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.
2. The board recommend Courses of Study, Curricula and Scheme of Examination for the following Examinations: (Appendix-II and III)
    a. B.Ed. Examination (2015-17)
    b. M.Ed. Examination (2015-17)

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

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

(APPENDIX II)
B.Ed. PROGRAMME

Objectives of Two Year B.Ed. Programme:

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

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

CURRICULAR FRAME WORK:

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

Group A: Foundation Courses	**Marks**	**Semester**
Course A-1 Childhood and Growing Up	90	I
Course A-2 Contemporary Indian Education	90	III
Course A-3 Learning and Teaching	90	II
Course A-4 Assessment for Learning	90	III
Course A-5.1 Knowledge and Curriculum Part I	60	II
Course A-5.2 Knowledge and Curriculum Part II	60	III
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: Pedagogy of School Subject (Any One)		**Marks**	**Semester**
Course B1	B1.1 – English I	60	I
	B1.2 – English II	60	II
Course B2	B2.1 – Hindi I	60	I
	B2.2 – Hindi II	60	II
Course B3	B3.1 – Sanskrit I	60	I
	B3.2 – Sanskrit II	60	II
Course B4	B4.1 – General Science I	60	I
	B4.2 – General Science II	60	II
Course B5	B5.1– Mathematics I	60	I
	B5.2– Mathematics II	60	II
Course B6	B6.1 – Social Science I	60	I
	B6.2 – Social Science II	60	II
	Total Marks	**120**	

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

Course C4- Understanding Disciplines and Subjects	75	III
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) Courses	**Marks**	**Semester**
EPC1- Reading and Reflecting on Texts	45	II
EPC2 - Aesthetic Appreciation through Art and Drama	45	I
EPC3 - Critical Understanding of ICT	45	II
EPC4 - Understanding the Self and Yoga	45	I
Total Marks	**180**	

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

Group G: School Internship	**Marks**	**Semester**

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

Semester Wise Distribution of the Courses

SEMESTER: I

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				T	P	T	P		
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**

SEMESTER: II

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				T	P	T	P		
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

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
				T	P	T	P		
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	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
Group G	**School Internship**								

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

Continuous assessment for above will be conducted as per details below

For courses with 90 marks: Periodical Test will be 2 Hrs. Duration Total =18.
Three questions to be answered out of given four questions. Each question will be 6 Marks.

For 75 marks courses: Periodical Test will be 1.30 Hrs. Duration Total =15.
Three questions to be answered out of given four questions. Each question will be 5 Marks.

For 60 marks courses: Periodical Test will be 1.00 Hr. Duration Total=12 marks.
Two questions to be answered out of given three questions. Each question will be 6 Marks.

Semester assessment of these Courses:

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

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

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

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

Formative assessment will comprise

(i) A Written Test: 15 marks, 1.00 Hr. Duration

(ii) Assessment of overall performance and participation during the year in the various practical exercise given: 20 marks

Total 35 marks

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

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

F-1 Training in instructional skills. Skill based Teaching (SBT) practice of at least 10 skills based lessons by each candidate. One lesson of integrated skills will be evaluated for duration of 30 minutes.

F-2 Students will observe and participate in different school activities, such as classroom Observation, Examination programme, day's celebration, co-curricular activities etc.

F-3 At least for one week, student Teacher will be engage in real class room teaching.

F-4 One criticism lesson related to Group B pedagogy of a school subject to be given by

every candidate.

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

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

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

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

In Group F Semester assessment

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

1. Each candidate will be evaluated separately on one lesson in selected pedagogical subject from Group-B by a board of Examiners.
2. The Board will be constituted by the Vice-Chancellor comprising.

- Two external experts each from the broad subject specialization viz. –Science education, Social Science education and language education, so that at least one expert is from student's subject specialization.
- Head of Department.

3. Final lesson will be assessed out of 150 marks. The marks will be finalized by the Head of the Department in Consultation with other members of the Board.

Group-G School Internship

G1: **Internship**

This programme will comprise these below component.

I One week observation of a regular classroom and school activities with regular School teachers.

II a) At least 30 lesson in teaching subjects at upper primary level to senior secondary level in regular class. (related to Group B pedadogical subject).

III Active participation and organization of school activities such as assembly, Attendance recording, lab/library management, Time Table preparation Co-curricular activities. PTM, Guidance & Counselling programme and Examination programme.

IV Prepare and conduct one Unit test for upper primary and secondary level and prepare a Result report.

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

A- School At a Glance: A detail information about the school and its community

B- Lesson Plan diary (on each lesson plan, lesson delivery and feedback must be checked and mentioned by regular school teacher/Authority).

C- Report on Test conduction & Result analysis.

D- Report on participation & Organization of School activities.

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

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

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

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

Semester Assessment:

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

- A presentation of School internship activities and Experiences.

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

Course G-2 Field based Research Project

This course comprise two components

G2-(i) Research Project Plan:

Every student will prepare a research plan for field based research in guidance of Teacher Educators. 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 (1140)	Practice Teaching Component (810)	
I	60%	60%	of the aggregate marks obtained at the all semesters taken together.
II	48%	48%	
Pass	36%	36%	

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

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

(Appendix III)
M.Ed. PROGRAMME

Objectives of M.Ed. Programme:

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

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

Duration of the Programme

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

Curriculum Framework: M. Ed.

Courses

Group-A- Core Courses-I
Group-B- Core Courses-II
Group-C- Area of Specialisation
Group-D- Field Experience
Group-E- Dissertation

Group A- Core Courses - I

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

Group-B – Core Courses- II

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

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

C A Educational Technology
- I. Educational Technology and Instructional Process
- II. Educational Technology in Practice
- III. Field Engagement in Educational Technology

CB Educational Guidance and Counselling
- I. Principles and Procedures of Guidance and Counselling
- II. Assessment and Counselling Process
- III. Field Engagement in Educational Guidance and Counselling

CC Educational Administration and Management
- I. Educational Administration and Planning
- II. Educational Management

III. Field Engagement in Educational Administration and Management

CD Educational Assessment and Evaluation

I. Fundamentals of Educational Assessment and Evaluation

II. Procedures of Educational Assessment and Evaluation

III. Field Engagement in Educational Assessment and Evaluation

Group D –Field Experience

D1 Field Experience with Teacher Education Institutions

D2 Field Work

Group E: Dissertation

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

Semester wise Scheme of Evaluation

Semester – I

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

Semester – II

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
Group A	Core Courses-I			P	T	P	T		
A-4	Psychological Foundations of Education	6	3 Hrs	-	30	-	60	**90**	32
A-5	Education as an Area of Study	12	3 Hrs	-	-	90	-	90	32
A-8	Educational Research-II: Data Analysis and Interpretation	6	3 Hrs	-	30	-	60	**90**	32
Group B	Core Courses-II								
B-1	Communication Skills, Self Development and Yoga	8		-	-	60	-	**60**	22
Group C	Area of Specialisation (any One)								
Area A - I	Educational Technology and Instructional Process	6	3Hrs	-	30	-	60	**90**	32
Area B - I	Principles and Procedures of Guidance and Counselling								
Area C - I	Educational Administration and Planning	6							
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
Total of Semester-II		**44**		**75**	**90**	**150**	**180**	**495**	

Semester – III

Paper	Title	Pd/ Wk	Duration of Exam*	Cont. Ass		Sem. Ass.		Max. Marks	Min. Marks
Group A	Core Courses-I			P	T	P	T		
A-3	Historical, Political and Economic Foundations of 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			P	T	P	T		
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	75%	of the aggregate marks obtained at the all semesters taken together.
First Division	60%	
Second Division	48%	
Pass	36%	

Verified

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

Banasthali Vidyapith
Department of Education

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

Members Present

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

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

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

1. The board confirmed the minutes of the last meeting held on 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:

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

i.	First Semester Examination, December, 2019	No Change
ii.	Second Semester Examination, April/May, 2020	No Change
iii.	Third Semester Examination, December, 2020	No Change
iv.	Fourth Semester Examination, April/May, 2021	Minor Change [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]

vii.	Seventh Semester Examination, December, 2022	Change a,c,d,f,g,h,i,j
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 **V / VI Semester examination**.

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

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

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

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

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

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

(e) Under **Discipline Elective (Focal Area)** six courses were proposed for inclusion, 1. Language across the Curriculum, 2. Understanding Disciplines and Subjects, 3. Gender, School and Society, 4. Creating an Inclusive School, 5. Educational Guidance and Counseling, 6. Educational Technology. Board discussed and agreed in the view of the rising demand for elective courses. Under the Discipline Elective (Focal area), the selection of one course each for **Semester V** and **VI** was proposed. Board also recommended implementing the proposed revision in the syllabus of **V Semester, December 2021, VI Semester, April/May, 2022**.

(f) Introduction of an **Open Elective Course** in semester VII was proposed. The student may opt any one course with not more than 4 credits as an open elective in semester VII. Board discussed and agreed in the view of rising demand for open elective courses. Board also recommended implementing the proposed revision in the syllabus of **VII Semester, December, 2022**.

(g) In **B.Sc. B.Ed.** and **B.A. B.Ed.** Programmes, reorganization by merging of courses *Reading & Reflection on Texts Lab* (EDU 448L) and *Reading & Reflection on Texts* (EDU 448) in the syllabus of 'Enhancing Professional Capacity EPC' course was proposed as **Discipline Elective (Enhancing Professional Capacity)**. It was also proposed to include two other courses in the list of Discipline Elective (Enhancing Professional Capacity) *1) Aesthetic Appreciation through Art & Drama, 2) Understanding the Self and Yoga.* Board discussed the revision proposed in the context of the practical nature of the courses and agreed with suggested changes. Board also recommended implementing the proposed revision in the syllabus of **2019-23**.

(h) Detailed syllabus of the pedagogical courses was proposed for 4 year B.A. B.Ed. and B.Sc. B.Ed. programmes. Board discussed the syllabi of three courses 1.*Pedagogy of Physics* 2. *Pedagogy of Computer Science* 3. *Pedagogy of Drawing and Painting* and agreed upon the suggested syllabus. Board recommended implementing the proposed revision of the **VII Semester Examination, December, 2022.**

(i) As some optional courses were not selected by the students, these courses were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the courses 1. *Disaster Management Education* (EDU 404) 2. *Environmental Education* (EDU 407) 3. *Women Education* (EDU 449) 4. *Pedagogy of Textile* (EDU 434) 5. *Pedagogy of Theatre* (EDU 435), 6. *Pedagogy of Commerce* (EDU 418), 7. *Pedagogy of German* (EDU 424), 8. *Pedagogy of Physical Education* (EDU 430). Board also recommended implementing the proposed revision in the syllabus of **VII Semester Examination, December, 2022.**

(j) *Critical Understanding of ICT Lab* (EDU 403L) and *Critical Understanding of ICT* (EDU 403), as these courses existed in the list of vocational course (which is compulsory for Under Graduate programmes), were proposed to be removed. Board discussed the revision proposed and agreed upon the removal of the 1. *Critical Understanding of ICT*

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

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

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

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

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

3.2. B.Ed. Examinations 2019-21:

i.	First Semester Examination, December, 2019	Change [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[1]

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 Understanding of ICT Lab	Communication Technologies in Education	https://swayam.gov.in/courses/3897-communication-technologies-in-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 re-organized as reading elective course. Board discussed and agreed upon the suggested change. Board also recommended implementing the proposed removal of this course in the syllabus of **II Semester Examination, April/May, 2020**.

(d) Re-organisation of elective courses under Specialized Area – Courses I, II and IIIA, B was proposed as **Discipline Elective Courses**. These courses were proposed under discipline elective in Semester III and Semester IV. Board discussed and agreed upon the suggested change. Board also recommended implementing the proposed revision in the syllabus of **2019-21**.

(e) Board has proposed following reading electives in the curricula:

i. Conceptual Basis of Education
ii. Education as Interdisciplinary knowledge
iii. Socio-Cultural Context of Education
iv. Supportive Mechanism of Education
v. School Context
vi. Peace Education
vii. Value Education
viii. Human Right Education
ix. Action Research for Teachers (SWAYAM Online Course) **(Annexure-V)**

S. No	Course Name	Proposed Alternative On-line Course	URL link
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-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

SEMESTER: I

Course Code	COURSE TITLE	L	T	P	C
EDU 401	Childhood and Growing Up	5	0	0	5
EDU 403	Critical Understanding of ICT	1	0	0	1
EDU 403L	Critical Understanding of ICT Lab	0	0	4	2
EDU 411P	Internship-I A: Teaching Practice	0	0	20	10
EDU 414	Language across the Curriculum	4	0	0	4
	Optional Course	4	0	0	4
	Pedagogical Subject – Course – I	4	0	0	4
	Total	**18**	**0**	**24**	**30**

Proposed

Course Code	Course Name	L	T	P	C
	Childhood and Growing Up	5	0	0	5
	Critical Understanding of ICT	0	0	6	3
	Internship-I A: Teaching Practice	0	0	20	10
	Language across the Curriculum	4	0	0	4
	Discipline Elective (Main Pedagogy)-I	4	0	0	4
	Discipline Elective (Subsidiary Pedagogy)	4	0	0	4
	Semester Wise Total:	**17**	**0**	**26**	**30**

Semester: Semester II December-April, 2020

SEMESTER: II

Course Code	COURSE TITLE	L	T	P	C
EDU 402	Creating an Inclusive School	4	0	0	4
EDU 412P	Internship-IB : Teaching Practice	0	0	16	8
EDU 413	Knowledge and Curriculum	5	0	0	5
EDU 415	Learning and Teaching	5	0	0	5
EDU 448	Reading and Reflecting on Texts	1	0	0	1
EDU 448L	Reading and Reflecting on Texts Lab	0	0	4	2
	Pedagogical Subject – Course – II	4	0	0	4
	Total	**19**	**0**	**20**	**29**

SEMESTER: II

Course Code	Course Name	L	T	P	C
	Creating an Inclusive School	4	0	0	4
	Internship-IB : Teaching Practice	0	0	16	8
	Knowledge and Curriculum	5	0	0	5
	Learning and Teaching	5	0	0	5
	Reading and Reflecting on Texts	0	0	6	3
	Discipline Elective (Main Pedagogy)-II	4	0	0	4
	Semester Wise Total:	**18**	**0**	**22**	**29**

Existing

LIST OF COURSES

Course Code			OPTIONAL COURSE	L	T	P	C
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	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~~	~~0~~	~~0~~	~~4~~
~~24.~~	~~EDU~~	~~435~~	~~Pedagogy of – Theatre~~	~~4~~	~~0~~	~~0~~	~~4~~
~~25.~~	~~EDU~~	~~449~~	~~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**	**T**	**P**	**C**
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

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

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

Semester IV: December-April, 2021

SEMESTER: IV

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

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

	List of Reading Elective	L	T	P	C
	Disaster Management Education	0	0	0	2
	Women Education	0	0	0	2
	Environmental Education	0	0	0	2

Annexure-VII

Name of Programme: Bachelor of Education

Semester-I July/December, 2019

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	**EDU 401: Childhood and Growing Up**	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:** 1. Barnard H. W. : Psychology of Learning Teaching, Mc.Graw Hill, New York, 1965. 2. Borich G. D. & Tombari M. L. : Educational Psychology, a contemporary approach, Longman, NewYork, 1997. 3. Chauhan S.S., Advance Educational Psychology, Vikas publication, New Delhi,1998. 4. Cronbach L.J., Educational Psychology, Staples Press, London, 1963. 5. Crow L.D. & Crow A.D., Educational Psychology, Eurasia Publishing House, Delhi, 1964. 6. Hurlock E., Developmental Psychology, Tata Mc Graw Hill Publication Company, NewYork, 1959. 7. Kolesnic W. B. : Educational Psychology, Mc. Graw Hill, New York, 1953. 8. Lindgren H. C. : Educational Psychology, John Wiley, New York, 1962. 9. Mangal, S.K., Advance Educational Psychology, PHI Learning Private Limited, New Delhi, 2009. 10. Morris Charles G. : Psychology : An Introduction. Prentice Hall, New Jersey, 1979 12. Woolfolk Anita E., Educational Psychology, Allyn & Bacon, Bostan, USA, 1995.	**II-Reference Books:** 1. Barnard, H. W. (1965). *Psychology of Learning Teaching*. New York : Mc.Graw Hill. 2. Borich, G. D., & Tombari, M. L. (1997). *Educational Psychology A Contemporary Approach*. New York: Longman. 3. Chauhan, S.S. (1998). *Advance Educational Psychology*. New Delhi: Vikas Publication. 4. Cronbach, L.J. (1963). *Educational Psychology.* London: Staples Press. 5. Crow, L.D., & Crow, A.D. (1964). *Educational Psychology.* Delhi: Eurasia Publishing House. 6. Hurlock, E.(1959). *Developmental Psychology.* New York,: Tata Mc Graw Hill Publication Company. 7. Kolesnic, W. B. (1953). *Educational Psychology.* New York: Mc. Graw Hill. 8. Lindgren, H. C. (1962). *Educational Psychology*. New York:: John Wiley. 9. Mangal, S.K.(2009). *Advance Educational Psycholog.* New Delhi: PHI Learning Private Limited.. 10. Morris, C. G. (1979). *Psychology: An*	**No Change** **References and Web Resources Updated**

				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/adolescent-depression **4.** Differences between growth and development- http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html	
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 c) ICT for constructivist Classrooms d) Ethics and copyright issues in using ICT	**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 c) ICT for constructivist Classrooms d) Ethics and copyright issues in using ICT **Unit-III: ICT for administrative support** a) Formatting of Documents- Notices/	**References and Web Resources Updated**

			Unit-III: ICT for administrative support a) Formatting of Documents- Notices/ Brochure / Letters / Address label b) Formatting of table - School time - table, Exam Time table c) Maintaining - Fee record, Attendance record, formative evaluation record **Unit-IV: ICTs for Teaching-Learning** a) Developing multimedia presentation b) Image Processing c) Using Video and Hyperlink with presentation d) Creating Animation for teaching **Unit-V: ICT for Evaluation** a) Formatting a Question Paper b) Preparing result sheet: Class wise, student wise c) Graphical representation of Results **Practicum:** Developing a Plan and sample digital content to teach a Unit in pedagogy subject for secondary classes with the support of ICT. **Reference:** 1. शास्त्री, आदित्य एवं अन्य (2006) ''कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग'', जयपुर पब्लिशिंग हाऊस, जयपुर। 2. सिंह, नीरल एवं आलोक उपाध्याय (2001) '' कम्प्यूटर शिक्षा'',विनोद पुस्तक मंदिर, आगरा। 3. गुप्ता, महेश कुमार (2005) '' कम्प्यूटर अनुप्रयोग'', मंगलदीप पब्लिकेशन, जयपुर। 4. कुमार वी. एवं ए0 एस0 अंसारी (2005) ''संगणक एवं सूचना प्रोद्योगिकी'', आविष्कार पब्लिशर्स, 5. चौबे, संतोष, 'संपादक' (2005), ''कम्न्यूटर	Brochure / Letters / Address label b) Formatting of table - School time - table, Exam Time table c) Maintaining - Fee record, Attendance record, formative evaluation record **Unit-IV: ICTs for Teaching-Learning** a) Developing multimedia presentation b) Image Processing c) Using Video and Hyperlink with presentation d) Creating Animation for teaching **Unit-V: ICT for Evaluation** a) Formating a Question Paper b) Preparing result sheet: Class wise, student wise c) Graphical representation of Results **Practicum:** Developing a Plan and sample digital content to teach a Unit in pedagogy subject for secondary classes with the support of ICT. **Reference:** 1. शास्त्री, आदित्य एवं अन्य. (2006). *कम्प्यूटर अनुप्रयोग एवं प्रोग्रामिंग.* जयपुरः जयपुर पब्लिशिंग हाऊस. 2. सिंह, नीरल एवं आलोक उपाध्याय. (2001). *कम्प्यूटर शिक्षा.* आगराः विनोद पुस्तक मंदिर. 3. गुप्ता, महेश कु. (2005). *कम्प्यूटर अनुप्रयोग.* जयपुरः मंगलदीप पब्लिकेशन. 4. कुमार वी. एवं ए. एस. अंसारी. (2005). *संगणक एवं सूचना प्रोद्योगिकी.* आविष्कार पब्लिशर्स. 5. चौबे, संतोष, 'संपादक'. (2005). *कम्न्यूटर एक परिचय.* भोपालः मध्यप्रदेश हिन्दी ग्रन्थ अकादमी. 6. CD ROM. (2005). *Intel Teach to the 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). *Computer Fundamentals– Concept, System and Application.* **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/EJ1131495.pdf • ICT for Constructivist Classrooms: https://grdspublishing.org/index.php/people/article/view/217/2203 • Ehics and Copyright Issues in Using ICT: https://sites.google.com/site/ignouhelpbooks95/Block-4%20Support%20Systems%2C%20Legal%20and%20Ethical%20Issues.zip?attredirects=0&d=1 • Ehics and Copyright Issues in Using ICT: https://sites.google.com/site/ignouhelpbooks96/BESE-135%20Block-04.zip?attredirects=0&d=1 • ICT for Administrative Support: https://books.google.co.in/books?id=I6-Fgje2Cg8C&printsec=frontcover&dq=books+for+microsoft+word&hl=en&sa=X&ved=0ahUKEwj5p_eHmM_gAhUEEnIKHQafBCsQ6AEIKDAA#v=onepage&q=books%20for%20microsoft%20word&f=false • ICT for Teaching-Learning & Evaluation: https://books.google.co.in/books?id=qKVCAwAAQBAJ&printsec=frontcover&dq=books+for+microsoft+word+excel+power+point&hl=en&sa=X&ved=0ahUKEwia29SzmM_gAhWNbysK	

				HY27CYwQ6AEINDAC#v=onepage &q=books%20for%20microsoft%20word%20excel%20power%20point&f=false	
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. • 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). *Human Communication.* (4th ed.). New York: McGraw Hill Companies Inc. 2. Floyd, K. (2009). *Interpersonal Communication*. New York: McGraw Hill Companies Inc. 3. Fromkin, V, Rodman, R &Hyms, N. (2011). *Introduction to Language.* (9th ed.). Canada: Cengage Learning. 4. Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication.* (6thed.). Cambridge: MIT Press. 5. Fasold, R. &Connor-Linton, J. (2013). *An Introduction to Language and Linguistics*. (6th ed.). Cambridge: Cambridge University Press.	**References:** 1. Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication.* (6thed.). Cambridge: MIT Press. 2. Fasold, R. & Connor-Linton, J. (2013).*An Introduction to Language and Linguistics*. (6thed.). Cambridge: Cambridge University Press. 3. Floyd, K. (2009). *InterpersonalCommunication*. 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.* मेरठः रस्तोगी एण्ड कम्पनी. 7. मित्तल, एस. (2005). *शैक्षिक तकनीकी.* जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी. **e-Resources:** 1. First and Second Language Acquisition- a Brief Comparison.	**No Change** **References and Web Resources Updated**

				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/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition 3. Activities for Developing Speaking Skill Retrieved from http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash /speaking.html 4. Activities for Developing Listening Skill Retrieved from http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash /listening.html https://blog.udemy.com/listening-skills-exercises/	

Name of Programme: 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 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 environment of an inclusive	**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. • National Initiatives for Inclusive Education - ~~Constitutional Provisions in~~ RCI Act 1992, PWD Act 1995 - Sarva Shiksha Abhiyaan (SSA) - NCF 2005 **Activity:** Presentation on any initiative programme for Inclusive Education. **Unit-III: Inclusive Schools - ~~Vision~~ and Provision** • Provision in Inclusive Schools - Physical Facilities - Aids & Equipments ~~- Guidance and Counseling~~ • Role of a Teacher in inclusive school. **Activity:** Discussion on teacher's role in inclusive school.	**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 **Activity:** Presentation on any initiative programme for Inclusive Education. **Unit-III: Inclusive Schools - Provision** • Provision in Inclusive Schools - Physical Facilities - Aids & Equipments • Curricular Adaption for CWSN. • Role of a Teacher in inclusive school. **Activity:** Discussion on teacher's role in inclusive school. **Unit- IV: Generating Learning Environment in Inclusive Classroom** • Pedagogical strategies to support learners' need- - Cooperative Learning, - Peer Tutoring, - Individualized Education Programm	**References and Web Resources Updated**

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

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2.	**EDU 413: Knowledge and Curriculum**	Upon completion of course Student Teacher will be able to • explain the conceptual basis of knowledge and as a process. • analyze various approaches of knowledge structuring. • describe the form of knowledge. • discuss the epistemological bases of education and implementing the different learner driven pedagogies. • explain the concept and various kinds of curriculum. • analyze and synthesize the different phases of curriculum. • critically analyze the	**Unit-I: Conceptual Basis of Knowledge** • ~~Meaning of concept, Principle, Theories and Experience.~~ • ~~Differentiation between Data, Information, Knowledge and Wisdom.~~ • Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference. • Knowledge and Skills needed in Democratic Citizenship **Activity:** Exposing learners to diverse situations for exploring (Discussion, research and Documentation) **References:** 1. Butler, Donald I, 1968, Four philosophies and their practice in Education. IIed. Harper and Row Publishers. New York. 2. Dupuis, Adrian M., 1966, Philosophy of education in Historical Perspective, Thomson Press India Ltd., New Delhi. 3. Gupta, R and M.M. Bajaj, Principles of Education, Sahib Publishers and distributors, New Delhi, 2008. 4. Saxena, N.R.S., Philosophical and Sociological Foundation, R.Lall book depot, Meerut, 2011. 5. Chandra S.S. & R.K.Sharma, Philosophy of Education, Atlantic publishers & distributors pvt. Ltd.New Delhi, 2007. 6. Yadav, M.S. and Lakhmi, T.K.S. (2003) Conceptual Inputs for Secondary Teacher Education, NCTE, New Delhi. 7. Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher. 8. Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for*	**Unit-I: Conceptual Basis of Knowledge** • Meaning of Data, Information, Knowledge and Wisdom. • Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference. • Knowledge and Skills needed in Democratic Citizenship **Activity:** Exposing learners to diverse situations for exploring (Discussion, research and Documentation) **References:** 1. Aggrawal, J. C. and Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher. 2. Alaxander, W. M. & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc. 3. Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers. 4. Butler, D. I. (1968). *Four philosophies and their practice in Education* (II Ed). New York: Harper and Row Publishers. 5. Candra, A. (1977). *Curriculum Development and Evaluation in education.* New Delhi: Sterling Publishers. 6. Chandra, A. (1977). *Curriculum Development and Evaluation in education.* New Delhi: Sterling Publishers. 7. Chandra, S.S. and Sharma, R.K. (2007). *Philosophy of Education*. New Delhi: Atlantic publishers & distributors pvt. Ltd. 8. Darji, D. R. and Lulla, B. P. (1967).	**References and Web Resources Updated**

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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%20CURRICULUM.pdf
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				http://epathshala.nic.in/programmes/national-curriculum-frameworks/ • Meaning of Education**:** Etymological, Analytical, Narrow and Broader-www.ignouhelp.in/ignou-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/essays/essay-on-the-aims-of-education-according-to-swami-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_Interdisciplinary-Concepts_and_Indicators, *https://pdfs.semanticscholar.org/a356/a7d8086b5d85e7804b7d25d421520562309d.pdf* • Concept of Curriculum, Syllabus and Text Book.-www.assets.vmou.ac.in/BED115.pdf , www.elearning.uou.ac.in/mod/resource/view.php,http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf, http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf • Types of Curriculum-http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf • National Curriculum Framework -	

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3.	**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:** 1. Hough, John B. & James K. Duncan (1970); 'Teaching: Description and Analysis', Addison-Wesley Publishing Company, Massachusetts, U.S.A. 2. Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009); 'The Act of Teaching', McGraw-Hill Company, New York, U.S.A. 3. Weimer, Maryelen (1996), Improving your classroom Teaching, SAGE Publications, Inc., California, USA. 4. Pierce Walter D., Micheal A. Lorber (1977); 'Objectives and Methods for Secondary Teaching', Prentice-Hall, Inc., New Jersey, U.S.A. 5. Yadav, Neelam (2003); 'A Handbook of Education Technology', Anmol Publications Pvt. Ltd., New Delhi, India. 6. Mangal, S.K. & Uma Mangal (2009); 'Essentials of Education Technology', PHI Learning Private Ltd., New Delhi. 7. Capel, Susan, Marilyn Leask & Tony Turner (1995); 'Learning to teach in Secondary Schools', Routlage, London, England. 8. Rao, D.B. (2001); 'Science & Technology Education', Discovery House, New Delhi. 9. Sampath, K.A.Panneevselvan & S. Santhanam (1994); 'Introducation to Education Technology', Steerling Publication pvt., Ltd. 10. Sharma, R.A. (2000), 'Technological Foundation of Education Technology, International Publications, Meerut,	**References:** 1. Hough, J. B. & James K. D. (1970). *Teaching: Description and Analysis*. U.S.A.:Addison-Wesley Publishing Company, Massachusetts. 2. Cruickshank, D. R., Deborah B. J. & Kim K. M. (2009). *The Act of Teaching*. New York: McGraw-Hill Company. 3. Weimer, M. (1996). *Improving your classroom Teaching*. California, U.S.A.:SAGE Publications, Inc. 4. Pierce W. D., Micheal A. L. (1977). *Objectives and Methods for Secondary Teaching*. New Jersey: Prentice-Hall, Inc. 5. Yadav, N. (2003). *A Handbook of Education Technology*. New Delhi: Anmol Publications Pvt. Ltd. 6. Mangal, S.K. & Uma M. (2009). *Essentials of Education Technology*. New Delhi: PHI Learning Private Ltd. 7. Capel, Susan, Marilyn L.k & Tony T. (1995). *Learning to teach in Secondary Schools.* London: Routlage. 8. Rao, D.B. (2001).*Science & Technology Education*. New Delhi: Discovery House. 9. Sampath, Panneevselvan, K.A. & Santhanam, S. (1994). *Introduction to Education Technology*, Steerling Publication pvt., Ltd. 10. Sharma, R.A. (2000). *Technological Foundation of Education Technology*. Meerut: International Publications. 11. Sood, J.K. (1989). *New Direction in Science Teaching*. Chandigarh: Kohli Publishers. 12. Washton, N.S. (1967). *Teaching Science Creativity*. London: W.B.Saunders Company. 13. Sharma R.A. (1987). *Shiksha Takniki*. Meerut: Loyal Book Depot.	**No Change** **References and Web Resources Updated**

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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 o Narrative o Descriptive o Expository o Persuasive • Mechanics of writing o 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	**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 o Narrative o Descriptive o Expository o Persuasive • Mechanics of writing o 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**

		• 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.	• Stages of reflection • Reading for Comprehension and Reflection • Reflection through Writing ~~**Unit-III: Practice Components**~~ **1. 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). **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 subject group) • Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing). • Writing a review or a summary of the text, with comments and opinions (individual task) **3. Engaging with Educational Writing and its presentation** • Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) • Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion). • Discussion of the theme, sharing responses	• Reflection through Writing **Unit-III: 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). **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 subject group) • Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing). • Writing a review or a summary of the text, with comments and opinions (individual task) **3. Engaging with Educational Writing and its presentation** • Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) • Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion). • Discussion of the theme, sharing responses 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). *Becoming a critically reflective teacher.* San Francisco: Jossey-Bass Inc. Dewey, J. (1933). *How we think: 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.) *The moral dimensions of teaching*. 03-34. San	

			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), *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass Inc. • Dewey, J. (1933). *How we think. 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.) *The moral dimensions of teaching* (pp3-34 San Franscisco: Jossey-Bass. • Hole, S.& McEntee, G. (1999). *Reflection is at the heart of practice*. Educational Leadership. 56 (8) May, p34-37. • Kottamp, R. (1990), Means of facilitation reflection. *Education and Urban Society*, 22.2pp. 182-203. • Lasley, T.(1990). Editorial. *Journal of Teacher Education* 40, (2), March-April 1998. • Osterman, K.F. (1990). Reflective Practice: A new agenda for education. *Education and Urban Society*, 22(2); February 1990,p 133-152. • Schon, D. (1983). *Educating the reflective practitioner*. New York:Basic Books. • Schon, D. (1987). *Educating the reflective practitioner.* 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.	Franscisco: Jossey-Bass. Hole, S.& McEntee, G. (1999). Reflection is at the heart of practice. *Educational Leadership.* 56 (8) May, p34-37. Kottamp, R. (1990). Means of facilitation reflection. *Education and Urban Society*. 22.2, pp. 182-203. Ross D. Bondy, E. & Kyle D. (1993) *Reflective teaching for student empowerment: Elementary curriculum and methods*. New York : Macmillan. Schon, D. (1983). *Educating the reflective practitioner.* New York: Basic Books. Schon, D. (1987). *Educating the reflective practitioner.* San Francisco: Jossey-Bass. Zeichener, K.M. & Liston, D.P. (1987). Teaching student teachers to reflect, *Harvard Educational Review*, 56(1), 23-48. **e-Resources :** **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/reflectionmodels.html	

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

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	~~EDU 501L~~: **Aesthetic Appreciation through Art and Drama Lab**	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 **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 Craft: (Any One) - Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material - Creation by the use of Different Methods of Art: (Any Two) • Preparation of Composition (for Teaching) with the Application of Fundamentals of Art • Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting and Failing • Preparation of Composition (for Teaching) with the appreciation of fundamental of Art. **Unit –IV: Improvised Material (Practical)** - Making Puppet through Improvised Materials	**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 Craft: (Any One) - Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material - Creation by the use of Different Methods of Art: (Any Two) • Preparation of Composition (for Teaching) with the Application of Fundamentals of Art • Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting	**References and Web Resources Updated**

			or - Making a Improvised Instructional Aid **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, श्रुति पब्लिकेशन, जयपुर. 2. कासलीवाल, मीनाक्षी, (2003), ललितकला के आधारभूत सिद्धान्त, राजस्थान ग्रन्थ अकादमी, जयपुर. 3 वैश्य, आर.पी. (1969) चित्रकला शिक्षण, 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.	and Failing • Preparation of Composition (for Teaching) with the appreciation of 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)** - 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,* जयपुरः श्रुति पब्लिकेशन. 2. कासलीवाल, एम. (2003). *ललितकला के आधारभूत सिद्धान्त.* जयपुरः राजस्थान ग्रन्थ अकादमी. 3 वैश्य, आर. पी. (1969). *चित्रकला शिक्षण.* आगराः विनोद पुस्तक मन्दिर. 4. गोदीका, साधना एवं सावित्री माथुर. (2008). *कला शिक्षा शिक्षण.* 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:	

				India. **e-Resources:** Concept of Art https://www.jstor.org/stable/2107219?seq=4#metadata_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/E64ContentFiles/TheaterAndActing/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	
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. • apply ICT skills during evaluation program. • conduct an action research	**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", Dorling Kindessely (India) Pvt. Ltd., Pearson, South Education. • Rao., V.K. & Reddy, R.S., "Perspective	**References:** • Best, J. W., & James V. K. (1992). *Research in Education*. 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 of Educational Research.* Varanasi: Vishwavidyalya Prakashan. • Pathak, R.P. (2012). *Measurement & Evaluation in Education*. New Delhi:	**No Change** **References and Web Resources Updated**

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				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/271644313_Use_of_ICT_in_Teaching_Learning_and_Evaluation Use of ICT in assessment https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462 Action Research http://www.ncert.nic.in/departments/nie/der/publication/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.	**References:** 1. सक्सैना, 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 Sociological), Abhishek Publications, Chandigarh, 2002. 7. Taneja V.R: Philosophical Approach to Education, Atlantic Publishers Distributors, Delhi, 2005. 8. Bhattacharya, Srinivas: Foundations of Education, Atlantic Publishers and Distributors, Delhi, 2003. 9. अग्निहोत्री, रवीन्द्रः आधुनिक भारतीय शिक्षाः	**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.* दिल्लीः 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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29. Mangla, Sheela: Teacher Education, Trends and Strategies, Radha Publications, New Delhi, 2012.
30. शर्मा, आर. ए.: शिक्षा तकनीकी, आर. लाल बुक डिपो, मेरठ, 1998.

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e-Resources:

Mid day Meal:
http://mdm.nic.in/VDO.html
Mid day Meal (Capacity Building):
http://mdm.nic.in/Capacity_building.html
Mid day Meal (School Health Program):
http://mdm.nic.in/School%20Health%20Program.html
Mid day Meal (Community Participation):
http://mdm.nic.in/Community%20Participation.html
Right to Education:
http://rte.raj.nic.in/View/ViewDocuments.aspx?id=167&type=1
Rashtriya Madhymik Shiksha Abhiyan
http://rajrmsa.nic.in/Public/DOCView.aspx

				?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/edu_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/national_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	
4.	**EDU 504: Gender, School and Society**	Upon completion of course student Teacher will be able to • approve and appreciate gender equality . • elucidate the constitutional and legal provisions related to women. • disapprove the gender bias in family, workplace and educational institution. • appreciate the role of education in eradicating gender bias. • reflect roles and	**References :** 1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers. 2. Bank, B.J. (2007). *Gender and Education: An Encyclopedia*. London: Praeger, Westport. 3. Batliwala, Srilatha.(1993). *Empowerment of Women in South Asia: Concepts and Practices*. New Delhi : Asian-South Pacific Bureau of Adult Education. 4. Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women. 5. Bhasin, Kamla.(2004). *Exploring Masculinity*. New Delhi: Women	**References :** 1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers. 2. Bank, B.J. (2007). *Gender and Education: An Encyclopedia.* London: Praeger, Westport. 3. Batliwala, Srilatha. (1993). *Empowerment of Women in South Asia: Concepts and Practices*. New Delhi : Asian-South Pacific Bureau of Adult Education. 4. Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women. 5. Bhasin, Kamla. (2004). *Exploring*	**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** 1. Nature of Disciplinary Knowledge ~~2. Role of disciplinary Knowledge in School Curriculum~~ 3. 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** 1. Nature of Disciplinary Knowledge 2. 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 Disciplinary and Interdisciplinary Subjects • appraise the phenomenon of Interdisciplinary approach to Subjects	**Unit-III: Understanding School Subject (Content)** Nature of content in school subject • Theory of Content- - content selection, - framing in syllabus - transformation of content • Relationship between Curriculum, syllabus and text book-basic features in modern context **Activity:** Discussion on identification of organization of knowledge in any one school subject. **Unit IV: ~~Interdisciplinary Approach and Subject~~** ~~1. Concept of Interdisciplinary Subject~~ ~~2. Critical Features of Interdisciplinary subject~~ ~~3. Objectives of Interdisciplinary subjects~~ **~~Activity:~~** ~~Presentation and discussion on phenomenon of Interdisciplinary approach~~ **~~Unit V: Critical Appraisal of Subject~~** ~~1. Critical Appraisal of Interdisciplinary subject in school~~ 2. Critical Appraisal of disciplinary subject in school **Activity:** Discussion on knowledge of interdisciplinary subject and disciplinary subject **References:** 1. Arthur R. King J.R. and John A. Brownall (1966), The curriculum and the discipline of knowledge; John well & Sons Inc. New York. 2. Yadav M.S. and T.K.S.Lakshmi (2003) Conceptual inputs for Secondary Teacher Education, NCTE, New Delhi. 3. Pandey, Ranjana (2016) Understanding Discipline & Subjects, R. Lal Book Deport, Meerut. 4. Misanam, Premata, S. K., Lenka, and A. K. Gandhi (2016) Understanding Discipline & Subjects, R. Lal Book Deport, Meerut.	**Unit-III: Understanding School Subject (Content)** Nature of content in school subject • Theory of Content- - content selection, - framing in syllabus - transformation of content • Relationship between Curriculum, syllabus and text book-basic features in modern context **Activity:** Discussion on identification of organization of knowledge in any one school subject. **Unit IV: Disciplinary Subject in School** 1. Role of disciplinary Knowledge in School Curriculum 2. Critical Appraisal of disciplinary subject in school Activity: Discussion on knowledge of disciplinary subject **Unit V: Interdisciplinary Approach and Subject** 1. Objectives of Interdisciplinary subjects 2. Critical Appraisal of Interdisciplinary subject in school Activity: Presentation and discussion on phenomenon of Interdisciplinary approach **Reference:** 1. Maisnan Premlata, Lenka, S.K., Gandhi A.K., (2016), *Understanding Discipline and Subject*, Meerut, Surya R. Lall Publisher. 2. Makel, Rajesh, MakalLalita, (2016), *Understanding Discipline and Subject*, Delhi. 3. Pandey, Ranjana, 2016, *Understating Discipline and subject*, Meerut, Surya R LallPubl. 4. TallaMrunalini, 2012, *Curriculum Development - Perspectives*, Principles and Issues, Noida, Pearson India education Service Pvt. Ltd. 5. Yadav, GhawriSapna, 2016, *Knowledge and Curriculum*, New	

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6.	~~**EDU 509L**~~**:** **Understanding 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- - 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-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 asanas. b. Practice of various skills of pranayam. **References:** 1. Dale Carnegie, Leader in you; you to win friends, influence people and succeed in a changing world. 2. Das Gupta & Surendranath: "Yoga: its Philosophy & Religion", 1987 3. Sinha, Phulgenda, :Yogic Cure for Common Diseases", Allied Publishers	**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 asanas. b. Practice of various skills of pranayam. **References:** • Ananda, Sri. (1999). *The Complete Book of Yoga Harmony of Body and Mind.* Delhi: Orient	**References and Web Resources Updated**

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Name of Programme: Bachelor of Education

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

Semester-IV December/ April, 2021

S. N.	Course List	Learning Outcome	Existing	Suggested Syllabus	Remarks
1.	**EDU Disaster Management Education**	Upon 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 institutions, Pre-service and In-service teacher education Institute in disaster management.	• 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*. Hydrabad: University Press. • I. Sundar and T. Sezhiyan, (2007).*Disaster Management.* New Delhi: Sarup & Sons.	• 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*. Hydrabad: University Press. • I. Sundar and T. Sezhiyan, (2007).*Disaster Management.* New	**No Change** **References and Web Resources Updated**

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

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3.	**EDU Environmental Education**	Upon completion of course student teacher will be able to- • discuss on objective and Need of Environment Education.	**Environment Education-An Introduction** – Meaning and need of environment education. – Importance of environment education for teachers and students. – Purpose of environment	• Meaning and need of environment education. • Importance of environment education for teachers and students. • Role of Individual and media in environment education • Environmental related issues:	**No Change** **References and Web Resources Updated**

		• reflect Importance of environment education in School Curriculum. • Appreciate the Role of Various media in environment education. • analyze Environment crisis. • Develop ISM for teaching environment education. • Organize different Activities related to Environment Education • Perform activities for awareness of Environment Education.	education. – Role of Individual and media in environment education **Natural Resources and Environment Related Issues** • Natural Resources (Concept, types) – Forest resources – Water resources – Food resources – Energy resources • Environmental related issues: – Acid rain – Global warming – Ozone deplition – Tower Radiation **Bio-Diversity and its Conservation** • Introduction (Definition: Genetic, Species and Ecosystem Diversity) • Biogeographically: classification of India • Value of Biodiversity: Consumptive use, Productive use, Social, Ethical Aesthetic and option value • India as a Mega-Diversity Nation • Conservation of Bio-diversity **References:** • Gupta, K. R.(2010). "Environmental education in India", Atlantic Publishers and Distributors, New Delhi. • Bhalla, G. S. and Heema Khanna (2007), "Environmental Education", Regal Publishers, New Delhi. • Srivastava, Pankaj and S. P. Singh (2002). "Environmental Education",	Acid rain, Global warming, Ozone deplition, Tower Radiation • Value of Biodiversity: Consumptive use, Productive use, Social, Ethical Aesthetic and option value **References:** • Gupta, K. R. (2010). *Environmental education in India.* New Delhi: Atlantic Publishers and Distributors. • Bhalla, G. S. and Heema K. (2007). *Environmental Education.* New Delhi: Regal Publishers. • Srivastava, P. and S. P. S. (2002). *Environmental Education.* New Delhi: Anmol Publication. • Vashist, H. (2002). *Environmental Education: Problems and Solutions.* Jaipur: Book Enclave. • Pandey, V. C. (2006). *Environmental Education.* New Delhi: Isha Books. • पाठक, सी. (2008). *पर्यावरणीय शिक्षा एवं प्रबन्धन.* इलाहाबादः अनुभव पब्लिशिंग हाउस. • गोयल, एम. के. (2006). *पर्यावरण शिक्षा.* आगराः विनोद पुस्तक मंदिर. **Web Resources:** 1. Environment Education -an introducation www.bdu.ac.in>docs>ebooks>B.Ed. 2. Role of Individual and media in environment education https://www.researchgate.net>publication https://www.sciencedirect.com.>pii>pdf 3. Environment related issues- www.bdu.ac.in>docs>ebooks>B.Ed.	

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Discipline Elective (Main Pedagogy)

1.	**EDU 436: Pedagogy of English-I**	Upon completion of course Enable Student Teachers to • acquire insight of nature & perspective of Teaching English • frame the objectives of Teaching English • apply teaching strategies in different context • appreciate different forms of planning for ELT. • assess ELT learning materials.	**References:** **1.** Allen, Harold B. & Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973. 2. Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968. 3. Agnihotri, R.K. & Khanna, A.L. (ed.), English Language Teaching in India-issues and innovations, sage Publications, New Delhi, 1995. 4. Agnihotri, R.K. & Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997. 5. Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984. 6. Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968. 7. Bright, J.A. & Mcgreger, G.P. Teaching English as a second language, English Language Book Society of Longmans, London, 1982. 8. Choudhary, Namita Roy, Teaching English in Indian Schools, A.P.H. Publishing House, New Delhi, 1998. 9. Frishy, A.C. Teaching English, Longrnans Green & Co. Ltd., London 1961. 10. Gautam, Kripa K., English Language Teaching - a critical study of methods and approaches, Harman Book House, New Delhi, 1988. 11. Italiano, Graciela & Rounds, Patricia, English as a second language-Teacher Resource Handbook : A Practical Guide for K-12 ESL Programs, Corwin Press, Inc., California, 1993. 12. Kaul, Omkar N., English in India - Theoretical and Applied Issues, Creative Publishers, New Delhi, 1992. 13. lado, E., Language Teaching, Mcgraw Hill Inc. New York 1964. 14. Mukalel, Joseph C., Approaches to	**References:** 1. Mullick, R. & Shefali G. (1993). *English Language Teaching From Theory to Practice.* Calcutta: Specturum Inc. 2. NCERT. (2005). *National Curriculum Framework.* New Delhi: NCERT. 3. IGNOU. (1999). *Instructional Planning in Teaching of English*. New Delhi: Teaching of English, School of Education. 4. NCERT. (2000). *English Guidelines & Syllabi of Secondary Stage.* New Delhi: NCTERT. 5. Venkatesh. (1995). *Principles of Teaching English.* New Delhi: Vikas Publication House. 6. Mangal, S.K. & Uma Mangal. (2009). *Essential of Education Technology.* New Delhi:PHI Learning Private Ltd. 7. Amstrong, D. G., Tom V. S. (1983).*Secondary Education: An Introduction.* New York: Macmillan Publication Co. Inc. 8. Ahmad, J. (2010). *Teaching of Scientific English.* New Delhi: APH Publ. **e-Resources:** 1 Thomas M. D'E., *Six Principles of Teaching English Language Learners in the Mainstream Classroom*. https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDLSX6mH2.pdf 2 NCERT(2005), *NCF 2005* www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf 3 NCERT (2005), *Teaching of English* www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf 4 *Methods And Approaches Of English Language Teaching In India* http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf 5 Cunningham, Gini, *The New Teacher's Companion* http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx 6 Planning Guidelines https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Planning_Guidelines_anual_unidad_lecci%F3n-	**No Change** **References and Web Resources Updated**

			English Language Teaching, Discovery Publishing House, New Delhi, 1998. 15. Mullick, Ratna & Ghosh, shefali, English Language Teaching from theory to practice, spectrum Inc., Calcutta, 1993. 16. Regional Institute of English, Chandigarh, Teaching English-Notes for teachers in Training. Oxford University Press, Delhi, 1972. 17. Sharma, Kadambari & Tuteja, Tripat (ed.) Teaching of English, Commonwealth Publishers, New Delhi, 1994. 18. Sharma, Kadambari & Tuteja, Tripat (ed.) Teaching of Language and Linguistics, Commonwealth Publishers, New Delhi, 1994. 19. Sharma, Kadambari & Tuteja, Tripat (ed.) Principles and Practices of Language Teaching, Commonwealth Publishers, New Delhi, 1997. 20. Verghese, B.V., Modern Methods of Teaching English, Vols. I to V, Anmol Publication Pvt. Ltd., New Delhi, 1997.	EFL_100913.pdf 7 NCERT (2018) *Continuous and Comprehensive Evaluation: Guidelines*, NCERT, New Delhi www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf 8 CBSC (2009). *Continuous and Comprehensive Evaluation* www.cbse.nic.in/cce/cce-manual/chapter_1.pdf 9 Guidelines For Paper Setters - Curriculum https://curriculum.gov.mt/en/Assessment/Assessment-of.../guidelines_paper_setters.pdf	
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:** **1.** Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya 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. 8. Sharma, R.C., "Teaching of Science", Dhanpat Rai & Sons, Delhi 1971.	**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 :	**No Change** **References and Web Resources Updated**

			9. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989. 10- कुलश्रेष्ठ, अरूण कुमार और कुलश्रेष्ठ, नीर कमल, ''विज्ञान शिक्षण'', आर0लाल बुक डिपो, मेरठ, 2013. 11. भटनागर, ए0 बी0, ''विज्ञान शिक्षण'', आर0 लाल डिपो, मेरठ, 2014. 12. मंगल, एस0 के0, ''साधारण विज्ञान शिक्षण'', (पॉचवा संस्करण), आर्य बुक डिपो, नई दिल्ली, 2007. 13. रावत, एम0 एस0, और अग्रवाल, एम0 बी0 लाल, ''नवीन विज्ञान शिक्षण'' (बारहवॉ संस्करण), अग्रवाल पब्लिकेशन्स, आगरा–2. 2007/2008. 14. सूद, जे0 के0, ''विज्ञान शिक्षण'', (पंचम् संस्करण), श्री विनोद पुस्तक मन्दिर, आगरा, 2010. 15. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु, ''विज्ञान शिक्षण'', (आठवॉ संस्करण), राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013.	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 Secondary school.* New Delhi : Commonwealth Publisher's. 11. Vaidya, Narendra . (1996). *Science teaching for the 21st century.* New Delhi : Deep and Deep Publications. 10. कुलश्रेष्ठ, अरूण कुमार एवं कुलश्रेष्ठ, नीर कमल. (2013). *विज्ञान शिक्षण.* मेरठ : आर0लाल बुक डिपो. 11. भटनागर, ए0 बी0. (2014). *विज्ञान शिक्षण.* मेरठ : आर0लाल बुक डिपो. 12. मंगल, एस0 के0. (2007). *साधारण विज्ञान शिक्षण (पॉचवा संस्करण).* नई दिल्ली : आर्य बुक डिपो. 13. रावत, एम0 एस0, एवं अग्रवाल, एम0 बी0 लाल. (2008). *नवीन विज्ञान शिक्षण (बारहवॉ संस्करण*). 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).* जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी. **e-Resource:** Nature of Science- http://www.project2061.org/tools/sfaaol/chap1.htm	

				Objective and Curriculum- http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf Blooms Taxonomy of Learning Domain- https://www.giocities.com/eltsqu/cognitive.htm Correlation with other school subject- https://www.galaxy.org/correlations/gal scope seq.html https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives Lecture-method- http://www.studylecturenotes.com/curriculum-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/advantages-disadvantages-problem-based-learning/, https://4h.unl.edu.volun/arlen/method1.htm Heuristic Method- http://www.preservearticles.com/20110516966/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 जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी। ● हिन्दी भाषा के विविध	**bdkbZ% IV fgUnh Hkk"kk&f'k{k.k lw= ,oa ;kstuk** ▪ हिन्दी भाषा शिक्षण के सूत्र ▪ इकाई योजना–अर्थ, महत्व, एवं तत्व ▪ पाठ–योजना– अर्थ, महत्व, एवं तत्व **गतिविधि–** विविध विधाओं पर पाठ योजना का विकास	**इकाईः IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण** ▪ साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका 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	**References and Web Resources Updated**

		रूपों में विभेद कर सकेंगी। • 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।	**इकाईः V साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण** ▪ साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका 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 **सन्दर्भः** 1 अवधेश, अरूणः हिन्दी भाषा का स्वरूप–विकास, बिहार ग्रन्थ अकादमी, पटना. 2 ओड, एल0 के0:, हिन्दी शिक्षण में त्रुटि एवं उपचार, वनस्थली विद्यापीठ, 1982. 3 तिवारी पुरूषोत्तमः सर्वोपयोगी हिन्दी सुधार कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976. 4 पाण्डेय, रामशकलः हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1977. 5 भाई, योगेन्द्रजीतः हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1981. 6 रमन बिहारी लालः हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ, 1965. 7 पाटिल, हनुमंत राव, शेडके, सुधाकरः भाषा शिक्षण, विद्या प्रकाशन, कानपुर, 2005. 8 श्रीवास्तव, रवीन्द्रनाथः भाषा शिक्षण, मैकमिलन कम्पनी ऑफ इण्डिया, 1979. 9 शर्मा, लक्ष्मीनारायणः हिन्दी संरचना का अध्ययन–अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा. 10 गुप्त, मनोरमाः भाषा शिक्षण, सिद्धांत और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा, 1991. 11 मित्तल, संतोषः शैक्षिक तकनीकी, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2005. 12 शर्मा, आर0 ए0: शिक्षा तकनीकी, आर0	पर समीक्षात्मक आलेखन **इकाईः 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 **सन्दर्भः** 1 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-	

			लाल0 बुक डिपो, मेरठ ,2009. 13 मित्तल, एम0 एल0: ''हिन्दी शिक्षण'', पियर्सन।	ikfVy] ,p- vkj- vkSj “ksMds] ,l- ¼2005½- Hkk’kk f”k{k.k- dkuiqj% fo|k izdk”kUk- ik.Ms;] vkj- ,l- ¼1977½- fgUnh f”k{k.k- vkxjk% fouksn iqLrd efUnj- -“kekZ] vkj- ,- ¼2009½- f”k{kk rduhdh- esjB% 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. 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—**	

				www.mannu.ac.org **5. Pedagogy of Hindi—uou.ac.in** **6. Pedagogy of Hindi--www.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 :** **1. Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965.** **2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961.** **3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982.** **4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973.** **5. Johnson, D.A. & Rahtz. R. "The New Mathematics in Our Schools", The macmillan Co., New York, 1961.** **6. Maheshwari, Vijayandra Kishore "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.**	**Reference :** **1.** 1. Butler, H.C. and Wren, F.L.(1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Co. 2. Chadha, B.N. (1961). *Teaching of Mathematics*. Delhi : Gurudas Kappor and Sons. 3. Cornelius, Michael. (1982). *Teaching mathematics*. London : Croom Helm. 4. Jain, S.L. (1973).*Ganit Shikshan*. Jaipur :Rajasthan Hindi Granth Academy. 5. Johnson, D.A. & Rahtz. R. (1961).*The New Mathematics in Our Schools*. New York: The macmillan Co. 6. Maheshwari, Vijayandra Kishore (1995). *Ganit Shikshan*. Meerut :Lay Book Deptt. 7. Mangal, S.K.(1997). *Ganit Shikshan*. New Delhi :Arya Book Depot. 8. 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%20MATHEMATICS.pdf** **http://www.tnteu.in/pdf/3-maths.pdf**	**No Change** **References and Web Resources Updated**

				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/2015/08/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**	
5.	**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। • 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 के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी। • संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणेत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन	सन्दर्भ पुस्तक : 1. आप्टे, जी. डी. एण्ड डोगरे पी. के. : टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960. 2. पाण्डे, रामशकल : संस्कृत शिक्षण, विनोद पुस्तक मंदिर, 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, वाराणसी. 10. साहू, रामदेव : संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.	**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. मित्तल, एस. (2012). *शिक्षण तकनीकी.* मेरठः आर. लाल. बुक डिपो. पाण्डे, आर. (2000). *संस्कृत शिक्षण.* आगराः विनोद पुस्तक मंदिर. साहू, आर. (2012). *संस्कृत व्याकरण.* जयपुरः हंसा प्रकाशन. सफाया, आर. (1997). *संस्कृत शिक्षण.* चण्डीगढ़ः हरियाणा साहित्य अकादमी. शर्मा, आर. ए. (2009). *शिक्षा तकनीकी.* 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/CPS-6.pdf Pedagogy of Sanskrit Part-II: http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf Sanskrit Language Teaching: http://www.sanskrit.nic.in/sanskrit_language_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:** **1.** Agarwal, J. C. "Teaching Social Studies", Vikas Publishing House, Pvt Ltd, Delhi, 1989. 2. Bining, A. C. And Bining,, A. H., "Teaching the Social Study in Secondary School". MC- Graw Hill Company, New York, 1952. 3. Bhattacharya & Darji, D. R. "Teaching of Social Studies in Indian Schools". Acharya Book Depot, Baroda, 1966. 4. Ellis, Arthur K., "Teaching and Learning Elementary Social Studies", Allyw & Bacon Boston, 1991. 5. Kaushik, Vijay Kumari, "Teaching of Social Studies in Elementary School", Anmol Publication, Delhi, 1992. 6. Sharma, B. l., "Samajik Adhyayan Shikshan, Surya Publication, Meerut, 1998. 7. Wesley, E. B. and Wronski, S. P., "Teaching of Social Studies in High School", D. C. Health and Company, Boston, 1958. 8. Yagnik, K. S., "Teaching of Social Studies in India", Orient Longmans, Bombay, 1966.	**References:** 1. Agarwal, J. C. (1989). *Teaching Social Studies*. Delhi: Vikas Publishing House. 2. Bining, A. C., & Bining, A. H. (1952). *Teaching the Social Study in Secondary School*. New York: MC-Graw Hill Company. 3. Bhattacharya, S., & Darji, D. R. (1966). *Teaching of Social Studies in Indian Schools*. Baroda: Acharya Book Depot. 4. Ellis, A. K. (1991). *Teaching and Learning Elementary Social Studies.* Boston: Allyw & Bacon. 5. Kaushik, V. K. (1992). *Teaching of Social Studies in Elementary School*. Delhi: Anmol Publication. 6. Sharma, B. (1998). *Samajik Adhyayan Shikshan*. Meerut: Surya Publication. 7. Wesley, E. B., & Wronski, S. P. (1958). *Teaching Social Studies in High School*. Boston: D. C. Health and Company. 8. Yagnik, K. S. (1966). *Teaching of Social Studies in India*. Bombay: Orient Longmans. **e-Resources:**	**No Change** **References and Web Resources Updated**

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7.	**EDU 437: Pedagogy of English-II**	Upon completion of course Enable Student Teachers to: • recognize English in School curriculum as L1, L2, L3 so as to teach differentially • discern the different language forms and dissemination through language skills • utilize media and resources in ELT according to the content • appreciate text book of English	**References:** 1. Allen, Harold B. & Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973. 2. Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968. 3. Agnihotri, R.K. & Khanna, A.L. (ed.), English Language Teaching in India-issues and innovations, sage Publications, New Delhi, 1995. 4. Agnihotri, R.K. & Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997. 5. Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd.,	**References:** 1. Mullick, R. & Shefali G. (1993). *English Language Teaching from theory to practice.* Calcutta: Spectrum Inc. 2. IGNOU. (1999). *Instructional Planning in Teaching of English.* Teaching of English, New Delhi: School of Education. 3. NCERT. (2000). *English Guidelines & Syllabi for Secondary Stage*. New Delhi: NCERT. 4. Venkatesh. (1995). *Principles of Teaching English.* New Delhi: Vikas Publication House. 5. Mangal, S.K. & Uma M. (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning	**No Change** **References and Web Resources Updated**

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8.	**EDU 439**: **Pedagogy of General Science-II**	Upon completion of course Students will be able to-	**References:** 1. Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya Publications, Ludhiyana, 2009.	**References:** 1. 1. Bhandula, N. & Shrama, Sidheswar. (2009).*Teaching of Science.* Ludhiyana :Vijaya Publications.	**No Change** **References and Web Resources**

		• select and use of various methods of teaching general science. • select and use of ISM in teaching general science. • construct improvised apparatus in teaching general science. • explain and organize different strength activities in general science. • analyze related subject content for framing different types of test items. • discuss on different ways of professional development of Science teacher.	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. 8. Sharma, R.C., "Teaching of Science", Dhanpat Rai & Sons, Delhi 1971. 9. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989. 10. Bhatt, Dipti Pinakin, Teaching of Science, A.P.H. Publishing Corporation, New Delhi, 2011. 11. Mohan, Radha,Innovative Science teaching, Second edi, prentice Hall of India Pvt. Ltd., New Delhi, 2002. 12. Mishra, Karuna Shanker,Effective science teaching, Anubhav publishing House, Allahabad, 2008. 13. Nagaraju, M.T.V., Handbook for Teaching Physical Sciences (Methods and Techniques), Kanishka Publisher's, New Delhi, 2008. 14. Sen, B.R.,Teaching Science in Secondary school, commonwealth publisher's, N. Delhi, 2005. 15. Sharma, R.C., Modern Science	2. Bhatt, Dipti Pinakin. (2011). *Teaching of Science.* New Delhi : A.P.H. Publishing Corporation. 3. Mohan, Radha. (2002).*Innovative Science teaching (II edi)*. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Nagaraju, M.T.V. (2008). *Handbook for Teaching Physical Sciences (Methods and Techniques)*. New Delhi: Kanishka Publisher's. 5. Sen, B.R. (2005).*Teaching Science in Secondary school.* New Delhi : Commonwealth Publisher's. 6. Sharma, R.C. (2001). *Modern Science Teaching.* New Delhi : Dhanpat Rai Publishing co. Pvt. Ltd. 7. Vaidya, Narendra . (1996). *Science teaching for the 21st century.* New Delhi : Deep and Deep Publications. 8. Yadav, M.S. (2007).Teaching of Science. New Delhi : Anmol Publications Pvt. Ltd. 9. Das, D.N. (2007). *Practice Teaching.* Jaipur : Pointer Publisher. 10. Gupta, Nirmala . (1967). *Method of Teaching Science.* Meerut :Rastogi and Company. 11. Misra, Karuna Sankar. (2008). Effective Science Education. Allahabad : Anubhav Publishing House. 12. Prasad, Janardhan.(1999). *Practical Aspects in Teaching of Science.* Delhi : Kanishka Publishers Distributors. 13. Rajan, Sonika. (2012). *Methodology of Teaching Science (I ed.),* Delhi : Pearson Publication. 14. Rawat, Hemant, . (2009).*Teaching of Science.* New Delhi : Lakshay Publication. 15. Sharma, R.C. (1971).*Teaching of Science.* Delhi : Dhanpat Rai & Sons. 16. Sood, J.K. (1989). *New Direction in Science Technology.* Chandigarh : Kohli Publishers. 17. कुलश्रेष्ठ, अरूण कुमार एवं कुलश्रेष्ठ, नीर कमल. (2013).	**Updated**

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- Science club - http://www.vkmaheshwari.com/WP/?p=2380
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9.	**EDU 441: Pedagogy of Hindi-II**	इस पाठ्यक्रम के पूर्ण होने पर छात्रा अध्यापिकाएँ : • अनुकूल परिस्थितियॉं उत्पन्न कर बालकों को सौंदर्यबोध करा सकेंगे। • छात्रों की सृजनात्मकता को प्रेरित कर सकेंगे। • प्रभावी हिन्दी शिक्षण हेतु दृश्य–श्रव्य सामग्री/शिक्षण अधिगम संसाधनों का उपयुक्त प्रयोग कर सकेंगे। • हिन्दी शिक्षण में योगदान देने वाली गतिविधियों का आयोजन कर सकेंगे। • नवीन विधियों (हिन्दी शिक्षण में प्रयुक्त) का प्रयोग कर उद्देश्यों को ध्यान में रखकर प्रभावी	**सन्दर्भः** 1. अवधेश, अरूणः हिन्दी भाषा का स्वरूप–विकास, बिहार ग्रन्थ अकादमी, पटना. 2. ओड, एल0 के0:, हिन्दी शिक्षण में त्रुटि एवं उपचार, वनस्थली विद्यापीठ, 1982. 3. तिवारी पुरूषोत्तमः सर्वोपयोगी हिन्दी सुधार कार्यक्रम, मिश्रा ब्रदर्स, अजमेर, 1976. 4. पाण्डेय, रामशकलः हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1977. 5. भाई, योगेन्द्रजीतः हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1981. 6. रमन बिहारी लालः हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ, 1965. 7. पाटिल, हनुमंत राव, शेडके, सुधाकरः भाषा शिक्षण, विद्या प्रकाशन, कानपुर, 2005. 8. श्रीवास्तव, रवीन्द्रनाथः भाषा शिक्षण, मैकमिलन कम्पनी ऑफ इण्डिया, 1979. 9. शर्मा, लक्ष्मीनारायणः हिन्दी संरचना का अध्ययन–अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा. 10. गुप्त, मनोरमाः भाषा शिक्षण, सिद्धांत और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा, 1991. 11. मित्तल, संतोषः शैक्षिक तकनीकी, राजस्थान	**सन्दर्भः** 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- ikfVy] ,p- vkj- vkSj "ksMds] ,l- ¼2005½- Hkk'kk f'k{k.k- dkuiqj% fo|k izdk"kUk- ik.Ms;] vkj- ,l- ¼1977½- fgUnh f'k{k.k- vkxjk% fouksn iqLrd efUnj- "kekZ] vkj- ,- ¼2009½- f'k{kk rduhdh- esjB%	**No Change** **References and Web Resources Updated**

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10.	**EDU 443: Pedagogy of Mathematics-II**	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.	**Reference:** 1. Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965. 2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961. 3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982. 4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy, Jaipur, 1973. 5. Johnson, D.A. & Rahtz. R. "The New	**Reference:** 1. Butler, H.C. and Wren, F.L.(1965).*The Teaching of Secondary Mathematics*. New York:Mc Graw Hill Book Co. 2. Chadha, B.N. (1961). *Teaching of Mathematics*. Delhi : Gurudas Kappor and Sons. 3. Cornelius, Michael. (1982).*Teaching mathematics*. London : Croom Helm. 4. Jain S.L. (1973). *Ganit Shikshan*. Jaipur: Rajasthan Hindi Granth Academy. 5. Johnson, D.A. & Rahtz. R. (1961).*The New Mathematics in Our Schools.* New York:The macmillan Co. 6. Maheshwari, Vijayandra Kishore . (1995).*Ganit*	**No Change** **References and Web Resources Updated**

		• demonstrate the models on audio visual aids. • prepare the ICT based materials in teaching mathematics.	Mathematics in Our Schools", The macmillan Co., New York, 1961. 6. Maheshwari, Vijayandra Kishore "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.	*Shikshan*. Meerut : Lay Book Deptt. 7. Mangal, S.K. (1997). *Ganit Shikshan*. New Delhi : Arya Book Depot 8. Sidhu, K.S. (1986). *The Teaching of Mathematics*. New Delhi :Sterling Publisher. **e-Resources:** 1 Teaching of Mathematics Course Material Prepared by Bharathidasan University Retrieved From: http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.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/123456789/46799/1/BES-143B2-E.pdf 4Teaching of Mathematics Course Material Prepared by NCERT Retrieved From: http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf 5 https://webarchive.nationalarchives.gov.uk/20101119135224/http://www.standards.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/VOL27/A017/paper.pdf	
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** 1. आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960. 2. पाण्डे, रामशकलः संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा. 3. मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000. 4. 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**

		रखकर निदान एवं निराकरण कर सकेंगी। • शिक्षण उद्देश्यों को ध्यान में रखकर संस्कृत नाटक, 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।	5. चतुर्वेदी, सीतारामः संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960. 6. सफाया, रघुनाथः संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997. 7. मित्तल संतोषः शिक्षण तकनीकी, आर. लाल. बुक डिपो. मेरठ. 8. शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ. 9. द्विवेदी, कपिलः वृहद् रचना अनुवाद कौमुदी, वाराणसी. 10. साहू, रामदेवः संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.	मित्तल, एस. (2012). *शिक्षण तकनीकी.* मेरठः आर. लाल. बुक डिपो. पाण्डे, आर. (2000). *संस्कृत शिक्षण.* आगराः विनोद पुस्तक मंदिर. साहू, आर. (2012). *संस्कृत व्याकरण.* जयपुरः हंसा प्रकाशन. सफाया, आर. (1997). *संस्कृत शिक्षण.* चण्डीगढ़ः हरियाणा साहित्य अकादमी. शर्मा, आर. ए. (2009). *शिक्षा तकनीकी.* मेरठः आर. लाल बुक डिपो. **e-Resources:** Pedagogy of Sanskrit Part-I: http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf Pedagogy of Sanskrit Part-II: http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf Sanskrit Language Teaching: http://www.sanskrit.nic.in/sanskrit_language_teaching.php Rashtriya Sanskrit Sansthan: http://www.sanskrit.nic.in/ebooks.php Methodology of Teaching Sanskrit: https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit	
12.	**EDU 447: Pedagogy of Social Science-II**	Upon completion of course Student Teacher will be able to: • select and use appropriate resources	**References:** 1. Pathak, R. P., "Teaching of Social Studies". Pearson, New Delhi, 2012. 2. Jha, Avdhesh S. "Teaching of Social Studies", A. P. H. Publishing	**References:** 1. Pathak, R. P. (2012). *Teaching of Social Studies*. New Delhi: Pearson publication. 2. Jha, A. S. (2001). *Teaching of Social Studies*. New Delhi: A. P. H. Publishing Corporation.	**No Change** **References and Web Resources**

		and media for Social Science Teaching. • describe various activities for enrichment of Social Science learning. • appreciate the role of social science teacher as a professional. • design an effective assessment plan for Social Sciences learning.	Corporation, New Delhi, 2001. 3. Mangal, S. K. and Mangal, Uma., Teaching of Social Studies", PHI Learning Pvt. Ltd., New Delhi, 2008. 4. Singh, Y. K., "Teaching of Social Studies", APH Publishers, New Delhi, 2004. 5. प्रसाद, भुवनेश्वर, 'भारतीय स्कुलों में समाज अध्ययन का शिक्षण'. ज्ञानपीठ प्राइवेट लिमिटेड, पटना, 1969 6. सिह,रामपाल, 'समाजिक अध्ययन का शिक्षण'.लक्ष्मीनारायण अग्रवाल, आगरा, 1977. 7. रखेजा, उदिता, 'समाजिक अध्ययन शिक्षण'. पीयरसन, नई दिल्ली, 2013. 8. बक्शी, एन. एस. समाजिक अध्ययन शिक्षण'. प्रेरणा प्रकाशन, 2014.	3. Mangal, S. K., & Mangal, U. (2008). *Teaching of Social Studies*. New Delhi: PHI Learning Pvt. Ltd. 4. Singh, Y. K. (2004). *Teaching of Social Studies*. New Delhi : APH Publishers. 5. प्रसाद, बी. (1969). *भारतीय स्कुलों में समाज अध्ययन का शिक्षण.* पटनाः ज्ञानपीठ प्राइवेट लिमिटेड. 6. सिंह, आर. (1977). *समाजिक अध्ययन का शिक्षण.* आगराः लक्ष्मीनारायण अग्रवाल. 7. रखेजा, यू. (2013). *समाजिक अध्ययन शिक्षण.* नई दिल्लीः पीयरसन. 8. बक्शी, एन. एस. (2014). *समाजिक अध्ययन शिक्षण.* नई दिल्लीः प्रेरणा प्रकाशन. **e-Resource** 1. Use Social Science Resources: https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html 2. Innovative Teaching Methods of Social Science: http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science 3. Professional Development: https://classroom-aid.com/educational-resources/social-study/ 4. Teaching in Social Studies: https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and learning/effective_teaching_in_social_studies **5.** Strategies for Teaching in Social Studies: https://www.socialstudies.org/publications/socialeducation/january-february2011/effective_strategies_for_teaching_social_studies	**Updated**

Subsidiary Pedagogy

1.	**EDU 416: Pedagogy of Biology**	Upon completion of 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.	**Reference:** 1 Arthur, Carwin, Robers, B., Teaching Modern Science, Charles E, Merrill Publishing Company U.S.A. 1970. 2 Kohli, V.K. Teaching of Science Krishna Brothers, Chowk Adda Tanda, Jullundur, 1969. 3 Sood, J.K. New Direction in Science Teaching, Kohli Publications, Chandigarh, 1980. 4 Nathan, S., Teaching Science Creatively in the Secondary School, W.B. Saunders Company, New Delhi, 1967. 5 Vaidya, N. The impact Science Teaching, Oxford and IBH Publishing Co. New York, 1971. 6 Sharma, R.C., Teaching of Science, Dhanpat Rai and Sons, Jullundhur, Delhi 1971. 7 Vaidya, N. Some Asspects of Piaget's work and Science Teaching, S. Chand and Company, New Delhi, 1970. 8 Richardson, S., Science Teaching in Secondary School, Printice Hall, U.S.A., 1957. 9 The world we live in: Life Publications, New York, 1955. 10 The world of Fossils: Giovannipina ORBIS Publication, London, 1978. 11 General Astronomy: H. Spencer Jones. Adward Amold and Co., London 1924. 12 Life on the Words: Sir H.Spencer Jones Science Today Series, The English Language books Societies, London, 1959. 13 The Science of Biology: Mc Graw Hill Company, New York, 1967. 14 Pual B. Weise and Fuller Melvin S., Science of Botany: Mc Grawhill Book Co., NY 1962.	**Reference:** 1. Arthur, Carwin., & Robers, B.(1970). *Teaching Modern Science.* U.S.A.: Charles E, Merrill Publishing Company. 2. Das, R.C. (1985). *Science Teaching in schools.* New Delhi : Sterling Publishers Pvt. Ltd. 3. Dave, R.M. (1969). *Taxonomy of Educational objectives and Achievement Teaching.* London: London University Press. 4. Gupta, S.K. (1983). *Technology of Science Education.* New Delhi : Vikas publishing House Pvt. Ltd. 5. Heiss, Obourm., & S. Hoffman W.(Ed). (1961). *Modern Science Teaching.* New York : The Macmillian company. 6. Kohli, V.K. (1969). *Teaching of Science.* Jullundur : Krishna Brothers Chowk Adda Tanda. 7. Mangal, S.K., . (1996). *Science teaching.* New Delhi : Arya Book Depot. 8. Nathan, S. (1967). *Teaching Science Creatively in the Secondary School,* New Delhi : W.B. Saunders Company. 9. Paul, B. Weize .(1969*). Elements of Biology (3ed.).* NewYork : Mc Graw Hill Co. 10. Pual, B. Weise., & Fuller Melvin S.(1962). *Science of Botany.* New York : Mc Grew hills Book Co. 11. Ratho, T.N., & Prakash, Ravi .(1996). *Emerging trends in teaching of Botany.*	**No Change** **References and Web Resources Updated**

			15 UNESCO: New Trends in Biology Teaching, Vol 1, 1966. 16 Vass, Burton E. and Brown Stansly, B.:Biology as Inquiry A Book of Teaching Methods 1968. 17 Paul B. Weize, Elements of Biology (3ed.); Mc Graw Hill Co., NY, 1969. 18 Ratho, T.N. and Ravi Prakash: Emerging trends in teaching of Botany, Kanishka Publishers, Distributors, New Delhi, 1996. 19 Ratho, T.N. Ravi Prakash: Emerging trends in teaching of Zoology: Kanishka Publishers, Distributors, New Delhi, 1996.	New Delhi : Kanishka Publishers, Distributors. 12. Ratho, T.N., & Prakash, Ravi .(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,* Jullundhur : Dhanpat Rai and Sons. 15. Sood, J.K. (1980). *New Direction in Science Teaching.*Chandigarh : Kohli Publications. 16. Sood, J.K., . (1987). *Teaching life Science.* Chandigarh : Kohli publishers. 17. Sood, J.K., . (1989). New Direction in Science teaching. Kohli publishers, Chandigarh, 1989. 18. Thurbur, W. and A Collette. (1959). *Teaching Science todays secondary schools,* New York: Boston Allyn and Bacon Inc. 19. Vaidya, N. (1996). *Science teaching for the 21st century.* New Delhi : Deep and Deep publication. **e-Resource:** • Importance of the study of Biology - https://www.quora.com/Why-is-biology-important-to-study • Inter relationship of biology with other school subjects- https://www.galaxy.org/correlations/gal scope seq.html • Objectives of teaching biology with special reference to Bloom's	

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

2.	**EDU 417: Pedagogy of Chemistry**	Upon completion of course Student Teacher will be able to: • analyze concepts and generalization used in framing chemistry curriculum. • 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. • frame test items for different types of test. • reflect on different teaching methods used in Chemistry.	**References:** 1. Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya 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. 8. Sharma, R.C., "Teaching of Science", Dhanpat Rai & Sons, Delhi 1971. 9. Sood, J.K., "New Direction in Science Technology", Kohli Publishers, Chandigarh, 1989. 10. Bhatt, Dipti Pinakin, Teaching of Science, A.P.H. Publishing Corporation, New Delhi, 2011. 11. Mohan, Radha,Innovative Science teaching, Second edi, prentice Hall of India Pvt. Ltd., New Delhi, 2002. 12. Mishra, Karuna Shanker, Effective Science Teaching, Anubhav publishing House, Allahabad, 2008. 13. Nagaraju, M.T.V., Handbook for Teaching Physical Sciences (Methods and Techniques), Kanishka Publisher's, New Delhi, 2008. 14. Sen, B.R.,Teaching Science in Secondary school, commonwealth publisher's, N. Delhi, 2005.	**References:** 1. Bhandula, N. and 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. 5. Prasad, Janardhan. (1999). *Practical Aspects in Teaching of Science*. Kanishka Publishers Distributors. 6. Rajan, Sonika. (2012). *Methodology of Teaching Science*. Delhi: Pearson. 7. Rawat, Hemant. (2011). *Teaching of Science*. New Delhi: Lakshay Publication. 8. Sharma, R.C. (1971). *Teaching of Science*. Delhi: Dhanpat Rai & Sons. 9. Sood, J.K. (1989). *New Direction in Science 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. (2001). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing co., Pvt., Ltd.	**No Change** **References and Web Resources Updated**

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				Objective and Curriculum- http://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf Blooms Taxonomy of Learning Domain- https://www.giocities.com/eltsqu/cognitive.htm Correlation with other school subject- https://www.galaxy.org/correlations/gal scope seq.html https://www.researchgate.net/publication/266884550_How_to_write_behavioural_objectives Lecture-method- http://www.studylecturenotes.com/curriculum-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/advantages-disadvantages-problem-based-learning/, https://4h.unl.edu.volun/arlen/method1.htm Heuristic Method- http://www.preservearticles.com/201105216966/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). *Teaching of Commerce*. New Delhi:APH Publishing Corporation. • Rao, S. (2000). *Teaching of Commerce*. New Delhi: Anmol Publication Pvt. Ltd. • Aggrawal, J.C. (2008). *Teaching of Commerce-A practical Approach*. New Delhi: Vikas Publishing House Pvt. Ltd. • Singh, R.P. (2004). *Teaching of Commerce*. Meerut: R. Lall Book Depot. • Brintha, S. (2015). *Teaching of Commerece*. New Delhi: APH	**No Change** **References and Web Resources Updated**

		achievement test for Senior Secondary Learners	Commerece, New Delhi: APH Publishing Corporation,. • Bhanot, Suman (2013). Commerce Education and Teaching, New Delhi: Kanishka Publishers. • Lulla, B.P. (1960). Teaching of Commerce in Secondary Schools, Baroda: University Publication sales unit,. • Monga, Vinty (2009). Teaching of Commerce, Patiala: Twenty First Centuary Publications.	Publishing Corporation,. • Bhanot, S. (2013). *Commerce Education and Teaching*. New Delhi: Kanishka Publishers. • Lulla, B.P. (1960). *Teaching of Commerce in Secondary Schools.* Baroda: University Publication sales unit, • Monga, V. (2009). *Teaching of Commerce.* Patiala: Twenty First Centuary Publications. **e-Resources:** 1. Planning for commerce Teaching https://drive.google.com/file/d/1JHpjUhQsIRYr4yARXQHyZMupgmszJvMz/view 2. Planning for commerce Teaching https://drive.google.com/file/d/12m6tO_vpSsx7CBzAWwcnVLACZ4FI5ATI/view 3. Planning for commerce Teaching https://drive.google.com/file/d/1JKn8cH1CRbTAMH75ret4fbUnapKc6ZGr/view 4. Planning for commerce Teaching https://drive.google.com/file/d/1ZbINr7SJWgEmXQ28N1BNwTNq-ASLN5Hd/view 5. Method of Teaching http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html	
4.	**EDU 419 Pedagogy of Computer Science**	Upon completion of course Pupil Teachers will be able to: • Acquaint with the aims and objectives of pedagogy of	**Unit I: Computer Science as a School Subject** • Concept, Need and Scope of Computer Science. • Need and Significance of Teaching Computer science at various levels. • Aims and Objectives of	**Unit I: Computer Science as a School Subject** • Concept, Need and Scope of Computer Science. • Need and Significance of Teaching Computer science at various levels. • Aims and Objectives of	**No Change** **References and Web Resources Updated**

		computer science • Familiarize with the various methods that can be employed for the pedagogy of computer science. • Acquaint in preparation of instructional materials for Computer Science teaching. Acquire knowledge of latest trends in Information Technology and assessment practices.	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, blogging **Activity:** Preparation of Lesson plan based on above method **Unit-III: Designing for Instruction** • 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. **Activity:** Preparation of question paper based on Blue-print **Unit-IV: Development of Instructional material** • Meaning, Importance,	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, blogging **Activity:** Preparation of Lesson plan based on above method **Unit-III: Designing for Instruction** • 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. **Activity:** Preparation of question paper based on Blue-print **Unit-IV: Development of Instructional material** • Meaning, Importance,	

			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** ▪ 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	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** ▪ 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: • 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: Sterling Publishers Pvt Ltd. • Sharma, R.A.(2008). Technological foundation of Education. Meerut: R.Lall Book Depot.	**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. **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/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf Concept, Need and Scope of Computer Science. Need and Significance of Teaching Computer science at various levels. General Aims and Objectives of Teaching Computer Science http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf Methods of Techniques of Teaching Computer Science- http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf http://tnteu.in/pdf/BED_CMaterial_2016-17.pdf Designing for Instruction http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf http://tnteu.in/pdf/BED_CMaterial_2016-	

				17.pdf Development of Instructional material- http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf Trends and Issues in Teaching-Learning- http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf	
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 demonstration, Project, Practical, workshop (Concept, Steps, Potential, Limitation) • Activities as LEs - Field trip, Exhibition • LEs as ISM Role of computer, Models, Magazine, in Drawing & Painting Teaching	**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** • Aims of Drawing and 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** • **Methods as LEs-** lecture cum demonstration, Project, Practical, workshop (Concept, Steps, Potential, Limitation) • **Activities as LEs -** Field trip, Exhibition • **LEs as ISM-** Role of computer, Models, Magazine, in Drawing &	**No Change** **References and Web Resources Updated**

			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 • 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 gallery • Critical analysis of existing Drawing & Painting curriculum at Sec. & Sr. Sec. level • Plan a lab for Drawing & Painting teaching with malarial & equipments **References:** • Jeswani, K.K. (1967), Art in education: Atma Ram and Sons, New Delhi.	Painting Teaching **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 • 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 gallery • Critical analysis of existing Drawing & Painting curriculum at Sec. & Sr. Sec. level • Plan a lab for Drawing & Painting teaching with malarial & equipments **References:** • Jeswani, K.K. (1967). *Art in*	

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			8&client=firefox-b	https://www.google.com/search?q=assessment+in+fine+arts&ie=utf-8&oe=utf-8&client=firefox-b	
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 Learners.	**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. 9. कुमार, राजीव (2002), अर्थशास्त्र शिक्षण आगराः साहित्य प्रकाशन 10. त्यागी, गुरूसरनदास (1968), अर्थशास्त्र शिक्षण आगराः पुस्तक मंदिर 11. नागर, दिव्या (1999), अर्थशास्त्र शिक्षण, जयपुरः राजस्थान प्रकाशन 12. सक्सेना निर्मल (1991), अर्थशास्त्र शिक्षण, जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी	**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. 9. कुमार, आर. (2002). *अर्थशास्त्र शिक्षण.* आगराः साहित्य प्रकाशन 10. त्यागी, जी. (1968). *अर्थशास्त्र शिक्षण.* आगराः पुस्तक मंदिर 11. नागर, डी. (1999). *अर्थशास्त्र शिक्षण.* जयपुरः राजस्थान प्रकाशन 12. सक्सेना एन. (1991). *अर्थशास्त्र शिक्षण* . जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी **e-Rsources:** 1. Unit plan and Lesson Plan	**No Change** **References and Web Resources Updated**

				https://drive.google.com/uc?export=download&id=1wQkwLKqTat7_u0JjX-IuY_tS-ioin3Xz 2. Unit plan and Lesson Plan https://www.ncertbooks.guru/ncert-economics-books/ 3. Methods of Teaching http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html 4. Quiz http://edufive.com/quiz/quiz-rules-regulations.html 5. Quiz https://www.educationworld.com/a_curr/profdev/profdev188.shtml 6. Exhibition http://tquest.org.uk/significance-conducting-exhibitions-schools/	
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:** 1. Allen, Harold B. & Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973. 2. Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968. 3. Agnihotri, R.K. & Khanna, A.L. (ed.), English Language Teaching in India-issues and innovations, sage Publications, New Delhi, 1995. 4. Agnihotri, R.K. & Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997. 5. Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984. 6. Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968. 7. Bright, J.A. & Mcgreger, G.P. Teaching English as a second language, English Language Book Society of Longmans,	**References:** 1. Mullick, R. & Shefali G. (1993). *English Language Teaching From Theory to Practice.* Calcutta: Specturum Inc. 2. NCERT. (2005). *National Curriculum Framework.* New Delhi: NCERT. 3. IGNOU. (1999). *Instructional Planning in Teaching of English*. New Delhi: Teaching of English, School of Education. 4. NCERT. (2000). *English Guidelines & Syllabi of Secondary Stage.* New Delhi: NCTERT. 5. Venkatesh. (1995). *Principles of Teaching English.* New Delhi: Vikas Publication House. 6. Mangal, S.K. & Uma Mangal. (2009). *Essential of Education Technology.* New Delhi:PHI Learning Private Ltd. 7. Amstrong, D. G., Tom V. S. (1983).*Secondary Education: An Introduction.* New York: Macmillan Publication Co. Inc. 8. Ahmad, J. (2010). *Teaching of Scientific English.* New Delhi: APH Publ. **e-Resources:** 1 Thomas M. D'E., *Six Principles of Teaching English Language Learners in the Mainstream Classroom.* https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDLSX6mH2.pdf 2 NCERT(2005), *NCF 2005* www.ncert.nic.in/rightside/links/pdf/framew	**No Change** **References and Web Resources Updated**

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			Principles and Practices of Language Teaching, Commonwealth Publishers, New Delhi, 1997. 20. Verghese, B.V., Modern Methods of Teaching English, Vols. I to V, Anmol Publcation Pvt. Ltd., New Delhi, 1997.		
8.	**EDU 423: Pedagogy of Geography**	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. • reflect on framing and marking test items of achievement test in Geography.	**References:** 1. Basha, Salim and Bhaskar Roa, Digumarti, "Methods of Teaching Geography", Discovery Publishing House, New Delhi, 2004. 2. Hoti Prasad, "Methods of Teaching Geography," ABP Publishers, Jaipur, 2005. 3. Long, M. (Ed.), "Handbook for Geography Teachers", The English language Book Society and Methuen & 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, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 'शिक्षा में मापन एवं मूल्यांकन'', राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 2013. 8. वर्मा, जगदीश प्रसाद, ''भूगोल 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	**References:** 1. Basha, S.,& Rao, B. Digumarti. (2004). *Methods of Teaching Geography.*New Delhi: Discovery Publishing House. 2. Hoti Prasad.(2005). *Methods of Teaching Geography*. Jaipur: ABP Publishers. 3. Long, M.(1964). *Handbook for Geography Teachers.* The English language Book Society and Methuen & Co. Ltd. 4. Siddiqui, M. H. (2004). *Teaching of Geography.*New Delhi: A.P.H. Publishing Corporation. 5. जैन, मदनलाल 1967 *भूगोल अध्यापन* आगरा रामप्रसाद एण्ड संस 6. दुबे, सुशील कुमार, 2014 भूगोल शिक्षण में तकनीकी नवाचार, जयपुर बाइकिंग बुक्स, 7. बालिया, शिरीष, अरोड़ा, रीता एवं शर्मा, ओ0 पी0, 2013 *शिक्षा में मापन एवं मूल्यांकन,* जयपुर राजस्थान हिन्दी ग्रन्थ अकादमी 8. वर्मा, जगदीश प्रसाद 1971 *भूगोल अध्यापन,* आगरा, विनोद पुस्तक मंदिर, , 9. शर्मा, माता प्रसाद 2008 *भूगोल शिक्षण* जयपुर, अपोलो प्रकाशन. 10. शर्मा, रमा एवं मिश्रा, एम0 के0,2009 *भूगोल शिक्षण',* नई दिल्ली अर्जुन पब्लिशिंग हाउस 2009. 11. सिंह, हरनारायण, 1968 *भूगोल शिक्षण*, आगरा विनोद पुस्तक मंदिर 12. अमरनाथ, कपूर,2004 *भौगोलिक शब्दकोष*	**No Change** **References and Web Resources Updated**

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9.	**EDU 425: Pedagogy of Hindi**	इस पाठ्यक्रम के पूर्ण होने पर छात्राध्यापिकाएँ : • हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी। • हिन्दी भाषा के विविध रूपों में विभेद कर सकेंगी।	**इकाई: 1V हिन्दी शिक्षण – योजना एवं मूल्यांकन** ▪ इकाई योजना–अर्थ, महत्व, एवं तत्व ▪ पाठ–योजना– अर्थ, महत्व, एवं तत्व ▪ भाषा विकास की प्रगति का मूल्यांकन/आकलन ▪ प्रश्नों का स्वरूप एवं प्रश्न–पत्र निर्माण **गतिविधि–** विविध विधाओं पर पाठ योजना का विकास	**इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण** ▪ साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका 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	**References and Web Resources Updated**

		• 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** ▪ साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका 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 **सन्दर्भः** 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- ikfVy] ,p- vkj- vkSj “ksMds] ,l- ¼2005½- Hkk’kk f”k{k.k-	

				dkuiqj% fo|k izdk”kUk- ik.Ms;] vkj- ,l- ¼1977½- fgUnh f’k{k.k- vkxjk% fouksn iqLrd efUnj- -“kekZ] vkj- ,- ¼2009½- f’k{kk rduhdh- esjB% 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:** 9. Pedagogy of Hindi--https://www.vmou.ac.in 10. Pedagogy of Hindi—ncert.nic.in/rightsidelinks/pdf/h 11. Unit-1—Wikipedia.org 12. Pedagogy of Hindi—www.mannu.ac.org 13. Pedagogy of Hindi—uou.ac.in 14. Pedagogy of Hindi--www.uou.ac.in	

				15. Pedagogy of Hindi—www.uprtou.ac.in **16.** Kendriya Hindi Sansthan Agra--http://khsindia.org/india/hi	
10.	**EDU 426: Pedagogy of History**	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 History.	**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 Education, ES-331- 3. • IGNOU (2000). Teaching Skills, New Delhi: School of Education, ES-331- 4. • Johnson, A. (1963). The Teaching of History in Elementary and Secondary School, New York : Mc Millan. • Kochar, S.K. (1979). Teaching of History, New Delhi: Sterling. • NCERT (1970). Teaching History in Secondary School : A Handbook of History Teacher, New Delhi: NCERT. • Raina,V.K. (1992). The Realities of Teaching History, New Delhi: NCERT. • Sahoo,P.K.,Yadav,D.and Das, B.C. (2009). Professionalism in Teacher Education, New	**References:** • Aggarwal, J.C. (1983). *Teaching of History*. New Delhi: Vikas Publishing House. • Dash, B.N.(2006). *Teaching of History*. Hyderabad: Neelkamal Publication. • Ghate, V.D.(1964). *The Teaching of History*,. London: Oxford University Pres. • 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 Education, ES-331- 3. • IGNOU (2000). *Teaching Skills*. New Delhi: School of Education, ES-331- 4. • Johnson, A. (1963). *The Teaching of History in Elementary and Secondary School*. New York : Mc Millan. • Kochar, S.K. (1979). *Teaching of History*. New Delhi: Sterling. • NCERT (1970). *Teaching History in Secondary School : A Handbook of History Teacher*. New Delhi: NCERT. • Raina,V.K. (1992). *The Realities of Teaching History*. New Delhi: NCERT. • Sahoo,P.K.,Yadav, D. and Das, B.C. (2009). *Professionalism in Teacher Education*. New	**No Change** **References and Web Resources Updated**

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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.php?file=/11673/course/summary/UNIT%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:** 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. **e-Resources:**	**No Change** **References and Web Resources Updated**

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12.	**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 :** 1. Butler, H.C. and Wren, F.L., "The Teaching of Secondary Mathematics", Mc Graw Hill Book Co., New York, 1965. 2. Chadha, B.N. "Teaching of Mathematics" Delhi : Gurudas Kappor and Sons. 1961. 3. Cornelius, Michael, (Ed.) "Teaching mathematics" London : Croom Helm, 1982. 4. Jain S.L. "Ganit Shikshan" : Rajasthan Hindi Granth Academy,	**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** **Activity- Workshop on Planning at different level.** **Reference :** **1.** 1. Butler, H.C. and Wren, F.L.(1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Co. 2. Chadha, B.N. (1961). *Teaching of Mathematics*. Delhi : Gurudas Kappor and Sons. 3. Cornelius, Michael. (1982). *Teaching mathematics*. London : Croom Helm. 4. Jain, S.L. (1973).*Ganit Shikshan*. Jaipur :Rajasthan Hindi Granth Academy. 5. Johnson, D.A. & Rahtz. R. (1961).*The New Mathematics in Our Schools*. New York: The macmillan Co. 6. Maheshwari, Vijayandra Kishore	**References and Web Resources Updated**

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13.	**EDU 429: Pedagogy of Music**	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	**References :** 1. Bemarr, Rainbow, "Handbook for Music Teachers", University of London Institute of Education, 1968. 2. Roberta, Markel, "Parents and teacher guide to Music Education", Macmillan Company, U.S.A., 1972. 3. Gowri, Kuppuswamy, M. Hariharan, "Teaching of music" Sterling Publishers Pvt. Ltd. New Delhi, 1978. 4. Materials of the Ninth Conference of the International Society for Music	**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	**No Change** **References and Web Resources Updated**

		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.	Education, "Music Education in the Modern world", Union of Composers, The USSR Music Fund, 1974. 5. दुबे, इन्दु, ''संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती'', कल्याण मण्डल एण्ड संस, जयपुर 1971. 6. कालेकर, सरयू एवं श्रीवास्तव, सुशीला, ''संगीत शिक्षण परिचय'', लक्ष्मीनारायण अग्रवाल, आगरा, 1968. 7. शोभना, शाह, ''संगीत शिक्षण प्रणाली'', विनोद पुस्तक मन्दिर, आगरा। 8. कोठारी, कोमल, ''संगीत शिक्षा सेमीनार'' राजस्थान संगीत नाटक अकादमी, 1960.	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 चुनौती.* जयपुरः कल्याण मण्डल एण्ड संस. 6. कालेकर, सरयू एवं श्रीवास्तव, सुशीला. (1968). *संगीत शिक्षण परिचय.* आगराः लक्ष्मीनारायण अग्रवाल. 7. शोभना, शाह. (1977). *संगीत शिक्षण प्रणाली.* आगराः विनोद पुस्तक मन्दिर. 8. कोठारी, कोमल. (1960). *संगीत शिक्षा सेमीनार.* जयपुरः राजस्थान संगीत नाटक अकादमी. **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/curriculum/guides/music/music2200/section2.pdf • quality of music room http://www.creativemusicrooms.com/index.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**

		School Subject. • identify Aim and objectives of teaching Physics. • discuss various methods of Physics teaching. • organize and develop Physics lab.	Curriculum **Activity:** **Unit II: Aims, Objectives and Curriculum in Physics Teaching** • Aims and Objectives of teaching Physics • Critical Evaluation of Curriculum at School Level • Text Book of Physics • Construction of Unit Plan and Lesson Plan **Activity:** Practice for Preparing of Unit Plan and Lesson Plan **Unit III: Methods in Teaching Physics** (Concept, Procedure, Advantage and Limitation) • Laboratory Method • Problem Solving Method • Heuristic Method • Project Method • Demonstration Method **Activity:** Preparation of Lesson Plan based on above method **Unit IV: Resources for Physics Teaching** • Importance of audio-visual Resources in Physics Teaching • Preparation and use of Improvised Teaching aids • Planning, Working and Importance of Physics Equipment • Laboratory (Manuals and precautions), Resources used in Laboratory **Activity:** Preparation of different Resource material based on above in Physics	Curriculum at Secondary and senior secondary level **Activity:** Preparation of a chart based on any of above topic **Unit II: Aims, Objectives and Curriculum of Physics** • Aims and Objectives of teaching Physics • Physics Curriculum at School Level -Nuffield, PSSC (Physical Science Study Committee) and HPP (Harward Physics Projects) **Activity:** Preparation of a chart based on any of above project **Unit III: Methods in Teaching Physics** (Concept, Procedure, Advantage and Limitation) • Laboratory Method • Problem Solving Method • Project Method • Demonstration Method • Development of Unit Plan and Lesson Plan **Activity:** Prepare a Lesson Plan based on any one method **Unit IV: Resources for Physics Teaching** • Role of audio-visual Resources in Physics Teaching • Preparation and use of Improvised Teaching Aids • Organization and maintenance of physics laboratory in school	

			Unit V: Assessment and Trends in Physics Teaching • Planning and Development of Achievement Test and Construction of Question Paper • International Projects (Nuffield Physics Programme, Physical Science Study Committee, Harward Physics Project) • Use of ICT and Virtual Laboratory for Physics Teaching **Activity:** Practice on Preparation of Different Type of Test Items **Practicum:** Any two of the following. 1. Term Paper on 'Importance of Physics in Our Daily Life' 2. Critical Appraisal of Present Physics Curriculum at School Level 3. Preparation of Lesson Plan Based on any one Method. 4. Preparation One Scholastics Test Including Different Test Items **References:** 1. Bhandula, N. and Shrama Sidheswar, "Teaching of Science", Vijaya 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	**Activity:** Preparation of an improvised material. **Unit V: Assessment and Trends in Physics Teaching** • Development of Achievement Test • Construction of Test items • Assessment of Practical work in Physics • Use of ICT and Virtual Laboratory for Physics Teaching **Activity:** Practice on preparation of different type of test items for Practical Examination **Practicum:** Any two of the following. 1. Term Paper on 'Importance of Physics in Our Daily Life' 2. Critical Appraisal of Present Physics Curriculum at School Level 3. Preparation of a Unit Plan. 4. Preparation One Scholastics Test Including Different Test Items **References:** 1. Bhandula, N. & Shrama, S. (2009). *Teaching of Science*. Ludhiyana :Vijaya Publications. 2. Das, D.N. (2007). *Practice Teaching*. Jaipur: Pointer Publisher. 3. Gupta, N. (1967). *Method of Teaching Science*. Meerut: Rastogi and Company. 4. Mishra, K.S. (2008). *Effective Science Education*. Uttar Pradesh: Anubhav Publishing House. 5. Prasad, J. (1999). *Practical Aspects in Teaching of Science*. New Delhi: Kanishka Publishers Distributors. 6. Rajan, S. (2012). *Methodology of Teaching Science*. Delhi: Pearson. 7. Rawat, H. (2011). *Teaching of Science*. New Delhi : Lakshay Publication. 8. Sharma, R.C. (1971). *Teaching of Science*.	

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25. भटनागर, ए. बी. (2014). *विज्ञान शिक्षण.* मेरठः आर0 लाल डिपो.
26. रावत, एम0 एस0, और अग्रवाल, एम0 बी0 लाल. (2008). *नवीन विज्ञान शिक्षण.* आगराः अग्रवाल पब्लिकेशन्स.
27. सूद, जे0 के0. (2010). *विज्ञान शिक्षण.* आगराः श्री विनोद पुस्तक मन्दिर.
28. श्रीमाली, नन्द किशोर, भूषण आनन्द और रिहानी इन्दु. (2013). *विज्ञान शिक्षण.* जयपुरः राजस्थान हिन्दी ग्रन्थ अकादमी.

e-Resources:

Concept and Nature of Physics:
http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_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_Wikipedia_PHYSICS.pdf

Methods in Teaching Physics:
http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
https://www.aapt.org/resources/policy/roleoflabs.cfm
https://sites.nationalacademies.org/cs/groups/dbassesite/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.	
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.	**References:** 1 Aggrawal, J.C. (1983).*Teaching of Political Science and Civics.* New Delhi: Vikas Publishing House Ltd. 2 Sharma, P.L. (2002). *Modern Methods of Teaching Political Science.* New Delhi: Sarup & Sons. 3 Chopra, J.K. (2004).*Teaching of Political Science.* New Delhi: Commonwealth Publishers. 4 Sharma, R.N. (2005). *New Methods of Teaching Political Science*. Jaipur: ABD Publishers. **e-Resources:** 1. Meaning and nature of plitical science https:.//www.enotes.com>homework-help 2. **NCF2005** http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf 3. Audio visual aids www.studylecturenotes.com>audio-visual 4. Evaluation in Teaching Learning Process- http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476 5. Teaching and Learning Process - http://egyankosh.ac.in//handle/123456789/46729 6. Tools of Teaching - http://egyankosh.ac.in//handle/12345678	**No Change** **References and Web Resources Updated**

				9/46746 **7.** Introduction of Curriculum Construction- http://egyankosh.ac.in/bitstream/123456789/31625/1/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 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। • 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 के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी। • संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणेत्तर	**सन्दर्भ पुस्तकः** 1. आप्टे, जी. डी. एण्ड डोगरे पी. के.: टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल, आचार्य बुक डिपो, बड़ौदा, 1960. 2. पाण्डे, रामशकलः संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा. 3. मित्तल, संतोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ, 2000. 4. भारत सरकार, शिक्षा विभागः संस्कृत आयोग प्रतिवेदन 1956, भारत सरकार प्रेस 1957. 5. चतुर्वेदी, सीतारामः संस्कृत शिक्षण, नन्द किशोर एण्ड ब्रदर्स, वाराणसी, 1960. 6. सफाया, रघुनाथः संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1997. 7. मित्तल संतोषः शिक्षण तकनीकी, आर. लाल. बुक डिपो. मेरठ. 8. शर्मा, आर. ए. : शिक्षा तकनीकी, आर. लाल बुक डिपो. मेरठ. 9. द्विवेदी, कपिलः वृहद् रचना अनुवाद कौमुदी, वाराणसी. 10. साहू, रामदेवः संस्कृत व्याकरण, हंसा प्रकाशन, जयपुर.	**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. मित्तल, एस. (2012). *शिक्षण तकनीकी.* मेरठः आर. लाल. बुक डिपो. पाण्डे, आर. (2000). *संस्कृत शिक्षण.* आगराः विनोद पुस्तक मंदिर. साहू, आर. (2012). *संस्कृत व्याकरण.* जयपुरः हंसा प्रकाशन. सफाया, आर. (1997). *संस्कृत शिक्षण.* चण्डीगढ़ः हरियाणा साहित्य अकादमी. शर्मा, आर. ए. (2009). *शिक्षा तकनीकी.* मेरठः आर. लाल बुक डिपो. **e-Resources:** 1. Pedagogy of Sanskrit Part-I: http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf 2. Pedagogy of Sanskrit Part-II: http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf 3. Sanskrit Language Teaching: http://www.sanskrit.nic.in/sanskrit_language_teaching.php	**No Change** **References and Web Resources Updated**

		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: http://www.sanskrit.nic.in/ebooks.php **5.** Methodology of Teaching Sanskrit: https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit	

Verified

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