

**DAYALBAGH EDUCATIONAL INSTITUTE**  
**FACULTY OF EDUCATION**  
**B.Ed. (4 Semester Course): 2019-21**

Note: Students have to select courses as per the following details:

Semester	Nature of Courses	Course Numbers
I	Compulsory For All	EDM 101, EDM 102, EDM 103, EDM 104, EDM 105, EDM 106, EDM 107, EDM 108, EDW 101, SDC171
II	Compulsory For All	EDM 201, EDM 202, EDM 203, EDM 220 & CAC 271
	Method Courses (Any two Courses)	EDM 207, EDM 208, EDM 209, EDM 210, EDM 211, EDM 212, EDM 213, EDM 214, EDM 215, EDM 216, EDM 217, EDM 218
	Elective Course [Any One Course from group (A) & group (B)]	(A) EDM 221, EDM 222 (B) DPT 102, VAI 101
III	Compulsory For All	EDM 301, EDM302, EDM 303 & EDC 372
IV	Compulsory For All	EDM401, EDM 402, EDM 403, EDM 404, EDC 471, EDC 472, RDC 471, CAC 471, GKC 471
	Elective Course (Any one Course )	EDM 405, EDM 406, EDM 407

**COURSE LIST**

Course Number	Course Title	Credits	End Sem. Exam.Exists	Theory/ Practical
FIRST SEMESTER				
EDM101	CHILD DEVELOPMENT - LEARNING AND TEACHING	3.0	Yes	T
EDM102	FUNDAMENTALS OF ARTIFICIAL INTELLIGENCE IN EDU.	3.0	Yes	T
EDM103	BASICS OF PEDAGOGY	3.0	Yes	T
EDM104	EPISTEMOLOGICAL& SOCL.PERSP.OF EDU.	3.0	Yes	T
EDM 105	LAC & COMMUNICATION SKILLS	3.0	Yes	T
EDM106	SCHOOL MNGT. & PROFESSIONAL ETHICS	3.0	Yes	T
EDM107	ICT FOR SCHOOL TEACH. LEARNING & MNGT	2.0	Yes	P
EDM108	FUNDAMENTALS OF KART IN EDUCATION	3.0	Yes	T
EDW101	EDUCATIONAL HAND-WORK	2.0	No	P
SDC171	SAFETY & DISASTER MANAGEMENT	2.0	No	T
TOTAL CREDITS		Th – 23 + Pr – 4 = <b>27</b>		
SECOND SEMESTER				
EDM201	BRAIN BASED LEARNING	3.0	Yes	T
EDM202	ASSESSMENT FOR LEARNING	3.0	Yes	T
EDM203	SCHOOL INTERNSHIP-1	6.0	Yes	P
EDM207	PEDAGOGY OF BIOLOGY	3.0	Yes	T
EDM208	PEDAGOGY OF COMMERCE	3.0	Yes	T
EDM209	PEDAGOGY OF DRAWING AND PAINTING	3.0	Yes	T
EDM210	PEDAGOGY OF ECONOMICS	3.0	Yes	T
EDM211	PEDAGOGY OF ENGLISH	3.0	Yes	T
EDM212	PEDAGOGY OF HINDI	3.0	Yes	T

EDM213	PEDAGOGY OF HOME SCIENCE	3.0	Yes	T
EDM214	PEDAGOGY OF MATHEMATICS	3.0	Yes	T
EDM215	PEDAGOGY OF MUSIC	3.0	Yes	T
EDM216	PEDAGOGY OF SANSKRIT	3.0	Yes	T
EDM217	PEDAGOGY OF SCIENCE	3.0	Yes	T
EDM218	PEDAGOGY OF SOCIAL SCIENCES	3.0	Yes	T
EDM220	APPLICATIONS OF AI TOOLS-I	2.0	Yes	P
EDM221	VISUAL ARTS IN EDUCATION(I): PAINTING, MURAL AND APPLIED	2.0	Yes	P
EDM222	PERFORMING ARTS IN EDUCATION (I): DANCE MUSIC AND THEATRE	2.0	Yes	P
DPT 102	ART APPRECIATION (ANCILLARY)	3.0	Yes	T
VAI 101	PYTHON PROGRAMMING(ANCILLARY)	3.0	Yes	T
CAC271	CO-CURRICULAR ACTIVITIES	2.0	No	P
TOTAL CREDITS		Th - 15 + Pr - 12 = <b>27</b>		

THIRD SEMESTER				
EDM301	SCHOOL INTERNSHIP-2 ACADEMICS	6.0	Yes	P
EDM302	SCHOOL INTERNSHIP-2 ADMN& OTH.EXPR.	6.0	Yes	P
EDM303	SCHOOL INTERNSHIP-3 ONLINE TEACHING	4.0	Yes	P
EDC372	SCOUTING & GUIDING,YOGA& SELF DEFENSE	3.0	No	P
TOTAL CREDITS		Pr – <b>19</b>		
FOURTH SEMESTER				
EDM401	CLASSROOM DIVERSITIES- GUIDANCE AND COUNSELLING	3.0	Yes	T
EDM402	CONTEMPORARY INDIA & EDUCATION	3.0	Yes	T
EDM403	GENDER, SCHOOL AND SOCIETY	3.0	Yes	T
EDM404	ENVIRONMENTAL EDUCATION	3.0	Yes	T
EDM405	APPLICATIONS OF AI TOOLS-II	2.0	Yes	P
EDM406	VISUAL ARTS IN EDUCATION(II) SCULPTURING , POTTERY & CLAY MODELLING	2.0	Yes	P
EDM407	PERFORMING ARTS IN EDUCATION (II): DANCE MUSIC AND THEATRE	2.0	Yes	P
EDC471	INDIAN CIVILIZATION& RELIGIOUS STU.	2.0	No	T
EDC472	UNDERSTANDING AND STRENGTHENING SELF	2.0	No	P
RDC471	RURAL DEVELOPMENT & SOCIAL SERVICE	2.0	No	P
CAC471	CO-CURRICULAR ACTIVITIES	2.0	No	P
GKC471	SC.METH., G.K. & CURRENT AFFAIRS	2.0	No	T
TOTAL CREDITS		Th – 16 + Pr – 8 = <b>24</b>		

**Course No.: EDM 101, Course Title: CHILD DEVELOPMENT, TEACHING & LEARNING**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, periods (55 mts. each)/week: 3 (L-3 + T-0 + P-0), Min.pds./sem.: 39

**UNIT 1: DEVELOPMENT-1 (8Pds)**

- a) Concept, characteristics and principles of growth and development
- b) Factors affecting growth and development- Heredity and environment
- c) Meaning, importance and characteristics of physical and motor development
- d) Concept and characteristics of cognitive development
- e) Jean Piaget's cognitive development theory and its educational implications

**UNIT 2: DEVELOPMENT-2(8Pds)**

- a) Meaning, characteristics and factors affecting social development
- b) Socio-cultural development theory by Vygotsky
- c) Meaning and characteristics of emotional development
- d) Meaning and characteristics of moral development
- e) Role of parents, teachers and mass media on social, emotional and moral development

**UNIT 3: PERSONALITY DEVELOPMENT(8Pds)**

- a) Concept and nature of personality
- b) Freud's theory of personality
- c) Adjustment- Meaning, nature and adjustment mechanisms
- d) Individual differences- Meaning, nature and classroom implications
- e) Group dynamics- Concept and class room implications

**UNIT 4: FUNDAMENTALS OF LEARNING(8Pds)**

- a) Conceptual framework of learning, learning as a process & product
- b) Factors affecting learning
- c) Behavioristic theories of learning: Thorndike, Pavlov and Skinner
- d) Cognitive theories: Kohler and Gagne
- e) Bandura's theory of Social Learning

**UNIT 5: FUNDAMENTALS OF TEACHING(7Pds)**

- a) Conceptual framework of teaching and types of teaching, teaching as an art and science
- b) Variables of teaching and their functions: Diagnostic, prescriptive and evaluation functions. Levels of teaching: Memory, understanding and reflective level.
- c) Phases of teaching: Pre-active, Interactive and Post-active phases.
- d) Concept and characteristics of models of teaching
- e) Description of Models: Inquiry Training Model and Concept Attainment model

**SUGGESTED READINGS:**

Chauhan, S.S., (2000). Advanced Educational Psychology, Vikas Publications, New Delhi.

Mangal, S.K., (2000). Educational Psychology, PHI, New Delhi.

Stanley Hall, G., (1904). Adolescence: its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion and education. D. Appleton and Company, New York.

Elizabeth Hurlock, B. (1980). Developmental Psychology: A Life-Span Approach. McGraw-Hill Companies, New York.

Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. Worth Publishers, New York.

Newman, B. M. and Newman, P.H. (2007). Theories of Human Development.

Lawrence Erlbaum Associates, publishers, London.

Aggarwal, J.C. (2004). Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.

Berl, L. (2007). Child Development. Prentice Hall of India, New Delhi

Biehler, R. & Snowman, J. (1991). Psychology Applied To Teaching. Houghton Mifflin Company, Boston.

- Erickson, M. (1967). The Mentally Retarded Child in the Classroom. The Macmillan Company, New York.
- Goleman, D. (1995). Emotional Intelligence, Bantam Books, N.Y.
- Goleman, D. (2007). Social Intelligence. Arrow Books, London.
- Henson, K. (1999). Educational Psychology for Effective Teaching. Wadsworth Publishing Co. Belmont, California.
- Mangal, S.K. (1993). Advanced Educational Psychology. Prentice Hall of India Pvt. Ltd, New Delhi.

**Course No: EDM 102, Course Title: FUNDAMENTALS OF ARTIFICIAL INTELLIGENCE IN EDU.,** Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts.each)/week: 3(L-3 + T-0 + P-0), Min.pds/sem: 39

**Unit I - Introduction to AI**

- A. Concept of AI
- B. Applications of AI in various fields
- C. Applications of AI in Education
- D. Ethical issues in AI
- E. Future of AI

**Unit II - Understanding Data & Data Sets**

- A. Data & its utility in Education
- B. Different types of Data sets used for Analytics
- C. Organization and Assessment of Data
- D. Visual Representation of Data
- E. Saving and sharing Data

**Unit III - Machine Learning**

- A. Machine Learning as the foundation of AI
- B. Need of Machine Learning
- C. Types of Machine Learning
- D. Applications of Machine Learning in Education
- E. Growth and Future of Machine Learning

**Unit IV - Natural Language Processing and Computer Vision**

- A. Concept and importance of NLP,
- B. Understanding of NLU & NLG
- C. Sentiment analysis&Text analytics
- D. Applications of NLP in Education
- E. Understanding of Computer Vision and Applications

**Unit V - Robotics**

- A. Robots, Robotics & its History
- B. Aspects of Robotics and building blocks
- C. Application of Robotics in various fields
- D. Science behind generation of a Bot
- E. Robotics in Education

**Suggested Activities:**

- Brainstorm around the applications of AI in Smart Cities, Smart Homes and Smart schools.
- Brainstorm around the theme utility of data in education and draw a mind map related to the selected topic.
- Work around the scenarios given to them and think of ways to acquire data.
- Think, Pair and Share technique for selecting the appropriate analysis technique for a given scenario and use analysis tools to find results,
- Changing data in to information.

- Select an appropriate graphical format to represent the data acquired and make it with the use of graphical tools.
- Demonstrate the way of saving and sharing data on various collaborative platform.
- Training machine learning models to recognize text, numbers, images or sounds.
- Mapping the steps in NLP for a given text.
- Programming to run an NLP pipeline on a piece of text.
- Ideation Project of Robotics
- Programming of Virtual Robot

## References

- Christopher D. Manning and Hinrich Schütze (1999). Foundations of Statistical Natural Language Processing. The MIT Press. ISBN 978-0-262-13360-9.
- Daniel Jurafsky and James H. Martin (2008). Speech and Language Processing, 2nd edition. Pearson Prentice Hall. ISBN 978-0-13-187321-6.
- Dunham Margaret H,( 2003.) Data Mining Introductory and Advanced Topics, Pearson/Prentice-Hall, (QA76.9.D343D917) 9. Reference Book(s)
- George F. Luger, (2009). Artificial Intelligence: Structures and Strategies for Complex Problem Solving, 6th Edition, Addison Wesley,
- Han Jiawei and Kamber Micheline(2012.), Data Mining: Concepts and Techniques, 3rd Edition, Elsevier / Morgan Kaufmann, (QA76.9.D343H233 2012, E-book)
- Jain, V.K. (2018), Khanna Book Publishing; 1 edition, ISBN-13: 978-9386173676
- James D. Miller, (2017). Big Data Visualization, Packt Publishing Limited ,ISBN: 978-1785281945
- Lipschutz Seymour (2017), Data Structures, McgrawHill ,ISBN: 9780070601680, 0070601682
- Luger George F, (2009.)Artificial Intelligence : Structures and Strategies for Complex Problem Solving, 6th Edition, Addison-Wesley, (Q335.L951).
- Michael Negnevitsky,( 2005)Artificial Intelligence: A Guide to Intelligent Systems. 2nd edition, Addison Wesley,
- Mohamed ZakariaKurdi (2016). Natural Language Processing and Computational Linguistics: speech, morphology, and syntax, Volume 1. ISTE-Wiley. ISBN 978-1848218482.
- Mohamed ZakariaKurdi (2017). Natural Language Processing and Computational Linguistics: semantics, discourse, and applications, Volume 2. ISTE-Wiley. ISBN 978-1848219212.
- Nathan Marz. (2015)Big Data: Principles and best practices of scalable realtime data systems, Manning Publications; 1 edition), ISBN: 978-1617290343
- Noah Illinsky (2012), Designing Data Visualizations, Shroff/O'Reilly; First edition, ISBN: 978-9350236840
- Steven Bird, Ewan Klein, Edward Loper (2009). Natural Language Processing with Python. O'Reilly Media. ISBN 978-0-596-51649-9.

**Course No.: EDM103, Course Title: BASICS OF PEDAGOGY**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-0 + P-0), Min. pds./sem.:39

UNIT 1: CONCEPTUAL BACKGROUND ON PEDAGOGY [8 pds]

- a. Concept & Meaning of Pedagogy
- b. General Aims of Pedagogy
- c. Concept of Productive Pedagogies
- d. Digital Pedagogies
- e. Inter-cultural Pedagogy

UNIT 2: CONCEPT & DEFINITION OF EDUCATIONAL TECHNOLOGY [8 pds]

- a. Concept and definition of Educational Technology
- b. Objectives of Educational Technology
- c. Teaching Technology
- d. Instructional Technology
- e. Advantages and Limitations of Educational Technology.

UNIT 3: COMMUNICATION PROCESS [8 pds]

- a. Concept and Nature of Communication Process
- b. Communication Process
- c. Models of Communication Process Engineering and Psychological Model
- d. Types of Communication – Verbal & Non-verbal
- e. Intra and Interpersonal Communication.

UNIT 4: PRINCIPLES OF TEACHING–LEARNING [7 pds]

- a. Evolving Concept of Teaching-Learning
- b. Theories of Multicultural Pedagogy-Bruner
- c. Theories of Multicultural Pedagogy-Chomsky
- d. Preparing and Effective use of TLM
- e. Parameters of Quality Teaching

UNIT 5: TEACHING AND LEARNING STRATEGIES[8 pds]

- a. Models of Teaching – Concepts Components
- b. Collaborative Teaching Approaches: Concept, Meaning & Strategies (Supportive, Parallel & Team teaching)
- c. Simulated Teaching
- d. Cooperative Learning: Concept & Meaning
- e. Active Learning Strategies- Focused Listing, Reciprocal Questioning, Jigsaw Team Work

**Sessional Work:**

**SUGGESTED READINGS AND REFERENCES:**

Alexander, Robin (2008). *Essays on Pedagogy*. London: Routledge.

Collaborative Learning Structures Strategies and Techniques: <http://www.gdrc.org/kmgmt/learn/methods.htm>

Demetriou, A.; Efklides, A.; Platsidou, M.; Campbell, Robert L. (1993). The architecture and dynamics of developing mind:

Experiential structuralism as a frame for unifying cognitive developmental theories. *Monographs of the Society for Research in Child Development* 58 (234): i, doi:10.2307/1166053

Dewey, J. (1963). *Experience and Education*, New York: Collier Books. [First published in 1938].

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman& Littlefield.

Gardner, Howard (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books Inc.

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Rogoff, B., Baker-Sennett, J., Lacasa, P., & Goldsmith, D. (1995). Development through participation in sociocultural activity.

*New Directions for Child and Adolescent Development*, 1995(67), 45–65.

Silberman, Mel.(1996) *Active Learning: 101 Strategies To Teach Any Subject*. Pearson Education

Sleeter, C.E. & McLaren, P., Eds. 1995.*Multicultural Education and Critical Pedagogy: The Politics of Difference*. New York:SUNY Press.

SK Pannirselvana: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Bloom BS etal: TAXNOMY OF EDUCATIONAL OBJECTIVES

Dececco, John P: THE PSYCHOLOGY OF LEARNING & INSTRUCTION

Mitra SK: PSYCHOLOGY OF TEACHING

Sharma RA: EDUCATIONAL TECHNOLOGY

Mukhopadhaya M: EDUCATIONAL TECHNOLOGY

Ruhela SP: EDUCATIONAL TECHNOLOGY

Kulkarni SS: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Joyce Bruce, Weil Marsha: MODEL OF TEACHING

SP Kulshrestha& AK Kulshrestha: FUNDAMENTALS OF EDUCATIONAL TECHNOLOGY



**Course No.: EDM104, Course Title: EPISTEMOLOGICAL& SOCL.PERSP.OF EDU.**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2015-16

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-0 + P-0), Min. pds. /sem.: 39

**UNIT 1: MEANING AND NATURE OF EDUCATION**

[8 pds]

(a) Meaning of Education: Ancient to Present (b) Nature of Education– Interdisciplinarity in education (c) Concepts in Education and their changing connotation-school, curriculum, teacher, learning instruction, freedom, autonomy and control in relation to child and teacher (d) Shift in Process of Education: knowledge giving, didactic and constructive interpretation (e) Expansion in modes of Education- Face to face to distance modes of Education, Oral/Aural to Digital, Individualized and Group based

**UNIT 2: EDUCATION FOR KNOWLEDGE AND EPISTEMOLOGICAL BASIS OF EDUCATION**

[8 pds]

(a) Sources and Nature of Knowledge (b) Validity of Knowledge (c) Differences between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief (d) Epistemological overview of education with special reference to Dialogue of Plato, Buber and Fierre (e) Epistemological overview of education (with special reference to discovery) of Dewey

**UNIT 3: EPISTEMOLOGICAL PERSPECTIVE WITH SPECIAL REFERENCE TO ACTIVITY**

[8 pds]

(a) RabindraNath Tagore (b) Mahatma Gandhi (c) Aurobindo Ghosh (d) J. Krishnamurti (e) Gijju Bhai

**UNIT 4: SOCIAL BASIS OF EDUCATION**

[7 pds]

(a) Understanding Contemporary Indian Society with reference to different aspects of Multiculturalism (b) Impingement of Cultural History on Education (c) Education for Multiculturalism (d) Role of Education in Socialisation of Child (e) Industrialisation, Modernization and Education.

**UNIT 5: CONTEMPORARY INDIAN SOCIETY AND EDUCATION**

[8 pds]

(a) Values prevalent in contemporary Indian Society (b) Critical Judgement on contributory role of education in transmission of values in society (c) Equity, Equality, Social Justice and Dignity with special reference to Ambedkar (d) Nationalism, Universalism and Secularism and their relationship with education (special reference to Tagore and Krishnamurti (e) Role of education in promoting Peace.

**Sessional Work:**

- (1) Critical Evaluation of any Textbook with respect to value recommended by Indian constitution.
- (2) Interaction with a group of students and preparation of a report related to their socio-economic group & problem faced by them.

**SUGGESTED READINGS:**

Russell, B. (2010). *On Education*. New York: Routledge

Butchvaron, P. (1970). *The Concept of Knowledge*. Evanston: Northwestern University Press

Dewey, J.(2004). *Democracy In Education: An Introduction to the Philosophy of Education*. New Delhi: Aakar Books

Dewey, J. (1997). *Experience and Education*. New York: Touchstone

Macdonald, M. (1980). *Schooling and the Reproduction of Class and Gender Relations*. UK: The Falmer Press

Peters, R S(1967). *The Concept of Education*, UK: Routledge

Saxena, N. R. S. & Kumar, S. (2007). *ShikshaKeDarshnikEvamSamajshastriyaSiddhant*. Meerut: R. Lall Book Depot

Sarangapani, P. (2003). *Construction of School Knowledge*. New Delhi: Sage Publications

Krishnamurti, J. <http://www.jkrishnamurti.org/index.php>

*The Writings of Rabindranath Tagore*<http://www.sacred-texts.com/hin/tagore/>

*Education for Values in Schools – A Framework* by NCERT

<http://www.ncert.nic.in/departments/nie/depfe/Final.pdf>

*Value Education*[www.unesco.org/education/tlsf/mods/themed/mod22.html](http://www.unesco.org/education/tlsf/mods/themed/mod22.html)

*Education for Peace* by NCERT

[http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/education\\_for\\_peace.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/education_for_peace.pdf)

**Course No. EDM 105 Course Title: LAC & COMMUNICATION SKILLS**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-0 + P-0), Min. pds./sem.:39

**UNIT 1: LAC APPROACH & MULTILINGUALISM** [8 pds]

- a) Meaning & Nature of LAC Approach
- b) Understanding language background of children
- c) Concept of multilingualism
- d) Language in Indian Constitution
- e) Branches of Linguistics

**UNIT 2: LISTENING AND SPEAKING** [8 pds]

- a) Developing listening skills
- b) Articulation of different sounds
- c) Stress, rhythm, tonal variations and intonation
- d) Public Speaking & Oral Expression
- e) Formal and informal presentations

**UNIT 3: READING COMPREHENSION** [8 pds]

- a) Need and importance of Reading
- b) Types of reading
- c) Strategies for effective reading
- d) Pronunciation, Vocabulary, Word Formation
- e) Reading Texts of Different Nature (i) Expository, Narrative & Descriptive text (ii) Transactional vs. Reflective text

**UNIT 4: DEVELOPING WRITING SKILLS** [7 pds]

- a) Need and Importance of writing
- b) Making reading writing connections
- c) Process and Strategies of writing for children (i) Mechanism of writing (ii) Note Making (iii) Summarising.
- d) Text books analysis
- e) Correct Usage of Language (Hindi/English): Preposition, Tense, Voice, Auxiliary Verbs etc.

**UNIT 5: CLASSROOM DISCOURSE**[8 pds]

- a) Nature and types of classroom discourse
- b) Importance of Teacher Language
- c) Criteria & Elements of Teacher Language
- d) General Class-Room Discourse
- e) Class-Room Communication: Meaning, Nature & Types

**Sessional Work:**

- 1) Analysing students' performance on writing and other skills and suggesting the measures for improvement.
- 2) Discussion on multilingualism.
- 3) Analysing the text of different nature.
- 4) Speaking with correct pronunciation and organizing the ideas on the topics related to public speech.
- 5) Presenting annual school celebration reports, announcements, reporting and compeering the college events etc.
- 6) Reading (using skimming and scanning method) to extract over all meaning, information, subject knowledge.
- 7) Analyzing the structure of the argument: identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas & examples, terms used as connectors and transitions.

- 8) Making a list of words using affixes, synonyms, antonyms and
- 9) Exploring and writing articles on topics of local interest.
- 10) Planning a presentation and making a presentation – with display & oral components.

**SUGGESTED READING:**

Chaudhary, N.R. (1998). Teaching English in Indian Schools, A.P.H. Publishing Corporation, Ansari Road, New Delhi.

Mohan , K. & Raman, M. (2000) Effective English Communication. Tata McGraw-Hill.

Hasson, G. (2012). Brilliant Communication Skills. Great Britain: Pearson Education.

**Course No.: EDM106, Course Title: SCHOOL MANAGEMENT & PROFESSIONAL ETHICS**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2016-17

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-0 + P-0), Min. pds./sem.:39

**UNIT 1: SCHOOL MANAGEMENT [8 Pds]**

(a) Meaning and concept of School Management (b) Meaning and concept of School Administration and Organisation (c) Difference among school management, administration and organisation (d) Administration of school education at different levels –local, district, state and national (e) Centralisation / Decentralisation and Role of Apex bodies in Educational Planning and management in school planning.

**UNIT 2: MANAGEMENT OF MATERIAL RESOURCES [8 Pds]**

(a) Physical resources- physical space (Building), office, library, laboratory, playground and staffroom (b) seating arrangement, furniture, proper classroom management, display area, chalkboard, other facilities such as OHP and multimedia in classroom (c) School climate (conducive, Learner friendly, Inclusive and vibrant) (d) School Records – importance, types and maintenance (e) Concept of balanced diet and organisation of mid-day meal services in schools.

**UNIT 3: MANAGEMENT OF HUMAN RESOURCES [7 Pds]**

(a) Headmaster- qualities , role and responsibilities (b) teacher- qualities , role and responsibilities (c) Accountability of teachers (d) Teacher evaluation (e) Classification and promotion of students.

**UNIT 4: FUNCTIONAL ASPECT OF SCHOOL MANAGEMENT [8 Pds]**

(a) Discipline- concept , importance and techniques of discipline , punishment and its legal implications (b) Time-table –importance ,types and principles of construction (c) Supervision –concept ,types importance and techniques (d) Co-curricular activities – concept , importance , types and organisation (e) School guidance services- concept , importance and organisation.

**UNIT 5: ETHICS IN TEACHING PROFESSION [8 Pds]**

(a) Meaning , importance and scope of ethics (b) Teaching as a Profession (c) Ethical standards pf headmaster (d) Professional ethics of teachers (e) Strategies to promote ethical standards in teaching profession.

**SUGGESTED READINGS**

Collahan , David(1981). *Ethics, Teaching And Education*, Planeau publishing corporation, New York.

French W, Hull, J.D.&Dodds,B.L.(1956): *American High School Administration ; Policy And Practice* Gaiind ,D.N.(Ed) , Sharma,R.P.(1962) *MadhyamikShikshalayaVyavastha*

Kochar, S.K.(1995). *Secondary School Administration*. Sterling publishers

Mathur,S.S. *Educational Administration*.

Miyan , Mohammad (2004). *Professionalization Of Teacher Education*, Mittal publication, New Delhi.

Mukerji, S.N.*Secondary School Administration*

Newsom Langht& others: *Administrative Practices In Large High Schools*

Peters, M.(1966). *Ethics In Education*. Allen and Unwin:London

Safaya,R.N. &Shaiba,B.D.(1983). *School PrashasanEvamPrabandh*.

Sharma, R.C.(1983).*School Management*. Savita Prakashan.

Sukhia, S.P. (1974).*VidhyalaPrashasanEvamSangathan*

Verma,R.P.S(1986) : *VidhyalayaSangathanEvamSvasthyaShiksha*

Walia,J.S.(1997). *School Prashasan And Prabandhan*.Paul publishers.

**Course No.: EDM107, Course Title:ICT FOR SCHOOL TEACH.-LEARNING & MNGT.**

Class: B.Ed., Status of Course: MAJOR COURSE, Approved since session: 2019-20

Total Credits:2, Periods(55 min. each)/week: 5(L-1+T-0+P-4), Min. periods /semester: 65

**UNIT 1:ICT USE:PEDAGOGICAL PRINCIPLES AND BASIC PRODUCTIVITY TOOLS**

Guiding principles for the use of ICT. BasicProductivity Tools with emphasis on open source tools and mobility tools (e.g. Android, google apps, etc.) Internet: infrastructure and services of the World Wide Web (accessing information on the web, validation of information obtained from the Internet; communicating via e-mail, etc.).

**UNIT 2. TOOLS FOR ONLINE COLLABORATION**

Collaboration and online collaboration. Tools for online collaboration, video conferencing, wikis, whiteboards, blogs, scheduling calendars, discussion forums, etc. Maintaining and updating document and data repositories. Tools for version and revision control between collaborators.

**UNIT 3. ONLINE CONTENT GENERATION AND CONTENT DELIVERY**

Content creation, steps in online content creation, digital storyboards, other tools for online creation of content (games, simulations, etc.). Content and Learning Management Systems with emphasis on open source systems, e.g. Moodle. Open Courseware, Massive Open Online Courses (MOOCs), etc.

**UNIT 4. ICT ENABLED LEARNING INFRASTRUCTURE**

E-Classroom set-up: Electronic lecterns, projection, microphone, camera, electronic boards, etc. Software for video editing, video encoding, voice-over, captions. Basic understanding of video resolution, video frame rate and audio bit-depth. Choosing presentation modes for effectiveness: picture in picture, side by side, sequential. Embedding graphics in video.

**UNIT 5. EFFECTIVE ADMINISTRATION OF ICT ENABLED COURSES**

Data Analytics fortracking student performance,feedback and motivation, student engagement, integrating technology with human interaction; Virtual laboratories, Online evaluation, remote and continuous authentication of examinees. Accessibility for differently abled students.

**SUGGESTED ACTIVITIES:**

Lab exercises based on respective units.

Case study on MOOC (e.g. Khan Academy)

Mini-project on creating an online course.

**SUGGESTED READING:**

Becker, H. J., & Riel, M. M. (2000). Teacher professional engagement and constructivist-compatible computer use (Report No. 7). Irvine, CA: Center for Research on Information Technology and Organizations.

Burniske, R.W.&Monke, L. (2001). *Breaking down the digital walls: learning to teach in a post modern world*. New York: State University Press.

Chandra, R. (2005). *Virtual Education & Education futures*. Delhi: Kalpaz Pub.

[EDUCAUSE Library](http://www.educause.edu/library/massive-open-online-course-mooc). Massive Open Online Course (MOOC). Retrieved From <http://www.educause.edu/library/massive-open-online-course-mooc>

Garcia, P. (2014). *On-Line tutor 2.0: Methodologies and Case Studies for successful learning*. USA: IGL Global Pub.

Jell, K. & Erik, R. (2010). *Handbook of On-line learning*. Los Angeles: Sage Pub.

Mangal,S.K. (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt.Ltd.

MOOCs Edinburgh Report (2013). retrieved from

<http://www.era.lib.ed.ac.uk/handle/1842/6683>

Romiszowski, A.J. (1988). *The selection & Use of Instructional Media*. New York: Nichols Pub.

Ruthbea, Y.C. (2012). *The next generation classroom: Smart interactive and connected learning environment*. USA: IDC Government Insight.

Singh, U.K. &Sudarshan, K.N.(ND). Computer Education: A Reference Guide to Using Internet Resources. Retrieved From

<http://www.bedfordstmartins.com/online/citex.html>

Thanasis, D. &Meritxell, R. (2012). *Collaborative & Distributed e-Research innovations: technologies, strategies and applications*. USA: IGL Global Pub.

Yogish, S.N. (2007). *Statistical Method*. Jaipur: Mangaldeep Pub.

Tomei, Lawrence A. "Online Courses and ICT in Education: Emerging Practices and Applications".

Additional Readings

Abbott, Chris (2001). *ICT: Changing Education*. Psychology Press

Khirwadkar, Anjali and K. Pushpanandham (2005). *Information and Communication Technology in Education: Interactive Multi-Media Instructional Strategies for Teaching-Learning Process*. New Delhi: Sarup

Pelgrum, Willem J. and Nancy Law (2003).*ICT in Education Around the World: Trends, Problems and Prospects*.UNESCO, International Institute for Educational Planning  
*Assessing the Effects of ICT in Education Indicators, Criteria and Benchmarks for International Comparisons: Indicators, Criteria and Benchmarks for International Comparisons* (free eBook on Google Play, specially the case study based approach in Chapter IV)

Stacey, Elizabeth and Philippa Gerbic. *Effective Blended Learning Practices: Evidence-Based Perspectives in ICT facilitated Education*.

*Information and Communication Technology for the School System: Curricula for ICT in Education* (2013)New Delhi: Central Institute of Educational Technology, National Council of Educational Research and Training

Anderson Jonathan, Flinders University (2002) and Tom van Weert (eds.). *Information and Communication Technology in Education:a Curriculum for Schools and programme of Teacher Development*. Paris: UNESCO

**Course No: EDM 108, Course Title: FUNDAMENTALS OF KART IN EDUCATION**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts.each)/week: 3(L-2 + T-1 + P-0), Min.pds/sem: 39

**Unit –I Conceptual Framework of Knowledge Acquisition, Retention and Transformation (KART).**

(7pds)

- (a) Concept and Nature of Knowledge Acquisition, Retention and Transformation
- (b) Philosophical and Psychological basis of Knowledge Acquisition, Retention and Transformation
- (c) Various Modes of Knowledge Acquisition ( Sensory mode, Rational Mode, Intuitive Mode)
- (d) Methods and Strategies of Knowledge Acquisition
- (e) Methods and Strategies of Knowledge Retention

**Unit- II Visual Arts and its integration in Education**

(8pds)

- (a) Concept of Visual Art and its basics
- (b) Different Forms of Visual Arts – Drawing, Sculpture, Collage and Mural.
- (c) Methods of using Art in Education - Demonstration, Self-Expression, Project Method and Observation
- (d) Innovative evaluation practices in Visual Arts
- (e) Integration of Visual Arts in Education

**Unit- III Introduction to Theatre in Education (8pds)**

- (a) Brief Introduction to Indian Theatre and External Influences
- (b) Various Forms of Folk Theatre (Nautanki, Bhawoi, Maach, Bhagat, Swang)
- (c) Dramatic Structures and Terms: Plot, Character, Prologue, Epilogue, Conflict, Dialogue, Monologue, Sound, and Music effects etc.
- (d) Dramatic Moves: Narration and Story Telling, Drama, Games and Exercises, Mime, and Role Play.
- (e) Integration of Drama in Teaching

**Unit –IV Introduction to Music in Education**

(8pds)

- (a) Basic Elements of Music: Alankaar, Melody, Harmony, Pitch and Rhythm.
- (b) Vocal Music and its Genres: - Indian Classical: (Rag-Yaman, Bageshree, Semi Classical :Thumri, Dadra), Light(Bhajan), Folk:(Kajri, Hori)
- (c) Instrumental Music: Indian (Tabla, Harmonium, Khanjri, Dholak) and Western (Congo, Synthesizer, Bongo, Maracas, Gongs)
- (d) Dance Forms: Classical Dance (Kathak, Manipuri, Bharatnatyam, Odissi), Folk Dance

( Bhangra, Giddha, Dandia)

(e) Integration of Music in Education

#### **Unit –V Practical**

1. Preparation of one TLM in Visual Art.
2. One performance/ presentation based on integration of Drama in concerned subject.
3. One performance/ preparation based on integration of Music in concerned subject.

#### **SUGGESTED READINGS AND REFERENCES:**

- Ausubel, D.P. (2000) The Acquisition and Retention of Knowledge: A cognitive View
- Ruqian, Lu., New Approaches to Knowledge Acquisition, World Scientific Publishing Co.Pte.Ltd. Vol.39,
- Mardirosian, G.H. & Lewis, Y.P. (2016), Arts Integration in Education,
- Cornett, C. (2010). Creating meaning through Literature and the Arts: Arts integration for classroom Teachers (4<sup>th</sup> ed.). Pearson
- Gelineau R. P. (2011), Integrating the Arts Across the Secondary School Curriculum
- Politano,C. &Paquin,J. (2000). Brain-Based Learning With Class, Portage & Main Press, Winnipeg.
- Jensen,E. (2008).Brain-Based Learning: The New Paradigm of Teaching, Corwin Press, California.
- [JauhariShruti](#)( 2015)Elements of Hindustani Classical Music, D.K. Print World Ltd
- Shrivastava ,Harish Chandra ( 2014) Raagparichay part -1 to 4



**Course No.: EDW 101, Course Title: EDUCATIONAL HAND-WORK**

Class: B.Ed., Status of Course: CORE, Approved Since Session: 2018-19

Total Credits:2, Periods(55 mts. each)/week: 2 (L-0 + T-0 + P-4), Min.pds./sem.:52

**[APPLICABLE FROM SEESION 2018-19]**

(1) Sketch File:

(i) Hindi Alphabet; (ii) Capital letters in English; (iii) Small letters in English;(iv) Numeric Digits (v) One sketch related to one Method; (vi) Enlargement of any one object.

(2) Charts, Folders, Album/ Scrape Book, Model, etc., one from each teaching method

(3) Development of power-point presentations

(4) Coral Designing

(5) 3D Printing

(6) Animations

(7) Interactive Programme

**Course No.: SDC171, Course Title: Safety and Disaster Management**  
**Class: D.El.Ed / B.Ed., Status of Course: Core Course, Approved since session: 2019-20**

**Total Credit: 2, Periods (55mts. each) / week: 2 (L-2+T-0+P-0), Min. pds / Sem.: 26**

**Unit I: Road Safety (5 pds)**

- (a) Road Etiquettes and Good Road User Behaviour
- (b) Defining Risk Factors and Behaviours in a Range of Road Environments and Situations
- (c) Basic Road Signs & Traffic Indicators: Meaning, Types, Need & Importance
- (d) Prerequisites & Skills of Good Driving
- (e) Specific Road Awareness Programmes

**Unit II: Safety at Workplace – I (5 pds)**

- (a) Fire: Causes, Types and Remedies, Types of Fire Extinguishers
- (b) Introduction of the Foundational Competencies for Workplace Fire Protection
- (c) Understanding Initial Actions in the Event of Fire
- (d) Steps that can Prevent Workplace Fires
- (e) Administer First Aid Care in Emergency Situations Such as Choking, Drowning, Heart Attack, Stroke, Snake Bite, Stings, Heat Stroke and more

**Unit III: Safety at Workplace – II (6 pds)**

- (a) Basic Electrical Safety and Safety Equipment: Need & Importance
- (b) Safety Against Over Voltage, Extra-low and Residual Voltages
- (c) Chemical Hazardous Substances (Pesticides, Insecticides Repellents, Gases and Inflammable Liquids), Preventive and Remedial Measures
- (d) Brief Introduction to Occupational Safety and Health Administration (OSHA)
- (e) Safety Management and First Aid

**Unit IV: Information Communication Technology (ICT) and Cyber Related Safety and Security Issues (5 pds)**

- (a) Meaning & Concept of Information Communication Technology (ICT) Security
- (b) Need & Importance of Information Communication Technology (ICT) Security
- (c) Various ICT Related Threats and Key Concerns
- (d) Internet and Cyber Ethics: Acceptable Behaviour & Unethical Behaviour in Internet
- (e) Guidelines for Teacher for Information Communication Technology (ICT) and Cyber Related Safety and Security Issues

**Unit V: Disaster Management (5 pds)**

- (a) Meaning, Nature & Importance of Disaster Management
- (b) Types of Disaster Management: Natural Disasters & Man Made Disasters
- (c) Ways of Minimizing Disaster Risk: Preparedness, Mitigation & Prevention
- (d) Role of Information Technology in Disasters & Disaster Preparedness
- (e) Rehabilitation and Reconstruction & Recovery Strategies

**Practical / Project Work**

- Road safety awareness orientation programme- basic symbols and languages, traffic rules.
- Demonstration on using fire extinguishers.
- Fire safety at workplace - visit to DEI canteens.
- Electrical safety at workplace - visit to DEI electrical labs.
- Chemical safety at workplace - visit to DEI chemical labs.
- Demonstration on using first aid in different situations – sinking, heart attack, heat stroke, snake and insect bite.
- Demonstration and practices on uses of different types of bandages.
- Demonstration on cyber security and issues related to it.

- Report writing on any kind of national disaster and government initiative to manage it.

**References:**

CIET (NCERT). Cyber Safety and Security: Guideline for School. National Council of Educational Research and Training, New Delhi.

GoI.A Handbook for Adolescents / Students on Cyber Safety.Ministry of Home Affairs, New Delhi.

Rune Elvik, AlenaHoye, TrulsVaa& Michel Sorensen (2009).The Handbook of Road Safety Measures.Emerald Insight.

W Nick Carter (2008). Disaster Management: A Disaster Manager's Handbook. Asian development Bank, Philippines.

**Course No: EDM 201, Course Title: Brain Based Learning**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts.each)/week: 3(L-3 + T-0 + P-0), Min.pds/sem: 39

**UNIT-1 BRAIN BASED LEARNING: CONCEPT & STRATEGIES (8)**

- a) Brain structure and functions
- b) Neuron structure and its functions
- c) Relationship between Brain, Body and Mind
- d) Concept and Principles of Brain Based Learning
- e) Teaching learning strategies according to dominance of left and right hemispheres of brain

**UNIT- 2 KNOWLEDGE ACQUISITION (8)**

- a) Process of Knowledge Acquisition
- b) Role of Sensation and Perception in Knowledge Acquisition
- c) Attention and its role in knowledge acquisition
- d) Intelligence and its role in Knowledge Acquisition
- e) Motivation and its role in Knowledge Acquisition

**UNIT-3 KNOWLEDGE RETENTION (7)**

- a) Neurological basis of Memory and Retention
- b) Emotional Intelligence, Affect Regulation and their role in Retention
- c) Basic Strategies for effective Habit Formation.
- d) Formation and Regulation of Attitudes and Values
- e) Teaching Strategies for Knowledge Retention

**UNIT-4 KNOWLEDGE TRANSFORMATION AND CONSCIOUSNESS (8)**

- a) Knowledge Transformation from Data to Wisdom
- b) Role of Metacognition and Multi-tasking in Knowledge Transformation
- c) Higher Order Thinking skills for knowledge transformation
- d) Concept and Levels of Consciousness
- e) Teaching Strategies for raising Consciousness

**UNIT-5 MEDITATION AND ALLIED PRACTICES IN EDUCATION (8)**

- a) Strategies for Brain Health- Yoga and Meditation
- b) Types of Meditational Practices- Chakra/Mantra meditation and Vipassana Meditation
- c) Allied Practices-1: Breathing Exercises, Stress Management, Progressive Relaxation and Happiness
- d) Allied Practices-2: Attention Focusing Exercises, Guided Meditation and Mindfulness
- e) Consciousness through Meditation

**SESSIONAL WORK:**

Any two of the following tests/ interventions-

1. Testing of brain functioning
2. Attention tests
3. Intelligence tests
4. Memory tests
5. Stress and relaxation tests
6. Interventions in meditation, breathing, mindfulness etc.

**SUGGESTED READINGS:**

Politano, C. Paquin, J (2000). Brain-Based Learning With Class, Portage & Main Press, Winnipeg.  
Jensen, E. (2004). Brain Compatible Strategies. Sage publications India Pvt. Ltd., New Delhi  
Nicola Call & Sally Featherstone (2003). The Thinking Child: Brain-Based Learning for the Foundation Stage (Early Years), Network Educational Press Ltd, Stafford.  
Jensen, E. (2008). Brain-Based Learning: The New Paradigm of Teaching, Corwin Press, California.  
Mangal, S.K. (2000). Essentials of Educational Psychology, PHI, New Delhi.  
Kyriacou, C (2006). Effective Teaching in Schools, Cambridge House, New Delhi

**Course No.: EDM202, Course Title: ASSESSMENT FOR LEARNING**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2015-16

Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-3 + T-1 + P-0), Min. pds./sem.:39

**UNIT 1: CONCEPTUAL ORIENTATION TO ASSESSMENT FOR LEARNING (AFL) [8Pds]**

(a) Assessment and Assessment For Learning (AFL): Meaning and concept (b) AFL: Historical Development and principles (c) Functions of assessment for Learning (d) Comparison among assessment, evaluation, measurement, testing and examination (e) Types of assessment: summative, formative, norm-referenced, criterion referenced, qualitative and quantitative

**UNIT 2: EXPLORING PRACTICAL STRATEGIES FOR IMPLEMENTING AFL IN THE CONTEXT OF HOLISTIC DEVELOPMENT [8 Pds]**

(a) Instruction paradigm versus Learning Paradigm (b) Importance of feedback of learning (c) Peer and self-assessment (d) Philosophical, Sociological, Psychological and Political Implications of AFL (e) Relationship among AFL, Curriculum, Pedagogy and Teacher's role

**UNIT 3: DEVELOPMENT OF EFFECTIVE TOOLS FOR ASSESSMENT FOR LEARNING [8Pds]**

(a) Characteristics of a good tool (b) Steps for development of tools (c) Taxonomy of Learning Objectives and need for specifying objectives (cognitive, affective and psychomotor) in behavioural terms (d) Developing items for the tool and item analysis (e) Ways for ensuring objectivity, reliability and validity of tools for assessment

**UNIT 4: ISSUES AND CONCERNS RELATED TO ASSESSMENT FOR LEARNING [7Pds]**

(a) Observing Quality in AFL and incorporation of ICT (b) AFL in context of Values, Attitudes, Belief systems, skills (c) AFL as a support system for inclusive education gender wise and area wise (urban & rural) (d) Transformed role of teacher under AFL Perspective (e) Pressing challenges for policy-makers

**UNIT 5: STATISTICS APPLICABLE IN ASSESSMENT FOR LEARNING [8Pds]**

(a) Concept and nature of statistics, Collection and Tabulation of data (b) Graphic representation of data, Frequency Polygon Curve, Smoothed Frequency Curve, Histogram, Cumulative Frequency Curve, Ogive (c) Measures of Central Tendency- Mean, Median and Mode (Meaning, computation & uses) (d) Measures of Dispersion-Range, Mean Deviation, Quartile Deviation and Standard Deviation (Meaning, computation & uses) (e) Correlation: (I) Meaning (II) Calculation of correlation (rank difference method)

**Sessional work:**

- (1) Construction of achievement & Diagnostic test
- (2) Preparation of feedback report for Peer group & teachers
- (3) Computation of reliability of a test
- (4) Item analysis of the measuring tool
- (5) Classroom implications of statistical techniques.

**SUGGESTED READINGS:**

- Anastasi. A. (1976). *Psychological Testing*. Mc Millan Publishing Co. INC, N.York.
- Bhatnagar, M. (2014). *Measurement and Evaluation*. Meerut: R.Lal, Book Depot.
- Bhargav, Mahesh (2003). *Adhunik Manovagyanic Parikshan Avam Mapan*. Agra: H.P. Bhargav Book House.
- Caffrey, E. D. (2009). *Assessment in Elementary and Secondary Education: A Primer Analyst in Education Policy*, CRS Report for Congress retrieved from [www.fas.org/sqp/crs/misc/R40514.pdf](http://www.fas.org/sqp/crs/misc/R40514.pdf)
- Garret, H.E. (1969). *Statistics in Psychology and Education*. VokelsFeffers and Simsons Ltd.

Gupta S.P. (2001). *Adhunik Mapan Avam Mulyankan*. Allahabad: Sharda Pustak Bhawan.

Rammers H.H et al. (1967). *A Practical Introduction to Measurement and Evaluation*. New York: Harper and Row Publishers, Inc.

Sharma R.A. (1999). *Essentials of Educational Measurement and Evaluation*. Meerut: R. Lal Book Depot.

Sharma R.A. (2012). *Parametric and Non-Parametric Statistics in Education and Psychology*. Meerut: R. Lal Book Depot.

Thorndike, R.L & Hagen, E. (1995). *Measurement and Evaluation in Psychology and Education*. London: John Wiley & Sons Inc.

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2015-16  
Total Credits: 8

COMPONENTS (DURATION: 04 WEEKS)

- Orientation of pupil-teachers
- Observation of different Schools
- (i) Observation of school plant as a whole, Morning Assembly; Organization of co- curricular activities; Discipline.
- (ii) Library, Canteen & Socio cultural background
- (iii) Observation of Classroom management-Infrastructural facilities available
- (iv) Observation of learning processes - Strategies, Methodology
- (v) School Teacher's observation – Teaching styles, Engaging & Evaluation
- (vi) Preparation of Observation Report/ File
- (vii) Pedagogical Analysis of lessons
- Experiences with the children (Preparing report on socio-cultural, economic, educational attributes of the school children)
- Experiences with the society (Interaction with the parents and residents of the locality in which school is located)

**Note:** Students will have to prepare records of all the above mentioned components.

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20  
Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-3 + T-1 + P-0), Min. pds./sem.:52

UNIT 1: NATURE, CONCEPT & IMPORTANCE [10 Pds]

(a) Origin & nature of Biological Sciences (b) Values of Biological Sciences (c) Role of Biology in our lives (d) Claims of Biology for the inclusion in school curriculum (e) Relation of Biology to other school subjects.

UNIT 2: AIMS & OBJECTIVES [11 Pds]

(a) General aims and objectives of teaching biology (b) Difference between aims and objectives (c) Blooms taxonomy of educational objectives (d) Writing the objectives in terms of learning outcomes (e) Writing the objectives for different levels of school teaching.

UNIT 3: METHODS, TECHNIQUES AND LESSON PLANNING [11 Pds]

(a)Teacher-centered methods: lecture method, demonstration method, lecture demonstration method, historical method etc. (b) Child-centered methods: Project-method, heuristic method, problem solving, assignment, laboratory method & Field Trips (c) Need and importance of planning in teaching, preparing a lesson plan (d)Preparation of unit plan and resource unit plan (e) Integration of visual and performing arts in teaching of biology.

UNIT4: CURRICULUM & MEDIA [10 Pds]

(a) Principles of curriculum development as applied to Biological Sciences (b) Process of curriculum development (c) Evaluation of existing Biology curriculum (d) Importance and types of audio-visual aids, Improvised Teaching Aids (e) Need, importance and evaluation of Biology text books.

UNIT 5: EVALUATION & ACTION RESEARCH [10 Pds]

(a) Concept, scope and importance of Evaluation (b) Tools and Techniques of evaluation and characteristics of a good test (c) Construction and administration of an achievement test in Biology (d) Action research-meaning, importance and procedure (e) Experimental action research design.

**Sessional Work:**

Critical analysis of pedagogical practices of Biology subject in adapted schools.

Preparation of Collage of Biological reports from newspapers and journals.

Critical analysis and evaluation of Text books prescribed in different boards for Biology students.

**SUGGESTED READINGS:**

Chaudhary, S. (2004). Teaching of Biology. APH Publishing, New Delhi.

Fleming, M. (2002).Biology Teacher's Survival Guide: Tips, Techniques & Materials for Success in the Classroom, Jossey-Bass Publications.

Jasim, A. (2011). Teaching of Biological Sciences (Intended for Teaching of Life Sciences, Physics, Chemistry and General Science). PHI, New Delhi.

Miller, D. &Blaydes, G. (1962). Method and Material for Teaching Biology Science. Tata McGraw Hill Publications, Delhi.

Pribram, H, (1969). On the Biology of Learning. Harcourt, Brace & World, USA.

Ravikumar, S. (2000). Teaching of Science. Mangaldeep Publications, Jaipur.

Sharma, P. (2009). Teaching of Life Science. APH Publications, New Delhi.

Singh, U. &Nayak, A. (1997). Teaching of Science. Commonwealth Publications, New Delhi.

Singh, Y. &Nath, R. (2005). Teaching of General Science. APH Publications, New Delhi.

Tomar, A. (2007). Teaching of Biology. Kalpaz Publications

Young, B. (1979). Teaching Primary Science. Longman Group, England.

**Course No.: EDM208, Course Title: PEDAGOGY OF COMMERCE**



Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20  
Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-3 + T-1 + P-0), Min. pds./sem.:52

UNIT 1: CONCEPT, AIMS AND OBJECTIVES OF COMMERCE TEACHING [10 Pds]

(a) Meaning and scope of commerce as a subject, place of commerce in Indian schools  
(b) Meaning of Commerce education and historical development of commerce education in India (c) Aims of Commerce education (d) Objectives of Commerce education at High school and Intermediate levels (vocational & academic) (e) Instructional objectives-meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy).

UNIT2:METHODS OF COMMERCE TEACHING [10 Pds]

(a) Lecture and discussion methods (b) Project method and Problem solving method (c) Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach) (d) Plans of commercial practice teaching (rotation, office model, battery and co-operative plan).**(e) Integration of visual and performing Arts in Teaching of commerce**

UNIT 3: TECHNIQUES AND TEACHING AIDS [11 Pds]

(a) Techniques of Commerce teaching-questioning & demonstration (b) Text book of Commerce teaching (c) Commerce Room (d) Teaching aids in Commerce (e) Co-curricular activities in Commerce.

UNIT 4: CURRICULUM, CORRELATION WITH OTHER SUBJECTS, COMMERCE TEACHER & LESSON PLANNING [11 Pds]

(a) Curriculum in Commerce (i) Principles of curriculum construction (ii) Critical evaluation of High School syllabus (b) Correlation of Commerce with other subjects (i) Need & Importance (ii) Correlation with Maths, Geography & Economics (c) Commerce teacher (i) Profile of a good Commerce teacher (ii) Professional growth of a Commerce teacher (d) Lesson Planning-meaning, need & importance & types (e) Unit and Resource Planning.

UNIT 5: EVALUATION IN COMMERCE AND ACTION RESEARCH [10 Pds]

(a) Concept, scope and importance of evaluation (b) Tools and Techniques of evaluation and characteristics of a good test (c) Construction and administration of an achievement test (d) Action research; meaning, importance and procedure (e) Experimental and Action Research Design.

**Sessional work-** Critical analysis of pedagogical practices of Commerce subject in the school.

SUGGESTED READINGS:

- Aggrawal, J.C. (2008). Teaching of Commerce- A Practical approach. Vikas publishing house, New Delhi.
- Allyn & Bacon: Bloom, B. S. (1956). Taxonomy of Educational Objectives. Cognitive Domain. New York
- Bhorali, D. (1987) Commerce Education in India. Deep and Deep publication, New Delhi.
- Boynton, L.D., Methods of Teaching Book keeping. South Western Pub. Co., Cincinnati.
- Douglas, Blanford & Anderson (1965) Teaching Business Subject. Printic Hall Inc, Englewood, Cliffs.

- Gupta, S. & Narta, S.S. (2002) Commerce Education in new Millenium. Abhishekh publication, Chandigarh.
- Herrick, Chessman (1994) The Meaning & Practices of Commercial Education. The Macmillan Co. New York.
- Jain, K.C.S. (1994) Vanijya Shikshan. Rajasthan Hindi Granth Academy Jaipur.
- Khan, M.S. (1982) Commerce Education. Sterling Publishers, New Delhi.
- M. Vinty & K. Neeraj (2014). Teaching Of Commerce. Twenty first Century Publication
- Rao, D.B. (2006) Methods of Teaching Commerce. New Delhi: Discovery publishing house
- Roa, S. (2005). Teaching of Commerce. Anmol Publications pvt.Ltd: New Delhi.
- Sharma, A. (2009). Contemporary Teaching of Commerce. Surjeet Publications: New Delhi.
- Singh, R.P. (2005) Teaching of Commerce. R.Lall Book Depot., Meerut.
- Singh, R.P. & M. Imtiyaj (2017) Pedagogy of School Subject R. Lall Publisher (BOOKMAN)
- Singh, V.K (2006). Teaching of Commerce. New Delhi: A.P.H.Publishing corporations.
- Singh, Y.K. (2011). Teaching of Commerce. New Delhi : A.P.H.Publishing corporations
- Tomar, S. (2014) Teaching of Commerce. Sri Vinod PustakMandir, Agra.
- Tonne, H.A (1955) Principles of Business Education. Mc Graw- Hills, Gegg Division.
- UGC, Report of the Curriculum Development Centre in Commerce (2002). UGC, New Delhi.

**Course No.: EDM209, Course Title: PEDAGOGY OF DRAWING AND PAINTING**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-3 + T-1 + P-0), Min. pds./sem.:52

**UNIT 1: CONCEPT AND PLACE OF DRAWING & PAINTING IN SCHOOL CURRICULUM**

[10 Pds]

(a) Vocational aspect of learning Drawing & Painting (b) Brief Historical Development in Drawing and Painting (c) The importance of Drawing and Painting, its place in the secondary and higher secondary school curriculum (d) Meaning & Importance of Correlation & Correlation among its branches (e) Correlation with other subjects.

**UNIT 2: AIMS, OBJECTIVES, AND CURRICULUM OF TEACHING DRAWING & PAINTING**

[11 Pds]

(a) Aims and objectives of teaching Drawing and Painting and its various aspects at primary-secondary and Higher Secondary levels (b) Specific objectives of teaching (with respect to Bloom's Taxonomy)-(i) Designing (ii) Nature study (iii) Object Drawing (iv) Memory Drawing (c) Planning of Drawing & Painting Curriculum for Secondary and Higher Secondary School (d) Principles Governing Curriculum Construction (e) Critical Evaluation of existing Curriculum and Suggestions for Improvement.

**UNIT 3: METHODS, TECHNIQUES AND LESSON PLANNING**

[11 Pds]

(a) Teacher Centered Method- Demonstration, Story-telling, free expressions, project method (b) Meaning and Importance of Lesson Planning (c) Unit plan, resource plan & lesson plan-concept & importance (d) Preparation of unit plan, resource plan & lesson plan. **(e) Integration of visual and performing arts in Teaching of drawing and painting.**

**UNIT 4: TEACHER AND USE OF TEACHING AIDS IN TEACHING DRAWING & PAINTING**

[10 Pds]

(a) Qualities and duties of a good drawing and painting teacher (b) Ideal Art Room-necessary equipment and their maintenance (c) Audio-visual aids and their uses in teaching drawing and painting (d) Selection and preparation of audio-visual aids in teaching drawing and painting (e) Organisation of art competitions at various stages-Primary, Junior and High School levels.

**UNIT 5: EVALUATION IN TEACHING DRAWING & PAINTING AND ACTION RESEARCH**

[10 Pds]

(a) Concept and role of evaluation in Drawing & Painting-Different types of tests used in evaluation of theory {objective, short answer and essay type} (b) Different types of tests used in evaluation of practical work {Designing, nature drawing, object drawing, memory drawing} (c) Remedial teaching for backward and enrichment programme for gifted (d) Common errors in Drawing and Painting and remedial exercises (e) Action research: meaning, importance and procedure (an experimental project in Drawing & Painting).

**Sessional Work:**

Critical analysis of pedagogical practices of Drawing-Painting subject in the school.

**SUGGESTED READINGS:**

Arya, Jaidev (1974) Kala ka Adhyapan, Laxmi Narayan Agarwal, Harihar Press, Agra.  
Kasliwal, Suneera & others (2003) Art Education, Teachers' Handbook, NCERT, Delhi.  
Ohri, Vishwachander (2001) The Technique of Pahari Painting, Jain Book Depot.  
Perard, Victor (2004) Anatomy & Drawing, Courier Corporation.  
Sharma, Kusum (1981) Kala Shikshan, Vinod PustakMandir, Agra.

**Course No.: EDM210, Course Title: PEDAGOGY OF ECONOMICS**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-3 + T-1 + P-0), Min. pds./sem.:52

**UNIT 1: CONCEPT AND PLACE OF ECONOMICS IN SCHOOL CURRICULUM [10 Pds]**

(a) Meaning & scope of economics (b) Importance And Place Economics in Secondary Curriculum (c) Principles for Curriculum Construction in Economics (d) Critical appraisal of the existing Syllabus in Secondary School (e) Suggestions for its Improvements

**UNIT 2: AIMS AND OBJECTIVES OF TEACHING ECONOMICS [11 Pds]**

(a) Meaning of aims and objectives (b) Difference Between aims and objectives (c) Aims of teaching economics at different stages in school (d) Classification of objectives of teaching economics according to Bloom (e) Writing instructional objectives in behavioral terms

**UNIT 3: METHODS, TECHNIQUES AND AIDS OF TEACHING ECONOMICS [11 Pds]**

(a) Method of teaching economics (i) Lecture (ii) Project (iii) socialized recitation method (iv) Supervise study (b) Innovative practices in teaching economics ( i) Micro Teaching (ii) Programme Instruction (c) Techniques of teaching Economics (i) Questioning (ii) Answering (iii) Narration (iv) Excursion (v) Revision (d) Preparation and importance of Teaching Aids in Economics -Visual Aids ,Audio Aids ,Audio Visual Aids, Economics room- utility and equipment **(e) Integration of visual and performing arts in teaching of economics.**

**UNIT 4: TEACHER AND LESSON PLANNING[10 Pds]**

(a)Economics Teacher (i) Importance and general qualities of Economics Teachers (ii) Special Qualities of the Economics Teacher as regard to the subject(b) Lesson Planning In economics (c) purpose and principles of unit and resource lesson planning (d) Steps in unit and resource lesson planning (e) Preparation of Unit and resource lesson planning

**UNIT 5: EVALUATION IN ECONOMICS [10 Pds]**

(a) Concept and process of evaluation and measurement (b) difference between Measurement and evaluation (c) Evaluation Techniques : Traditional and new type (d) Construction of test items , unit test and examination question paper at secondary level (e) Action Research – meaning, importance and procedure (An experimental project in Economics)

**Sessional Work-** Critical analysis of pedagogical practices of Economics subject in the school.

**SUGGESTING READINGS:**

Gaur, A: ArthshashtraShikshan, Layal Book Depot, Meerut

Graw, MC: Teach Yourself Economics, Hill Companies

Gursaran, GSD:ArthshashtraShikshan, Vinod PustakMandir, Agra

Khanna, S.D: Teaching of Social Studies with Lesson Plans, Doaba House, Delhi

Mankiw, N.G: Principles of Economics, Cengage Depot

Shaيدا, A.K: Teaching of Social Studies, Arya book Depot, New Delhi

Siddhiqui, MH: Teaching of Economics, APH Publishing Corporation, New Delhi

**Course No.: EDM211, Course Title: PEDAGOGY OF ENGLISH**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-3 + T-1 + P-0), Min. pds./sem.:52

**UNIT 1: BACKGROUND TO THE STUDY OF ENGLISH**

[11 Pds]

(a) Role of English in the present day: Position of English in the Indian school curriculum in the context of the three language formula (b) Organs of speech, vowel sounds of English (c) Consonant sounds of English (d) Stress and intonation patterns in English (e) Characteristics of English speech, international phonetic transcription.

**UNIT2: AIMS, PRINCIPLES AND BASIC SKILLS OF LANGUAGE**

[11 Pds]

(a) Aims, objectives and principles of teaching English at junior and secondary stages (b) Developing Listening skills and Teaching of Listening (c) Developing Speaking skills and Teaching of Speaking (d) Developing the Reading skills and Teaching of Reading (e) Developing the Writing skills and Teaching of Writing.

**UNIT 3: APPROACHES, METHODS AND AIDS OF TEACHING ENGLISH**

[10 Pds]

(a) Various Approaches of teaching English: Structural Approach, Communicative Approach and Holistic Approach (b) Methods of teaching English: Grammar Translation Method & Direct Method (c) Bi-Lingual Method and Active Learning Methodology (d) Use of Audio Aids: Blackboard, Charts, Radio, Tape Recorder, T.V., Language Lab, LCD Projector, etc. **(e) Integration of visual and performing Arts in Teaching of English.**

**UNIT 4: LESSON PLANNING**

[10 Pds]

(a) Lesson planning: concept, importance, preparation of Unit plan and Resource plan (b) Prose, its importance, planning and teaching (c) Grammar, its importance, planning and teaching (d) Composition, its importance, planning & teaching (e) Poetry, its importance, planning and teaching.

**UNIT5: EVALUATION AND ACTION RESEARCH**

[10 Pds]

(a) Concept, scope and importance of Evaluation (b) Tools and techniques of evaluation (c) Construction and administration of an achievement test (d) Action Research: design, concept, importance and procedure (e) Remedial teaching in English.

**Sessional Work-** Critical analysis of pedagogical practices of English subject in the school.

**SUGGESTED READINGS:**

- Allen, W.S. (1961). Living English speech. Longmans.
- Allen, W.S. (1961). Living English structure. Longmans.
- Bansal, R.K. & Harrison. (2013). Spoken English in India. Orient Blackswan.
- Billows, F.L. (1961). The Techniques of language teaching. Longman.
- Daniel, J. (2001). English pronouncing dictionary. Cambridge University Press, New York.
- Doff, Adrian. (1988). Teach English, A training course for teacher's. Cambridge Teacher Training and Development, New York.
- Gokak, V.K. (1964). English in India. Asia Publishing House. New Delhi.
- Govt. of India Publication no.810: The study of English in India.
- Gurney, P. (1972). Teaching of English as a foreign language. McGraw Hill Book Co., Philippines.
- Hill, L.A. (1967). Selected articles on the teaching of English as a foreign language. London: O.U.P.

- Hornby, A.S. (1972). A guide to patterns and usage in English. Oxford University Press. London.
- Lado, Robert. (1964). Language teaching. McGraw Hill Book Co., Philippines.
- Long & Richards. (2002). Methodology in TESOL, A book of readings. Cambridge University Press, New York.
- Penny, U.R. (2009). Grammar practice activities. Cambridge University Press, New York.
- Penny, U.R. and Andrew Wright. (1992). Five minute activities. Cambridge University Press, New York.
- R.I.E. Chandigarh, Notes for teachers of English.
- Richards, Jack C. & Theodore S. Rodgers. (2001). Approaches and methods in teaching English. Cambridge University Press, New York.
- Willis, Jane. (1981). Teaching English through English. Longman.

**Course No.: EDM212, Course Title: PEDAGOGY OF HINDI**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-4 + T-0 + P-0), Min. pds./sem.:52

**UNIT 1: भाषाअधिगम की प्रक्रिया, भाषा के आवश्यक तत्व एवंउद्देश्य[10 Pds]**

(अ) भाषाअर्जन की प्रक्रिया : बालकमेंप्रारम्भिकभाषाअवबोधन, बालक के विकासमेंभाषा की भूमिका (ब) भाषाशिक्षणप्रक्रिया : भाषाअधिगमप्रक्रिया, भाषाअधिगम के सामान्य सिद्धान्त(स)हिन्दीभाषाकामहत्व: मातृभाषा के रूपमें, राजभाषा/सम्पर्कभाषा के रूपमें, राष्ट्र भाषा के रूपमें, त्रिभाषासूत्र (द) मातृभाषा एवंअन्य भाषा के रूपमेंहिन्दीशिक्षण के उद्देश्य: कौशलआत्मकउद्देश्य, ज्ञानआत्मकउद्देश्य, सौन्दर्यबोधात्मकउद्देश्य, रचनात्मकउद्देश्य, अभिरूच्यात्मकतथाअभिवृत्तात्मकउद्देश्य, (य) हिन्दी के भाषिकतत्व : वर्णविचार, मानकहिन्दीवर्णमालाउच्चारण की दृष्टि से हिन्दीवर्णोंकावर्गीकरण, उच्चारणसम्बन्धीअन्य भाषिकपक्ष, अक्षर, बलाघात, अनुतान, संगम, हिन्दी शब्दभण्डार, वाक्य विचार, शब्दऔरवाक्य की शिक्षणप्रक्रिया

**UNIT 2: हिन्दी के भाषाईकौशलकाविकास[10 Pds]**

(अ) श्रवणकौशल: अर्थ, प्रकार, शैक्षिकक्रियाकलाप (ब) मौखिकअभिव्यक्ति: अर्थ, मौखिकअभिव्यक्तिशिक्षण के उद्देश्य, मौखिकअभिव्यक्तिविकास की क्रियाएं, मौखिकअभिव्यक्तिसम्बन्धी त्रुटियाँ एवंउनकानिवारण (स) पठनकौशल: पठनप्रक्रिया, पठन के प्रकार, पठनअभिरूचिकाविकास, पठनसम्बन्धी त्रुटियाँ कानिवारण (द) लिखितअभिव्यक्तिकौशलकाविकास: लेखनकामहत्व, लेखन की प्रक्रिया, लिखितरचना के प्रकार एवंउनकाशिक्षण (य) हिन्दीभाषाशिक्षक: भूमिका, महत्व एवं विशेषताएँ।

**UNIT 3: हिन्दीभाषाशिक्षण की विभिन्नविधाएँ एवंउनकाशिक्षण[12 Pds]**

(अ) इकाई योजना एवंसंसाधन योजनाकाअर्थ एवंनिर्माण (ब) गद्य शिक्षण: अर्थ, प्रकार, विधियाँ एवंपाठयोजनानिर्माण (स) पद्य शिक्षण: अर्थ, प्रकार, विधियाँ एवंपाठयोजनानिर्माण (द) नाटक एवम् रचनाशिक्षण: अर्थ, प्रकार, उद्देश्य एवंपाठयोजना(य) हिन्दीशिक्षणमें दृश्य एवम् प्रदर्शनकलाकाएकीकरण

**UNIT 4: हिन्दीशिक्षणमेंसहायकसामग्री[10 Pds]**

(अ) पाठ्य-पुस्तककामहत्व एवंआदर्शपाठ्य-पुस्तक के गुण (ब) हिन्दीमें दृश्य-सामग्री एवंउसकामहत्व (स) हिन्दीमें श्रव्य-सामग्री एवंउसकामहत्व (द) हिन्दीमें दृश्य-श्रव्य सामग्री एवंउसकामहत्व (य) हिन्दीशिक्षणहेतुविभिन्न दृश्य-श्रव्य सहायकसामग्रीकाचयन एवंउपयोग

**UNIT 5: हिन्दीशिक्षणमेंमूल्यांकन एवंक्रियात्मकअनुसंधान[10 Pds]**

(अ) हिन्दीशिक्षणमेंसतत एवंव्यापकमूल्यांकन: अर्थ एवंमहत्व (ब) हिन्दीशिक्षणमेंपरीक्षणपदोंकानिर्माण, प्रश्नों के प्रकार, नीलपत्र निर्माण, एवंमानकीकरण (स) हिन्दीभाषाशिक्षणमेंनिदानात्मकपरीक्षा एवंउपचारात्मकशिक्षण-अर्थ, महत्व एवंप्रक्रिया (द) हिन्दीभाषाशिक्षणमेंक्रियात्मकअनुसंधान-अर्थ, महत्व एवंप्रक्रिया (य) हिन्दीमेंक्रियात्मक शोध योजनाकाप्रारूप

**संस्तुतअधिन्यास ;**

पाठ्यक्रमकोइकाईमेंविभक्तकर एक निश्चितक्रममेंव्यवस्थितकरना ।

कक्षा 6 से 12 तक की हिन्दीपाठ्य-पुस्तककाआलोचनात्मक अध्ययन ।

नवाचारविधि काप्रयोगकरतेहुए हिन्दीशिक्षण की विभिन्नविधाओंहेतुपाठ-योजनातैयारकरना ।

हिन्दीकौशल के मापनहेतुमानकसम्प्राप्तिपरीक्षण कानिर्माणकरना ।

हिन्दीप्रकरण के शिक्षणहेतुदो खेलोंकाविकासकरना ।

**संदर्भसूची**

भाटिया, सुमन: (1986). बालकमेंभाषाकाविकास, केन्द्रीय हिन्दीसंस्थानआगरा ।

शास्त्री, सीताराम एवं शर्मा, वाशिनी (1978). मनोभाषाविकास, केन्द्रीय हिन्दीसंस्थानआगरा ।

हिन्दीव्याकरण (1984). नागरी प्रचारिणी सभा, वाराणसी ।

उच्चारणशिक्षण (1980). सेण्ट्रलपेडागॉजीकलइंस्टीट्यूट, इलाहाबाद ।

पाण्डेय. आर. एस. (1995). हिन्दीशिक्षण, विनोदपुस्तकमन्दिर, आगरा ।

शर्मा.डी. एल (1992). हिन्दीशिक्षणप्रशिक्षण, देवनागरप्रकाशन, जयपुर ।  
सिंह, सावित्री: (1990). हिन्दीशिक्षण, इन्टरनेशनलपब्लिशिंगहाउस, मेरठ, ।  
श्रीवास्तव. आर. पी:(1991). हिन्दीशिक्षण, के. एल. प्रिन्टर्स, दिल्ली, ।  
भाई योगेन्द्रजीत: (1994). हिन्दीभाषाशिक्षण, विनोदपुस्तकमन्दिर, आगरा ।  
क्षत्रिया, कमला (1981). मातृभाषाशिक्षण, विनोदपुस्तकमन्दिर, आगरा ।  
पुजारी, पुरुषोत्तमलाल (1992). हिन्दीशिक्षण, राजस्थानग्रन्थअकादमी, जयपुर  
शर्मा, वैद्यनाथप्रसाद: (1990). हिन्दीशिक्षणपद्धति, बिहारहिन्दीग्रन्थअकादमी, पटना ।  
शर्मा. बी. एन: (1976). हिन्दीशिक्षण, एल. एन. अग्रवाल, हास्पीटलरोड, आगरा  
सिंह, निरंजनकुमार: (1994). माध्यमिक स्तरपरहिन्दीभाषाशिक्षण, राजस्थानग्रन्थअकादमी, जयपुर ।  
कौशिकजे. एन. एवंसफाया, आर (1987). हिन्दीशिक्षण, हरियाणासाहित्य आकादमी, चण्डीगढ़,



**Course No.: EDM213, Course Title: PEDAGOGY OF HOME-SCIENCE**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-0 + P-0), Min. pds./sem.:52

**UNIT 1: MEANING, IMPORTANCE & SCOPE OF HOME SCIENCE** [10 Pds]

(a) Meaning & importance of Home Science teaching (b) Objectives of Home Science teaching(w.r.t. Bloom's Taxonomy) (c) Job opportunities in Home Science (d) Meaning & importance of correlation and correlation among its branches (e) Correlation with other subjects.

**UNIT 2: CURRICULUM & HOME SCIENCE TEACHING** [11 Pds]

(a) Curriculum: Concept & objectives of curriculum development (b) Principles governing curriculum construction (c) Organizing the Home Science curriculum into teaching units (d) Principles governing the organisation of syllabus: vertical and horizontal (e) Critical evaluation of existing curriculum and suggestions for improvement.

**UNIT3:METHODS, TECHNIQUES & TEACHING AIDS** [10Pds]

Methods of teaching as applied to Home Science-(a) Teacher centered methods-lecture & demonstration (b) Child centered methods-laboratory, project, assignment, discussion (c)Meaning, importance and Classification of audio-visual aids (d) Techniques of Home Science teaching-exhibition, club and excursion **(e) Integration of visual and performing Arts in Teaching of Home Science.**

**UNIT 4: LESSON PLANNING** [11Pds]

(a) Meaning and importance of lesson planning (b) Unit Plan: Concept & Importance (c) Resource plan-concept and importance (d) Preparation of unit & resource plan (e)Planning for practical, demonstration and theory lessons.

**UNIT5:EVALUATION & ACTION RESEARCH** [10Pds]

(a) Concept, need, importance and process of evaluation (b) Characteristics of a good evaluation devices (c) Types of tests and their uses (d) Construction of test items & question papers (e)Action Research-meaning, importance and procedure (preparation of an experimental project in Home Science).

Sessional Work- Critical analysis of pedagogical practices of Home-science subject in the school.

**SUGGESTED READINGS:**

1. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The Classification of Educational Goals,Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
2. Chandra Arvinda (1995) Fundamentals of Teaching Home Science, New Delhi Sterling publishers.
3. Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York
4. Das, R. R. and Ray Binita (1989) Teaching of Home Science, New Delhi Sterling Publishers.
- 5<sup>व</sup> निगम, विभा एवम् श्वेताअग्रवाल (2014), गृहविज्ञानशिक्षण, विनोदपुस्तकमन्दिर, आगरा।
6. Seshaiah.P.R [2004] Methods of Teaching Homescience, Discovery Publishing House
7. Seshaiah.P.R. [2004] Methods of Teaching Home Science, Discovery Publishing House
- 8<sup>व</sup> शैरी, जे.पी. गृहविज्ञानशिक्षण, विनोदपुस्तकमन्दिरआगरा।
- 9<sup>व</sup> शर्मा, राजकमारी. (2016). गृहविज्ञान की शिक्षणविधियाँ, राधाप्रकाशनमन्दिर, आगरा।
10. Sharma.S [2002] Modern Methods of Teaching Home Science, Swaroop& Sons

## **Course No.: EDM214, Course Title: PEDAGOGY OF MATHEMATICS**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-1 + P-0), Min. pds./sem.:52

### **UNIT 1: FOUNDATIONS OF MATHEMATICS EDUCATION [10 Pds]**

(a) Meaning, nature & structure of mathematics (b) History of mathematics with special emphasis on Indian mathematicians (Aryabhatta, Sridharacharya, Brahmagupta, and SrinivasRamanujam)(c) Values of teaching Mathematics (d) Perspectives on constructivist approach of teaching mathematics (e) Correlation of Mathematics with language, Social Sciences, Science and recreation.

### **UNIT 2: AIMS, OBJECTIVES & CURRICULUM REFORMS IN SCHOOL MATHEMATICS [10 Pds]**

(a) General aims and objectives of teaching mathematics in secondary education.(b) Bloom's taxonomy (c) Specification of objectives in terms of learning outcomes (d) Meaning and principle of curriculum construction (e) recent curricular reforms in mathematics

### **UNIT 3: METHODS, TECHNIQUES AND AIDS OF TEACHING MATHEMATICS [11 Pds]**

(a) Methods of teaching Mathematics: Modified form of lecture {illustrated lecture, lecture-cum-demonstration}, Inductive-Deductive, Analytic-synthetic, Problem-solving, Laboratory, Heuristic, Project (b) Techniques of teaching Mathematics: Oral, Written, Drill, Self-study, Brain storming,(c) Audio-visual Aids in Mathematics teaching: Importance, principles of selection, types and uses(d) Mathematics club, workshop and seminars **(e) Integration of visual and performing Arts in Teaching of Mathematics**

### **UNIT 4: PLANNING OF TEACHING AND ASSESSMENT OF LEARNING [11Pds]**

(a) Lesson planning- concept, importance, preparation (b) Unit plan- concept, importance and preparation (c) Resource plan - concept, importance and preparation (d) Preparation of Lesson Plans based on cooperative approach of teaching mathematics (e) Construction of unit tests: Design and blue print.

### **UNIT 5: EVALUATION AND ACTION-RESEARCH IN MATHEMATICS**

[10Pds]

(a) Concept, need, importance & process of evaluation (b) Functions and characteristics of good Evaluation (c) Diagnostic test in Mathematics: Meaning, function, types and steps (d) Planning, implementation and evaluation of remedial teaching based on the perceived causes (e) Action Research-meaning, importance and procedure.

#### **Sessional Work:**

Planning and implementation of remedial instructional strategies based on an analysis of students' responses to questions in a test.

Review of research articles from journals on mathematics education related to teaching and learning of mathematics in heterogeneous classes.

#### **SUGGESTED READINGS:**

Capeland, R.W. (1979) How Children Learn Mathematics. Mc Millan Publication, New York.

Cooney, Thomas J. et.al. (1975). Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.

Dave Rh & Saxena R.C.: Curriculum In Teaching Of Mathematics In Secondary Schools

Jain, N. (2013) GanitShikshan. RakhiPrakashan, Agra (Hindi Edition)

Kulshrestha A.K. (2014) Teaching of Mathematics. R. Lall Book Depot, Meerut (English Edition)

Kulshrestha A.K.(2014) Teaching of Mathematics. R. Lall Book Depot, Meerut (Hindi Edition).

Kumar, S (2000) Teaching of Mathematics, Anmol Pub.Pvt.Ltd. New Delhi.

Mangal, S.K. (2007) Teaching of Mathematics, Arya Book Depot. Meerut.

Methodology of Teaching Mathematics (2002), The ICAFI University Hyderabad.

Rouse Ball, W.W.(1947) Mathematical Recreation & Essays, Macmillan & Co.

**Course No.: EDM215, Course Title: PEDAGOGY OF MUSIC**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-3 + T-1 + P-0), Min. pds./sem.:52

**UNIT 1: CONCEPT, IMPORTANCE AND PLACE OF MUSIC IN SCHOOL CURRICULUM**

[10 Pds]

(a) Concept & Importance of Indian Music, its chief characteristics and its place in school curriculum (b) Types of Music-classical, semi-classical, light {folk and film}, its place and importance in school curriculum (c) Brief historical development of Music pre-independence and post-independence (d) Vocational prospects of learning Music (e) Meaning and Importance of Correlation, Relationship of music with other school subjects. UNIT 2: AIMS AND OBJECTIVES OF TEACHING MUSIC. [10 Pds]

(a) (i) General aims and objectives of teaching music (ii) Specific objectives of teaching music according to Bloom's Taxonomy (b) Meaning of curriculum, Principles of framing music curriculum (c) Planning of music syllabus for nursery to secondary level (d) A critical evaluation of existing syllabus and suggestions for their improvement (e) Aspects of teaching Music (i) {a} Raga Prashikshan {b} Tal Prashikshan (ii) training in appreciation of Music.

**UNIT 3: METHODS, TECHNIQUES AND AIDS OF TEACHING MUSIC**

[11 Pds]

(a) Methods and techniques of teaching Music: lecture, demonstration, lecture-cum-demonstration, imitation, dramatization, discussion, questioning, explanation and description (b) Audio-visual aids-meaning, importance and selection ,Classification of Audio-Visual Aids (c)**Integration of visual and performing arts in teaching of music** (d) Ideal Music-Room, necessary equipment and maintenance of musical instruments (e) Notation system- its merits and limitations.

**UNIT 4: LESSON PLANNING**

[11 Pds]

(a) Qualities and duties of Music teacher (b) Meaning and importance of lesson planning (c) Concept and importance of Unit Plan & Resource Plan (d) Lesson planning in teaching Ragas, Tals and Light Music (e) Lesson planning for teaching theoretical part of Music

**UNIT 5: EVALUATION**

[10 Pds]

(a) Concept and importance of evaluation in Music (b) Evaluation Techniques and Characteristics of a good evaluation devices (c) Construction of test items and examination question paper (d) Teaching of Music for backward and gifted (e) Action research: meaning, importance & procedure.

**Sessional Work:**

Critical analysis of pedagogical practices of Music subject in schools.

**SUGGESTED READINGS:**

G.Kuppuswami&M.Hariharan (1978). Teaching of Music. Sterling Publishers Pvt.Ltd., New Delhi.

Garg, L.N (1981) BhatkhandeSangeet Shastra. SangeetKaryalaya, Hathras.

Kalekar S. (1968). SangeetShikshanParichay. Lakshmi Narayan Agarwal Pub. Agra.

Lakshmi, V.V (2006) Techniques of Teaching Music. Sonali Publication, New Delhi.

Madan, P.L. (1965) Teaching of Music. Punjab KitabGhar, Jalandhar.

Rai, S.N. (1974) SangeetKeJivanPrastha. SangeetKaryalaya, Hathras.

Sambhamoorthi, P. (1970). The Teaching of Music. The Indian music publishing house, Madras.

Shah, Shobhna (1998). SangeetShikshan. Vinod PustakMandir. Agra.

Shore, K.E. (1970) Psychology of Music. Mc. Graw Hill Book Co. Inc.,

Singh, L.K. (1979) DhvaniAurSangeet. BhartiyaGyanPeethPrakashan,Delhi.

Singh, S. (2007) Modern Methods of Teaching Music. Srishti Book Distributor, New Delhi.

Singh, S.& Sanjeev, K.S. (2007) Modern Method of Teaching Music. Srishti Book Distributor, New Delhi.

**Course Number: EDM216, Course Title: PEDAGOGY OF SANSKRIT**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T- + P-0), Min. pds./sem.:39

**UNIT 1: भाषा की प्रकृति एवं महत्त्व[10Pds]**

(अ) भाषाका स्वरूप, उत्पत्ति एवं विकास (ब) संस्कृतभाषा का महत्त्व एवं उपयोगिता- सांस्कृतिक, साहित्यिक राष्ट्रीय एकीकरण एवं मातृ भाषा की समृद्धि की दृष्टि से (स) त्रिभाषा सूत्र एवं संशोधित National Curriculum Framework 2005 (language edu.) में संस्कृत की स्थिति (द) संस्कृत के अध्ययन एवं अध्यापन की वर्तमान स्थिति (य) संस्कृतभाषा के प्रचार एवं प्रसार के लिए राजकीय एवं अराजकीय संगठनों द्वारा किए जा रहे प्रयास।

**UNIT 2: संस्कृतभाषा कौशल एवं शिक्षण के उद्देश्य[10Pds]**

(अ) संस्कृतभाषा की ध्वनियाँ (ब) उच्चारण-अर्थ, महत्त्व एवं शिक्षण (स) वर्तनी-अर्थ, महत्त्व एवं शिक्षण (द) स्तरानुसार संस्कृतभाषा शिक्षण के उद्देश्य, सामान्य एवं विशिष्ट (य) भाषा कौशल विकास के लिए पाठ्य सहगामिक्रियाएँ।

**UNIT 3: संस्कृतशिक्षण की विधियाँ एवं विभिन्न विधियों का शिक्षण एवं योजना[12Pds]**

(अ) संस्कृतशिक्षण की सामान्य विधियाँ (ब) गद्य एवं पद्य शिक्षण-अर्थ, महत्त्व, विधियाँ तथा पाठ-योजना (स) व्याकरण एवं रचना शिक्षण-अर्थ, महत्त्व, विधियाँ तथा पाठ-योजना (द) नाटक शिक्षण-अर्थ, महत्त्व, विधियाँ तथा पाठ-योजना (य) संस्कृतशिक्षण में दृश्य और प्रदर्शन कला का एकीकरण

**UNIT 4: संस्कृतभाषा का पाठ्यक्रम[10Pds]**

(अ) पाठ्यक्रम निर्माण के सिद्धान्त (ब) उत्तर प्रदेश के माध्यमिक स्तरीय संस्कृत पाठ्यक्रम की समीक्षा एवं संस्कृत पाठ्य-पुस्तक (स) संस्कृतशिक्षण में श्रव्य-दृश्य-सामग्री-अर्थ, महत्त्व एवं प्रयोग (द) संस्कृतकोष, कक्ष अध्यापक (य) संस्कृत के अध्यापन में आने वाली कठिनाइयाँ एवं उनका समाधान

**UNIT 5: संस्कृतभाषा शिक्षण में मूल्यांकन[10Pds]**

(अ) मूल्यांकन का अर्थ, स्वरूप एवं विशेषताएँ (ब) संस्कृत मूल्यांकन में प्राचीन एवं नवीन विधियाँ (स) संस्कृतशिक्षण में परीक्षण पदों का निर्माण एवं संस्कृत प्रश्न-पत्र निर्माण (द) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण (य) क्रियात्मक अनुसन्धान-अर्थ, महत्त्व एवं प्रक्रिया (संस्कृतशिक्षण से सम्बन्धित एक प्रयोगात्मक योजना)

**Sessional Work-** Critical analysis of pedagogical practices of Sanskrit subject in the school.

**Suggested Readings:**

Chaturvedi, S, Sanskrit Shikshan, Nand Publications, Varanasi.  
Chaubey, V.N. (1985). Sanskrit Shikshan. Uttar Pradesh Hindi Sansthan, Lucknow.  
Mittal, S. (2000) Sanskrit Shikshan. R. Lal book depot, Meerut.  
Pandey, R. S. (1991). Sanskrit Shikshan. Vinod Pustak Mandir, Agra.  
Safaya, R (1990) Sanskrit Shikshan. Haryana Sahitya Academy, Chandigarh.  
Sharma, R. (1971). Sanskrit Shikshan. Ram Narayan Lal Benimadhav Publisher

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20  
Total Credits: 3, Periods (55 mts. each)/ week: 4 (L-3 + T-1 + P-0), Min. pds./sem.:52

**UNIT 1: NATURE AND HISTORICAL PERSPECTIVE OF SCIENCE [10 Pds]**

(a) Meaning, concept and nature of science (b) Science as interdisciplinary area of learning i.e. facts concepts, principles, laws and theories (c) Milestones of pedagogy of science (Historical development) (d) Science as a dynamic expanding body of knowledge, development of scientific knowledge, scientific methods explanation (e) Role of science in national building

**UNIT 2: AIMS AND CURRICULUM OF SCIENCE EDUCATION [11 Pds]**

(a) Aims and objectives of science education (b) Taxonomy of objectives and stating them in behavioural terms (c) Curriculum and taxonomy of curriculum development in science education (d) Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary (e) Instructional material including text book: contextualization, criteria and concerns including all stakeholders in there development

**UNIT 3: METHODS AND APPROACHES TO TEACHING-LEARNING OF SCIENCE [11 Pds]**

(a) Methods of teaching science and their classification (b) Teacher centered methods- Lecture, Demonstration and Lecture cum demonstration method (c) Pupil centered methods-Problem solving, Project method (d) Constructivist approaches to science learning- Inquiry method, Project method and heuristic method **(e) Integration of visual and performing Arts in Teaching science.**

**UNIT 4: ASSESSMENT IN SCIENCE EDUCATION[10 Pds]**

(a) Continuous and comprehensive evaluation in science education (b) Types of tests: achievement and diagnostic test (c) Characteristics and construction of a good test (d) Exceptional children- meaning and classification (e) Approaches of teaching science to Exceptional children- Gifted, educationally backward

**UNIT 5: EXPLORING LEARNERS PROFESSIONAL EFFICIENCIES [10 Pds]**

(a) Science Teacher: characteristics and responsibilities (b) Lesson plan, unit plan and resource plan: meaning. definitions (c) Approaches of lesson plan: Herbart's approach, Morison approach, Robert Megar's approach and RCEM approach (d) Acquisition of Teaching-Skills (e) Action Research projects in science education

**Sessional Work-** Critical analysis of pedagogical practices of Science subject in the school.

**SUGGESTED READING:**

Sharma R.C. (2007). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.

Davar, (2012). *Teaching of Science*. New Delhi: PHI Learning Private Limited.

Sood, J.K. (2010). *Science Teaching for the 21<sup>st</sup> Century*. Agra:Shri Vinod PustakMandir,

Sood, J.K. (1989). *New Directions in Teaching Science*. Chandigarh: Kohli Publishers.

Black, P. (1998). *Testing of Foe? Theory and practice of Assignment and Testing*. London: Falmer Press.

NCERT, *National Curriculum Framework -2005*. New Delhi: NCERT.

NCERT, *Focus Group Report' Teaching Of Science (2005)*. New Delhi: NCERT.

**Course No: EDM218, Course Title: PEDAGOGY OF SOCIAL SCIENCES**

B.Ed., Status of Course: MAJOR Course, Approved since session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-1 + P-0), Min. pds./sem.:52

UNIT 1: SOCIAL SCIENCE-AN INTEGRATED DISCIPLINE [10 Pds]

(a) Concept, Nature, Scope and Importance of Social Sciences (b) Historical Perspectives of social sciences (c) Difference between Natural Sciences and Social Sciences and Social Sciences and Social Studies (d) Impact of Social Science in Integrating the Social, Economic, Political, Cultural and Spiritual aspects of Nation (e) Social Science- An Art or Science: Correlation of Social Science with other School Subjects

UNIT 2: AIMS, OBJECTIVES AND VALUES OF SOCIAL SCIENCES [10 Pds]

(a) Concept and Definition of Aims and Objective and their Differences (b) Classification of Objectives of Social Sciences(c) Writing Instructional Objectives in Behavioral terms (d) Values of Social Science (e) Role of Social Science teacher in Value Development

UNIT 3: SOCIAL SCIENCE CURRICULUM-TRENDS AND ISSUES [10 Pds]

(a)Concept Principles and Types of Curriculum(b) Criteria and Methods for Selecting and Organizing the Curriculum (c)Analysis of social Science Syllabus and need for Restructuring the Curriculum of Social science(d) Development of Eco -Friendly relations through Social Science Curriculum (e) Social Science for Human Rights and Sustainable Development

UNIT 4: METHODS, TECHNIQUES OF TEACHING SOCIAL SCIENCES [11 Pds]

(a)Specific methods of Teaching Social Science-Source, Biographical, Observation, Heuristic, Supervised study, Socialized Recitation Methods(b) Modern Methods of Teaching Social Sciences Problem, Project, Laboratory, Demonstration, Inductive ,Deductive and Activity Centered methods (c)Techniques of Teaching Social Science (d) Social Science a lively discipline-Excursion, Films Drama **(e)Integration of visual and performing arts in Teaching Social Sciences**

UNIT 5: LESSON PLANNING AND ACTION RESEARCH [11 Pds]

(a)Types of Lesson Planning-Herbert, Blooms, NCERT/ RCEM, Unit and Resource Lesson Plans (b) Steps for writing a Micro and Macro, Unit and Resource Lesson Plans (c) Innovative Lesson Planning in Social Sciences (d) Construction of a test, Blue Print of a Question paper and Feed back (e) Action research- Concept, Characteristics and steps of Action Research with an example of a topic in Social Science.

**Sessional Work-** Critical analysis of pedagogical practices of Social-Science subject in the school.

SUGGESTED READINGS:

Aggarwal, J. C.(2009). Teaching of Social Studies: A Practical Approach, Vikas Publishing House Pvt Ltd.

Arthur Cecil Bining. (2008). Teaching the social studies in secondary schools, McGraw-Hill.

Khasnavis, P. K. (1983). Teaching of Social Studies in India. Abhinav Publications.

Kochhar S. K.(2000). Teaching of social studies, Sterling Publishers Pvt. Ltd.

Kumari B.V.(2004). Methods of Teaching Social Studies, Discovery Publishing House.

Mangal, S. K. and Uma Mangal.(2008). Teaching of social studies, PHI learning pvt.Ltd

[Marlow Ediger](#) .(2008).Teaching Social Studies, Discovery Publishing House.

[Singh](#), Y.K..Teaching of Social Studies ,APH Publishing.

SotiShivenderChander. Teaching of Social Science, Pearson Education India.

Virginia S. Wilson, James A. Litle, Gerald Lee Wilson.(1993). Teaching Social Studies: Handbook of Trends, Issues, and Implications for the Future, Greenwood Publishing Group.

of Course: MAJOR, Approved since session: 2019-20

Total Credits: 2, Periods (55 mts.each)/week: 4(L-0 + T-0 + P-4), Min.pds/sem: 52

### **Application of AI Tools -I**

Some of the Apps under the categories listed below-

1. Face and Emotion Recognition
2. Speech Authentication
3. Text Analytics
4. Video Indexer
5. Image Processing
6. Quiz Generation
7. Webpage Creation

**Course No: EDM 221, Course Title: Visual Arts in Education (I): Painting, Mural and Applied Art**

Class: B.Ed, Status of Course: Practical , Approved since Session: 2019-20

Total Credits: 2, Period (55 Mins each)/Week: 4(L-0+T-0+P4), Min Pds/Sem: 52

**Unit 1: Nature and Object study (8pds)**

Study of objects (two studies of three objects each). Exercises in pencil with light and shade and in full colour from a fixed point of view

**Unit 2: Painting (12Pds)** Two imaginative paintings based on subjects from human life and nature in water and poster

colours with experiments of colour values as well as emotional expressions.

**Unit 3: Applied Art (10Pds)** Calligraphy - English and Devnagri; preparation of a poster with slogan

**Unit 4: Mural and Origami Art (10pds)** Sketching work and preparation of works in any material and Origami

**Unit 5: Lesson planning and Presentation (12Pds)**

Preparation and presentation of two lesson plans using sessional work.

Preparation of one TLM using Graphic and Animation

**Sessional Work**

- (a) Two selected object study exercises in any media done during the Semester.
- (b) Two selected works of paintings done by the candidate during the semester.
- (c) Any two sheets of Applied Art.
- (c) One Mural work in colour or material and Submission of various paper folded objects

**Note- All the material should be prepared based on teaching subjects to enhance Teaching-Learning**

**Suggested Studies:**

Bhagwat Gunjan and Arvind Desai, Visual Arts: A basic study. Directorate of Arts, Maharashtra State, Mumbai

Bose Nandlal, Srishtiaur Drishti, Vishwa Bharti Kala Niketan

Dhamija Jasleen. Indian Folk Arts and Crafts, National Book Trust, Delhi

Foster Walter, Drawing-simplified in pencil, brush, Charcoal. Gill J., Candid Creative art, Evergreen publications, Ansari road, Dariya Ganj, New Delhi. Schinneller James A., Art. Search and Self Discovery. Davis publications

Sharma S K and Agarwal R A, Fundamentals of Arts. International publishing House, Meerut. 1988



**Course No: EDM 222, Course Title: Performing Arts in Education (1)-Dance, Music and Theatre** Class: B.Ed, Status of Course: Practical, Approved since Session:2019-20  
Total Credits: 2,Period (55 Mins each)/Week:4(L-0+T-0+P4),Min Pds/Sem:52

**UNIT 1-Puppetry** (13)

- a. Types of puppets
- b. Making any one type of puppet
- c. Writing puppet based script and its performance

**UNIT 2-Practising Moves and Gestures for Expression and Movement of Thoughts(13)**

- a. Dance Mudras (hand/finger gestures in Kathak / Manipuri dance)
- b. Narration and Story telling, Mime and ,Street play, mimicry, mono-acting and Role Play
- c. Instrumental and Vocal Music (performer gestures & sound moves)
- d. Moves in Regional/Folk Arts (dance,music and theatre)

**UNIT 3- Performing and Organizing Events(13)**

- a. Stagecraft- Set Designing, Costumes, masks, etc.
- b. Performing on Stage –Campus performances; Indoor/Outdoor

**UNIT 4- Lesson Planning(13)**

- a. Designing Lesson Plans based on Performing arts for Classes 6-8
- b. Teaching through developed lesson plan

**Suggested Activities**

- i. Preparation of Reflection Diaries/Journals-Any 5 observed performances
- ii. Role play for Communication Skills (learners to be assigned specific roles in specified situations-e.g. A scientist and philosopher talking about religion)
- iii. Two Workshops of half a day each, of one week duration for working with artists to learn basics of art.
- iv. Students to be assessed externally on the basis of portfolio they submit of the activities taken up during the course.

**Suggested Readings**

- *Acting: an International encyclopedia*. Ed. Beth Osnes. Santa Barbara, California; Denver Colorado : ABC-CLIO, c2001. Main Stack PN 335 .O84 2001
- *BhashaShishan*: A Textbook for Two year B Ed Curriculum, NCERT publication,2018.
- Jauhari. S. (2015) Elements of Hindustani Classical Music, D.K. Print World Ltd
- Spolin, Viola (1999) Improvisation for the Theatre, Northwestern Univ. Press
- Shrivastava,[H.C.](#) ( 2014) Raagparichay part -1 to 4,Sangeet SadanPrakashan,Allahabad
- Lee.A.Jacabus (1989)The Bedford Introduction to Drama. Newyork: St. Martin's Press, 1
- [Kenneth ,P.H.](#)(2007) Exploring Research in Music Education and Music Therapy, Oxford University Press.
- Vasant (2013) SangeetVisharad, SangeetKaryalaya ,Hathras.

**COURSE NO.: DPH 102, Course Title: ART APPRECIATION**

Class: B.A./B.Ed., Status of Course: HALF COURSE, Approved since session: 1998-99

Total Credits: 2, Periods (55mts. each) / week: 2 (L-2+T-0+ P/S-0), Min. pds. /sem.:26

Unit 1: SIMLE STUDY

Definition and Meaning of Art.

UNIT 2

Six Limbs of Indian Paintings (Shadanga).

UNIT 3: ELEMENTS OF PAINTINGS

Line, Colour, Tone, Texture, Form, Space.

UNIT 4: PRINCIPLES OF COMPOSITION

Proportion, Balance, Contrast, Dominance, Harmony, Rhythm & Unity etc.

UNIT 5

(a)Wall Painting (Method & Material), (b) Miniature Painting ( Method& Material).

## **VAI 101 Python Programming**

Class: v.voc./B.Ed., Status of Course: HALF COURSE, Approved since session:

Total Credits: 4, Periods (55mts. each) / week: 4 (L-4+T-0+ P/S-0), Min. pds. /sem.:52

### **UNIT I Introduction to Python**

Basic output Generation, Python Interpreter, Informal Introduction to Python; Numeric Operations in Python, First Steps towards Programming.

### **UNIT II Control Flow Tools**

If statement, for loop, range () function, continue, break, else, pass statement, Defining Functions, Functional, The del statement, Tuples and Sequences

### **UNIT III Modules**

Executing modules as scripts, Standard Modules, The dir () Function, Packages, Input and Output, Reading and Writing Files.

### **UNIT IV Errors and Exceptions**

Syntax Errors, Exceptions, Handling Exceptions, Raising Exceptions, User-defined Exceptions, Defining Clean-up Actions, Predefined Clean-up Actions.

### **UNIT V Classes**

Names and Objects, Python Scopes and Namespaces, Class Definition Syntax, Class Objects, Instance Objects, Method Objects, Class and Instance Variables, Inheritance.

### **Text Books:**

1. Kenneth A. Lambert, The Fundamentals of Python: First Programs, 2011, Cengage Learning, ISBN: 978-1111822705.
2. Python is an open-source language with excellent documentation. Use the Python Tutorial, the Python Programming wiki book, and the free Think Python book.

**Course No.: CAC271, Course Title: CO-CURRICULAR ACTIVITIES**

Class: B.Ed., Status of Course: CORE, Approved since session: 2015-16

Total Credits: 2, Periods (55 mts. each)/week:4(L-0+T-0+P-4), Min.pds./sem.:52

To encourage students to maintain discipline and participate in different cultural activities viz., Music, Literary, Creative, Sports, etc. for all round personality development of students.

**Course No.: EDM301, Course Title: SCHOOL INTERNSHIP-2 ACADEMICS**

Class: B.Ed., Status of Course: MAJOR, Approved since Session: 2015-16

Total Credits: 6

(Duration: 16 Weeks)

**Components:** Classroom Teaching, Innovative Lessons, Peer Group Teaching, Unit Planning, Resource Planning, Development and Use of Assessment Tools, Peer Group Observation, Teacher's Diary.

**Note:** Students have to prepare records of all the above mentioned components.

**Course No.: EDM302, Course Title: SCHOOL INTERNSHIP-2 ADMN& OTH.EXPR.**

Class: B.Ed., Status of Course: MAJOR, Approved since Session: 2015-16

Total Credits: 6

(Duration: 12 Weeks)

Components, Action Research/ Classroom Research, Administration of two Psychological Tests, Development of learning resources, Anecdotal Records of students, Identification & Remedial teaching of Children with diversified needs, Critical analysis of syllabus, Participation in various school activities as per school time-table and school curriculum, School record file.

**Course No.:EDM303, Title: SCHOOL INTERNSHIP-3 ONLINE TEACHING**

Class: B.Ed., Status of Course: MAJOR, Approved since Session: 2016-17

Total Credits: 4

Components (Duration: 5 Weeks)

- Content Development- Teaching Material
- Content Development- Online Resources
- On line Teaching
- Handling ICT for on line teaching
- Development and Use of Assessment Tools for on line teaching

Note:

Students have to prepare records of all the above-mentioned components.

**Course No.: EDC372, Course Title: SCOUTING&GUIDING,YOGA& SELF DEFENSE**

Class: B.Ed., Status of Course: CORE, Approved since session: 2015-16

Total Credits: 3, Periods (55 mts. each)/week: 6 (L-0+T-0+P-6), Min.pds./sem.:78

#### PART-A (Scouting & Guiding)

THEORY:(a) Concept and meaning of scouting and guiding (b) Brief history of scouting and guiding movement in India and abroad (c) Aims, policy and rules of scouting and guiding (d) Organisation of scouting and guiding in India (e) The stages of scouting and guiding such as-Cubs, Bulbul, Scout and Guide, Rovers and Rangers-their uniforms and badges (f) Flags- International Scout and Guide Flag, Indian Scout and Guide Flag. Rules of flag hoisting (g) Methods of sending messages: Signs-Road Signs, Hand indications, Signs through whistle (h) Camp craft, First Aid & Civil Defense (i) Scout and Guide grouping method (j) Organization of scouting and guiding ceremonies such as Camp Fire and Initiation.

PRACTICAL:Field Activities during 5 days camp as- (a) Knots (b) Tent Pitching (c) Hiking (d) Guiding and scouting songs (e) Scouting and guiding slogans (f) Camp Fire (g) Cooking (h) First aid demonstration.

#### PART-B (Yoga and Self Defense)

Yoga: (a) Yoga: Meaning and concept (b) Importance of yoga (c) Aims of yoga (d) Types of yoga (e) Misconceptions about yoga

Yogasanas , Pranayam and Meditation: (a) Practice of Asanas: Tarasana, vrikshasana, Natrajasana, Padmasana, Vajrasana, Ustrasana, Shashakasa (b) Pawanmuktasana, Uttanpadasana, Sarvangasana, Halasana, Bhujangasana, Shalabhasana, Dhanurasana, Shavasana(c) Practice of Pranayama: Kapalbhata, Bhastrika, Anuloma-Viloma(d) Yogikkriyas: Nauli, Bandha, Tratak (e) Meditation

Self Defense: Meaning and concept (b) Types of Self defense (c) Methods and Techniques.

#### SUGGESTED READINGS:

जैन, विजय कुमार (2001), योगासनऔरस्वास्थ्य, साधनापॉकेटबुक्स, नईदिल्ली

दशोरा, नन्दलाल (2001), पातंजल योगसूत्र, रणधीरप्रकाशन, हरिद्वार

शुक्ल,रमेशचन्द्र (2001), योगासनऔरप्रणायाम, पुस्तकमहल, नईदिल्ली

Vas, S.R., (2001) Meditation, PustakMahal, New Delhi

Class: B.Ed., Status of Course: MAJOR, Approved Since Session: 2019-20

Total Credits: 3, Periods (55 mts. each)/ week: 3(L-3 + T-0 + P-0), Min. pds./sem.:39

**UNIT 1: CHILDREN WITH SPECIAL NEEDS AND THEIR INCLUSION [7Pds]**

(a) Children with Special Needs- concept, Issues, Legal Perspectives and Policies for children with Disabilities (b) Difference between Special Education, Integrated Education and Inclusive Education (c) Role of Teacher and School in dealing with students with Special Needs. (d) Meaning, Nature and Types of existing diversities in the classroom (e) Characteristics and Causes of Diversities, Infrastructural Provisions employed in Inclusive Schools

**UNIT 2: INCLUSIVE SETTINGS [8 PDS]**

(a) Principles of Curriculum Construction and Organization (b) Problems in existing Curriculum in Inclusive Settings and Curricular Strategies in an Inclusive School (c) Supportive services of Parents, community, special teachers and itinerant teachers, Social Welfare Organizations in Inclusive school. (d) Methods, Techniques: Computer-aided and Assistive devices, multimedia and interactive video, Cooperative learning and Individualized Education Programmes (e) Evaluation procedures to be Implemented in Inclusive Education

**UNIT 3: GUIDANCE AND GUIDANCE SERVICES [8 PDS]**

(a) Guidance: concept and principles (b) Types of guidance- Educational Guidance, Vocational Guidance, Personal Guidance their meaning, need and importance (c) Concept of Organization of guidance services (d) Organization of guidance services at school level (e) Role of teacher in organization of guidance services

**UNIT 4: COUNSELLING - AN INTRODUCTION [8Pds]**

(a) Concept, Need and process of Counselling (b) Difference between Guidance and counselling and Professional ethics of counsellor (c) Counselling approaches- directive, non-directive and eclectic (d) Cognitive Behavioural Therapy (e) Psychoanalytic counselling

**UNIT 5: PSYCHOLOGICAL TESTS IN GUIDANCE AND COUNSELLING [8Pds]**

(a) Meaning & Importance of Psychological Test (b) Characteristics of a good Psychological Test (c) Classification of Psychological Test (d) Psychological tools- (i) Interview (ii) Observation (iii) Questionnaire (iv) Cumulative record (v) Rating Scale (e) Advantages & Limitations of Psychological tests

Sessional Work: Developing models of inclusive schools

**SUGGESTED READINGS:**

- AGGARWAL, J.C. (2004). EDUCATIONAL VOCATIONAL GUIDANCE AND COUNSELING, DELHI: DOABAHOUSE.  
CHAUHAN, S.S. (1982). PRINCIPLES AND TECHNIQUES OF GUIDANCE, NEW DELHI: VIKAS PUBLISHING HOUSE.  
CROW, LESTER, D & CROW, A (1960). AN INTRODUCTION TO GUIDANCE, AMERICAN BOOK CO. DOWNING,  
DP HALLAHAN & JM KAUFFMAN: EXCEPTIONAL CHILDREN, INTRODUCTION TO SPECIAL EDUCATION  
HAIDER SI: VISUALLY HANDICAPPED CHILDREN  
H BLACK, A EDWARD & W H BERDINE: AN INTRODUCTION TO SPECIAL EDUCATION  
LESTER N. (1968). GUIDANCE AND COUNSELLING, SERVICE SPRINGER BERLIN HEIDELBERG.  
M BHARGAVA; EXCEPTIONAL CHILDREN  
MILLER, CARROLL H. (1971). FOUNDATIONS OF GUIDANCE, NEW YORK, HARPER & ROW.  
OBEROI, S.C. (1993). EDUCATIONAL VOCATIONAL GUIDANCE AND COUNSELLING, MEERUT: LOYAL BOOK. DEPOT.  
PATTERSON, C.H. (1968). COUNSELLING AND PSYCHOTHERAPY, HARPER & ROW; 4TH EDITION.  
RS PANDEY & LAL ADWANI : A BOOK ON EXCEPTIONAL CHILDREN  
SHERTZER, B AND STONE, S.C. (1968). FUNDAMENTALS OF COUNSELLING, BOSTON HOUGHTON MIFFLIN CO.  
WILLIAM L. HEWARD: EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION (8TH EDITION)

**Course No.: EDM402, Course Title: CONTEMPORARY INDIA & EDUCATION**

Class: B.Ed., Status of Course: MAJOR, Approved since Session: 2018-19

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-0 + P-0), Min. pds./sem.:39

UNIT 1: EDUCATION AND SUSTAINABLE NATIONAL DEVELOPMENT [8 pds]

- a) Concept of National Development: Meaning, Dimensions and Indicators– Education Commission, World Bank
- b) Concept of Sustainable Development: Meaning, Importance and Dimensions– Bruntland Commission, Sigma Six Q Approach
- c) Role of Education in Sustainable National Development in all its dimensions
- d) National System of Education in India: Analytical study of its basic elements (NPE,1986) and Structure (NCF, 2005)
- e) Study of an Innovative Institutional Policy on Education–DEI Policy, 1975

UNIT 2: SOCIAL DIVERSITY, INEQUALITY & MARGINALISATION & THEIR EDUCATIONAL IMPLICATIONS [8 pds]

- a) The concept and areas of Social Diversity (cultural, regional, religious, linguistic, etc.): its educational manifestations
- b) Educational implications of Social Diversity at different levels of education: optimising the benefits and overcoming the challenges
- c) Social and educational inequalities (socio-economic, gender-based, geographical)
- d) Equalisation of Educational Opportunities different levels of education: Educational measures for inclusion
- e) Role of Education in conflict resolution (various approaches); developing respect for diversity and cooperative living in the context of the above issues- a practical approach

UNIT 3: THE CONSTITUTIONAL MANDATE AND ITS FULFILLMENT [8 pds]

Constitutional provisions and their relation to educational aims, policy, and current schemes with reference to the following:

- a) Values in the Preamble – Directive Principles of State Policy
- b) Fundamental Rights and Duties in the Constitution
- c) Other Constitutional Mandates and their implementation– Current educational scenario as reflected in educational surveys (e.g. the ASER Annual Report), current schemes and legislation; implementation- challenges and remedies
- d) Right to Education Act, 2009 and its amendments
- e) Right to Education Rules, 2010

UNIT 4: CONTEMPORARY ISSUES & POLICY IN EDUCATION:PRE-SCHOOL& ELEMENTARY EDUCATION [7 pds]

- a) Pre-School Education: Aims and curriculum
- b) Pre-School Education: Issues of commercialization, curriculum, government control and resources with relevant remedies and government initiatives
- c) Elementary Education: Aims and curriculum(NCF2000 & 2005)
- d) Elementary Education: Issues of universalization, relevant remedies and government initiatives-SSA
- e) Elementary Education: Issues of Quality, MLL, relevant remedies and government initiatives

UNIT 5: CONTEMPORARY ISSUES& POLICY IN EDUCATION: SECONDARY EDUCATION

[8pds]

- a) Aims, Curriculum (NCF2000 & 2005)
- b) Expansion and universalisation
- c) Issues of vocationalization –NSQF and entrepreneurship education
- d) Issues of Language Policy and Quality- relevant remedies and government initiatives
- e) Novel Initiatives – NIOS, NVS, KGBV

Sessional Work (Any one of the following):

1. Survey of educational data regarding enrolments, dropouts, facilities, etc at different



- levels of education (Pre-primary, Elementary, Secondary).
2. Critical analysis (Qualitative & Quantitative) of social diversities in your state.
3. Compilation and critical review of articles/data related to various government schemes and issues in education.
4. Analytical study of the current budgetary allocations to different areas of education.
5. Visit to a few local schools to assess teachers' awareness regarding minimum levels of learning.

#### SUGGESTED READINGS AND REFERENCES:

- Agrawal, J.C. & Agrawal, S.P. (1992). *Role of UNESCO in Education*, Delhi: Vikas Publishing House
- Chowdhry, N.K. (2009). *Indian Constitution and Education*. Delhi: Shipra Publications
- (5) 25 October, 2016
- De, A., Khera, R., Samson, M., & Shiva Kumar, A.K. (2011). *PROBE Revisited: A report on elementary education in India*. New Delhi: Oxford University Press.
- Dewey, J. (2004). *Democracy and Education*. Courier Dover Publications.
- GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
- GOI. (1986). National policy of education. GOI.
- Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
- Kochhar, S.K. (1993). *Pivotal Issues in Indian Education*. Sterling Publishers Pvt. Ltd.
- MHRD. (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India.
- Mukherji, S.M. (1996). *History of Education in India*. Baroda: Acharya Book Depot
- NCERT. (2005). National curriculum framework. NCERT.
- NCERT. (2006a). Position paper-National focus group on education with special needs (NCF 2005). New Delhi: NCERT.
- NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum (NCF 2005). NCERT.
- NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.
- NCERT. (2006d). Position paper-National focus group on teaching of Indian language (NCF 2005). New Delhi: NCERT
- Raina, V. (2010). FAQs on the right to free and compulsory education act 2009. Bharat Gyan Vigyan Samiti, UNICEF.
- UNESCO. (1989). UN convention on the rights of the child. UNESCO.
- UNESCO. (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO. (2006). United Nations convention on the rights of persons with disabilities. UNESCO.
- UNESCO. (2009). Policy guidelines on inclusion in education. UNESCO.

#### Web Links

- Annual Report (2013-14). *Department of School Education and Literacy; Department of Higher Education*. MHRD, GoI.
- Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/AR2013-14.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/AR2013-14.pdf)
- Bruntland Commission Report (1987). *Report of the World Commission on Environment and Development: Our Common Future*. Retrieved from <http://www.un-documents.net/our-common-future.pdf>
- Concept paper on Marginalization (2009). UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0018/001886/188679e.pdf>
- DEI Education Policy (1975). Retrieved from <http://www.dei.ac.in/dei/index.php/dei-education-policy>
- Education Commission (1964). *Education and National Development (Report of Kothari*

Commission, 1964-66). Retrieved from [http://www.dise.in/Downloads/KothariCommission Vol.1pp.1-287.pdf](http://www.dise.in/Downloads/KothariCommissionVol.1pp.1-287.pdf)

Educational Statistics at a Glance (2014), Retrieved from [www.mhrd.gov.in/statist?field\\_statistics\\_category\\_tid=30](http://www.mhrd.gov.in/statist?field_statistics_category_tid=30)

GOI.(1992, 1998).*National policy on education, 1986 (As modified in 1992)*. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE86-mod92.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf)

GOI. (2009). *The right of children to free and compulsory education act, 2009*. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf)

GOI. (2011). *Sarvashikshaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009*. Retrieved from [www.upefa.com /upefaweb/admin/myuploads/SSA\\_Frame\\_work\\_\(revised\)\\_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)

Indian Standard Classification of Education (2014).Department of Higher Education, MHRD, GoI. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics/InSCED2014.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/InSCED2014.pdf)

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Report of the working group on elementary education and literacy for the XII Five Year Plan. Retrieved from [www.planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg\\_elementary1708.pdf](http://www.planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg_elementary1708.pdf)

Report of the working group on secondary and vocational education for the XII Five Year Plan. Retrieved from [http://planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg\\_seconvoc1708.pdf](http://planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg_seconvoc1708.pdf)

Right to Education Act (2010).Department of school education and literacy, MHRD, GoI. Retrieved from <http://mhrd.gov.in/rte>

Secondary Education Commission (1952-53). Report of Mudaliar Commission. Retrieved from [http://www.teindia.nic.in/Files/Reports/CCR/Secondary\\_Education\\_Commission\\_Report.pdf](http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf)

Schemes of Elementary, Secondary, Adult, Vocational, and Teacher Education. (Department of School Education and Literacy, MHRD, GoI). Retrieved from <http://mhrd.gov.in/school-education>

Schemes of Higher Education.(Department of Higher Education, MHRD, GoI). Retrieved from [http://mhrd.gov.in/higher\\_education](http://mhrd.gov.in/higher_education)

(6) 25 October, 2016

**Course No.: EDM403, Course Title: GENDER, SCHOOL AND SOCIETY**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2015-16

Total Credits: 3, Periods (55 mts. each)/ week: 3 (L-3 + T-0 + P-0), Min. pds./sem.:39

**UNIT 1: GENDER AND EDUCATION**

[7 Pds]

(a) Gender disparity in education (b) Gender bias in school curriculum (c) Education goals from gender perspective (d) Constitutional provision for gender Education (gender biasness, gender discrimination) (e) Gender Based Education and school

**UNIT 2: GENDER INEQUALITY & EQUITY [8 Pds]**

Gender Inequality in the school (a) in the structure of knowledge (b) in the development of curriculum and textbooks (c) in the classroom & in the management of the school (d) Digital division of Society (e) Aspects of gender inequality and discrimination – economic, cultural, political, familial

**UNIT 3: EDUCATION FOR HUMAN RIGHTS & GLOBAL PEACE**

[8 Pds]

(a) Human rights education: concept, need, significance for humanity, (b) Education for human rights: methods for human rights education, strategies for teaching human rights, (c) Peace education: concept & nature of peace education, methods & strategies of peace education, (d) Education for tolerance Dangers to Social Security: terrorism, war, natural calamities and impact on quality of life (e) Peace context: conditions for promotion of peace, UNESCO's concerns on Peace and Understanding Role of Teacher in promotion of peace: implications for pedagogy

**UNIT 4: EDUCATION FOR DEMOCRACY**

[8 Pds]

(a) Democracy: Concept and Principles (b) Education for Effective Citizenship: Concept, Characteristics, Role of Education. (c) Secularism: Concept, Need, Role of Education, a) Concept and Need of National Integration. (d) Promotion of National Integration through school (Curriculum and Teacher)

**UNIT 5: WOMEN EMPOWERMENT AND DEVELOPMENT [8 Pds]**

(a) Philosophy and need of Women Empowerment (b) Obstacles to women's Empowerment (c) Social safety for women (d) Strategies for Women Empowerment. (e) Legal and Procedural provisions related to Women's Security.

**SUGGESTED READINGS:**

Bhatia, B.D. (1970). *Theory and Principles of education* (11th Ed). New Delhi: Doaba House.

Bron., F. J. (1970). *Educational Sociology*. New Delhi : Prentice Hall, Inc.

Brubacher, J.S., (1969). *Modern Philosophies of education*. New York: McGraw Hill Co. Inc.

Pandey, S. (2004). *Peace education*. New Delhi: NCERT.

Prattle, R. (1997). *Ideology & education*. New Delhi : David Macky Co.

Price, Monroe & Thomson, Mark (2003). *Forging Peace*, Bloomington in 47404- 3797 : Indian University Press 60/ North Morton street.

Saiyaddin, K. G., (1948). *Education for International Understanding*. Bombay : Hind Kitab.

Saxena, Shakuntala (1975). *Sociological perspectives in Indian education*. New Delhi: Ashajanak Publication.

Sharma, Y. (2003). *Foundation in Sociology of education*. New Delhi: Kaniska Publishers, Distributors.

Sharma, Narayan (1968). *The selected works of Mahatma Gandhi*. Ahmedabad: Navajivan Trust (Vol I to V).

Education in Changing Indian Society by Urmi Samat, Himalaya, Publishing House,

Theory and principles of education by Agarwal J.C., Vikas publishing house

Theories of education and education in the emerging Indian Society –Dash B.N.,  
Dominant publishers and distributors  
Principles and methods of education, Walia J.S. Paul Publishers  
Teaching education in Indian Society by Murti S.K., Vinod publishers  
Social problems in India by Ahuja Ram, Rawat Publishers  
A Sociological approach Indian Education by Mather S.A. Vinod Pustak Man  
[Hajira Kumar](#), [Jaimon Varghese](#) Women's Empowerment, Issues, Challenges, and  
Strategies: A Source Book , Regency Publications, New Delhi.  
Karl, Marilee. Women and Empowerment: Participation and Decision-Making. London and  
New Jersey: Zed, 1995.  
Menon, Latika. Women Empowerment and Challenge of Change. New Delhi: Kanishka,  
1998

**Course Number: EDM404, Course Title: ENVIRONMENTAL EDUCATION-ONLINE COURSE**

Class: B.Ed., Status of Course: MAJOR, Approved since session: 2015-16

Total Credits:3, Periods(55 mts. each)/week:3(L-3+T-0+P-0), Min.pds./sem.:39

**UNIT 1: BASIC CONCEPT AND NATURE OF ENVIRONMENT [7 Pds]**

- a) Concept and meaning of environment- Natural and man-made environment
- b) Ecosystem- structure, function and components
- c) Energy flow in ecosystem and ecological succession
- d) Food chains, food webs and ecological pyramids
- e) Introduction and characteristic features of – forest, grass land, desert and aquatic ecosystem

**UNIT 2: NATURAL RESOURCES AND ASSOCIATED PROBLEMS [8 Pds]**

- a) Forest resources- use and over exploitation and deforestation- causes, effects and remedy
- b) Water resources- use and overexploitation of surface and ground water conservation, rain water harvesting and watershed management.
- c) Mineral resources- use, exploitation and conservation, effect of mining on man and environment.
- d) Food resources- world food problems- changes caused by agriculture and overgrazing, effect of modern agriculture, Fertilizers, pesticides, water logging and Salinity
- e) Energy resources- growing energy need renewable and non-renewable energy sources, Conservation and alternate energy sources.

**UNIT 3: BIODIVERSITY AND ITS CONSERVATION [8 Pds]**

- a) Meaning and values of biodiversity- Consumptive and productive use, social, ethical, aesthetic and option values.
- b) India as a Mega diversity nation.
- c) Threats to biodiversity- habitat loss, poaching of wildlife, man-wildlife conflicts.
- d) Endangered and endemic species of India.
- e) Conservation of Biodiversity- In situ and Ex situ conservation

**UNIT 4: ENVIRONMENTAL ISSUES AND PREVENTIVE MEASURES [8 Pds]**

- a) Air, water and marine pollution
- b) Noise, thermal and nuclear Pollution
- c) Solid waste- causes, effects and controlling measures of urban and industrial waste
- d) Climate change- global warming, acid rain and ozone layer depletion.
- e) Natural Disaster – flood, earthquake, cyclone and land slides

**UNIT 5 : ENVIRONMENTAL MANAGEMENT [8 Pds]**

- a) Concept, need and approaches of environmental management
- b) International organization and their role in environmental management
- c) National Efforts- Ministry of Forest and Environment, Government plans, action and policies
- d) Environmental ethics and values
- e) Environmental Acts, rules and regulations.

**Sessional work/ field work**

Preparation of survey report of any public place: Railway station, Bus stand, Hospital, Industrial area etc.

**SUGGESTED READINGS:**

Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.

BharuchaErach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad -

380013, India, Email: mapin@icenet. net (R).

Cunningham, W.P.Cooper, T.H. Gorhani, E & Hepworth, M.T.2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p.

Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)

Heywood, V.H &Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.

Jadhav, H &Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.

Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.

Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)

Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p

Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut

Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)

Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)

Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

(M) Magazine ,        (R) Reference                      (TB) Textbook

**Course No: EDM 405, Course Title: Application of AI Tools-II** Class: B.Ed., Status of Course: MAJOR, Approved since session: 2019-20  
Total Credits: 2, Periods (55 mts.each)/week: 4(L-0 + T-0 + P-4), Min.pds/sem: 52

### **Application of AI Tools -II**

Some of the Apps under the categories listed below-

1. Sentiment Analysis
2. Personalized/ Adaptive Learning Tools / Platforms
3. Automated Evaluation and Grading
4. Data Analytics
5. Automated Question Generation
6. Feedback Generation
7. Creative AI Tools
8. Conversational AI Tools

**Course No: EDM 406, Course Title: VISUAL ARTS IN EDUCATION (II): SCULPTURE, POTTERY AND CLAY MODELING** Class:B.Ed, Status of Course: Practical, Approved since Session:2019-20  
Total Credits:2,Period(55 Mins each)/Week:4(L-0+T-0+P4),Min Pds/Sem:52

**Unit 1: Handling of Clay** (8Pds)

Handling of clay and its techniques, pinching, coiling, rolling etc. Modeling in Round (Three Dimensional Educational Material)

**Unit 2: Modeling in Relief and Round** (10Pds.)

Modeling in Relief and Round object in Clay or Plaster of Paris and Paper Mache

**Unit 3: Pottery** (10Pds)

Pot making using potter's wheel with techniques- Throwing, Lifting, Turning, Cutting etc.

**Unit 4: Integration of Modeling with School Subjects**

(a) Modeling in Relief on given subjects from life and nature.

(b) Modeling in round based on animal and bird forms, vegetable and fruit etc related to teaching subjects.

**Unit 5: Preparation and Presentation of Lesson Planning** (12Pds)

Preparation and presentation of two lesson plans using sessional work.

**Sessional Work:**

A.Two Modeling in relief.

B.Two Modeling in Round (Three Dimensional)

**Note- All the material should be prepared based on teaching subjects to enhance Teaching-Learning**

**Suggested Studies:**

Bruno Lucchesi & Margit Malmstrom ,Modeling the Head in Clay: Creative Techniques for the Sculptor (Practical Craft Books)

Penny Boylan ,The Art of Polymer Clay Millefiori Techniques: Projects and Inspiration for Creative Canework Paperback – 2008



**Course No: EDM407, Course Title: Performing Arts In Education(II) - Dance,Music and Theatre** Class:B.Ed, Status of Course: Practical, Approved since Session:2019-20  
Total Credits:2,Period(55 Mins each)/Week:4(L-0+T-0+P4),Min Pds/Sem:52

**UNIT 1-Exploring Art Forms(13)**

- a. Listening/viewing and exploring Regional Art forms of Music and Theatre and identifying various elements of Artistic and dramatic Structures in viewed performances
- b. Documentation of one Art Form

**UNIT 2-Integrating Emotions, Intellect, Senses and Social Aspects (13)**

- a. Use of Dance Forms for communication(Bharatnatyam/Odissi)
- b. Skits and Role Play for social sensitization

**UNIT 3- Performing and Organizing Events(13)**

- a. Organising Stage performances and presentation of one performance
- b. Using ICT devices for performances

**UNIT 4- Lesson Planning (13)**

- a. Designing Lesson Plans based on Performing arts for Classes 9-12
- b. Demos with recordings (to be evaluated by peers & supervisor)

**Suggested Activities**

- i. Preparation of Reflection Diaries/Journals-Any 5 observed performances
- ii. Role play for handling social problems (e.g. Improving customer support, bullying, community nutrition activities, etc.)
- iii. Two Workshops of half a day each, of one week duration for working with artists to learn advanced skills of art.
- iv. Students to be assessed externally on the basis of e-portfolio they submit of the activities taken up during the course.

**Suggested Readings**

- *Analytical sourcebook of concepts in dramatic theory*. Oscar Lee Brownstein and Darlene M. Daubert. Westport, Conn.: Greenwood Press, 1981. Doe Reference PN 1631 .B7
- Beckeman, Gloria Brim and William Coco. *Theatrical Presentation: Performer. Audience and Act* - Bernard Beckeman. New York and London: Routledge, 1990.
- *Critical survey of drama*. Ed. Carl Rollyson. 2nd rev. ed. 8 vols. Pasadena, CA: Salem Press, 2003. Doe Reference PN1625. C68 2003
- Jonathan Neelands, J Baldwin, P, Fleming, K (2003); *Teaching Literacy through Drama: Creative Approaches*, [Routledge Falmer](#), London.
- Pitts, S (2012); [Chances and Choices: Exploring the Impact of Music Education](#), Oxford University Press, London.
- Rogers, R (2004); [Teaching Approaches in Music Theory: An Overview of Pedagogical Philosophies](#), Southern Illinois University Press, Champaign, USA

**Course No.: EDC471, Course Title: INDIAN CIVILIZATION AND RELIGIOUS STUDIES**

Class: B.Ed., Status of Course: CORE, Approved since session: 2015-16

Total Credits: 2, Periods (55 mts. each)/ week: 2 (L-2 + T-0 + P-0), Min. pds./sem.:26

**UNIT 1: INDIAN CIVILIZATION: CONCEPT AND EVALUATION [5 Pds]**

(a) concept of culture and civilization (b) Salient features of Indus valley civilization, (c) Salient features of Vedic civilization, (d) Salient features of medieval civilization, (e) Salient features of colonial era and modern scenario

**UNIT 2: INDIAN CULTURE: VITAL FUNDAMENTALS [5 Pds]**

(a) Geographical Milieu of India, (b) Flora of India, (c) Fauna of India, (d) Regional Diversities (e) Indian languages and literature

**UNIT 3: INDIAN CULTURE AND ARTS [6 Pds]**

(a) Indian Arts: Meaning, Concept and Types (b) Drawing & Painting with Historical Perspective (c) Architecture of India: Salient Features (d) Music and Dance: Salient Features along with Types (e) Puppetry Art: Salient Features and Educational Purpose

**UNIT 4: CONCEPT AND ORIGIN OF RELIGION: [5 Pds]**

(a) Concept, Origin and Aims of Religion (b) Need of Religion and Science & Religion (c) Sanatan Dharma: Introspective Views (d) Sanatan Dharma: Retrospective Views (e) Sharman Culture: Jainism and Buddhism

**UNIT 5: ESSENTIAL TEACHINGS OF RELIGION: A GLOBAL PERSPECTIVE [5 Pds]**

(a) Essential Teachings of China-Taoism and Japanese-Shintoism (b) Essential Teachings of Judaism and Christianity (c) Essential Teachings of Islam and Sufism (d) Essential Teachings of Sant Kabir and Guru Nanak (e) Essential Teachings of Radhasoami Faith

**SUGGESTED READINGS:**

Bhartiya Sanskriti, DEI

Different Religions of the World, DEI

Anand, A K, Buddhism in India-6 B.C.-3 A.D., Gayan Publishing House, New Delhi,

Baird, Robert D. Ed. Religion in Modern India, Manohar Pub., N. Delhi

Joshi, Lal Mani and Singh Harbans, Bhartiya Dharma Ka Parichay, Panjabi University, Patiala

Narale, Ratnakar, Geeta Darshan, Prabhat Pub. N Delhi

Sharma R, Pracheen Bhartiya Dharma Evam Darshan Ka Swaroop. Radha Pub., N Delhi

Singh Sangeeta, Sankhya Yoga Darshan, Satyam Pub. House, N Delhi

Swami Dayanand, The Philosophy of Religion in India, Bartiya Kala Prakashan, New Delhi

Benedict, Ruth (1935). "Patterns of Culture," Routledge Publications.

Chopra, P.N. (6<sup>th</sup> Edition), (1984). "India: An Encyclopaedic Survey," S. Chand and Company Ltd., Ram Nagar, N. Delhi.

Eliot, T.S. (1948). "Notes Towards the Definition of Culture, Fabes.

Havell, E.B. (1927), "A Handbook of Indian Art," London.

Flora of India, Reprint Edition 2007, Pub. By Director General, Centre for Cultural Resources and Training, ministry of Culture, N. Delhi.

**Course No.: EDC472, Course Title: UNDERSTANDING & STRENGTHENING SELF**

Class: B.Ed., Status of Course: CORE, Approved since session: 2015-16

Total Credits: 2, Periods (55 mts. each)/ week: 4 (L-0 + T-0 + P-4), Min. pds./sem.:52

**TEACHING MODE: PRACTICAL COURSE CONTENT**

**UNIT 1: SELF-REFLECTION [10 Pds]**

Various modes of expression like – Poetry, Story, Creative activities, humour, aesthetic representations based on social relational sensitivity.

**UNIT 2: GROUP DISCUSSION [10 Pds]**

Discussions on contemporary issues related to adolescence/youth and their educational problems.

**UNIT 3: FILM REVIEWING [10 Pds]**

Viewing and analyzing short films/documentaries related to social and educational environment.

**UNIT 4: LIBRARY EXPLORING [11 Pds]**

Learning library policies & library procedures like - cataloguing, locating a book /material & management, keeping of feedback:

**UNIT 5: SELF-APPRAISAL AND FEEDBACK [11 Pds]**

Self-appraisal, students and peer-group feedback and modifying self behaviour

**SUGGESTED ACTIVITIES:**

Reflecting their selves through different modes.

Educational games and activities.

Narrating an incident from one's self experience.

Story making & story telling based on social relational sensitivity.

To express by using language of lines and colours.

Discussing the issues on social importance in groups.

Simulation exercises to express individual and collective selves.

Watching and identifying major issues & ideas involved in short films/documentaries related to social and educational issues.

Analyzing the structure of arguments: identifying main ideas, understanding concepts, gathering supporting ideas & examples.

Reviewing and reporting the short films/documentaries.

Knowing library procedures and policies.

Learning cataloguing, locating books and keeping of books.

Discussion on dress sense, body language, mannerism, behavioural and professional qualities of a teacher.

Watching some documentaries related to teacher's personality.

Filling self –appraisal form,

Taking feedback from students and peer-group

**REFERENCE READING:**

Hall, C., & Hall, E. (2003). *Human relations in education*. Routledge.

**Course No.: RDC471, Course Title: RURAL DEVELOPMENT AND SOCIAL SERVICE**

Class: B.Ed., Status of Course: CORE, Approved since session: 2017-18

Total Credits: 2, Periods (55 mts. each)/ week: 4 (L-0 + T-0 + P-4), Min. pds./sem.:52

**AGRICULTURAL OPERATIONS**

THEORY: (a) Place of Agriculture and Dairying in Indian Economy (b) Familiarity with basic steps involved in Agricultural production process (c) Agricultural Production Process: cropping scheme, soil management, seed-sowing, fertilizer application, interculture, water-management, plant protection measures, harvesting and post harvest technology (d) Food storage and preservation (e) Technology transfer- its importance, process and approach.

PRACTICAL: (a) Identification of important seeds, fertilizers, weeds, agricultural implements (b) Familiarity with important weedcides, pesticides, fungicides etc. (c) Actual participation in various agricultural operation, viz., field-preparation, sowing, inter-culture, irrigation, harvesting, threshing, winnowing, storage of the produce (d) Participation in any one of the technology transfer activity.

**SOCIAL SERVICE**

THEORY: (1a) Need & Importance of Social Service (1b) National Social Service Scheme (1c) Objectives and scope of Social Service (1d) Social Service with reference to fundamental duties delineated in the Constitution (1e) Social Service with reference to Environmental Conservation (2a) Creating general awareness towards health and sanitation (2b) Creating general awareness towards environmental conservation (2c) Creating general awareness towards fundamental duties and human rights.

PRACTICAL: (1) Programme related to surroundings: (a) Cleanliness of campus and surroundings (b) Beautification of campus and surroundings (c) Tree-plantation (2) Programme related to education: (a) Creating General Awareness towards Health & Sanitation (b) Creating General Awareness towards Environmental Conservation (c) Creating General Awareness towards fundamental duties & human rights (3) Programme related to creative and constructive work: Construction of useful articles from waste and left-over material (4) Propagation of general awareness through different visual media (a) Poster making (b) Cards making

**Course Number: CAC471, Course Title: CO-CURRICULAR ACTIVITIES-II**

Class: B.Ed., Status of Course: CORE COURSE, Approved Since Session: 2015-16

Total Credits: 2, Periods (55 mts. each)/week:4 (L-0+T-0+P-4), Min.pds./sem.:52

To encourage students to maintain discipline and participate in different activities viz., Dramatics, Music, Literary, Creative, Sports etc. for all round personality development of students.

**Course Number: GKC471, Course Title: SC.METH., G.K. & CURRENT AFFAIRS**

Class: B.Ed., Status of Course: CORE, Approved since session: 2015-16

Total Credits: 2, Periods(55 mts. each)/week: 2(L-2+T-0+P-0), Min.pds./sem.: 26

**THE WORLD**

1. GEOGRAPHY: Continents, Physical divisions, Earth's motion, Latitude, Longitude, Time change, Oceans, Seas, Countries, States and their Capitals, MAJOR COURSE mountains, Rivers and Cities, ports, Climate Zones, Races and tribes, Different minerals, crops and their primary producers, map reading.
2. HISTORY: MAJOR COURSE civilizations and their periods and important features. Ages of mankind, important personalities down the ages. World War I & II, Important events, Important dates in world history, Famous places, Buildings and mountains.
3. POLITICAL SCIENCE: U.N.O. Charts, special and subsidiary agencies their performances and importance, International political scene, MAJOR COURSE Blocks, Plans, Treaties, Alliances and Conferences, Terms-Imperialism, Colonialism, Facism, Nazism, Capitalism, Socialism, Communism Monarchy, Democracy, MAJOR COURSE Countries-their system of Governments, Names of Presidents and Prime Ministers, MAJOR COURSE events of the last ten years, Current affairs.
4. ECONOMICS: Economic Terms-Inflation, Depression, Monetary standard, Economy, Law of supply, Demand and Production,
5. SCIENCE: Basic concepts and definitions, Mechanics, Heat, Light, Magnetism, Electricity, Sound, Atomic Energy and Space Achievement Terms- Physics, Chemistry, Biology, Ecology, Genetics, Biochemistry, Atom Bomb, Hydrogen Bomb, Inventions and Inventors. Human Physiology, Food and Nutrition, Drugs and their abuses, Adulteration and pollution, Infectious diseases.
6. SPORTS: Olympic Movement, World records, Famous trophies, Games and outstanding sportsmen, Field measurements, Sports terms, Present winners of world tournaments, places associated with sports.
7. MISCELLANEOUS: Foreign words and phrases in common use, abbreviations, Famous books and their authors. Who's Who.

**INDIA**

1. GEOGRAPHY: Physical divisions, Important mountains and Rivers, Towns, their importance, MAJOR COURSE Food and cash crops, Important power projects, ports, Indian Railways, Roadways, Airways, Important places in India.
2. HISTORY: Determining Periods of Indian History. Chronological order from Indus Valley Civilization, Important emperors and their periods, History of India's Independence, Important dates in India's History, Famous places in History and their new names, Buildings and monuments, Important days and dates in India.
3. INDIAN POLITICAL SCIENCE: Indian constitution and its main features, preamble, Directive principles of state policy, states, union territories. National Anthem, National flag, Gandhian thoughts, Panchayati Raj, Democratic Decentralization, Political parties of India, General Elections, Indian Foreign Policy, Important Happenings of last ten years in India, Names of the famous political leaders, Defence forces, Awards and Academics, Important newspapers and magazines, Current affairs.
4. ECONOMICS: Indian Economics, its problems, Development and Five year plans, Agricultural and Industrial development, World Bank Aid to India, Steel plant and other Projects, Population. Backward Area and tribes.
5. SCIENCE: Research Laboratories and their location, India's Atomic energy and space flights, site, names of the famous scientists.
6. MISCELLANEOUS: Important books by Indian Authors, who is who in India.

**METHODOLOGY:**

The syllabus for "General Knowledge and Current Affairs" cannot be covered in the class room only. The students have to participate in various types of outside activities to keep themselves in touch with up-to-date knowledge like group discussion, collection of editorials, extracts from important news, reading and writing papers on current topics, preparation of scrape books, display of important news on the bulletin board.

Know your country under this heading display of pictures, posters and photographs. Lectures by outside experts on burning issues of the day, Listening Radio-Reports like *Samyaki*, *SansadSamiksha* and prepare summary on these views, inter-class competitions, etc.

**SUGGESTED READINGS:**

NCERT Publications: Text Books On History, Geography, Civics & General Science For Secondary Classes

Publication Division: India (Latest Edition)

Government Of India, Times Of India: Directory (Latest Edition)

Manorama Publications: Manorama Year Book

Agarwal Mr: General Knowledge Digest

Vikas Books: General Knowledge Encyclopedia

Newspapers: Indian Express, Hindustan Times, Times of India, Statesman, Hindu, Navbharat Times, Amar Ujala.

Magazines: India Today, Reader's Digest, Sunday, Competition Success Review, DharamYug, Careers & Competitions, Saptahik Hindustan, General Knowledge Digest, Ravivar, Times, Science Today, News Week, Yojana, Illustrated Weekly Of India, Dinman, VigyanPragati