Drawing & Painting with other school subjects formulate instructional objectives in behavioral terms desige unit plan and lesson plan based on different methods. acquaint skill in planning and organize Drawing & Painting labs for Sec. and Sr. Sec. class prepare Blue print and question paper 	 Unit-I: Drawing & Painting as a School Subject Concept and place of Drawing & Painting in school Education. Relevance of Drawing & Painting as a subject at secondary and Senior Sec. Level. Correlation of Drawing & Painting subject with other school subjects. Activity: Poster making one any on theme of above. Unit-II: Instructional Design in Drawing & Painting Subject objectives/Aims of Teaching objectives in cognitive, affective, Psychomotor Domain Unit and lesson designing in Drawing & Painting teaching Basic consideration in designing Drawing & Painting teaching Activity: Framing IOs in behavioral terms in workshop. Unit-III: Learning Experiences in Drawing & Painting Teaching Methods as LEs, lecture cum 	 17.pdf Development of Instructional material- http://www.bdu.ac.in/cde/docs/ebooks/B- Ed//TEACHING%200F%20COMPUTER%20S CIENCE.pdf Trends and Issues in Teaching-Learning- http://www.bdu.ac.in/cde/docs/ebooks/B- Ed//TEACHING%200F%20COMPUTER%20S CIENCE.pdf Unit-I: Drawing & Painting as a School Subject Concept and place of Drawing & Painting in school Education. Relevance of Drawing & Painting as a subject at secondary and Senior Sec. Level. Correlation of Drawing & Painting subject with other school subjects. Activity: Poster making on any one theme of above. Unit-II: Instructional Design in Drawing & Painting Teaching objectives in cognitive, affective, Psychomotor Domain Unit and lesson designing in Drawing & Painting teaching Basic consideration in designing Drawing & Painting teaching Activity: Framing IOs in behavioral terms in workshop. Unit-III: Learning Experiences in Drawing & Painting Teaching 	No Change References and Web Resources Updated
		class • prepare Blue print	Unit-III: Learning Experiences in	workshop. Unit-III: Learning Experiences in	

Activity: Prepare lesson plans based on different teaching method in small group Unit-IV: Learning Resources in Drawing & Painting Teaching • Learning resources in Drawing & Painting teaching - Museum, Art galleries, Art exhibition • Laboratory for teaching - Importance, Planning and instruction for working in lab • Qualities of a good Drawing & Painting teacher Activity: Discussion on selection/preparation of ISM in Drawing & Painting teaching Unit-V: Assessing Learning in Drawing & Painting (Types of assessment on Drawing & Painting) • Formative, Summative assessment • Continuous & comprehensive assessment in	 Activity: Prepare lesson plans based on different teaching method in small group Unit-IV: Learning Resources in Drawing & Painting Teaching Learning resources in Drawing & Painting teaching - Museum, Art galleries, Art exhibition Laboratory for teaching - Importance, Planning and instruction for working
 Painting) Formative, Summative assessment Continuous & comprehensive 	 (Types of assessment on Drawing & Painting) Formative, Summative assessment Continuous & comprehensive assessment in Written, practical, viva-voce Preparation of question paper and Blue print Activity: Preparation on Blue prints & formulation of test items Practicum: Planning for visual for field or art
 Plan a lab for Drawing & Painting teaching with malarial & equipments References: Jeswani, K.K. (1967), Art in education: Atma Ram and Sons, New Delhi. 	 Sec. level Plan a lab for Drawing & Painting teaching with malarial & equipments References: Jeswani, K.K. (1967). Art in

 Pappas, Gearge, (1970), Concepts in Art and Education, Collier Macmillan Ltd, London. Prasad, Janardan, (2005), Art education, Concepts, Epistemic and Role, Kanishka Publishers, Distributers, New Delhi. Mock, Ruth, (1959), Principles of Arts Teaching, University of London press Ltd., London. Stanfield, N.F., (1958), A handbooks of Art teaching in tropical schools, evans brothers Ltd., London. गॉधी, प्रेमलता, (2016), कला शिक्षा, राजलक्ष्मी पब्लिकेशन, जयपुर। शर्मा, रमा, शर्मा, वी.पी., (2015), कला शिक्षा, अर्जुन पब्लिशिंग हाउस, नई दिल्ली। गोदिका, साधना, माथुर, सावित्री, (2008), कला शिक्षा शिक्षण, आस्था प्रकाशन, जयपुर। शर्मा, माता, प्रसाद, (2008), कला शिक्षा शिक्षण, अपोलो प्रकाशन, जयपुर। शर्मा, प्रमा, (2007), कला शिक्षा शिक्षण, 	education. New Delhi: Atma Ram and Sons. Pappas, Gearge. (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. गॉधी, प्रेमलता. (2016). कला शिक्षा. जयपुर: राजलक्ष्मी पब्लिकेशन. शर्मा, रमा, शर्मा, वी.पी. (2015). कला शिक्षा. नई दिल्ली: अर्जुन पब्लिशिंग हाउस. गोदिका, साधना, माथुर, सावित्री. (2008). कला शिक्षा शिक्षण. जयपुर: आस्था प्रकाशन. शर्मा, माता, प्रसाद. (2008). कला शिक्षा
श्रुत्रि पब्लिकेशन, जयपुर।	<i>शिक्षण.</i> जयपुरः अपोलो प्रकाशन. • शर्मा, प्रभा. (2007). <i>कला शिक्षा शिक्षण.</i>
Web Resources:	जयपुरः श्रुत्रि पब्लिकेशन.
• importance of art in schools	e-Resources:
http://www.pbs.org/parents/education/	• importance of art in schools
music-arts/the-importance-of-art-in-	http://www.pbs.org/parents/education/
child-development/	music-arts/the-importance-of-art-in-
<u>https://www.theodysseyonline.com/imp</u>	<u>child-development/</u> https://www.theodysseyonline.com/im
ortance-of-the-arts-in-education	portance-of-the-arts-in-education
 correlation of fine arts with school subjects 	 correlation of fine arts with school
https://learnerlog.org/socialstudies/teac	subjects
hing-the-arts-across-the-curriculum-2/	https://learnerlog.org/socialstudies/tea
• teaching methods in fine arts	ching-the-arts-across-the-curriculum-
https://lindsays-art-	 <u>2/</u> teaching methods in fine arts
room.weebly.com/teaching- strategies.html	• teaching methods in fine arts https://lindsays-art-
 Assessment in fine Arts 	room.weebly.com/teaching-
https://www.google.com/search?q=asse	strategies.html
ssment+in+fine+arts&ie=utf-8&oe=utf-	Assessment in fine Arts

			8&client=firefox-b	https://www.google.com/search?q=ass essment+in+fine+arts&ie=utf-	
				8&oe=utf-8&client=firefox-b	
6.	EDU 421:	Upon completion of		References:	No Change
6.	EDU 421: Pedagogy of Economics	 Upon completion of course Student Teacher will be able to: interpret concept of Economics. correlate Economics with other subjects. frame instructional objectives for economics teaching at Senior Secondary Level. develop the curriculum of Economics at Senior Secondary Level. plan the lesson for teaching Economics using different methods and media. construct an achievement test for Senior Secondary Leval. 	 References: 1. Aggarwal, J.C. (2014). Teaching of Economics: A Practical Approach, Agra:Vinod Pustak Mandir 2. Knoph J.H., (1965). The teaching of Elementary Economics, New York: Holt Rinehart & Winston. 3. Mustafa, M. (2005). Teaching of Economics New Trends and Challenges, New Delhi: Deep and Deep Publication Pvt. Ltd. 4. Oliver, J.M. (1975). The Principles of Teaching Economics, New Delhi: Heinmann Educational Books Ltd. 5. Rai, B.C. (1986). Methods of Teaching Economics, Lucknow: Publication Centre. 6. Siddiqui, M.H. (1993). Teaching of Economics, New Delhi: Ashish Publishing House 7. Yadav, (1993). Teaching of Economics, New Delhi; Anmol Publications Pvt. Ltd. 8. National Curriculum Framework 2005, NCERT, New Delhi. 		No Change References and Web Resources Updated
			9. कुमार, राजीव (2002), अर्थशास्त्र शिक्षण आगराः साहित्य प्रकाशन	9. कुमार, आर. (2002). <i>अर्थशास्त्र शिक्षण</i> . आगराः साहित्य प्रकाशन	
			10. त्यागी, गुरूसरनदास (1968), अर्थशास्त्र शिक्षण आगराः पुस्तक मंदिर	आगराः पुस्तक मंदिर	
			11. नागर, दिव्या (1999), अर्थशास्त्र शिक्षण, जयपुरः राजस्थान प्रकाशन	जयपुरः राजस्थान प्रकाशन	
			12. सक्सेना निर्मल (1991), अर्थशास्त्र शिक्षण, जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी	12. सक्सेना एन. (1991). <i>अर्थशास्त्र शिक्षण</i> . जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी	
				e-Rsources: 1. Unit plan and Lesson Plan	
L				1. One plan and Lesson I lan	<u> </u>

				https://drive.google.com/uc?export=dow nload&id=1wQkwLKqTat7_u0JjX- IuY_tS-ioin3Xz 2. Unit plan and Lesson Plan <u>https://www.ncertbooks.guru/ncert- economics-books/</u> 3. Methods of Teaching <u>http://collections.infocollections.org/</u> <u>ukedu/en/d/Jgtz017e/6.9.1.html</u> 4. Quiz <u>http://edufive.com/quiz/quiz- rules-regulations.html</u> 5. Quiz <u>https://www.educationworld.com/a</u> <u>curr/profdev/profdev188.shtml</u> 6. Exhibition <u>http://tquest.org.uk/significance- conducting-exhibitions-schools/</u>	
7.	EDU 422: Pedagody of English	 Upon completion of course Enable Student Teachers to: acquire insight of nature & perspective of Teaching English develop the objectives of Teaching English apply teaching strategies in ELT appreciate different forms of planning for ELT. comprehend the role of assessment in ELT. 	 References: Allen, Harold B. & Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973. Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968. Agnihotri, R.K. & Khanna, A.L. (ed.), English Language Teaching in India- issues and innovations, sage Publications, New Delhi, 1995. Agnihotri, R.K. & Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997. Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984. Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968. Bright, J.A. & Mcgreger, G.P. Teaching English as a second language, English Language Book Society of Longmans, 	 References: Mullick, R. & Shefali G. (1993). English Language Teaching From Theory to Practice. Calcutta: Specturum Inc. NCERT. (2005). National Curriculum Framework. New Delhi: NCERT. IGNOU. (1999). Instructional Planning in Teaching of English. New Delhi: Teaching of English, School of Education. NCERT. (2000). English Guidelines & Syllabi of Secondary Stage. New Delhi: NCTERT. Venkatesh. (1995). Principles of Teaching English. New Delhi: Vikas Publication House. Mangal, S.K. & Uma Mangal. (2009). Essential of Education Technology. New Delhi:PHI Learning Private Ltd. Amstrong, D. G., Tom V. S. (1983).Secondary Education: An Introduction. New York: Macmillan Publication Co. Inc. Ahmad, J. (2010). Teaching of Scientific English. New Delhi: APH Publ. e-Resources: Thomas M. D'E., Six Principles of Teaching English Language Learners in the Mainstream Classroom. https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3 CyX9pLPcuvKI9E0G3w7KCBDLSX6mH2. pdf NCERT(2005), NCF 2005 www.ncert.nic.in/rightside/links/pdf/framew 	No Change References and Web Resources Updated

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13. lado, E., Language Teaching, Mcgraw Comprehensive Evaluation Hill Inc. New York 1964. www.cbse.nic.in/cce/cce-
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8.	EDU 423: Pedagogy of	Upon completion of course Student Teachers	References: References: 1. Basha, Salim and Bhaskar Roa, 1. Dasha S. & Das D. Discusseri (2004)	No Change
	Pedagogy of Geography	 course Student Teachers will be able to: describe the nature of content in Geography subject. formulate Instructional objectives and plan for Geography teaching at Senior Secondary Level. apply different methods of teaching Geography in classroom. select and use appropriate resources and media for Geography teaching. use various resources for enrichment of Geography teaching. reflect on framing and marking test items of achievement test in Geography. 	 Basha, Salim and Bhaskar Roa, Digumarti, "Methods of Teaching Geography", Discovery Publishing House, New Delhi, 2004. Hoti Prasad, "Methods of Teaching Geography," ABP Publishers, Jaipur, 2005. Long, M. (Ed.), "Handbook for Geography Teachers", The English language Book Society and Methuen & Co. Ltd., 1964. Siddiqui, Mujibul Hasan, " Teaching of Geography", A.P.H. Publishing Corporation, New Delhi, 2004. Siddiqui, Mujibul Hasan, " Teaching of Geography", A.P.H. Publishing Corporation, New Delhi, 2004. Siddiqui, Mujibul Hasan, " Teaching of Geography", A.P.H. Publishing Corporation, New Delhi, 2004. Siddiqui, Mujibul Hasan, " Teaching of Geography. New Delhi: A.P.H. Publishing Corporation. Siddiqui, M. H. (2004). Teaching of Geography.New Delhi: A.P.H. Publishing Corporation. Siddiqui, M. H. (2004). Teaching of Geography. New Delhi: A.P.H. Publishing Corporation. Siddiqui, M. H. (2004). Teaching of Geography. New Delhi: A.P.H. Publishing Corporation. Sidri H arteriene, "aprine Reading agent, romortability agent, romortability agent, string of atting agent, romortability agent, romortabili	References and Web Resources Updated
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					3. Tools of Teaching Geography-	
					<u>http://egyankosh.ac.in//handle/123456</u> 789/46746	
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9.	EDU 425 :	इस पाठ्यक्रम के पूर्ण होने पर				References and
	Pedagogy of	छात्राध्यापिकाएँः	दकाई	: 1V हिन्दी शिक्षण – योजना एवं मूल्यांकन	इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप	Web
	Hindi	 हिन्दी के विविध रूपों 	24712		र्याङ गर्भावतिपर्य जानव्यापतं प्रायापयं जन	Resources
		 ाहन्दा क विविध रूपा एवं भाषागत विशेषताओं 	-	इकाई योजना–अर्थ, महत्व, एवं तत्व	 साहित्यिक अभिव्यक्ति के विविध रूप एवं 	Updated
		के प्रति विद्यार्थियों में	-	पाठ–योजना– अर्थ, महत्व, एवं तत्व	उनका शिक्षण–गद्य, पद्य, नाटक_ (अर्थ,	
		जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित		भाषा विकास की प्रगति का	उद्देश्य, महत्व, एवं शिक्षण विधियाँ)	
		करा सकेंगी।		मूल्यांकन / आकलन	 व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, 	
		 हिन्दी भाषा के विविध 		प्रश्नों का स्वरूप एवं प्रश्न–पत्र निर्माण	एवं शिक्षण विधियाँ) प्रा मित्रि किन्द्री प्रान्त किल्ला किल्ला किल्ला कि	
		रूपों में विभेद कर सकेंगी।		गतिविधि – विविध विधाओं पर पाठ योजना का विकास	गतिविधि— किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन	

	•	विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त करने की क्षमता उत्पन्न कर सकेंगी। संदर्भ एवं परिस्थिति के अनुसार हिन्दी–शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी। हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन कर सकेंगी। विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी। विविध साहित्यिक विधाओं (गद्य–पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।	इकाई: V साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण शिक्षण-गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ) • व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ) गतिविधि– किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन	इकाई: V हिन्दी शिक्षण – योजना एवं मूल्यांकन इकाई योजना–अर्थ, महत्व, एवं तत्व पाठ–योजना– अर्थ, महत्व, एवं तत्व भाषा विकास की प्रगति का मूल्यांकन / आकलन गतिविधि– विविध विधाओं पर पाठ योजना का विकास सन्दर्भ: 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- feÙky] ,e- ,y- ¼2012½- fgUnh f'k {k.k- fnYyh% fi;lZu- feÙky] ,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-	
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		dkuiqj% fo k izdk"kUk-	
		ik.Ms;] vkj- ,l- ¼1977½- fgUnh	
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		rduhdh- esjB% vkj- yky cqd	
		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	
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		frokjh] ih- ¼1976½- loksZi;ksxh	
		fgUnh lq/kkj dk;ZØe- vtesj% feJk cznlZ-	
		-;ksxsUnzthr] ch- ¹ / ₄ 1981 ¹ / ₂ -	
		fgUnh Hkk'kk f"k{k.k- vkxjk%	
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10.	EDU 426:	Upon completion of	References	References:	No Change
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		state various appropriate innovative learning resources for	• IGNOU (2000). Educational Technology: State of the Art, New Delhi: School of Education,ES-361- 2.	• IGNOU (2000). Educational Technology: State of the Art. New Delhi: School of Education,ES-361-2.	
		 teaching History. apply alternative assessment tools for 	• IGNOU (2000). Curriculum and Instruction: Curriculum Planning, New Delhi: School of Education, ES-331-1.	• IGNOU (2000). <i>Curriculum and Instruction:</i> <i>Curriculum Planning</i> . New Delhi: School of Education, ES-331- 1.	
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बुक डिपो।	 शर्मा, आर. ए. (1994). <i>इतिहास शिक्षण</i>. मेरठः लायल 	
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	 त्यांगा, गुरसरम दास. (2001). झतहास गरादाण. आगराः विनोद पुस्तक मंदिर. 	
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	Understanding History:	
	Onderstanding History: <u>http://kasturicollege.org/downloads/Hist</u>	
	ory.pdf	
	Curriculum and Designing Instruction :	
	http://assets.vmou.ac.in/BED127.pdf	
	InstructionalMethods	
	http://mooc.nios.ac.in/mooc/pluginfile.p	
	hp?file=/11673/course/summary/UNIT	<u>.</u>
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		%207%20TEACHING%20LEARNING %20STRATEGIES.pdf • Learning Resources in History Teaching: http://assets.vmou.ac.in/BED127.pdf, http://mooc.nios.ac.in/mooc/pluginfile.p hp?file=/11673/course/summary/UNIT %207%20TEACHING%20LEARNING %207%20TEACHING%20LEARNING %20STRATEGIES.pdf • Evaluation in History Teaching: http://assets.vmou.ac.in/BED127.pdf	
11. EDU 427: Padagogy of Home Science	 Upon completion of course Student Teacher will be able to: explain the Nature and Relevance of Home Science. formulate IOs in Behavioural Terms. design appropriate Instructional Process. discuss various Teaching Methods and activities. prepare plans based on different Teaching Methods. describe the Importance and Role of Lab and Other (Aids) ISM in Home Science Teaching. preparation of Blue Print and Question Paper. 	 References: 1. Chandra Arvind et al. Fundamentals of Home Science, Sterling Publishers, New Delhi, 1989. 2. Chandra Arvind et al. Introduction to Home Science, Metropolitan Book, New Delhi, 1989. 3. Das, R. and Ray Binita, Teaching of Home Science, Sterling Publishers, New Delhi, 1983. 4. Devdas, Rajamal, Methods of Teaching Home Science, NCERT, New Delhi, 1978. 5. Malik, Premlata, Elements of Home Science, Kalyani, New Delhi, 1984. 6. Mujnul Hassan Siddiqui, Teaching of Home Science, APH, New Delhi, 2014. 7. Shakumtala, Sharma, Grih Vigyan Shikshan, Kavita Publishing House, New Delhi, 2006. 8. Sharna, N. K. Teaching of Home Science, K.S.K. Publishers, New Delhi, 2014. 9. Shery, S. P., Grih Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1976. 10. Varna, Aneeta, Grih Vigyan Shikshan, Vandana Publishing House, New Delhi: 2007. References: 8. Sharna, N. K. Teaching of Home Science, Kask, Publisherg, New Delhi, 2014. 9. Shery, S. P., Grih Vigyan Shikshan, Vinadana Publishing House, New Delhi: 10. Varna, Aneeta, Grih Vigyan Shikshan, Vandana Publishing House, New Delhi: 2007. 8. Paranaro, New Delhi: Vandana 2007. 8. Paranaro, New Delhi, 2014. 9. Shery, S. P., Grih Vigyan Shikshan, Vandana Publishing House, New Delhi 2007. 8. Paranaro, Subishan, Vandana Publishing House, New Delhi 2007. 8. Paranaro, New Delhi: Vandana 9. Shery, S. P. (1976). Grih Vigyan 9. Shery, S. P. (1976). Grih Vigyan 9. Shery, S. P. (2007). Grih Vi	No Change References and Web Resources Updated

				 Meaning and Importance of Home Science: http://cms.gcg11.ac.in/attachments/article/ 86/Meaning%20and%20importance%20of %20Home%20Science%20(1).pdf Methods of Teaching Home Science: https://books.google.co.in/books/about/Me thods_Of_Teaching_Home_Science.html? id=gspWblElFiUC&redir_esc=y https://delhi.gov.in/wps/wcm/connect/a04f 310048bf0dbeb053f1c48a411e20/4- Home-Science-2011.pdf?MOD=AJPERES Home Science Lab Equipments: http://www.cismsmv.in/images/Affidavit_ Disclosures_ListOfAllEquipments.pdf 	
12.	EDU 428:	Upon completion of	Unit-IV: Planning for Teaching	Unit-IV: Planning for Teaching	References and
	Pedagogy of Mathematics	 COUTSE Student teacher will be able to: discuss the nature of Mathematics. critically analyze the Mathematics Text Book. reflect on different methods of teaching Mathematics. prepare the lesson plan in teaching mathematics. reflect on framing and marking test items of achievement test in 	 a) Annual plan – Need, Main consideration and Format b) Unit plan - Concept and steps of planning c) Lesson plan – Need and preparation d) Achievement Test in Mathematics Activity- Workshop on Planning at different level. Reference : Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961. 	 a) Annual plan – Need, Main consideration and Format b) Unit plan - Concept and steps of planning c) Lesson plan – Need and preparation Activity- Workshop on Planning at different level. Reference : 1. Butler, H.C. and Wren, F.L.(1965). <i>The Teaching of Secondary</i> <i>Mathematics</i>. New York: Mc Graw Hill Book Co. Chadha, B.N. (1961). <i>Teaching of</i> <i>Mathematics</i>. Delhi : Gurudas Kappor and Sons. Cornelius, Michael. (1982). <i>Teaching</i> <i>mathematics</i>. London : Croom Helm. 	Web Resources Updated
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13.	EDU 429:	Upon completion of	References :	References:	No Change
10.	Pedagogy of Music	 course Student teacher will be able to: explain the importance and place of Music in the school curriculum. discuss the aims & objectives, principles 	 Bemarr, Rainbow, "Handbook for Music Teachers", University of London Institute of Education, 1968. Roberta, Markel, "Parents and teacher guide to Music Education", Macmillan Company, U.S.A., 1972. Gowri, Kuppuswamy, M. Hariharan, 	 Bemarr, Rainbow. (1968). Handbook for Music Teachers. University of London Institute of Education. Roberta, Markel. (1972). Parents and teacher guide to Music Education. U.S.A.: Macmillan Company. Gowri, Kuppuswamy, M. Hariharan. 	References and Web Resources Updated
		 of teaching Music at secondary, senior secondary stages. formulate instructional 	 "Teaching of music" Sterling Publishers Pvt. Ltd. New Delhi, 1978. 4. Materials of the Ninth Conference of the International Society for Music 	 (1978). <i>Teaching of music</i>. New Delhi: Sterling Publishers Pvt. Ltd. 4. Materials of the Ninth Conference of the International Society for Music 	

		 objective for music- learning apply different methods of Music teaching. design the unit & lesson plan for music teaching. appreciate to human and physical resources in Music Teaching. prepare the blue print and test paper for written and performance test. 	 पुज, इ.पु., राभारा अव्यापम गिरावा गर्भ एक नवीन चुनौती'', कल्याण मण्डल एण्ड संस, जयपुर 1971. कालेकर, सरयू एवं श्रीवास्तव, सुशीला, ''संगीत शिक्षण परिचय'', लक्ष्मीनारायण अग्रवाल, आगरा, 1968. शोभना, शाह, ''संगीत शिक्षण प्रणाली'', 	<i>शिक्षा को एक नवीन चुनौती.</i> जयपुरः कल्याण मण्डल एण्ड संस.	
				 e-Resources: importance of music in school curriculum ps://theinspiredclassroom.com/2017/05/ why-is-music-education-in-schools- important/ place of music in school curriculum https://www.theguardian.com/education/ 2006/jan/30/schools.uk principles of music teaching https://journals.sagepub.com/doi/pdf/10. 1177/0027432110395080 evaluation in music teaching https://www.ed.gov.nl.ca/edu/k12/curric ulum/guides/music/music2200/section2. pdf quality of music room http://www.creativemusicrooms.com/in dex.aspx 	
14.	EDU 431 Pedagogy of Physics	 Upon completion of course Pupil Teachers will be able to discuss the nature and relevance of Physics as a 	 Unit I: Concept, Nature and Scope of Physics Concept and Nature of Physics Structure and History of Physics Relevance of Physics in School 	 Unit I: Concept, Nature and Scope of Unit I: Physics as a School Subject. Concept and Nature of Physics History of Physics and its branches Relevance of Physics in School 	References and Web Resources Updated

 identify Alm and objectives (trans, Objectives and Curriculum in Physics Teaching Physics (trans and Objectives of teaching Physics (trans and Objectives of teaching Physics) organize and develop Physics lab. organize and develop Physics lab. Critical Evaluation of Curriculum at School Level Critical Evaluation of Curriculum at School Level Text Book of Physics Construction of Unit Plan and Lesson Plan Activity: Proparation of a chart based on any of above topic Physics Curriculum at School Level Physics Curriculum at School Level Status and Objectives of teaching Physics Construction of Unit Plan and Lesson Plan Activity: Proparation of a chart based on any of above project Activity: Proparation of a chart based on any of above project Unit III: Methods in Teaching Physics Construction of Lesson Plan based on above method Project Method Demonstration Method Development of Unit IV: Resources for Physics Teaching Importance of audio-visual Resources in Physics Teaching Physics Teaching and Physics Cols on duove in physics Properation of Lesson Plan based on any of above project Italiantation Laboratory Method Development of Unit IV: Resources for Physics Teaching Pinanis, Working and Importance of Physics Italiantation Rolc of andro-visual Resources in Physics Italiantation and use of Improvised Teaching aids Properation and use of Improvised Teaching aids Preparation and use of Improvised Teaching aids Preparation and above in Physics 	
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Unit V: Assessment and Trends in Physics Teaching	Activity: Preparation of an improvised material.	
Planning and Development of Achievement Test and Construction	Unit V: Assessment and Trends in Physics	
of Question Paper	Teaching	
	 Development of Achievement Test Construction of Test items 	
International Projects (Nuffield Physics Programme, Physical Science	 Construction of Test items Assessment of Practical work in Physics 	
Study Committee, Harward Physics		
Project)	• Use of ICT and Virtual Laboratory for Physics Teaching	
• Use of ICT and Virtual Laboratory for	Activity: Practice on preparation of different	
Physics Teaching	type of test items for Practical	
Activity: Practice on Preparation of	Examination	
Different Type of Test Items	Practicum: Any two of the following.	
Practicum: Any two of the following.	1. Term Paper on 'Importance of Physics	
1. Term Paper on 'Importance of	in Our Daily Life'	
Physics in Our Daily Life'	2. Critical Appraisal of Present Physics	
2. Critical Appraisal of Present Physics	Curriculum at School Level	
Curriculum at School Level	3. Preparation of a Unit Plan.	
3. Preparation of Lesson Plan Based on	4. Preparation One Scholastics Test	
any one Method.	Including Different Test Items	
4. Preparation One Scholastics Test Including Different Test Items	References:	
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15 EDU 433			http://ndpublisher.in/admin/issues/tlv3n1f.pdf http://blog.scientix.eu/2015/08/virtual- laboratories-in-teaching-and-learning-science/ UNESCO Source Book of Science Teaching. UNESCO Publication in new methods and techniques in education.	No Charge
15. EDU 432: Pedagogy of Political Science	 Upon completion of course Student teacher will be able to: analise the importance of teaching Political Science at Higher Secondary level. apply the basic concepts of teaching in the subjcet. develop instructional objectives and plan for teaching accordingly. apply appropriate methods in teaching the subject. select and use relevant teaching aids to make learning meaningful. develop c ompetency in orgnising effective evaluation programme in the subject. 	 References: 1 Aggrawal, J.C., Teaching of Political Science and Civics, Vikas Publishing House Ltd., New Delhi, 1983. 2 Sharma, P.L.Modern Methods of Teaching Political Science, Sarup & Sons, New Delhi, 2002. 3 Chopra, J.K., Teaching of Political Science, Commonwealth Publishers, New Delhi, 2004. 4 Sharma, R.N., New Methods of Teaching Political Science, ABD Publishers, Jaipur, 2005. 	techniques in education. References: 1 Aggrawal, J.C. (1983). <i>Teaching of Political</i> <i>Science and Civics.</i> New Delhi: Vikas Publishing House Ltd. 2 Sharma, P.L. (2002). <i>Modern Methods of</i> <i>Teaching Political Science.</i> New Delhi: Sarup & Sons. 3 Chopra, J.K. (2004). <i>Teaching of Political</i> <i>Science.</i> New Delhi: Commonwealth Publishers. 4 Sharma, R.N. (2005). New Methods of <i>Teaching Political Science.</i> Jaipur: ABD Publishers. 4 Sharma, R.N. (2005). New Methods of <i>Teaching Political Science.</i> Jaipur: ABD Publishers. 6 Resources: 1. Meaning and nature of plitical science https://www.enotes.com>homework- help 2. NCF2005 http://www.ncert.nic.in/rightside/links/p df/framework/ncf_hindi_2005/ncf2005. pdf 3. Audio visual 4. Evaluation in Teaching Learning Process- http://www.yourarticlelibrary.com/statis tics-2/evaluation-in-teaching-and- learning-process-education/92476 5. Teaching and Learning Process - http://egyankosh.ac.in/handle/12345678 9/46729 6. Tools of Teaching -	No Change References and Web Resources Updated

				9/46746 7. Introduction of Curriculum Construction- http://egyankosh.ac.in/bitstream/123456 789/31625/1/Unit-1.pdf	
16.	EDU 433: Pedagogy of Sanskrit	 इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ : संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जाग्रत कर भाषासौंदर्य से परिचित करा सकेंगी। संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी। 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। परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी। संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी। 	 आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960. पाण्डे, रामशकलः संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा. मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000. भारत सरकार, शिक्षा विभागः संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957. चतुर्वेदी, सीतारामः संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960. सफाया, रघुनाथः संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997. मित्तल संतोषः शिक्षण तकनीकी, आर. लाल बुक डिपो. मेरठ. शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ. द्विवेदी, कपिलः वृहद् रचना अनुवाद कौमुदी, वाराणसी. साहू, रामदेवः संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर. 		No Change References and Web Resources Updated
		 संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणेत्तर 		3. Sanskrit Language Teaching: <u>http://www.sanskrit.nic.in/sanskrit_lang</u> uage_teaching.php	

कार्यक्रमों का आयोजन एवं मूल्यांकन करने की क्षमता विकसित होगी। • दृश्य—श्रव्य सामग्री के सुरूचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।	 4. Rashtriya Sanskrit Sansthan: <u>http://www.sanskrit.nic.in/ebooks.php</u> 5. Methodology of Teaching Sanskrit: <u>https://swayam.gov.in/courses/5292-</u> <u>discipline-methodology-of-teaching-</u> <u>sanskrit</u>
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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								
	FIRST SEMESTER					Course Code	Course Name Conceptual perspectives of		т	Р	С			
Course Code	COURSE NAME	L	Т	Р	C				0	0	5			
EDU 602	Conceptual perspectives of Teacher Education	6	0	0	6		Teacher Education Educational Research–	5	0	0	5			
EDU 605	Educational Research– I:Theoretical Perspectives	6	0	0	6		I:Theoretical Perspectives	_						
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	5	0	0	5			
EDU 714	Historical, Political and Economic Foundations of	6	0	0	6		Education							
	Education Total	24	0	12	30		Sociological Foundations of Education	5	0	0	5			
		21					Semester Wise Total:	20	0	12	26			

Semester: II December 2019-April 2020

	Existing					Proposed					
SECOND SEMESTER				Course Code Course	e Name	L	Т	Ρ	С		
Course Code	COURSE NAME	L	Т	Р	С	Educational Re Analysis and Interp	esearch-II: Data pretation	5	0	0	5
EDU-603L	Education as an Area of Study	0	θ	12	6	- / 0	Foundations of	5	0	0	5
EDU 606	Educational Research-II: Data Analysis and Interpretation	6	0	0	6	Education Curriculum Studies	s	5	0	0	5
EDU 616	Psychological Foundations of Education	6	0	0	6	Emerging Trends	and Issues in	5	0	0	5
EDU 618	Sociological Foundations of Education	6	0	0	6	Historical, Politica	Teacher EducationHistorical, Political and Economic50		0	0	5
EDU 708	Emerging Trends and Issues in Teacher Education	6	0	0	6	Foundations of Edu	Foundations of Education				
	Total	24	0	12	30	Semester Wise To	tal:	25	0	0	25

Course Code	COURSE NAME	L	Т	P)	С
EDU 703	Curriculum Studies	6	0	0		6
EDU 716	Secondary Education in Contemporary India	6	0	0		6
	Specialized Area – Course – I*	6	0	0		6
	Specialized Area – Course– III A**	0	0	6		3
EDU 713L	Field Work	0	0	1	2	6
EDU 601L	Communication Skills, Self Development and Yoga	0	0	6		3
EDU 702L	Communication Skills with ICT	0	0	6		3
	Total	18	0	3	0	33
EDU 615	Instructional Process principles and Procedur		6	0	0	6
EDU 615	principles and Procedur Guidance and Counselling		6	0	0	6
EDU 604	Educational Administ and Planning		6	0	0	6
EDU 613	Fundamentals of Educa Assessment and Evaluation	on	6	0	0	6
	Specialized Area – Cours A**		0	0	6	3
	Field Engagement Educational Technology-		0	0	6	3
EDU 611L	Field Engagement	in and	0	0	6	3
EDU 610L	Educational Guidance Counselling-A			1		3
	Educational Guidance	in ration	0	0	6	

	PROPOSED		-	-	
Course Code	Course Name	L	т	Р	С
	Discipline Elective-I	5	0	0	5
	Discipline Elective-II	0	0	6	3
	Communication Skills, Self Development and Yoga	0	0	6	3
	Communication Skills with ICT	0	0	6	3
	Field Work	0	0	12	6
	Secondary Education in Contemporary India	5	0	0	5
	Reading Elective -I	0	0	0	2
	Semester Wise Total:	10	0	30	27
			-		
Course Code	List of Discipline Elective	L	Т	Р	С
	Educational Administration and Planning	5	0	0	5
	Educational Technology and Instructional Process	5	0	0	5
	Principles and Procedures of Guidance and Counselling	5	0	0	5
	Fundamentals of Educational Assessment and Evaluation	5	0	0	5
	Educational Management	5	0	0	5
	Educational Technology in Practice	5	0	0	5
	Assessment and Counselling Process	5	0	0	5
	Procedures of Educational Assessment and Evaluation	5	0	0	5
EDU 608L	Field Engagement in Educational Administration and Management-I	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-I	0	0	6	3
EDU 609L	Field Engagement in Educational Assessment and Evaluation-I	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

EXISTING

Course Code	COURSE NAME	L	Т	Р	С
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
	Total	12	0	38	31

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

	TROI OSED				
Course Code	Course Name	L	т	Р	с
	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
	Semester Wise Total:	10	0	34	29

Course Code	List of Reading Elective	L	т	Ρ	С
	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

PROPOSED

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

Course Details:

I Semester July-December, 2019

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
	Course List EDU 602: Conceptual Perspectives of Teacher Education	Learning OutcomeUpon completion of course Students will be able to -• explain concept• explain objectives education.• discuss development education.• discuss teacher education.• analyze diversification in teacher	 References:. Aggarwal, J.C. (1988). Teacher Role, Status and Service Condition in India. New Delhi: Dooba House. Gupta, Arun K. (1984). Teacher Education Current and Prospects. New Delhi: Sterling Publishers Pvt. Ltd. Mangla, Sheela. (2001). Teacher Education: Trends and Strategies. New Delhi: Radha Publications. Mohanty, Jagannath. (2007). Teacher Education. New Delhi: Deep & Deep publications Pvt. Ltd. Mohan, Radha. (2011). Teacher Education. New Delhi: PHI 	References:Rao, Digumati Bhaskara. (1998). Teacher Education in India. New Delhi : Discovery Publishing House.RSEC.(1962). Report of the Secondary Education Commission (1952-53). New Delhi: Government of India.REC.(1966). Report of the Education Commission (1964-66) Summary and Recommendations. New Delhi : Ministry of Education, Govt. of India.Saxena, N.R. and Others, (2011). Teacher Education. Meerut : R. Lal Book Depot.Sharma, Shashi Prabha, (2003). Teacher Education Principles, Theories and practices. New Delhi: Kanishka Publishers & Distributors.Singh L.C. and Sharma P.C. (1995). Teacher Education and the Teachers. New Delhi : Vikas PublicationsVarma, Neeru.(2008). Teacher Education. New Delhi : Varma, Neeru.(2008). Teacher Education. New Delhi : Ayush publisher's and distributor's. Warma, Neeru.(2008). Teacher Education Ayush publisher's and distributor's.	Remarks No Change References and Web Resources updated
		 education. explain the concept, inputs, evaluation in preservice teacher education. describe inservice teacher education and various agencies involved in in- 	 <i>Education.</i> New Delhi: PHI Learning Pvt. Ltd. 7 NPE. (1986). National Policy on Education. New Delhi : Government of India. MHRD. 8. NCTE. (1998). Policy perspective in Teacher Education, Critique & Documentation. New Delhi: National Council for Teacher Education. 9. POA. (1988). Programme of Action on NPE-1986. New 	जोशी, दिनेश चन्द्र एवं चतरसिंह मेहता.(1995). शिक्षक प्रशिक्षण के सिद्धांत और समस्यायें. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी. एन.सी.टी.ई.(2001). <i>अध्यापक शिक्षा में नीतिगत परिदृश्य,</i> विवेचन एवं प्रलेखन. नई दिल्ली : राष्ट्रीय अध्यापक शिक्षा परिषद्, Gupta, Arun K. (1984). Teacher Education Current and Prospects. New Delhi: Sterling Publishers Pvt. Ltd. सक्सैना, एन. आर. एवं अन्य.(2007). अध्यापक शिक्षा. मेरठ : आर0 लाल बुक डिपो. शर्मा, आर. ए. (2010). अध्यापक शिक्षा एवं प्रशिक्षण तकनीकी.	

service teacher education. • analyze the distance mode in teacher education.	 Delhi : Government of India. MHRD. 10. Rao, Digumati Bhaskara. (1998). <i>Teacher Education in</i> <i>India</i>. New Delhi : Discovery Publishing House. 12. RSEC.(1962). <i>Report of the</i> <i>Secondary Education Commission</i> (1952-53). New Delhi: Government of India. MHRD. 13. REC.(1966). <i>Report of the</i> 	मेरठ : आर0 लाल बुक डिपो. शार्मा, आर. ए.(2007). <i>भारतीय शिक्षा प्रणाली का विकास.</i> मेरठ : आर0 लाल बुक डिपो. गुप्ता, एस. पी. एवं गुप्ता, अलका . (2007). <i>मुक्त एवं दूरस्थ शिक्षा.</i> इलाहाबाद : शारदा पुस्तक भवन. Mangla, Sheela. (2001). <i>Teacher Education:</i> <i>Trends and Strategies</i> . New Delhi: Radha Publications. Mohanty, Jagannath. (2007). <i>Teacher Education</i> . New Delhi: Deep & Deep publications Pvt. Ltd. Mohan, Radha. (2011). <i>Teacher Education</i> . New Delhi:
	 Education Commission (1964- 66) Summary and Recommendations. New Delhi : Ministry of Education, Govt. of India. 14. Saxena, N.R. and Others, (2011). Teacher Education. Meerut : R. Lal Book Depot. 15. Sharma, Shashi Prabha, (2003). Teacher Education Principles, Theories and practices. New Delhi: Kanishka Publishers & Distributors. 16. Singh L.C. and Sharma P.C. (1995). Teacher Education and 	 Monah, Radha. (2011). <i>Teacher Education</i>. New Delhi: PHI Learning Pvt. Ltd. NPE. (1986). <i>National Policy on Education</i>. New Delhi : Government of India. MHRD. NCTE. (1998). <i>Policy perspective in Teacher Education</i>, <i>Critique & Documentation</i>. New Delhi: National Council for Teacher Education. POA. (1988). <i>Programme of Action on NPE-1986</i>. New Delhi : Government of India. MHRD. Aggarwal, J.C. (1988). <i>Teacher Role, Status and Service Condition in India</i>. New Delhi: Dooba House. MHRD. e-Resource: Teacher Education in Pre-Independence of India-
	the Teachers. New Delhi :Vikas Publications 17. Varma, Neeru.(2008). Teacher Education. New Delhi : Ayush publisher's and distributor's. 18 जोशी, दिनेश चन्द्र एवं चतरसिंह मेहता.(1995). शिक्षक प्रशिक्षण के सिद्धांत और समस्यायें. जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी. 19 एन.सी.टी.ई.(2001).अध्यापक शिक्षा में नीतिगत परिट्रस्य, विवेचन एवं प्रलेखन. नई दिल्ली : राष्ट्रीय अध्यापक शिक्षा परिषद्,	 Teacher Education in Pre-independence of India- https://www.researchgate.net/publication/ 329528233 Teacher Education in Pre- Independence_India Development of Teacher Education in Post Independent India-<u>http://oaji.net/articles/2017/1115- 1491480 386.pdf</u> Objective and Organization across the level of Pre service Teacher Education-<u>http://ddceutkal.ac.in/ Syllabus/MA_Education/Paper-4.pdf</u> Nature and Scope of Teacher Education- <u>http://archive.mu.ac.in/myweb_test/ma%20edu/Teac_ her %20 Education %20-%20IV.pdf</u> Meaning and purpose of in-service teacher education-

2.	EDU 605:	Upon completion of	 20 सक्सैना, एन. आर. एवं अन्य. (2007). अध्यापक शिक्षा. मेरठ : आर0 लाल बुक डिपो. 21 शार्मा, आर. ए. (2010). अध्यापक शिक्षा एवं प्रशिक्षण तकनीकी. मेरठ : आर0 लाल बुक डिपो. 22 शार्मा, आर. ए.(2007). भारतीय शिक्षा प्रणाली का विकास. मेरठ : आर0 लाल बुक डिपो. 23 गुप्ता, एस. पी. एवं गुप्ता, अलका . (2007). मुक्त एवं दूरस्थ शिक्षा. इलाहाबाद : शारदा पुस्तक भवन. Section-A 	http://www.ncert.nic.in/departments/ nie/dse/ deptt/ activities/pdfs/chapter 6.pdf Distance mode in teacher education- http://www.ltd.edc.org/sites/ltd.edc.org/files/DE%20 Book-final.pdf Brief History and Concept of Distance mode in Teacher Education- http://members.aect.org/edtech/ ed1/pdf/13.pdf ODL what, why and how- https://www.ugc.ac.in/deb/pdf/ODLwhatwhyandhow .pdf, http://mhrd.gov.in/distance-learning Agencies of teacher education- http://results.mu.ac.in/mywebtest/MA%20Teacher% 20Education/ Chapter-3.pdf CCRT- http://ccrtindia.gov.in/orientation.php DIETs, CTEs and IASE- http://mhrd.gov.in/scheme_tti OUs- http://www.indiaeduinfo.com/distance%20education /distance_education_india/distance_education education.htm In-service teacher professional development- http://www.ncert.nic.in/departments/nie/dse/deptt/ activities/pdfs/ Chapter 6.pdf Section-A	
2.	Educational	course Student	• Research as a Scientific	 Research as a Scientific Inquiry and Research 	References
	Research-I: Theoretical Perspective	 Teacher will be able to: describe the concepts of research and educational research. discuss the nature and scope of educational research. describe and differentiate various kinds of research as well 	Inquiry and Research Problem-Research: Concept &Objectives-Educational Research: Meaning, Need & Importance, Characteristics & LimitationsVarious types of Research: • Basic Research, • Applied Research-Applied Research, • Action ResearchIdentification of Research Problem: Role of experience, common sense, discussion,	 Problem Research: Concept & Objectives Educational Research: Concept, Importance, & Limitations. Various types of Research: nature and objectives Basic Research, Applied Research Action Research Identification of Research Problem: Role of experience, common sense, discussion, literature Variables: Concept and Kinds. Research problem formulation Identification of specific research questions Defining the problem 	and Web Resources updated

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 refl met issu edu rese exp of proj sho des 	 Research Ide research Ide research De blain the process research poposal writing. Evolving frameword Ur organizin in a defin Me of concept Re 	 Concept and Kinds. problem formulation entification of specific questions efining the problem a conceptual framework a conceptual rk a conceptual of the problem a conceptual framework a conceptual framework a concepts/constructs and relevance of the problem and rele	 Evolving a conceptual framework Evolving a conceptual framework Understanding and organizing concepts/constructs in a defined purview. Meaning and relevance of conceptual framework. Reviewing the related literature for formulating conceptual framework - Sources and Importance. ion-B Research Hypothesis Hypothesis: Meaning, Sources, Criteria's of a good Hypothesis Various forms of Hypothesis- Research , Directive, Null Sampling design Sources of data: Primary and Secondary Sampling design: Meaning, Steps and features. Types of sampling: Random, Stratified, Cluster, Purposive and Incidental. Educational Research and designs Concept, basic features and limitations of following -
	 Hypothes Criteria's Hypothes Various f Alternation Sampling Sampling Sampling Steps and Types of 	Sorms of Hypothesis- ve, Directive, Null ng design of data: Primary and y f design: Meaning, f features. sampling: Random, , Cluster, Purposive Section f data: Primary and f data: Prima	 Survey Research Experimental Research- Post Test design Pre-Post Test design ion-C Qualitative Research- Philosophical Phenomenological Case Study Various Research Tools and Techniques Research tools: need Characteristics and limitations Observation Interview Sociometry Questionnaire Standardized Psychological Test

	Rating Scales
Educational Research	Futuring Sources
and designs	Research Proposal Writing
	Practicum: Any two
- Concept, basic features and	1. Designing a research proposal for any one research
limitations of following -	study.
	2. Appraisal of research design.
Survey Research	3. Presentation of a term paper .
Experimental Research-	4. Collection of information from any primary/secondary
o Post Test design	sources.
o Pre-Post Test design	References:
o Randomized block	• Best, John W., & Kahn, V. (2006). <i>Research in</i>
design	Education. New Delhi: Pearson Education.
Section-C	• Bruke, Johnson., &Christensen, Larry. (2012).
Oualitative Research-	Educational Research. New Delhi: Sage Publication.
o Philosophical	• Fox, David J. (1969). The Research Process in
o Phenomenological	Education, New York: Holt, Rinehot & Winston Inc.
o Case Study	 जैन बी. एम. (2010). शोध प्रविधि एवं क्षेत्रीय तकनीक,
Various Research Tools	जयपुर : रिसर्च पब्लिकेशन्स.
	• कपिल, एच. के. (2006) . <i>अनुसंधान विधियॉ,</i> आगरा, : भार्गव
and Techniques	बुक हाउस.
- Concept of research tools and	Kerlinger, Fred N. (1973). Foundations of Behavioural
their need	• Refiniger, Fled N. (1973). Foundations of Benavioural Research. New York: Hold Rinehart & Winston IUC.
- Characteristics and limitations	
of following tools	• Khanzode, V. V. (1995). <i>Research Methodology</i> -
Observation	<i>Techniques & Trends</i> . New Delhi: P.P.H. Publishing Corporation.
Interview	· ·
Sociometry	Mangal, S.K., & Mangal, S. (2018). Research Mathedalogy in Poheniounal Science, Delhi: DHI
Questionnaire Charlelist	Methodology in BehaviouralScience. Delhi: PHI
Checklist Standardized	Learning Private Limited.
Standardized Bayahalagigal Tast	• McMillan, James H., & Schumacher, Sally. (2010).
Psychological Test	Research in Education. New York: Pearson
Rating Scales	Publication.
Research Proposal	• Pal, S.K., & Saxena, P.C. (1989). <i>Quality control in</i>
Writing	Educational Research. New Delhi: Metropolitan Book
Practicum: Any two	Company.
1. Designing a research proposal	• Pandey, K.P. (2010). Fundamentals of Educational
for any one research study.	Research, Varanasi: Vishwavidyalya Prakashan.
2. Appraisal of research design.	 रायजादा, बी. एस. (2010). शिक्षा में अनुसंधान के मूल

	3.	Presentation of a term paper.	आधार जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.
	4.	Collection of information from	• Rummel, J. Francis. (1984). An Introduction to
		any primary/secondary sources.	Research Procedure in Education. New Jersey: Harper
	Refe	erences:	& Row Publishers.
	1.	Best, John W, Research in	• Sharma, B., Prasad, Ravindra D., & Sathyanarayanan
		Education, IV edition, Prentice	P. (1984). Research Methods in Social Science. New
		Hall Inc., New York.	Delhi: Sterling Publishers Pvt. Ltd.
	2.	Borg, Walter R. & Meredith	• Subby, Reddy T.P., & Rao, Bappa. (1995). Research
		Damein Gall, 1983.Educatinal	Methodology & Statistical Measures. New Delhi:
		Research-an introducation IV	Reliance Publishing House.
		edition, Longman Inc., New	• Travers, Robert M.W. (1964). An Introduction to
		York.	Educational Research New York: Macmillan Co.
	3.	Borg, Walter R, 1981. Applying	• Yadav, M.S., & Mitra, Shib. K. (1989). Educational
		Educational Research, A	Research - Methodological Perspectives. Baroda:
		Practical Guide to Teacher,	Centre of Advanced Study in Education, M.S.
		Longman Inc., New York.	University of Baroda.
	4.	Fox, David, J. 1969. The	e-Resources
		Research Process in Education,	
		Holt, Rinehart & Winston Inc.,	• Hypothesis and its types
	~	New York.	https://www.studyandexm.com
	5.	Kerlinger, Fred N., 1973.	
		Foundations of Behavioural	• Hypothesis and its types
		Research, II edition, Hold	https://www.researchgate.net
		Rinehart & Winston IUC, New York.	Educational research
	6	York. Pal S.K. & P.C. Saxena (eds)	https://researchrundowns.com
	6.		• Sampling and its types
		1989. Quality control in Educational Research,	
		Metropolitan Book Company,	https://www.studyandexm.com
		New Delhi.	
	7.	Rummel, Francis, J. 1984. An	
	/.	Introduction to Research	
		Procedure in Education, II	
		edition, Harper & Row	
		Publishers, New Jersey.	
	8.	Sharma BAB, Ravindra Prasad	
	0.	D. Sathyanarayanan P., 1984.	
		Research Methods in Social	
		Science Sterling Publishers Pvt.	
		Science Sterning r ublishers r vt.	

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			Ltd., New Delhi.	
		9.	I Subby Reddy T.P. Bappa Rao,	
			1995. Research Methodology &	
			Statistical Measures, Reliance	
			Publishing House, New Delhi.	
		10.	Travers, Robert HMW, 1964,	
			An Introduction to Educational	
			Research Macmillan Co., New	
			York.	
		11.	Yadav M.S. & Shib K. Mitra	
			(eds.) 1989, Educational	
			Research - Methodological	
			Perspectives, Centre of	
			Advanced Study in Education,	
			M.S. University of Baroda,	
			Baroda.	
		12.	Khanzode V.V. 1995, Research	
		12.	Methodology - Techniques &	
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		10.	में अनुसंधान के मूल आधार जयपुर	
			न अनुसंधान क मूल आधार जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी.	
			ं राजस्थान हिन्दा ग्रन्थ अर्कादमा.	
L	I			

	DU 614:	Upon completion of	References:	References:	No Change
Ph Fo	DU 614: nilosophical pundations of ducation	Upon completion of course Student will be able to • reflect on concept and nature of education • appreciate philosophical base of education • analyze Indian and Weston philosophical base for education • critically analyze epistemological and Axiological issues on education • apply philosophical Inquiry for analyzing the education issues	 References: Broudy, Harry S., 1965, Building a Philosophy of Education. Prentice Hall of India Pvt. Ltd., New Delhi. Butler, Donald, 1968, Four philosophics and their practice in Education, IIed. Harper and Row Publishers, New York. Dupuis, Adrain M., 1966, Philosophy of Education in Historical Perspective, Thomson Press India., New Delhi. Ellis, Arthur K. John. J. Cogan, Kenneth R. Howey, 1981, Introduction to Foundations of Education, IIed. Prentice Hall, New Jersey. Henderson, 1947, Introduction to Philosophy of Education. The University of Chicago Press, Chicago. Morrish, Ivor, 1961, Disciplines of Education, George Allen and Unwin Ltd., London. Sharma S.R. ed., 1996, Philosophy of Education, vols, I to X, Mohit Publications, New Delhi. Taneja V.R., 1977, Socio Philosophical Approach to Education, Atlantic Publishers and Distributors, New Delhi. Aggarwal, J.C., Theory and Principles of Education, Vikas publishing House Pvt. Ltd., Noida, 2007. Brubacher, John. S., Modern 	References: Broudy, Harry S. (1965). Building a Philosophy of Education. New Delhi:Prentice Hall of India Pvt. Ltd. Brubacher, John. S. (1962). Modern philosophies of Education (3rd edi.). New York : Mc Grew hill book Company. Inc. Ellis, A.K., John Tcofan., & Kenneth R. Howey.(1986). Introduction to the Foundations of education. New Jercy: Prentice Hall Englewood Cliffs. Gupta, R. & Bajaj, M.M. (2008). Principles of Education. New Delhi: Sahib Publishers and distributors. Mishra, P.K. & Dash, P.C. (2010). An Introduction to Philosophical and Sociological foundations of education. New Delhi : Manglam Publication. Chandra, S.S. & Sharma, R.K. (2007). Philosophy of Education. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd. Ghanta, R. & Dash, B.N. (2006). Foundations of Education. NewDelhi : Neelkant Publishers' Pvt. Ltd. Urvsku, रामशाकल.(2003). जदीयमान मारतीय समाज में शिक्षक. आगरा: विनोद पुस्तक मंदिर. सक्सेना, एन0आर0स्वरूप एवं चतुर्वेदी, शिखा.(2006). जदीयमान मारतीय समाज में शिक्षक. आगरा: विनोद पुस्तक मंदिर. सिंहारी. रमन लाल, (1995). शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत. मेरठ : रस्तौगी पब्लिकेशन्स. Butler, Donald. (1968). Four philosophics and their practice in Education (Ited.). New York : Harper and Row Publishers, चौबे, सरयुप्रसाद.(1993). शिक्षा के दार्शनिक एंतेहासिक एवं समाजश्यास्त्रीय आधार. मेरठ : आर0 लाल0 बुक डिपो. ओड, एल0 के0.(2004). शिक्षा की दार्शनिक पृष्क प्रिंग, जयपुर : राजरखान हिन्दी गुन्थ अकादमी.	No Change
			philosophies of Education, 3rd		

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4. EDU 618:	Upon completion of	References:	References:	No Change
4. EDU 618: Sociological Foundations of Education	 Upon completion of course Student Teacher will be able to analyze sociological basis of education. explain the role of Education in Social Structure and Social Structure and Social Stratification. analyze the role of education in Social Control and Social Mobility. observe and analyze Social Changes in the Society. discuss issues related to society and education. 	 References: 1. Brembeck Cole, 1971, "Social Foundations of Education". New York (Sec.Ed.) John Wiley and sons. 2. Cook L.A. and E.F. 1960, "A Sociological Approach to Education" New York, McGraw Hill Book Co. (3rd Ed.) 3. Corwin Ronald, G 1965, "A Sociology of Education", New York Appleton Century Croft. 4. Dinkar, Ram Dhari Singh, 1970 "Sanakriti ke Char Adhyay" Patna, Udayanchal Prakashan. 5. Dube, S.C. 1967, "Modernisation and its Adaptive Demands on Indian Sopciety", NCERT, New Delhi. 6. Havinghurst, Robert andNewgarten L., 1957 Society and Education" Boston Allyn & Becon. 7. Kneller, George, F.1963 "Foundations of Education" New York, John Wiley and Sons. 	• दुबे, एस. (1994). <i>शिक्षा, समाज और भविष्य</i> . राधाकृष्ण प्रकाशन.	No Change References and Web Resources updated

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	Problem of Indian	Delhi: Hindustan Publishing Co-operation.
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30	रूहेला, सत्यपाल एवं शर्मा राजेन्द्रकुमार, ''शिक्षा का समाजशास्त्र,'' मूल सम्प्रत्यय और सिद्धांत,'' उत्तरप्रदेश हिन्दी ग्रन्थ अकादमी, लखनऊ, 2007.
31	शर्मा योगेन्द्र कुमार, मधुलिका शर्मा ''शिक्षा के समाजशास्त्रीय आधार'', कनिष्क पब्लिशर्स, 2008.
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M.Ed. (II Semester)

December, 2019 - April, 2020

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
5. N. 1.	EDU606: Educational Research-II: Data Analysis and	Upon completion of course Student Teacher will be able to • Develop skill in	Existing References: 1. Ferguson, G.A., 1976, Statistical Analysis in Psychology and Education, Tokyo; Mc.Graw Hill Book Co.	Suggested Syllabus References: Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education. Tokyo: Mc.Graw Hill Book Co. Selltiz, Charie and others.(1969). Research Methods in Social Relations.U. K.: Methuen &	Remarks No Change References and Web Resources
	Interpretation	 presentation of data through different forms of graphs Analyze applications of NPC Interpret a given set of data after analysis Apply inferential statistics in data analysis Differentiate quantitative and qualitative methods of analysis Reflect on different qualitative methods of research 	 Garrett, H.E., 1969, Statistics in Psychology and Education, Bombay : Vakils Feffer and Simons Pvt. Ltd. Guilford, J.P. 1956 Fundamental Statistics in Psychology and Education, Mc. Graw Hill Bookd Co., New York. Kerlinger, F.N. 1983, Foundations of Behavioural Research, Surjeet Publication, Delhi. Khanzode V. V., 1995, Research Methodology: Techniques and Trends, A.P.H. Publishing Corporation, New Delhi. Lal, J.N. 1996, Manovigyan 	 Methods in Social Relations.O. K.: Methodi & Co. Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay : Vakils Feffer and Simons Pvt. Ltd. Guilford, J.P. (1956). Fundamental Statistics in Psychology and Education. New York:Mc. Graw Hill Book Co. Kerlinger, F.N. (1983). Foundations of Behavioural Research. Delhi: Surjeet Publication. Khanzode V. V. (1995). Research Methodology: Techniques and Trends. New Delhi: A.P.H. Publishing Corporation. Lal, J.N. (1996). Manovigyan Aur Shiksha Main Shankhyiki. New Delhi:Radha Publications. Mendenhall, W. & Madelaine R. (1973). Statistics for Psychology. Cal:Duxbury Press. Mc. Millan, H.J.& Schumacher, Sall. (1989). Research in Education. U.S.A. : Harper Colling 	updated
		 Write a research report in a proper way 	 Aur Shiksha Main Shankhyiki, Radha Publications, New Delhi. 7. Mendenhall, William & Madelaine Ramey 1973, Statistics for Psychology, Duxbury Press, Cal. 8. Mc. Millan, H.J.& Schumacher, Sall, 1989, Research in Education, U.S.A. : Harper Colling Publishers. 	 Research in Education. U.S.A. : Halper Connig Publishers. Subbi Reddy T. & P. Bappa Rao (1995). Research Methodology and Statistical Measures. New Delhi: Reliance Publishing House. e- Resources: 1. Pandey,P. & Pandey, M.M., 2015, Research Methodology: Tools and Techniques. Retried from: <u>http://euacademic.org/BookUpload/9.pdf</u> 2. Kumar, R.,2011, Research Methodology. Retried from: <u>http://www.sociology.kpi.ua/wp-</u> 	

		House, New Delhi, and Techniques.	<u>A Step-by-Step G.pdf</u> esearch Methodology: Tools Retried from: r/uploads/Agr.Oth.Lib.17.pd /~hseltman/309/Book/chapt
2. EDU 616: Psychological Foundations of Education	 Upon completion of course Student Teachers will be able to: describe and analyze the Psychological Foundation of Education. explain the meaning, nature and kinds of learning. discuss the basic ideas, components of major schools of learning and their contribution to Education. explain the concept of motivation and discuss its implication in Educational process. recognize and appreciate unique traits in the learner as an individual. describe the learner as a group member. 	 Educational Psychology in the classroom (VI edi), Oxford University Press, New York. Lefrancois, Guy R. (1982) Psychology for teaching, (II Edi), Wadsworth publishing company, California. Felker, Donall W. (1974) Building positive self concept, B V'urgess puglishing company, U.S.A. Behr, A.L. (1983), Psychology and the School, Butterworths, Durban. Mangal, S.K. (2008), Advanced Educational Psychology, (II Edi), Prentice Hall of India Pvt. Ltd., New Delhi. Mambiar, K.K. Vijyan (2007), Psychology of Learning and instruction, Neelkamal publications Pvt. Ltd. New Delhi. Manie Ch J. C. (1026) 	 8). Advanced Educational hi: Vikas Publishers. 82). Psychology for teaching. an Publishing Company. b). Building Positive Self regess Publishing Company. Psychology and the School.

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	• analyze the		Publications Pvt. Ltd.	
	psychological process		Morris, C.G. (1976). Psychology: An Introductio.	
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	it effective.		New York: Continuum International Publishing	
		9 Woolfolk, Anita (2005),	Group.	
		Educational Psychology, Pearson Educational Pvt. Ltd.,	Woolfolk, A. (2005), Educational Psychology.	
		New Delhi.	New Delhi: Pearson Educational Pvt. Ltd.	
			e-Resources:	
		10 Bhargava, Mahesh (1997), Modern Psychological Testing	1. Cognitive Theory of Piaget-	
		and Measurement, Bhargav	https://www.simplypsychology.org/piaget.html	
		House, Agra.	2. Operant Conditioning Theory of Skinner-	
		11 Yadav, M.S. and T.K.S. Laxmi	https://www.simplypsychology.org/operant-	
		(2003), conceptual inputs for	conditioning.html	
		secondary school teachers,	3. Motivation-	
		NCTE, New Delhi.	http://www.yourarticlelibrary.com/motivation/mot	
		12 DuBais NelsonF, George	ivation-theories-top-8-theories-of-motivation-	
		F.A.Lverson and Richard K	explained/35377 4. Individual Differences-	
		Staley (1979), Educational	4. Individual Differences- http://www.psychologydiscussion.net/psychology/	
		Psychology and Instructional	individual-differences-psychology/individual-	
		Decisions, The Dorcy Press,	differences-types-causes-and-role-	
		Geogdown antario.	psychology/2557	
		13 Chauhan, S.S (1998),	5. Cognitive Theory of Bruner-	
		Advanced Educational	https://www.simplypsychology.org/bruner.html	
		Psychology, .Vikas Publishers,		
		New Delhi.		
3. EDU 703	Upon completion of	References	References	No Change
Curriculun	course Student Teacher	• Aggarwal, Deepak (2007):	Aggarwal, Deepak (2007). Curriculum	
Studies	will be able to:	Curriculum development:	development: Concept, Methods and	References
		Concept, Methods and	Techniques. New Delhi: Book Enclave.	and Web
	• define curriculum.	Techniques, New Delhi Book	Aggarwal, J.C. (1990). Curriculum Reform in	Resources
	• identify the components	Enclave.	India- World overviews. Doaba World	updated
	of curriculum.	• Aggarwal, J.C (1990):	Education Series-3 Delhi: Doaba House, Book	
	• describe the various	Curriculum Reform in India-	seller and Publisher.	
	principles of		Arora, G.L. (1984). Reflections on Curriculum.	
	curriculum.	World Education Series-3	New Delhi: NCERT.	
	• explain various	Delhi, Doaba House, Book	Balsara, M. (2006). Principles of curriculum	
			construction. New Delhi: Kanishka	

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	determinants of	seller and Publisher.	Publications.
	curriculum.	• Arora, G.L. (1984):	Dewey, John (1966). The Child and the
	• describe and analyze	Reflections on Curriculum.	<i>Curriculum</i> . The University of Chicago Press.
	various approaches to	NCERT.	McKernan, James (2007). Curriculum and
	curriculum.	• Dewey, John (1966): The	Imagination: Process, Theory, Pedagogy and
	• describe various models	Child and the Curriculum. The	Action Research. London: Routledge.
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	development.	• McKernan, James (2007):	Framework for School Education. New Delhi:
		Curriculum and Imagination:	NCERT.
		Process, Theory, Pedagogy	NCERT (2005). National Curriculum
		and Action Research.	Framework-2005. New Delhi: NCERT.
		Routledge. U.K.	Oliva, Peter F. (2012). Developing the
		-	Curriculum. New Delhi: Pearson Education.
		• NCERT (2005): National	Ornstein, Allan C. and Francis P. Hunkins
		Curriculum Framework-2005,	(1988). <i>Curriculum–Foundations, Principles and Issues.</i> New Jersy: Prentice Hall.
		NCERT, Sri Aurobindo Marg,	Reddy, B. (2007). Principles of Curriculum
		New Delhi.	Management and Development. New Delhi:
		• NCERT (2000): National	Arise Publications.
		Curriculum Framework for	Sharma, R.A. (2007). <i>Curriculum Development</i>
		School Education, NCERT,	and Inspection. Meerut: Lall Book Depot.
		New Delhi.	Taba, Hilda (1962). Curriculum Development:
		• Oliva, Peter F. (1988):	Theory and Practice. New York: Harcourt
		Developing the Curriculum.	Brace.
		Scott, and Foresman and Co.	Vashist, R.P. (2007). Curriculum Development.
		• Ornstein, Allan C. and Francis	New Delhi: common Wealth Publications.
		P. Hunkins (1988):	e-Resources:
		Curriculum–Foundations,	Meaning and Concept of Curriculum:
		Principles And Issues. Prentice	http://www.egyankosh.ac.in/bitstream/1234567
		Hall, New Jersy.USA.	89/8278/1/Unit-13.pdf
		• Reddy, B. (2007): Principles	• Hilda Taba (1962) Curriculum Development
		of curriculum planning and	Model:
		development.	https://www.youtube.com/watch?v=O14GnszV
		Ĩ	AWM
		• Taba Hilda (1962): Curriculum	• Determinants of Curriculum:
		Development: Theory and	http://shodhganga.inflibnet.ac.in/bitstream/1060
		Practice, New York, Harcourt	3/163305/6/06_chapter%202.pdf Approaches to Curriculum Development:
		Brace, Jovanovich Inc.	Approaches to Curriculum Development: https://www.researchgate.net/publication/2805541
			59_APPROACHES_TO_CURRICULUM_DEVE
			LOPMENT

Emerging Trends and Issues in Teacher Educationcourse Student Teacher will be able to1Balsara, Maitrya, "Administration Balsara, Maitrya, "Administration Distributors, New Delhi, 2002.Balsara, Maitrya, Reorganisation of Teacher," Buch, M.B. (1983-88 Research in Education••elucidate the objectives functions of NCTE.1Balsara, "Administration Balsara, Maitrya, "Administration Buch, M.B. (1983-88 Buch, M.B. (1983-88 Research in Education NCERT.Balsara, Maitrya, (2002) Reorganisation of Teacher," Buch, M.B. (1983-88 Research in Education NCERT.•elucidate functions of NCTE.2Buch, M.B, "Fourth Survey of Research in Education (1983- 88) Vol.II, NCERT.Demand and Supply E Teachers and Teacher Education 2016-17) in Rajasthan.•elucidate functions of NCTE.3Demand and Supply Estimates of School Teachers and2016-17) in Rajasthan.	acher.New Delhi:Referencesibutors.and Web8)Fourth Survey ofVol.II, New Delhi:ResourcesEstimates of Schoolupdated
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			16	1995.	5.	%20A%20FRAMEWORK%20And%20GUIDELI	
5. 1	EDU714:	Upon completion of	Refe	rences:	Re	ferences:	No Change
	Historical, Political & Economic Foundations of Education	 course Student Teacher will be able to: analyze socio- historical context of 	-	Dube,S.C.1967,"ModernisationanditsAdaptiveDemandsonSopciety",NCERT,NewDelhi.NCERT,New		Aggarwal, J. C. (2007). Landmarks in the History of Modern India. Education. New Delhi: Vikas Publishing house Lvt. Ltd. Bardhan. (1998). The Political Economy of Development in India. New Delhi: Oxford	References and Web Resources updated
		Indian.critically analyze	-	Gupta, S.P., Gupta, Alka, "History, Development and		University Press. भटनागर, एस., एवं कुमार, एस. (2016). <i>समकालीन भारत और</i>	

various education	Problem of Indian Education,"	<i>शिक्षा.</i> मेरठः आर. लाल बुक डिपो. Dash, M. (2004). <i>Education in India Problems</i>
commissions and policies in post -	Sharda Pustak Bhawan, 2010.	and Perspectives. New Delhi: Atlantic Publishers
independence period.	- Mishra, S.K. and Puri,V.K.,	and Distributors.
 familiarize with 	"Development and Planning: Theory and Practices,"	Dhillon. (2014). Emerging Trends in Indian
• Taminarize with political and	Himalaya Publishing House,	Education. Patiala: Twenty first Century
economic scenario of	Delhi, 1988.	Publication.
Indian Education.	,	Dute CC (10(7) Medamientian and its
	- Mohanty Jagannath, "Current Trends in Higher Education",	Adaptive Demands on Indian Society. New Delhi:
• analyze and explain relationship between	Deep & Deep Publication Pvt.	NCERT.
education and	Ltd. New Delhi, 2000.	दूबे, एस. (2009). <i>भारतीय शिक्षा का इतिहास, विकास समस्याएँ</i> .
Development.	- Kumar, Krishna, 1991.	इलाहाबादः अनुभव पब्लिशिंग हाउस.
•	Political Agenda of Education:	Gupta, S.P., & Gupta, A. (2010). History,
• discuss political and economic issues of	A study of Colonialist and	Development and Problem of Indian Education.
Education.	Nationalist Ideas. SAGE: New	Sharda Pustak Bhawan.
Laucation	Delhi	गुप्त, आर. (). <i>भारतीय शिक्षा का विकास एवं सामयिक समस्यायें</i> . आगराः रतन प्रकाशन मंदिर.
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	experience of scheduled castes	Development and planning. New Delhi: Denmark
	and tribes. Economic and	Publications.
	Political Weekly, Vol17	लाल, आर. बी. (2011). <i>शिक्षा के दार्शनिक एवं समाजशास्त्रीय</i>
	No.36-37 Sept. 3-10	आधार. मेरठः रस्तोगी प्रकाशन.
	- गुप्त, रामबाबू, ''भारतीय शिक्षा का	Mishra, S.K., & Puri, V.K. (1988). Development
	विकास एवं सामयिक समस्यायें''	and Planning: Theory and Practices. Delhi:
	रतन प्रकाशन मंदिर, आगरा.	Himalaya Publishing House.
	- जौहरी, वी0 पी0 एवं पाठक, पी0	Mohanty. (2000). Current Trends in Higher
	डी०, ''भारतीय शिक्षा का इतिहास,''	Education. New Delhi: Deep & Deep Publication
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	भारतीय समाज,'' राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर.	<i>नाव्यानक शिका न सनकालान नुद्द ९५ सराकार.</i> पाट्याला २१ सेन्चुरी पब्लिकेशन.
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		सूर्या प्रकाशन.
		पाठक, पी. डी. (2014). <i>भारतीय शिक्षा और उसकी समस्याएँ</i> .
		आगराः विनोद पुस्तक मन्दिर.
		सचदेवा, एम. एस., शर्मा, के. के., साहू पी. के., कोरे सुपनिदंर. (2010). <i>शिक्षा के दार्शनिक समाजिक, आर्थिक आधार</i> .
		(2010). 1शक्षा क दशानक समा।जक, आधक आधार. पटियालाः 21 सेन्चुरी पब्लिकेशन.
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		Education (Vol. I). New Delhi: Kanishka
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	Publishers.	
	Sharma, Y. K. (2014). Sociological Philosophy of	
	Education (Vol. I). New Delhi: Kanishka	
	Publishers.	
	Swaroop, N., R. (1990). Principles of Education.	
	Meerut: loyal book depot.	
	Todaro, P. (1983). Economic Development in the	
	third world. New York:	
	वर्मा, ए., के. (2005). <i>भारत में शिक्षा का विकास.</i> वाराणसीः रवि	
	प्रकाशन.	
	वर्मा, ए., के. (2008). <i>जदीयमान भारतीय समाज में शिक्षक.</i>	
	वाराणसीः रवि प्रकाशन.	
	e-Resources:	
	Constitutional provision for education	
	https://knowledgebooster.in/12-major-	
	constitutional-provisions-education-india	
	www.yourarticlelibrary.com/constitution/12major-	
	constitutional-provisions-education-in-india/45230	
	Democracy and education	
	www.yourarticlelibrary.com/democracy/relationsh	
	ip-between-denocracy-and-education/76841	
	• International understanding https://www.indiastudychannel.com/resources/123	
	152-international-understading-concept-and-role-	
	of-teacher-in-education	
	National integration	
	www.yourarticlelibrary.com/national-integration-	
	in-india/47120	
	https://www.indiastudychannel.com/reseources/12	
	2094-concept-of-national-intergration-and-	
	obstacles-to-nation-integration	
	• NPE 1986	
	www.ncert.nic.in/0th_anoun/npe.86.pdf	
	Secondary Education Commission	
	www.yourarticlelibrary.com/education/secondary- education-commission-1952.53/76815	
	Modernization and its impact on Indian Society www.yourarticlelibrary.com/society/indian-	
	society/modernisation-and-its-impact-on-indian-	
	society/47106	

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.	EDU 601L	Upon completion of course	SECTION - A	SECTION - A	Minor
	Communication Skills, Self	Students will be enable to	Communication Skills, Self Development and Yoga includes-	Communication Skills, Self Development and Yoga includes-	Change
	Development and Yoga	 express their ideas in small and large group. reflect through reading of some inspirational books. 	 Reflection of communication skills on social and educational issues in small and large group. Inspiring Self through any one of 	 Reflection of communication skills on social and educational issues in small and large group. Inspiring Self through any one of the 	References and Web Resources updated
		 communicate through Creative Writings. discuss the importance to 	the following selected Readings- o 'My experiments with Truth' by Mahatma Gandhi.	following selected Readings- o 'My experiments with Truth' by Mahatma Gandhi.	
		Yoga for their well-being.perform Asnaas and Pranayam.	o 'Diwaswapn' by Giju Bhai Badheka o 'Geeta ka Nitishastra' by Prof. Diwaker Shastri	o 'Diwaswapn' by Giju Bhai Badheka o 'Geeta ka Nitishastra' by Prof. Diwaker Shastri	
			o 'Pralay Pratiksha' By Hiralal Shastri o "Wings of Fire-An	o 'Pralay Pratiksha' By Hiralal Shastri o "Wings of Fire-An Autobiography", Kalam, A.P.J.	
			Autobiography", Kalam, A.P.J.	o 'Leader in you' Dale Carnegie SECTION - B	
			o 'Leader in you' Dale Carnegie SECTION - B	Self Expression through any one of the following creative writings-	
			Self Expression through any one of the following creative writings-	o Story	
			o Story o Article	o Articleo Event Description/Summary	
			o Event Description/Summaryo Life experience	o Life experienceo Poem	
			o Poem o Drawing	o Drawing SECTION - C	
			SECTION - C - Yoga and Self Development	 Yoga and Self Development Concept of yoga 	
			o Concept of yoga	o Importance of yoga and its	

 o Importance of yoga and importance for self development o Pranayam- types a Importance o Three milestones of wome life and yoga. o Do's and Dont's of Asanas. Yoga for healthy mind and body o Practice of various asanas. o Practice based I Course. I Orientation/Lecture Presentation Demonstration Drill S Self-Practice 	 o Pranayam- types and Importance o Three milestones of women's life and yoga . o Do's and Dont's of Asanas. Yoga for healthy mind and body. o Practice of various asanas. o Practice of various skills of pranayam. of Note: 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. Mode of Transaction:
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 	 <u>.</u>		
			Road, Kashmere Gate.
			Niranjanananda, Paramahamsa. (1993). <i>Yoga Darshan, Vision on Yoga Upnishads</i> . Bihar : Sri Panchadashnam. Paranahamsa Alakh Bara, Deoghar.
			Sharma, P. D. (1984). Yoga Yogasana and Pranayama for Health. Ahmedabad: Navneet Publications (I) Limited.
			Kalam, A.P.J. (1999). <i>Wings of Fire-An</i> <i>Autobiography</i> . Hyderabad: Universities Press.
			अग्रवाल, विजय. (2015). <i>स्टूडेन्ट और पर्सनैलिटी डेवलपमेंट,</i> Bhopal: Benten Books.
			अग्रवाल, विजय. (2015). <i>स्टूडेन्ट और मन</i> <i>की शक्ति.</i> Bhopal: Benten Books.
			कलाम, ए. पी. जे. (1999). <i>अग्नि की उडान– आत्मकथा.</i> हैदराबाद : यूनिवर्सिटीज़ प्रैस.
			गिजुभाई, बधेका. (1991). <i>दिवास्वप्न.</i> नई दिल्ली : नेशनल बुक इडिया.
			दिवाकर, शास्त्री. (2008). <i>गीता का</i> <i>नीतिशास्त्र.</i> नई दिल्ली ः सस्ता साहित्य मण्डल.
			मोहनदास, करमचन्द गॉधी. (1970). <i>सत्य के प्रयोगः गांधीजी की संक्षिप्त आत्म—कथा.</i> दिल्ली : राजपाल.
			योगेश कुमार शर्मा एवं प्रज्ञा शर्मा. (2003). <i>नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ.</i> जयपुर : पोइण्टर पब्लिशस.
		E-Reso	ources:
		•	My experiments with Truth: https://books.google.co.in/book s?id=MUEDDAAAQBAJ&prin

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		tsec=frontcover&dq=my+experi
		ment+with+truth&hl=en&sa=X
		&ved=0ahUKEwiUoIWY-
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		AEIMDAB#v=onepage&q=my
		%20experiment%20with%20tru
		th&f=false
		Wings of Fire- An
		autobiography:
		https://books.google.co.in/book
		s?id=c3qmIZtWUjAC&printsec
		=frontcover&dq=Wings+of+fir
		e-
		+An+autobiography&hl=en&sa
		=X&ved=0ahUKEwi_jK3e-
		9HhAhW0heYKHQpOA0cQ6
		AEIKjAA#v=onepage&q=Win
		gs%20of%20fire-
		%20An%20autobiography&f=f
		alse
		 Yoga and Self development:
		• I oga and Sen development. https://books.google.co.in/book
		<u>s?id=h8UJCAAAQBAJ&prints</u>
		<u>ec=frontcover&dq=yoga+and+s</u>
		elf+development&hl=en&sa=X
		<u>&ved=0ahUKEwjcs7Ot_NHhA</u>
		hUh7nMBHeeODl8Q6AEIMD
		$\underline{AB\#v=onepage\&q=yoga\%20an}$
		<u>d%20self%20development&f=f</u>
		alse
		• Yoga and Self development:
		https://books.google.co.in/books?i

				d=tFsoDwAAQBAJ&printsec=fro ntcover&dq=yoga+and+self+devel opment&hl=en&sa=X&ved=0ahU KEwjcs7Ot_NHhAhUh7nMBHee ODl8Q6AEIOzAD#v=onepage&q =yoga%20and%20self%20develop ment&f=false Yoga and Self development: https://books.google.co.in/books?i d=wVTWjAKx0sgC&printsec=fro ntcover&dq=Pranayam+types+and +importance&hl=en&sa=X&ved= 0ahUKEwiLzI2B_dHhAhVVXnw KHU- BCxwQ6AEIODAC#v=onepage& q&f=false Pranayama: https://books.google.co.in/books?i d=NagKQNRaLtAC&pg=PA40& dq=Pranayam+types+and+importa nce&hl=en&sa=X&ved=0ahUKE wiLzI2B_dHhAhVVXnwKHU- BCxwQ6AEIVzAI#v=onepage&q =Pranayam%20types%20and%20i mportance&f=false	
2.	EDU 702L: Communication Skill with ICT Lab	 Upon completion of course Students will be enable to explain the concept and potential of ICT for Communication. critically analyze and utilize the ICT for teacher-educator related work. 	Course Outline: SECTION - A Communication Skill with ICT includes • Using Gadgets for Communication (Public Address System and LCD Projector) • Inquiry for communication • (Offline and Online inquiry using digital library and ICT) SECTION - B	Course Outline: SECTION - A Communication Skill with ICT includes Using Gadgets for Communication (Public Address System and LCD Projector) Inquiry for communication (Offline and Online inquiry using digital library and ICT) SECTION - B Document Processing (Formatting and	Minor Change 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 Presentation. 	 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 	
	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. • शास्त्री, ए. एवं ए. (2005). कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग. जयपुर : जयपुर पब्लिशिंग हाऊस. • सिंह. एन. एवं ए. उ. (2001). कम्प्यूटर श्रेक्षा. 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.	the Future' programme (I.T.F.P.). 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 : नवेगोद पुस्तक मन्दिर. गुप्ता, एम. कु (2005). कम्प्यूटर एवं ए. एस. ए. (2005). संगलदीप पब्लिकेशन. कुमार, एवं ए. एस. ए. (2005). बे, एस. एस. (2005). कम्प्यूटर एक पर्श्चिय मध्यप्रदेश. भोबे, एस. एस. (2005). कम्प्यूटर एक परिचय मध्यप्रदेश. म्यादेशे. e- Resources:	

 चौबे, एस. एस. (2005). कम्प्यूटर एक परिचय मध्यप्रदेश. भोपाल : हिन्दी ग्रन्थ
अकादमी. <u>https://sites.google.com/site/ignouh</u>
e- Resources: <u>elpbooks95/Block-</u>
• Ehics and Copyright Issues in <u>4%20Support%20Systems%2C%2</u>
Using ICT: <u>0Legal%20and%20Ethical%20Issu</u>
https://sites.google.com/site/ig es.zip?attredirects=0&d=1
• Ehics and Copyright Issues in
4%20Support%20Systems%2 Using ICT:
<u>C%20Legal%20and%20Ethica</u> <u>https://sites.google.com/site/ignouh</u>
<u>1%20Issues.zip?attredirects=0</u> <u>elpbooks96/BESE-135%20Block-</u>
$\underline{\&d=1} \qquad \underline{04.zip?attredirects=0\&d=1}$
Ehics and Copyright Issues in ICT for Administrative Support:
Using ICT: <u>https://books.google.co.in/books?id</u>
<u>https://sites.google.com/site/ig</u> $=I6-$
nouhelpbooks96/BESE- Fgje2Cg8C&printsec=frontcover&
<u>135%20Block-</u> <u>dq=books+for+microsoft+word&hl</u>
04.zip?attredirects=0&d=1 =en&sa=X&ved=0ahUKEwj5p_eH
ICT for Administrative <u>mM_gAhUEEnIKHQafBCsQ6AEI</u>
Support: <u>KDAA#v=onepage&q=books%20f</u>
https://books.google.co.in/boo or%20microsoft%20word&f=false
• Document and Data Processing,
<u>Fgje2Cg8C&printsec=frontcov</u> Graphical & Multimedia
er&dq=books+for+microsoft+ Presentation
word&hl=en&sa=X&ved=0ah https://www.gfmer.ch/Informatics/
UKEwj5p_eHmM_gAhUEEnI Presentations/postgrad2005/present

	KHQafBCsQ6AEIKDAA#v=0 nepage&q=books%20for%20 microsoft%20word&f=falseation.pdfDocument and Data Processing, Graphical & Multimedia Presentation https://www.gfmer.ch/Informat ics/Presentations/postgrad2005 /presentation.pdfhttp://bcihmet.ac.in/download/Unit %204%20- Internet%20Basics%20and%20HT ML.pdfDocument and Data Processing, Graphical & Multimedia Presentation http://bcihmet.ac.in/download/ Unit%204%20- Internet%20Basics%20and%20 (Presentation http://bcihmet.ac.in/download/ Unit%204%20- Internet%20Basics%20and%20 (Presentation http://bcihmet.ac.in/download/ Unit%204%20- Internet%20Basics%20and%20 (Presentation http://bcihmet.ac.in/download/ Unit%204%20- Internet%20Basics%20and%20 (Presentation https://books.google.co.in/books?id =qKVCAwAAQBAJ&pg=PA665&dq=word+powerpoint t+excelation.pdfDocument and Data Processing, Graphical & Multimedia Presentation https://books.google.co.in/boo ks?id=qKVCAwAAQBAJ&pg =PA665&dq=word+powerpoin t+excelation.pdf	
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3.	EDU 716:	Upon completion of course The	D ^		Refe	rences:	No Change
	Secondary	student teacher will be able to		rences:	1.	सक्सैना, राधारानी एवं अन्य (2000). <i>उभरते</i>	ito enunge
	Education in Contemporary	• reflect diversity in Indian	1.	सक्सैना, राधारानी एवं अन्यः उभरते हुए भारतीय समाज में शिक्षा एवं शिक्षक, क्लासिक पब्लिकेशन्स, जयपुर, 2000.		<i>हुए भारतीय समाज में शिक्षा एवं शिक्षक.</i> जयपुरः क्लासिक पब्लिकेशन्स.	References and Web
	India	 Society. express the constitutional values as reflected in Education. 	2.	ओड, एल0के0ः शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1978.	2.	ओड, एल. के. (1978). <i>शिक्षा के नूतन</i> <i>आयाम.</i> जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी. पाण्डे, रामशकल (1986). <i>शिक्षा के मूल</i>	Resources updated
		 analyze the roles of commissions and policies in Secondary Education. 	3.	पाण्डे, रामशकलः शिक्षा के मूल सिद्धांत, विनोद पुस्तक मंदिर, आगरा, 1986. शर्मा, डी0 एल0ः शिक्षा तथा भारतीय	3. 4.	सिद्धांत. आगराः विनोद पुस्तक मंदिर. शर्मा, डी. एल. (1994). <i>शिक्षा तथा भारतीय</i>	
		 deal with inequality and marginalization related issues 	4.	समाज, आर लाल बुक डिपो, मेरठ, 1994.	5.	<i>समाज</i> . मेरठ: आर लाल बुक डिपो. Srivastava, K.K. (2003). <i>Philosophical</i>	
		 in India. analyze and appraise the 	5.	Srivastava, K.K.: Philosophical Foundations of Education, Kanishka Publishers, distributors,	5.	Foundations of Education. New Delhi: Kanishka Publishers distributors.	
		policy and programmes for Public Education in India.	6.	New Delhi, 2003. Taneja V.R.: Foundation of	б.	Taneja, V.R.(2002). Foundation ofEducation(Philosophical andGuide in the interval of the	
				education (Philosophical and Sociological), Abhishek Publications, Chandigarh, 2002.	7.	Sociological). Chandigarh: Abhishek Publications. Taneja, V.R (2005). <i>Philosophical</i>	
			7.	TanejaV.R:PhilosophicalApproachtoEducation,PublishersDistributors,Delhi,2005.	8.	Approach to Education.Delhi: AtlanticPublishers Distributors.Bhattacharya,SrinivasFoundationsofEducation.Delhi:	
			8.	Bhattacharya, Srinivas: Foundations of Education, Atlantic Publishers and Distributors, Delhi, 2003.	9.	Atlantic Publishers and Distributors. अग्निहोत्री, रवीन्द्र (2008). <i>आधुनिक भारतीय</i> शिक्षाः समस्याएँ और समाधान. जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी.	
			9.	2003. अग्निहोत्री, रवीन्द्रः आधुनिक भारतीय शिक्षाः समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2008.	10.	सिंह, आर. पी. एवं उपाध्याय राधावल्लभ. शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत. आगराः विनोद पुस्तक मंदिर.	
			10.	सिंह, आर0 पी0 एवं उपाध्याय राधावल्लभः शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत, विनोद पुस्तक मंदिर, आगरा,	11.	पाण्डेय, रामशकल (2005). <i>शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि</i> . आगराः विनोद पुस्तक मंदिर.	
			11.	पाण्डेय, रामशकलः शिक्षा की दार्शनिक एवं समाजशास्त्रीय प भठभूमि, विनोद पुस्तक मंदिर, आगरा, 2005.	12.	मदन, जी. आर. (1988). <i>समाजशास्त्र के</i> <i>सिद्धांत.</i> दिल्लीः आत्माराम एण्ड सन्स.	
			12.	मदन, जी०आर०ः समाजशास्त्र के सिद्धांत,	13.	Dhiman, O.P. (2007). Principles and Techniques of Education. Delhi: Kalpaz	

		आत्माराम एण्ड सन्स, दिल्ली, 1988.	publications.	
	13	3. Dhiman O.P.: Principles and	14. Pathak, R.P. (2009). Philosophical and	
		Techniques of Education, Kalpaz	Sociological Foundations of Education.	
		publications, Delhi, 2007.	Kanishka Publications distributors.	
	14	4. Pathak, R.P.: Philosophical and	15. Sharma, B.L and Maheshwari, B.K	
		Sociological Foundations of	(2010). Education for Values,	
		Education, Kanishka Publications	Environment Human Rights. Meerut: R.	
		distributors, 2009.	Lall Book Depot.	
	15	5. Sharma, B.L and Maheshwari,	16. Reddy, V., Daya Kara and Rao,	
	1.	B.K: Education for Values,	Digumarti Baskara (2006). Value	
		Environment" Human Rights,	Oriented Education. New Delhi:	
		R.Lall Book Depot, Meerut, 2010.	Discovery Publishing House.	
	16	-	17. माथुर, एस. एस. (1978). <i>शिक्षा सिद्धांत.</i>	
		Digumarti Baskara: Value Oriented	आगराः विनोद पुस्तक मंदिर.	
		Education, Discovery Publishing	18. पारीक, मथुरेश्वर एवं शर्मा, रजनी	
		House, New Delhi, 2006.	(2004–05). जदीयमान भारतीय समाज और	
	17	7. माथुर, एस0 एस0ः शिक्षा सिद्धांत विनोद	<i>शिक्षा.</i> जयपुरः शिक्षा प्रकाशन.	
		पुस्तक मन्दिर, आगरा, 1978,	19. रावत, प्यारेलाल (1992). भारतीय शिक्षा का	
	18	3. पारीक, मथुरेश्वर एवं शर्मा, रजनीः	<i>इतिहास.</i> आगराः रामप्रसाद एण्ड सन्स.	
		उदीयमान भारतीय समाज और शिक्षा,	20. Sharma, Bharti (2004). History of Indian	
		शिक्षा प्रकाशन, जयपुर, 2004–05.	Education. New Delhi: Vohara	
	19	9. रावत, प्यारेलालः भारतीय शिक्षा का	Publishers and Distributors.	
		इतिहास, रामप्रसाद एण्ड सन्स, आगरा,	21. Saini, S.K. (1980). Development of	
		1992.	Education in India: Socio economic and	
	20). Sharma, Bharti: History of Indian	political perspective. New Delhi:	
		Education, Vohara Publishers and	COSMO publications.	
		Distributors, New Delhi, 2004.	22. Sharma, R.A. (2008). Metaphysics,	
	21	I. Saini, S.K.: Development of	Epistemology, Axiology and Education.	
		Education in India, Socio	Meerut: R. Lall Book Depot,	
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		COSMO publications, New Delhi,	Indian Education. Delhi: Atlantic	
		1980.	Publishers and Distributors.	
	22	2. Sharma, R.A: Metaphysics,	24. भारत सरकार 1985., <i>शिक्षा नीति की</i>	
		Epistemology, Axiology and	<i>चुनौती.</i> नई दिल्लीः शिक्षा मंत्रालय.	
		Education, R. Lall Book Depot,	25. भारत सरकार (1986). <i>नेशनल पॉलिसी ऑन</i>	
		Meerut, 2008.	एज्यूकेशन. मानव संसाधन विकास मंत्रालय.	
	23	3. Jayapalan, N.: Problems of Indian	नई दिल्लीः शिक्षा विभाग,	
		Education, Atlantic Publishers and		
			· · · · · ·	

	Distributors, Delhi, 2005.	26. Report of Secondary Education
24.	भारत सरकार, शिक्षा नीति की चुनौती,	Commission (1952-53). Ministry of
	शिक्षा मंत्रालय, नई दिल्ली, 1985.	Education & Culture. New Delhi: Govt.
25.	भारत सरकार, नेशनल पॉलिसी ऑन	of India
	एज्यूकेशन, मानव संसाधन विकास	27. Report of Education Commission (1964-
	मंत्रालय, शिक्षा विभाग, नई दिल्ली,	66). Ministry of Education & Culture.
	1986.	New Delhi: Govt. of India,
26.	Report of Secondary Education	28. Singh, L.C. Sharma, P.C. (1995).
	Commission: Ministry of	Teacher Education and Teacher. New
	Education & Culture, Govt. of	Delhi: Vikas Publication House.
	India, 1952-53.	29. Mangla, Sheela (2012). Teacher
27		Education, Trends and Strategies. New
27.	Report of Education Commission: Ministry of Education & Culture,	Delhi: Radha Publications.
	Govt. of India, 1964-66.	30. शर्मा, आर. ए. (1998). <i>शिक्षा तकनीकी.</i> मेरठः
		आर. लाल बुक डिपो.
28.	Singh, L.C. Sharma, P.C., Teacher	e-Resources:
	Education and Teacher, Vikas	• Mid day Meal:
	Publication House, New Delhi, 1995.	http://mdm.nic.in/VDO.html
		• Mid day Meal (Capacity Building):
29.	Mangla, Sheela: Teacher	http://mdm.nic.in/Capacity_building.htm
	Education, Trends and Strategies,	
	Radha Publications, New Delhi, 2012.	• Mid day Meal (School Health Program):
		http://mdm.nic.in/School%20Health%20
30.	शर्मा, आर. ए.: शिक्षा तकनीकी, आर.	Program.html
	लाल बुक डिपो, मेरठ, 1998.	Mid day Meal (Community
		Participation):
		http://mdm.nic.in/Community%20Partici
		pation.html
		Right to Education:
		http://rte.raj.nic.in/View/ViewDocument
		s.aspx?id=167&type=1
		 Rashtriya Madhymik Shiksha Abhiyan
		 Rashurya Madnyink Shiksha Abilyan http://rajrmsa.nic.in/Public/DOCView.as
		px?Title=Documents&Id=1
		 Secondary Education Commission
		(1952-53):
		http://dspace.gipe.ac.in/xmlui/bitstream/
		handle/10973/33772/GIPE-

			111964.pdf?sequence=2&isAllowed=y
		•	Education Commission (1963-64):
			http://www.kkhsou.in/main/education/ed
			u_commission.html
		•	National Policy on Education 1986:
			www.ncert.nic.in/oth_anoun/npe86.pdf
		•	Review of National Policy on Education
			1986:
			http://www.kkhsou.in/main/education/na
			tional_policy1992.html
			http://www.right-to-
			education.org/girlswomen
		•	Position Paper National Focus Group on
			Education of Children with Special
			Needs:
			http://www.ncert.nic.in/new_ncert/ncert/
			rightside/links/pdf/focus_group/special_
			ed_final1.pdf
		•	Policies, Programmes and Schemes for
			Educational Development of Children
			from Scheduled Castes:
			www.ncert.nic.in/departments/nie/degsn/
			pdf_files/degsnmodule6.pdf

Name of Programme: M.Ed. IV Semester 2019-21

Course Details: (To be provided	in the below mentioned table)
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S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	EDU 717: Teaching	Upon completion of	References:	References:	No Change
1.	EDU 717: Teaching and Learning at Secondary Stage	 Upon completion of course Student Teacher will be able to differentiate between types of learner while teaching. analyze the different factors influencing teaching learning process during class interaction. apply different type of methods and media. plan according to Phases, level and maxims of teaching. manage the classroom as a professional. 	 References: Hough, John B. & James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A. Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill Company, New York, U.S.A. Weimer, Maryelen (1996), Improving your classroom Teaching, SAGE Publications, Inc., California, USA. Pierce Walter D., Micheal A. Lorber (1977); 'Objectives and Methods for Secondary Teaching', Prentice-Hall, Inc., New Jersey, U.S.A. Yadav, Neelam (2003); 'A Handbook of Education Technology', Anmol Publications Pvt. Ltd., New Delhi, India. Mangal, S.K. & Uma Mangal (2009); 'Essentials of Education Technology', PHI Learning Private Ltd., New Delhi. Capel, Susan, Marilyn Leask & Tony Turner (1995); 'Learning to teach in Secondary Schools', Routlage, London, England. 	 References: Hough, J. B. & James K. D. (1970). <i>Teaching: Description and</i> <i>Analysis</i>. U.S.A.:Addison-Wesley Publishing Company, Massachusetts. Cruickshank, D. R., Deborah B. J. & Kim K. M. (2009). <i>The Act of</i> <i>Teaching</i>. New York: McGraw-Hill Company. Weimer, M. (1996). <i>Improving your</i> <i>classroom Teaching</i>. California, U.S.A.:SAGE Publications, Inc. Pierce W. D., Micheal A. L. (1977). <i>Objectives and Methods for</i> <i>Secondary Teaching</i>. New Jersey: Prentice-Hall, Inc. Yadav, N. (2003). <i>A Handbook of</i> <i>Education Technology</i>. New Delhi: Anmol Publications Pvt. Ltd. Mangal, S.K. & Uma M. (2009). <i>Essentials of Education Technology</i>. New Delhi: PHI Learning Private Ltd. Capel, Susan, Marilyn L.k & Tony T. (1995). <i>Learning to teach in</i> <i>Secondary Schools</i>. London: Routlage. Rao, D.B. (2001).<i>Science &</i> <i>Technology Education</i>. New Delhi: Discovery House. Sampath, Panneevselvan, K.A. & Santhanam, S. (1994). <i>Introduction</i> <i>to Education Technology</i>, Steerling Publication pvt., Ltd. Sharma, R.A. (2000). <i>Technological</i> <i>Foundation of Education</i> 	No Change References and Web Resources updated

1	-		
	8.	Rao, D.B. (2001); 'Science &	<i>Technology</i> . Meerut: International Publications.
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 Stoops. (1959). Principles and Practices in Guidance, Guidance service. London: Mc. Graw Hill Book Co. 10. दवे एवं पाठक, अरविन्द. (1973). निर्देशन के मूल तत्व. जयपुर: राजस्थान हिन्दी ग्रंथ आकदमी. 11 जायसवाल, एस. आर. (1987). निर्देशन एवं परामर्शन. आगरा: विनोद पुस्तक मंदिर. 12. वर्मा एवं उपाध्याय. (1967). शैक्षिक एवं व्यावसायिक निर्देशन. आगरा: विनोद पुस्तक मंदिर. 	11 जायसवाल एस0 आर0 (1987) निर्देशन एवं परामर्शन, आगरा विनोद पुस्तक मंदिर 12. वर्मा एवं उपाध्याय (1967), शैक्षिक एवं व्यावसायिक निर्देशन, आगरा विनोद पुस्तक मंदिर e-Resources: Concept of Guidance and counseling- http://ncert.nic.in/textbook/pdf/lehe108.pdf 1. Organization of guidance services in schools- http://www.yourarticlelibrary.com/e

4	EDU 613	Upon completion of course	References:	References:	No Change
	Fundamentals of Educational Assessment and Evaluation	 Students will be enable to - explain the Concept and Need of Educational Measurement and Evaluation. discuss the relationship of Instructional Process and Educational Evaluation. discuss selection and use the 	 Anastasi, A.(1976). Psychological Testing (Fourth Edition). New York : Macmillian Publishing Co. Inc. Bhargava, Mahesh.(2003). Adhunik Mano Vaigyanik Prikshan Evam Mapan. Agra : H.P. Bhargava Book House. 	 Anastasi, A.(1976). Psychological Testing (Fourth Edition). New York : Macmillian Publishing Co. Inc. Bhargava, Mahesh.(2003). Adhunik Mano Vaigyanik Prikshan Evam Mapan. Agra : H.P. Bhargava Book House. Ebel, Robert L. & David, A. Frisibie. (1986). Essentials of Educational 	RefereRefere nces and Web Resources updated
		 various items used in Educational Evaluation. selection and use of the Characteristics of Evaluation Tools. analyze the Trends in 	 Ebel, Robert L. & David, A. Frisibie. (1986). Essentials of Educational Measurement (Fourth Edition). New Jersey USA: Prentice-Hall, INC, Englewood Chaffs, Ferguson, G.A. (1976). Statistical 	 Measurement (Fourth Edition). New Jersey USA: Prentice-Hall, INC, Englewood Chaffs, Ferguson, G.A. (1976). Statistical analysis in Psychology and Education. Tokyo: McGraw Hill Book Co. New York 	
		 Educational Evaluation. reflect the skills necessary for determining the degree of reliability and validity of a test. 	 Ferguson, G.A. (1976). Statistical analysis in Psychology and Education. Tokyo: McGraw Hill Book Co. New York Fredrick, B. Devis. (1964). Educational Measurement and their Interpretation. Belmout California : Wadsworth Publishing Company. INC. USA. 	 Fredrick, B. Devis. (1964). Educational Measurement and their Interpretation. Belmout California : Wadsworth Publishing Company. INC. USA. Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay: Vakips Fetter and Simouis Pvt. Ltd. George, David. (2005). Trends in Measurement and Evaluation 	
			 Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay: Vakips Fetter and Simouis Pvt. Ltd. George, David. (2005). Trends in Measurement and Evaluation Techniques. New Delhi :Commonwealth Publishers. Guilford, J.P. (1956). Fundamental Statistics in Psychology and Education. New York: Mac. 	 Techniques. New Delhi :Commonwealth Publishers. Guilford, J.P. (1956). Fundamental Statistics in Psychology and Education. New York: Mac. GrewHill Book. Gupta, S.P. (2001). Adunik Mapan Evam Mulyankan. Allahabad : Sharda Pustak Bhawan. John, A. Green. (1963). Teacher made tests. New York Vanstone: Harper and Row Publishing. 	
			GrewHill Book. - Gupta, S.P. (2001). Adunik Mapan Evam Mulyankan. Allahabad :	 Kennethl, Bean. (1953). Construction of Educational and Personnel Tests, New York. U.S.A. : McGraw Hill Book 	

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	Sharda Pustak Bhawan.	Company. INC.
-	John, A. Green. (1963). Teacher made tests. New York Vanstone: Harper and Row Publishing.	- Payne, D. A. (2002). <i>Applied Educational</i> <i>Assessment.</i> CA. USA: Wards worth Thompson Learning.
-	Kennethl, Bean. (1953). Construction of Educational and Personnel Tests, New York. U.S.A. : McGraw Hill Book Company. INC.	 Sharma, R.A. (1999). Essential of Educational Measurement and Evaluation. Meerut: R. Lal Book Depot. e-Resource:
-	 Payne, D. A. (2002). Applied Educational Assessment. CA. USA: Wards worth Thompson Learning. Sharma, R.A. (1999). Essential of Educational Measurement and Evaluation. Meerut: R. Lal Book Depot. 	 Meaning and Difference between Physical and Psychological Measurement- <u>http://www.yourarticlelibrary.Com</u> /statistics-2/measurement-of-data- meaning-types-and-characteristics- statistics/92436 Relationship of Educational Evaluation with Instructional objectives- <u>https://www.nap.edu/read/5287/chapter/6</u> Formative and Summative Evaluation- <u>https://cft.vanderbilt.edu/student-</u>
		 assessment-in-teaching-and-learning/ Concept and Types of Reliability and Validity- https://chfasoa.uni.edu/reliabilityandval idity.htm https://opentextbc.ca/researchmethods/c hapter/reliability-and-validity-of- measurement/, https://www.cpp.edu/~smemerson/nbu- programeval/trochimppp/Part%203/Typ es%20of%20Reliability.ppt https://social researchmethods.net/kb/reltypes.php

5. EDU 706:	Upon completion of	References:	References:	No Change
Educational Management	 course Student Teacher will be able to: explain the fundamentals of Educational Management. explore resource Management in Education. clarify roles and responsibilities of Academic Leaders in Educational Management. act as an Educational Supervisor. identify specific issues in Educational Management. 	 Asian Institute of Planning and Administration (1968). Introduction to Educational Planning. New Delhi: Asian Institute of Planning and Educational Administration. Paris:UNESCO. Bhatnagar and Verma. Educational Supervision. Meerut : International Pub. House. Dessler, G. (2005). Human Resource Management. New Delhi : Pearson Prentice Hall. Edwin, F. (1984). Personnel Management. New Delhi: Mac Graw Hill. Fletcher, B.A.(1963). Planning of Education. Griffiths, V.L.(1962). Educational Planning. London :Oxford University Press. Harpinson, F. (1964). Education Manpower and Economic Growth. New York: McGraw Hill. Harry,J. H.(1973). Educational Planning, Programming, Budgeting : A System Approach. New Jersey: Prentice Hall Inc. John, R.L.and Morphat.(1964). Financing the public school. New Jersey: Englewood Cliffs. Kimbrough, S.Ralph, Michall & Nunnery. Educational 	 Asian Institute of Planning and Administration (1968). Introduction to Educational Planning. New Delhi: Asian Institute of Planning and Administration. Beaby ,C.E.(1967). Planning and Educational Administration. Paris:UNESCO. Bhatnagar and Verma. Educational Supervision. Meerut : International Pub. House. Dessler, G. (2005). Human Resource Management. New Delhi : Pearson Prentice Hall. Edwin, F. (1984). Personnel Management. New Delhi: Mac Graw Hill. Fletcher, B.A.(1963). Planning of Education. New York: Institute of Education. Griffiths, V.L.(1962). Educational Planning. London :Oxford University Press. Harpinson, F. (1964). Education Manpower and Economic Growth. New York: McGraw Hill. Harry,J. H.(1973). Educational Planning, Programming, Budgeting : A System Approach. New Jersey: Prentice Hall Inc. John, R.L.and Morphat.(1964). Financing the public school. New Jersey: Englewood Cliffs. Kimbrough, S.Ralph, Michall & Nunnery. Educational Administration. New York: Mc 	References and Web Resources updated

	Administration. New York: Mc Millan	• Lyons, R.F.(1967). The Fundamentals of Educational
•	Lyons, R.F.(1967). The Fundamentals of Educational Planning, (No.21 and 22).	Planning, (No.21 and 22). International Institute of Educational Planning. UNESCO.
	International Institute of Educational Planning. UNESCO.	 Mckerinan ,K.R.(1973). Realistic Educational Planning. Paris: UNESCO.
•	Mckerinan ,K.R.(1973). Realistic Educational Planning. Paris: UNESCO.	• Mishra, A. (1967). <i>The Financing</i> of India. Bombay: Asia Publishing
•	Mishra, A. (1967). <i>The Financing</i> <i>of India</i> . Bombay: Asia Publishing House.	 House. Mukerji, S.N Administration of Educational Planning and Finance.
•	Mukerji, S.N Administration of	Baroda : Acharya Book Depot.
	<i>Educational Planning and Finance</i> . Baroda : Acharya Book Depot.	• Musgrave, R.A.(1959). <i>Theory of</i> <i>Public Finance, A Study of Public</i> <i>Economy.</i> New York: McGraw Hill.
•	Musgrave, R.A.(1959). Theory of Public Finance, A Study of Public Economy. New York: McGraw	• Naik, J.P.(1965). <i>Educational</i> <i>Planning in India.</i> Bombay: Allied Publishers.
•	Hill. Naik, J.P.(1965). <i>Educational</i> <i>Planning in India</i> . Bombay: Allied Publishers.	• Newman and Summer. The process of Management : Concept, Behaviour and Practice. New Delhi.
•	Newman and Summer. <i>The process</i> of Management : Concept, Behaviour and Practice. New Delhi.	 Pattnayak, B. (2005). <i>Human</i> <i>Resource Management</i>. New Delhi: Prentice Hall of India (Pvt.) Ltd. Platt,W. J.(1960). <i>Research for</i>
•	Pattnayak, B. (2005). <i>Human</i> <i>Resource Management</i> . New Delhi: Prentice Hall of India (Pvt.) Ltd.	<i>Educational Planning</i> . UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt. Ltd.
•	Platt,W. J.(1960). <i>Research for</i> <i>Educational Planning</i> . UNESCO. (Practice). Baroda: Acharya Book Depot. Prentice Hall of India Pvt.	• Rao, T.V. (1999). Appraising and Developing Managerial Performance. New Delhi: Excel Books.
	Ltd. Rao, T.V. (1999). Appraising and	• Rao, V.K.(1961). Education and Human Resource Development.

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 Developing Managerial Performance. New Delhi: Excel Books. Rao, V.K.(1961). Education and University Development 	 Bombay: Allied Publishers. Robin Stepher P. Organizational Behaviour. Prentice Hall Pub. Pvt. Ltd.
 Human Resource Development. Bombay: Allied Publishers. Robin Stepher P. Organizational Behaviour. Prentice Hall Pub. Pvt. Ltd. 	 Saiyadain, M. (2003) Human Resource Management. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.
• Saiyadain, M. (2003) Human Resource Management. New Delhi: Tata Mac. Graw Hill	 Simon, Herbart A. Administrative Behaviour. New York : McMillan Company. Singh, B. (1967). Education as
 Publishing Co. Ltd. Simon, Herbart A. Administrative Behaviour. New York : McMillan Company. 	Investment. Delhi: Meenakshi Prakashan.UNESCO (1963). Economic and Social Aspects of Planning. Paris.
• Singh, B. (1967). Education as Investment. Delhi: Meenakshi Prakashan.UNESCO (1963). Economic and Social Aspects of	 Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books. Waber, Clarence A. <i>Fundamentals</i>
 Planning. Paris. Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books. 	of Educational Leadership. New York : Exposition Press.
• Waber, Clarence A. Fundamentals of Educational Leadership. New York : Exposition Press.	Educational Management- <u>http://ddceutkal.ac.in/Syllabus/MA_E</u> <u>ducation/Paper_8.pdf</u>
Educational Management- http://ddceutkal.ac.in/Syllabus/MA_E ducation/Paper_8.pdf	Leading People Resource Management- <u>http://www.csu.edu.au/data/assets</u> /pdf_file/0007/51946/Resource-
Leading People Resource Management- <u>http://www.csu.edu.au/data/asset</u> <u>s/pdf_file/0007/51946/Resource-</u>	Management.pdf Educational leadership and management: theory, policy, and practice-

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	Management.pdf	http://citeseerx.ist.psu.edu/viewdoc/
		download?doi=10.1.1.729.7350&rep=
	Educational leadership and	rep1&type=pdf
	management: theory, policy, and	
	practice-	Handbook of Educational Leadership
	http://citeseerx.ist.psu.edu/viewdoc/	and Management-
	download?doi=10.1.1.729.7350&rep	http://www.edindustrygroup.com/upl
	<u>=rep1&type=pdf</u>	oads/2/9/2/8/2928545/handbook_of_
		educational_leadership_and_manage
	Handbook of Educational Leadership	ment-2003.pdf
	and Management-	
	http://www.edindustrygroup.com/up	Management and Leadership Issues
	loads/2/9/2/8/2928545/handbook_o	for School Building Leaders-
	f_educational_leadership_and_mana	https://files.eric.ed.gov/fulltext/EJ102
	gement-2003.pdf	<u>4110.pdf</u>
	Management and Leadership Issues	Primary and Secondary Education
	for School Building Leaders-	Management Issues-
	https://files.eric.ed.gov/fulltext/EJ10	https://poledakar.iiep.unesco.org/site
	<u>24110.pdf</u>	s/default/files/fields/publication_files
		/chapter7.pdf
	Primary and Secondary Education	
	Management Issues-	Educational Supervision-
	https://poledakar.iiep.unesco.org/sit	http://www.yourarticlelibrary.com/ed
	es/default/files/fields/publication_fil	ucation/educational-supervision-in-
	es/chapter7.pdf	india-meaning-scope-nature-and-
		type/45235
	Educational Supervision-	
	http://www.yourarticlelibrary.com/e	
	ducation/educational-supervision-in-	
	india-meaning-scope-nature-and-	
	<u>type/45235</u>	

EDU707:	Upon completion of	References:	References:	No Change
Educational Technology in Practice	 course Student Teacher will be able to: Reflect on communication process and role of media in Education Technology. Write, script & its recording. differentiate between different forms of Information Technology. appreciate the trends and thrust areas in Education Technology. 	 Levine, J.M., Secondary Instruction: A Manual for Classroom Teaching, Boston: Allyn & Becon, 1989. Percival, F. and Ellington, H., A Handbook of Educational Technology, London: Kogen page, 1984. Rao, Usha,Educational Technology, Bombay: Himalaya Publishing House, 1991. Sanpath, K. Panneerselvam, A. and Santhanam, S., Introduction to Educational Technology, New Delhi: Sterling Publishers, 1984. Sharma, Mittal, System Approach: Its Application in Education, Bombay, Himalaya Publishing House, 1985. Sharma, R.,A., Shiksha Takniki, Meerut: Loyal Book Depot., 1987. Woolfolk, A.E., Educational Psychology, New Jersey: Prentice Hall of India, 1990. 	 Kumari, Sarita. (2004). Increasing role of Technology in Education. New Delhi: Chawla Offset Press. Levine, J. M. (1989). Secondary Instruction: A Manual for Classroom Teaching. Boston: Allyn & Becon. Minor, Ed. and Fry, H.R. (Ed.) (1970). Techniques for producing Visual Instructional Materials. Tokyo: Mc-Graw Hill Book Co. Mohanty, J. (1984). Educational Broadcasting: Radio and TV in Education. New Delhi: Sterling. Passi, B. K. et.al. (Ed.) (2011). Professional Development and ICT in Education. New Delhi: APH. Percival, F. and Ellington, H. (1984). A Handbook of Educational Technology. London: Kogan page. Rao, Usha (1991). Educational Technology. Mumbai: Himalaya Pub. House. Rao, Usha. (1991). Educational Technology in Distance Education. New Delhi: Aravali Books International Pvt. Ltd. Sanpath, K., Panneerselvam, A. and Santhanam, S. (1984). Introduction to Educational Technology New Delhi: Sterling Publishers. Saxena, N.R.S. & Oberoi, S.C. (1996). Technology of Teaching. Meerut: R.L. Book Depot. Woolfolk, A.E. (1990). Educational Foundation of Education. Meerut: R. Lall Book Depot. 	References and Web Resources updated

7. EDU 701:	Upon completion of	References:	Psychology. New Jersey: Prentice Hall of India. शास्त्री, आदित्य एवं अन्य. (2005). कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग. जयपुर: जयपुर पब्लिशिंग हाउस. सिंह, नीरज एवं आलोक उपाध्याय. (2001). कम्प्यूटर शिक्षा. आगरा: विनोद पुस्तक मन्दिर. गुप्ता, महेश कुमार. (2005). कम्प्यूटर अनुप्रयोग. जयपुर: मंगलदीप पब्लिकेशन. सिंह, सतनाम. (2006). शिक्षा तकनीकी. नई दिल्ली: अर्जुन पब्लिशिगं हाउस e Resources: epathshala- http://www.ncert.nic.in/ddetailed pathalapdf nROER- http://nroer.gov.in NCERT- www.ncert.nic.in	No Change
Assessment and Counseling Process	 opport completion of course Student Teachers will be able to: describe and analyze the theoretical understanding of nature and needs of various assessment techniques used in counseling. explain and analyze the basic assumptions and process of different approaches of counseling. discuss and appreciate unique features of individual and group counseling. 	 Chauhan S.S., 1982, Principles and Techniques of Guidance, Vikas Publishing House Pvt., Ltd., Delhi. Lee, Michall James and Pallone, 1966, Guidance and Counseling in School, Mc Graw Hill Book Co. New York. Moser E. Leslie & Moser Ruth Small, 1903, Counseling and Guidance: An exploration Prentice Hall Inc. Inglewood Cliffs. Indian Education, Mittali Publisher, Delhi. Jaiswal Sita Ram, 1984, Guidance and Counseling, Prakashan Kendra, Lucknow. 	 Keterences: Chauhan, S.S. (1982). Principles and Techniques of Guidance. New Delhi: Vikas Publishing House Pvt. Ltd. Dave, I. (1983). The Basic Essentials of Counselling. New Delhi: Sterling publishers Pvt. Ltd. Ghones, R. N. (1995). The Theory and Practice of Counselling. New York: Cassell Wellington House. Jaiswal, S.R. (1984). Guidance and Counselling. Lucknow: Prakashan Kendra. Johnson, F. W. (1963). Testing in Guidance and Counselling. New York: MC. Graw Hill Book Co. Inc. Johnson, F.W. (1965). Theories of Counselling. New York: Mc-Graw Hill Book Co. Inc. Kinra, Asha K. (2009). Guidance and Counselling. New Delhi: 	References and Web Resources updated

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				• Techniques of Counseling- https://blog.udemy.com/counseling- techniques/	
8	EDU 715:	Upon completion of	References:	References:	No Change
	Procedures of Educational Assessment and Evaluation	course Students will be enable to :discuss the	 Asthana & Asthana .(2005). Mano Vigyan our Shiksha Me Mapan Evam Mulyankan. Agra : Vinod Pustak Mandir. 	 Asthana & Asthana .(2005). Mano Vigyan our Shiksha Me Mapan Evam Mulyankan. Agra : Vinod Pustak Mandir. 	References and Web Resources
		knowledge of various Educational Evaluation Techniques.	• Blaine, Wortheir & James, R. Sandir. (1987). Educational Evaluation. New York: Longman. U.S.A.	• Blaine, Wortheir & James, R. Sandir. (1987). <i>Educational</i> <i>Evaluation</i> . New York: Longman. U.S.A.	updated
		• reflect the necessary skill of constructing an Educational Achievement Test.	• By Cliffor, P. Froehlich & Kenneth, B. Hoyt. (1959). Guidance Testing. Chicago: Science Research Associates. INC.	 By Cliffor, P. Froehlich & Kenneth, B. Hoyt. (1959). <i>Guidance Testing</i>. Chicago: Science Research Associates. INC. 	
		 analyze and use the process of Test Standardization. selection and use of 	 Denis, Baren & Harold, W.B. Bernard. (1958). Evaluation techniques for classroom teachers, New York : McGraw Hill Book Company. INC. USA. 	 Denis, Baren & Harold, W.B. Bernard. (1958). Evaluation techniques for classroom teachers, New York : McGraw Hill Book Company. INC. USA. 	
		the competencies for measuring psychological traits of students.	 Frederick, B. Devis.(1964). Educational Measurement and its Interpretation. California : Wadsworth Publishing Company. INC Belmout. U.S.A. 	Frederick, B. Devis.(1964). Educational Measurement and its Interpretation. California : Wadsworth Publishing Company. INC Belmout. U.S.A.	
		 criticize the role of ICT in Educational Evaluation. reflect the skills of 	• John, R. & Bor, Muth. (1973). On the Theory of Achievement test Items. Chicago: The University of Chicago Press.	• John, R. & Bor, Muth. (1973). On the Theory of Achievement test Items. Chicago: The University of Chicago Press.	
		administration and interpretation of educational and psychological Test.	• Normen, E. Gronlund. (1967) Measurement and Evaluation in teaching. New York: The MacMillan Company. USA.	• Normen, E. Gronlund. (1967) Measurement and Evaluation in teaching. New York: The MacMillan Company. USA.	
			• Thorndike, Robert., Elizabeth, L. & P. Hagen. (1961). Measurement and Evaluation in Psychology and Education (II Edition). New York : Wiley.	• Thorndike, Robert., Elizabeth, L. & P. Hagen. (1961). <i>Measurement and</i> <i>Evaluation in Psychology and</i> <i>Education (II Edition)</i> . New York : Wiley.	
				e-Resource:	

	 Psychological test-
	http://www.healthofchildren.com/kn
	owledge/Psychological_testing.html
	 Evaluation Techniques: Testing and
	Non-Testing -
	https://www.scribd.com/presentatio
	n /269533056 /Assessment-of-
	Learning-1-Chapter-1-Test-Non-
	test-Measurement-Assessment-and-
	Evaluation
	 Teacher made Achievement test-
	http://www.yourarticlelibrary.com/s
	tatistics-2/teacher-made-test-
	meaning-features-and-uses-
	statistics/92607 ,
	http://www.ascd.org/ASCD/pdf/jou
	rnals/ed lead/el 196112 wrightston
	e.pdf
	■ ICT assisted Educational
	Evaluation-
	http://www.ictliteracy.info/rf.pdf/Us
	ingICTQuality.pdf , https://www.
	<u>Rie</u>
	<u>mysore.ac.in/ict/unit_9_ict_in_as</u>
	sessment.html
	 Main features of ICT and its
	advantages in educational
	evaluation-
	http://edtechreview.in/trends-
	insights/insights/959-advantages-of-
	using-ict-in-learning-teaching-
	processes, <u>http://www.iosrjournals.</u>
	Org /iosr-jrme/papers/Vol-
	<u>1%20Issue-4/B0140308.pdf</u> ,
	http://www.allresearchjournal.
	com/archives/2017/ vol
	3issue1/PartF/3-1-50-924.pdf
	 Software Solutions for Test and
	Assessment Needs-
	https://www.addmengroup.com/test
	-and-assessment-software-

			solutions.htm Brief study of useful software-	
			https://antibullyingsoftware.com/blo	
			g/technology-in-education/11-types-	
			of-education-software-available-to-	
		_	<u>schools/</u>	
		•	Process of test standardization-	
			https://www.edglossary.org/standar	
			dized-test/	
		-	Measuring Intelligence-	
			https://opentextbc.ca/introductionto	
			psychology/chapter/9-1-defining-	
			and-measuring-intelligence/	
			http://www.aboutintelligence.co.uk/	
			what-intelligence.html,	
			https://psychaanalyse.com/ pdf/	
			THE MEASUREMENT OF INT	
			ELLIGENCE.pdf	
			Measuring Personality-	
			http://www.yourarticlelibrary.com/s	
			tatistics-2/measurement-of-	
			personality-4-methods-	
			statistics/92641,	
			https://www.personality-and-	
			aptitude-career-	
			tests.com/personality-measurement.	
			html	
		-	Measuring Interest-	
			http://www.yourarticlelibrary.com/s	
			tatistics-2/interest-definition-types-	
			and-measurement-statistics/92639	
		•	Measuring Aptitude-	
			http://www.yourarticlelibrary.com/s	
			tatistics-2/aptitude-tests-definition-	
			measurement-and-uses-	
			statistics/92658 ,	
			https://www.ericdigests.org/pre-	
			9218/aptitude.htm	
			<u></u>	
L				

Reading Elective

1.	EDU	Upon completion of	Course Outline:	Course Outline:	No Change
	Peace Education	 course Pupil Teachers clarify the concept of Peace education Assess need for peace education Appraise the peace initiatives and movements for peace Organize curricular and co-curricular activities for promotion of peace in school 	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 Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games	 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 Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games 	References and Web Resources updated

 Harris, I. & Morrison, (2003). Peace Education. 1 York: McFarland & Chapter 3. Montessori, M. (19 Education and pe Chicago: Henry Regnery. NCERT. (2004). Pr Education: Self Instructi Package for Tea Education. New D NCERT. NCERT. (2006). NCF 2 Position Paper, Nati Focus Groups on Educa for Peace. New Delhi.
 Education and per Chicago: Henry Regnery. NCERT. (2004). Preducation: Self Instruction: Package for Tean Education. New Description New Description New Description Paper, Nation Focus Groups on Education for Peace. New Delhi.
Education: Self Instructi Package for Tea Education. New D NCERT. NCERT. NCERT. • NCERT. (2006). NCF Position Paper, Nati Focus Groups on Education Focus for Peace. New Delhi. New Delhi.
Position Paper, Nati Focus Groups on Educe for Peace. New Delhi.
e-Resources:
http://www.bdu.ac.in/cde
cs/ebooks/B-
Ed/II/PEACE%20EDUC
ION.pdf,
https://www.scribd.com/
NTEGRATING-PEACE
EDUCATION-IN-THE-
PRESEN
https://minds.wisconsin.e
/bitstream/handle/1793/.
arkellLockwood.pdf?1
• https://www.isesco.org.m

				 wp- content//11/IMPEDIMEN TS-PEACE-WORLD.pdf https://en.unesco.org/partne rships//promoting-culture- peace-and-non-violence https://en.unesco.org/70year s/building_peace www.un.org/documents/ga/ docs/51/plenary/a51- 395.htm 	
2.	EDU	Upon completion of	Course Outline:	Course Outline:	No Change
	Value Education	course The students will be able to:	Values and Human LifeHuman, Constitutional,	• Values and Human Life	
		 Assess the need and importance of values and its classification in contemporary society. Prioritize the values needed for peaceful society. Demonstrate awareness for role of education in building value as dynamic social reality. 	 Human, Constitutional, Social, Professional, Religious and Moral Values, Aesthetic Values Need for value education in the contemporary society Value Education and Personal Development Teaching approaches and strategies to inculcate values through curricular and co- curricular activities Role of education in transformation of values in society Role of parents, teachers, society, peer group and mass 	 Human, Constitutional, Social, Professional, Religious and Moral Values, Aesthetic Values Need for value education in the contemporary society Value Education and Personal Development Teaching approaches and strategies to inculcate values through curricular and co- 	References and Web Resources updated

Describe the	media in fostering values	curricular activities
importance of value education	Reference:	• Role of education in
towards personal,	• वर्मा, जी. एस., मूल्य िाक्षा, पर्यावरण	transformation of values in
national and global	एवंमानवाधिकार, इंटरनै ानलपब्लि ांगहाउस, मेरठ,	society
development.	2008.	• Role of parents, teachers,
	 दुबेसत्यनारायण, मूल्य िाक्षा, भाारदापुस्तकभवन, इलाहाबाद, 2016 	society, peer group and mass
	 Monica J. Taylor. Values in 	
	Education and Education in	media in fostering values
	Value. Rutledge. 1996.	Reference:
	• Neil Postman. The End of Education: Redefining the	• वर्मा, जी. एस. (2008). मूल्य िाक्षा,
	Value of School. Vintage	पर्यावरण एव मानवाधिकार. मेरठ :
	publisher. 1996	इंटरने ानल पब्लिांग हाउस.
	<u>http://cbseportal.com/exam/e-</u> books/download-free-ncert-e-	• दुबे, एस. (2016). मूल्य िाक्षा.
	book-education-for-values-in-	इलाहाबाद : भाारदा पुस्तक भवन.
	school-aframework.	• Monica, J. T. (1996).Values
	• www.cbseacademic.nic.in/w	in Education and Education in
	eb_material/ValueEdu/Valu e Education Kits.pdf	Value. Rutledge.
	• Sharma, S.P. Moral and	
	Value Education; Principles	
	and Practices, Kanishka publishers, 2013.	Education: Redefining the
	 Kiruba Charles & V. Arul 	Value of School. Vintage
	Selvi. Value Education:	publisher.
	Neelkamal Publications, New	• Sharma, S. P. (2013). Moral
	Delhi, 2012.Passi, B.K. and Singh, P.	and Value Education;
	Value Education. National	Principles and Practices.
	Psychological Corporation,	Kanishka publishers.
	Agra. 2004.	- Internet Providence

	 Chitakra, M.G.: Education and Human Values, A.P.H. Publishing Corporation, New Delhi. 2003. 	 Kiruba, C. & V. Arul S. (2012). Value Education. New Delhi: Neelkamal Publications. Passi, B. K. and S. (2004). P. Value Education. Agra: National Psychological Corporation. Chitakra, M. G. (2003). Education and Human Values. New Delhi: A.P.H. Publishing Corporation. e-Resources: https://en.wikipedia.org/wik i/Values Education www.yourarticlelibraty.com /education/value-educatio https://www.researchgate.ne 	
		 https://www.researchgate.ne t//235712162 Value Ed https://www.iitk.ac.in/hvhe/i mges/article-9.pdf https://www.cukashmir.ac.i n//UNIT%201%20INTR0. . 	

				 WWW.bhojvirtualuniversit y.com/slm/B.EdSLM/bedt sst4u1.pdf www.cbseacademic.nic.in/w eb_material/ValueEdu/Valu e Education Kits.pdf http://cbseportal.com/exam/ e-books/download-free- ncert-e-book-education-for- values-in-school- aframework. 	
3.	EDU Human Right Education	 Upon completion of course Student Teacher will be able to: The student teachers directly engaged in the promotion of human rights and duties. Discuss the changing dimensions of human rights and duties. Explain Societal Problems of Human Rights in India. 	Course Outline: 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 Social movements Societal Problems of Human Rights in India Evolution	Course Outline: 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	No Change References and Web Resources updated

Fundamental Rights Directive Principles of State Policy	Social movements Societal Problems of Human Rights
Fundamental Duties	in India
Reference :	Evolution Fundamental Rights
 Basu, Durga Das, Human Rights in Constitutional law (New Delhi: 	Directive Principles of State Policy
 Prentice Hall 1994) Gogia, S.P., Law relating to Human 	Fundamental Duties Reference:
Rights (2000)3. Gupta D.N. and Singh, Chandrachur,	• Basu, D. D. (1994). <i>Human</i>
Human Rights and Freedom of Conscience: Some suggestions for its	<i>Rights in Constitutional law.</i> New Delhi: Prentice Hall.
Development and Application (2001) 4. Sinha, Manoj Kumar,	• Gogia, S. P. (2000). <i>Law</i> relating to Human Rights.
Implementation of Basic Human Rights, (1999)	 Gupta, D. N. and Singh, C.
 Paul, R.C. Situation of Human Rights in India (2000) 	(2001). Human Rights and Freedom of Conscience:
 6. Alam, Aftab, ed., Human Rights in India: Issues and Challenges (New 	Some suggestions for its
Delhi: Raj Publications, 1999).	Development and Application.
	• Sinha, M. K. (1999).
	Implementation of Basic Human Rights.
	• Paul, R.C. (2000). Situation of Human Rights in India
	riuman Kignis in India

			 Alam, A. ed. (1999). Human Rights in India: Issues and Challenges. New Delhi: Raj Publications 	
4	EDU: Conceptual Basis of Education	 Upon completion of course Students will be enable to : Express the nature of education as a discipline/an area of study. Reflect upon aims of Indian Education in the context of a democratic, secular, socialist, egalitarian and a humane society. Clarify the concept of knowledge and knowledge construction. 	Course Outlines: • Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors. • Education as a discipline or area of study. • Aims of Indian Education in the context of a democratic, secular, socialist, egalitarian and a humane society. • Concept of knowledge and knowledge construction between: • Content knowledge and Pedagogy knowledge • Theoretical knowledge and practical knowledge • Universal knowledge	New Reading Elective

		and contextual knowledge.
		• Need for a vision of school
		education:
		- Flow of national goals to
		instructional objectives.
		- Child's rights.
		 Concepts of quality and
		excellence in education- it's
		relation to quality of life.
		Refrences:
		• 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.
		• Dearden R. F. (1984).
		Theory and practice in
		Education. Routledge K
		Kegan & Paul.
		• 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.
		• Peters, R.S. (1967), The
		Concept of education,
		Routledge, United
		Kingdom.
		Suggested e-material:

		1	-			
			Social and	d Cultura	al Issues in	
			Educ	ation-		
			<u>http:/</u>	//www.eols	s.net/sample	
			-chap	oters/c04/e	<u>6-61-01-</u>	
			<u>04.pd</u>	<u>lf</u>		
			Education	and Soc	cial Change-	
			<u>https</u>	://sol.du.ac	<mark>e.in/mod/boo</mark>	
			<u>k/vie</u> v	w.php?id=	<u>1449&chapt</u>	
			<u>erid=</u>	<u>1332</u>		
			Domain	Wise	Knowledge	
			struc	turing-		
			<u>http:/</u>	//www.nwl	ink.com/~do	
			nclar	k/hrd/bloo	o <u>m.html</u>	
			Discovery	as a Lea	arner driven	
			pedag	gogy-		
			<u>http:/</u>	//www.aca	demia.edu/9	
			<u>83841</u>	<u>19</u>		
5	EDU:	Upon completion of	Course Ou	tlines:		New
	Education as	course Students will be				Reading
	Interdisciplinary	enable to :		-	ry nature of	Elective
	Knowledge	• Examine issues		cation;		
		• Examine issues related to education		tionships w		
		as interdisciplinary		1	jects such as	
		knowledge.	-	osophy, ps		
		Appreciate		iology, mar		
		interdisciplinary nature of education	econ	nomics and	l	
		and it's	anth	nropology		

	relationships with disciplines/ subjects such as philosophy, psychology, sociology, management,	•	 Contribution of science and technology to education challenges of science and technology education Axiological issues in 	
	economics and anthropology.Clarify axiological issues in education.		education: role of peace, values and aesthetics in education.	
		Kefe	erences:	
		•	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.	
		•	Dearden R. F. (1984). Theory	
			and practice in Education.	
			Routledge K Kegan & Paul.	
		•	NCERT (2005). National	
			curriculum framework, New	
			Delhi.	
		•	MHRD, Gov. of India (1992),	
			National policy on education	
			(revised) New Delhi.	
				-

		•	MHRD, (1992), P	rogramme	
			of action. Govt. of I	ndia, New	
			Delhi.		
		•	Naik, J.P. (1975)	Equality,	
			quality and quan	tity: The	
			elusive triangle of	of Indian	
			education,	Allied	
			Publications, Bomba	ay.	
		•	Peters, R.S. (ed), (1	.975). The	
			Philosophy of	education.	
			Oxford University	y Press,	
			London.		
		Sugg	ested e-material:		
		D	ocracy and education		
		Demo	ocracy and education	n-www.youi	
		Natic		n-www.youi	
				ntegration-	
			onal ir	ntegration- ary.com/n	
			onal ir www.yourarticlelibr	ntegration- ary.com/n	
			onal ir www.yourarticlelibr ational-integration-i	ntegration- ary.com/n n-	
			onal ir www.yourarticlelibr ational-integration-ir india/47120	ntegration- ary.com/n n- udychann	
			onal ir www.yourarticlelibr ational-integration-ir india/47120 https://www.indiastu	ntegration- ary.com/n n- udychann 22094-	
			onal ir www.yourarticlelibr ational-integration-ir india/47120 https://www.indiastu el.com/reseources/12	ntegration- ary.com/n n- udychann 22094-	
		Natic	onal ir www.yourarticlelibr ational-integration-ir india/47120 https://www.indiastu el.com/reseources/12 concept-of-national-	ntegration- ary.com/n n- udychann 22094-	
		Natic	onal ir www.yourarticlelibr ational-integration-ir india/47120 https://www.indiastu el.com/reseources/12 concept-of-national- intergration-and-obs	ntegration- ary.com/n n- udychann 22094-	

			Interdisciplinary Approach of Knowledge Structuring- https://www.researchgate.ne t// 267939164 Disciplinary M ultidisciplinary Interdiscipl inary- <u>Concepts_and_Indicators</u> ,	
6	EDU: Socio-cultural Context of Education	 Upon completion of course Students will be enable to : Clarify Social purposiveness of education. Examine issues related to Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality. Reflect upon Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity. 	 Course Outlines: Social purposiveness of education. Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity. Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality. Education of socio- 	New Reading Elective

	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.: Harward
	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.
	new Denn.

		• 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
		<u>-chapters/c04/e6-61-01-</u>
		<u>04.pdf</u>
		Multilingualism in India-
		http://shodhganga.inflibnet.

			ac.in/bitstream/10603/11248 /9/09_chapter%202.pdf New Concepts of Equality of Educational Opportunity- http://www.hrpub.org/down load/20180228/UJER6- 19510774.pdf	
7	EDU: Supportive Mechanism of Education	 Upon completion of course Students will be enable to : Identify various issues related to Teacher Education as reflects in NCF (2005). Analyze functions of various academic and administrative Governmental/auton omous agencies for School Education. Examine critically the concerns arises from vision of school education and teacher education. Organize various learning resources-textbooks, supplementary books, workbooks, multimedia and ICT and School library in the institution. 	 Course Outlines: Teacher Education as reflects in NCF (2005). Functions of Academic and Administrative Governmental/autonomous Agencies for School Education. 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. Monitoring and evaluation 	New Reading Elective

r	n			
				of schools.
			•	Organization of learning
				resources-textbooks,
				supplementary books,
				workbooks, multimedia and
				ICT and School library.
			Refe	erences:
			•	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.
			•	Art Kleiner et.al (1994),
				The Fifth Discipline Field
L	1	1		

r	1	1	
			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
			synthesiss 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/4
			942025/Monitoring_and_Ev
			aluation_in_Education
			National Curriculum Framework
			ł
			http://epathshala.nic.in/prog
			rammes/national-
L		1	

		<u>curriculum-frameworks/</u>	N
8 EDU : Understanding School Contexts	 Upon completion of course Students will be enable to : Contribute in creating Learner friendly school environment Analyze role of personals in school management: teachers, headmasters, and administrators Critically reflect Teacher's autonomy and accountability. 	Course Outlines: • Learner friendly school environment. • Role of personals in school management: teachers, headmasters, and administrators. • Nurturing School as subsystem of society • Role of school management committee in school management • Teacher's autonomy and accountability. References: • Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press. • Dewey, J. (1916/1977): Democracy and Education:	New Reading Elective

	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.
	• Beyer, L.E. (Ed.) (1996)
	Creating democratic
	classrooms: The struggle to
	integrate theory and
	Practice. New York:
	Teachers College Press.
	Suggested e-material:
	Child friendly schools:
	https://www.unicef.org/lifeskills/i
	ndex_7260.html
	What Makes a Child-Friendly
	What Makes a Child-Pricing

	Learning Environment?
	https://www.unicef.org/teachers/e
	nvironment/friendly.htm
	School Management Committee
	http://www.lse.ac.uk/intrane
	t/LSEServices/governanceA
	ndCommittees/SMC-ToR-
	and-membership.pdf
	School Management Committee:
	http://righttoeducation.in/fo
	rums/suggest-rte-
	amendments/section-21-
	school-management-
	<u>committee</u>

Annexure-X

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

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

D. Mathematics, Electronics, Physics		combinations available are:
E. Mathematics, Physics, Statistics	For B.Sc. B.Ed. Life Sciences group: The	
	subject combinations available are:	Geology:
For B.Sc. B.Ed. Life Sciences group: The subject	(Bio-Science) – Chemistry,	iv. Geology
combinations available are:	Zoology, Botany	v. Chemistry
A. (Bio-Science) – Chemistry, Zoology, Botany	For B.Sc. B.Ed. Geology group: The	vi. Zoology/Botany/Physics/Mathematics/Geog
B. (Biotechnology) Biotechnology,	subject combinations available are:	raphy (any one)
Chemistry		NOTE:
For B.Sc. B.Ed. Geology group: The subject	Geology:	*The candidate of B.Sc. B.Ed. Integrated course
combinations available are:	i. Geology	must select at least two elective subjects from
Geology:	ii. Chemistry	the following:
i. Geology	iii. Zoology/Botany/Physics/Mathemat	Mathematics, Physics, Chemistry, Zoology, Botany
ii. Chemistry	ics/ Geography (any one)	
iii. Zoology/Botany/Physics/Mathematics/Geog	NOTE:	
raphy (any one)	*The candidate of B.Sc. B.Ed. Integrated	
NOTE:	course must select at least two	
The students opting for Drawing and Music	elective subjects from the following:	
have to pass an aptitude test.	Mathematics, Physics, Chemistry,	
	Zoology, Botany	
if the student has studied Mathematics as an		
elective at 10+2 level. * Students with Mathematics opt only		
Students with Muthematics opt only		
##Students with non Mathematics can opt only		
*The candidate of B.Sc. B.Ed. Integrated course		
must select at least one elective subject from the following:		
e		
Mathematics, Physics, Chemistry, Zoology, Botany		
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Offg. Secretary Banasthali Vidyapith P.O. Banasthali Vidyapith Distt. Tonk (Raj.)-304022