



Lesson Plan

Year: I

Course Code: AE-008

Program: B.A. B.Ed.

Course Name: Environment Studies

Course Objectives

- (i) Develop awareness and concern for environmental issues and sustainable development.
- (ii) Acquaint with the concept, objectives and importance of Environmental Education.
- (iii) Introduce multi-disciplinary approach to environmental problems.
- (iv) Acquaint how to design, develop and implement strategies for Environmental Education.
- (v) Acquaint with different methods and techniques of teaching Environmental Education.
- (vi) Undertake practical activities for school cleanliness, neighborhood cleanliness drive, healthy personal hygiene in relation to Swachh Bharat and healthy living.
- (vii) Inculcate environment friendly values through Environmental Education.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Environment and Ecosystem.

Equipment required in Classroom/ Laboratory/ Workshop

1. Over head Projector
2. Smart/White Board
3. Computer
4. Camera
5. LCD

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Understand the concept of environment. (**Understand K(2)**)

CO2: Understand the concept of environmental crisis and Management. (**Understand K(2)**)

CO3: Understand the nature, need and importance of environmental education. (**Understand K(2)**)

CO4: Know about the natural disasters. (**Understand K(2)**)

CO5: Identify and correlate the role of International organisations in the management of environment (**Understand K(2)**)

S · N o.	Topics	Sub Topics	Date of implemen tation	Pedagogy	CO- Co ve re d	Facul ty Sign	Ho D' s Re m ark
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							with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	The multidisciplinary Nature of Environmental Studies	Definition Scope and importance, need for public awareness.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-1		
Unit – 2							
	Nature Resource Renewable and non-renewable resources : natural resources and associated problems.	(a) Forest Resources : Use and over exploitation, deforestation, case studies, Timber extraction, mining, dams and their effects on forests and tribal people.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
		(b) Water resources : Use and over utilization of surface and ground water, floods, drought, conflicts over water, dams, benefits and problems.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
		(c) Mineral resources : Use and exploitation environmental effects of extracting and using mineral resources, case studies		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		

		(d) Flood resources : World flood problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer, pesticides, problems : water logging, salinity, case studies.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
		(e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy, sources, case studies.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
		(f) Land resources: Land as a resource, land degradation, man induced landslids, soil erosion and desertification. Role of an individual in conservation of natural resources Equitable use of resources for sustainable life style.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
Unit – 3							
	Ecosystem	Concepts of an ecosystem. Structure and function of an ecosystem. Producers, consumer and decomposers. Energy flow in the ecosystem. Ecological succession. Food chains, food webs and ecological pyramids. Introduction types, characteristic features, structure and function of the following ecosystem : (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystem (ponds, streams, lakes, rivers, oceans estuaries)		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
Unit-4							



	Biodiversity and its Conservation	Introduction Definition : Gene, species and ecosystem diversity. Biogeo-graphical classification of India . Value of biodiversity. Consumptive use productive use, social, ethical aesthetic and option values. Biodiversity at global, National and local levels. India as a mega-diversity nation. Hot-spots of biodiversity. Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservatron of biodiversity : In situ and ex-situ conservation of biodiversity.		<ul style="list-style-type: none"> • Lecture • Explanatio n • Demonstrat ion • Brainstorm ing 	CO-4		
Unit-5							
	Environment al Pollution	Definition, Causes, effects and control measures of :(a) Air pollution, (b) Water pollution, (c) Soil pollution, (d) Marine pollution, (e) Noise pollution, (f) Thermal pollution, (g) Nuclear hazards Solid Waste Management : Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management : floods, earth quake, cyclone and landslides.		<ul style="list-style-type: none"> • Lecture • Explanatio n • Demonstrat ion • Brainstorm ing 	CO-5		
Unit-6							
	Social Issues and the Environment	Form Unsustainable to Sustainable development. Urban problems, related to energy. Water conservation, rain water harvesting, watershed management. Resettlement and rehabilitation of people. Its problems and concenrs. Case studies. Environmental		<ul style="list-style-type: none"> • Lecture • Explanatio n • Demonstrat ion • Brainstorm ing 	CO-1		



		<p>eathics. Issues and possible solutions. Climate change global warming acid rain, ozone layer depletion, nucleawr accidents and holocausts, Case studies, waste land reclamation, Consumerism and waste products, Enrivotment Protection Act. Air (Prevention and control of Pollution) Act, water (Prevention and control of Pollution) Act. Wildlife Protection Act, Forest Conservation Act. Issue involved in enforcement of environmental legislation . Public awareness.</p>					
Unit-7							
	Human Population and the Environment	<p>Population growth, variation among nations . Population explosion: Family welfare programme, Environment and human health. Human Rights. Value Education. HIV/AIDS. Women and Child Welfare. Role of Information Technolgy in Environment and human health . Case studies.</p>		<ul style="list-style-type: none"> • Lecture • Explanatio n • Demonstrat ion • Brainstorm ing 	CO-2		
Unit-8							
	Field Work	<p>Visit to a local area to document environmental : river /forest/grassland/ hill mountain.</p> <p>Visit to a Local Polluted Site: Urban/Rural/Industrial/Agric ulture. Study of Common Plants, Insects, Birds.</p> <p>Study of Simple Ecosystem : Pond river/hill/slopes etc.</p>		<ul style="list-style-type: none"> • Lecture • Explanatio n • Demonstrat ion • Brainstorm ing 	CO-3		

References:

1. Trivedi, M.M. and Pathak, Y.P. (1994). *Manav ane Paryavaran: Bhaugolic Paripekshma, University granth Nirman*. Board Publication, Ahmedabad, Gujarat.
2. Garg, B. and Tiwana (1995). *Environmental Pollution and Protection*. New Delhi.: Deep & Deep Publication.
3. Sharma, R.C. (1981). *Environmental Education*. New Delhi.: Metropolitan Publication.



4. UNESCO, Environmental Education in the light of the Tbilisi Conference, UNESCO.
5. NCERT (2009), *Project Book in Environmental Education from Class I-X*. New Delhi.: NCERT.
6. NCERT (2004), *Environmental Education in Schools*. New Delhi.: NCERT.
7. Web Resources Towards a Green School on Education for Sustainable Development for Elementary Schools, 2015, NCERT
8. *Swachh Bharat Swachh Vidyalaya: A National Mission, Clean India: Clean Schools A Handbook*, MHRD.

Lesson Plan

Program: B.A. B.Ed. **Year:** I **Course Code:** AE-109 **Course Name:** Poetry

Course Objectives

- CO1: Understand the themes and poetic devices of British literature.
 CO2: Understand the different styles and structures of poem writing.
 CO3: Comprehend the development of English poetry from one age to another through the chronological order in which the poets have been arranged.
 CO4: Appreciate a poem aesthetically and instinctively
 CO5: Locate the particular poem in its historical and social context.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of English poetry.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Language laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Understand the themes and poetic devices of British literature. **(Understand K(2))**

(CO2): Understand the different styles and structures of poem writing. **(Understand K (2)).**

(CO3): Comprehend the development of English poetry from one age to another through the chronological order in which the poets have been arranged. **(Understand K (2))**

(CO4): Appreciate a poem aesthetically and instinctively **(Understand K(2))**

(CO5) Locate the particular poem in its historical and social context **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Forms of Poetry	1. The Sonnet 2. The Elegy 3. The Ode 4. The Epic 5. The Ballad 6. The Lyric 7. The Dramatic Monologue		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
Unit – 2							
	Stanza Forms	1. The Heroic Couplet 2. The Blank Verse 3. The Spenserian Stanza 4. Terza Rhyme		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-2		
Unit - 3							
	Poetry	William Shakespeare: ‘True Love’, ‘Time and Love’ John Donne: ‘Canonization’ Michael Drayton: ‘Since there’s no help left....’		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-3		
Unit – 4							



	Poetry	Alexander Pope 'Lines on Addison from The Dunciad' Thomas Gray 'Elegy Written in a Country Churchyard' William Blake 'London'		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-4		
Unit – 5							
	Poetry	William Wordsworth: 'The World is too much with us' Robert Bridges 'Nightingale' W.B. Yeats 'The Lake Isle of Innisfree'		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-5		

Textbooks

- Pickering, James H. and Jeffrey D.Hoeper., editors. (1998). Literature. Macmillan, New York.
- Abrams, M H. and G.Harpham. (2009). A Glossary of Literary Terms. Wadsworth Publishing, Boston, 9th edition.

Reference books

- Fowler, A. (2000). Kinds of Literature. An Introduction to the Theory of Genres and Modes. Clarendon Press, Oxford.
- Childs, Peter and Roger Fowler., editors. (2009). The Routledge Dictionary of Literary Terms. Routledge, London

Lesson Plan

Program: B.A. B.Ed. **Year:** I **Course Code:** AE-110 **Course Name:** Prose

Course Objectives

- (CO1): To enable the students to understand the passage and grasp its meaning.
 (CO2): To enable the students to read English passage loudly with correct pronunciation, stress, intonation, pause and articulation of voice.
 (CO3): To enable them to understand the passage by silent reading.
 (CO4): To enrich their active and passive vocabularies.
 (CO5): To enable them to express ideas to the passage orally and in writing.
 (CO6): To enable them to enjoy reading and writing.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students



- Basic Knowledge of reading & writing of English literature.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Language laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Acquire a broad perspective of the novel as a literary genre and the relevant historical, geographical, and cultural identical backgrounds. **(Understand K(2))**

(CO2): Analyze various types of novels with reference to thematic and other approaches. **(Understand K(2))**

(CO3): Appreciate the working of various literary devices like irony in fiction. **(Understand K(2))**

(CO4): Develop understanding about teaching, pedagogy and community involvement. **(Understand K(2))**

(CO5): Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT. **(Understand K(2))**

S · N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Rem ark with Date
Unit - 1							
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit I	Developmen t of Prose		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-1		
Unit – 2							
	Unit II	Autobiography Biography Memoir Travelogue Periodical Essay Formal Essay Personal Essay Poetic Pros		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-2		
Unit – 3							
	Unit III	Bacon 'Of Studies' Richard Steele 'Recollections of Childhood'		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-3		



		Joseph Addison 'Sir Roger at Church' Charles Lamb 'The Convalescent'					
Unit - 4							
	Unit IV	Doctor Johnson 'Letter to Lord Chesterfield' G.K. Chesterton 'On Running After One's Hat' R.L. Stevenson 'An Apology for idlers' A.G. Gardiner 'On Shaking Hands'		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		
Unit – 5							
	Unit V	Robert Lynd 'A Disappointed Man' J.B.Priestley 'On Doing Nothing' HillaireBellock 'On Spellings' E.V. Lucas 'Bores'		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-5		

Text Books:

- Carter, Ronald and John McRae. (2001). The Routledge History of Literature in English. Routledge, London.
- Peck, John and Martin Coyle.(2007).A Brief History of English Literature. Palgrave Macmillan, London.
- Trevelyan. G. M. (1992 [2009]).English Social History. Penguin, London.

Reference book

- Birch, Dorah and Katy Hooper. (2012). The Concise Oxford Companion to English Literature.
- Oxford University Press, Oxford.

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-113

Course Name:

प्राचीन एवं मध्यकालीन काव्य

Course Objectives:

(CO1): Reported the development of major prose genres.

(CO2):Discuss the physical form of the major genres of prose.

(CO3):To enhance the ability to understand and evaluate the author's work in the context of the character's epic nature and epic story.

(CO4):The author of the review's weekly comedy.



(CO5):Reading these various prose works produces a sense of taste.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Ancient and Medieval Hindi literature.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): The development of major prose titles can be followed in sequence. (**Understand K(2)**)

(CO2): will be able to gain knowledge in the course of the physical form of the major genres of prose. (**Understand K(2)**)

(CO3): You will be able to understand and evaluate the character's mechanics in the context of the epic nature of the character and the epic story. (**Understand K(2)**)

(CO4): Will be able to laugh at the gratitude of the reviewer. (**Understand K(2)**)

(CO5): These different language keys can be used for reading and tasting. (**Understand K(2)**)

S . N o.	Topics	Sub Topics	Date of implement ation	Pedagog y	CO- Cov e red	Facult y Sign	HoD ' s Re m ark wit h Dat e
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
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Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-114

Course Name:

हिन्दी नाटक और रंगमंच

Course Objectives:

- (CO1): To Understand about the nature and characteristics of a language and mother tongue and the use of language.
- (CO2): To Practice the required skill and their interlinks for mastering a language.
- (CO3): To Understand the various approaches for planning for successful language teaching.
- (CO4): Understand the Approaches for teaching different aspects of language.
- (CO5): Understand the Aids and other similar available material that could be used for teaching language.
- (CO6): Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

-

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Hindi Drama and Theater.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library



Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Understand the importance of language and education. **(Understand K(2))**

(CO2): Explore different methodology of teaching Hindi. **(Understand K (2)).**

(CO3): Develop proper skills of language learning **.(Understand K (2))**

(CO4): Attain efficiency and effectiveness in teaching and learning Hindi Language

(Understand K(2))

S . N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO- Cov e red	Facult y Sign	Ho D' s Re m ark wit h Dat e
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	Introducti onand discussion about the subject and syllabus	Course Objective andCourse Outcomes			CO- 1 to CO -5		
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Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-115

Course Name: Political history of Ancient India (B.C. 600 A.D. 606)

Course Objectives



1. To make students able to illustrate the knowledge of history of India from the ancient times.
2. To introduce the ancient Indian society and polity
3. To interpret the economic development of ancient India
4. To Mark the important centers of trade & literature during the ancient times on the outline map of India
5. To make students aware of the importance and types of the sources in Historical studies

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of political history.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Classify the basic themes, concepts, chronology and the Scope of Indian History (**Understand K(2)**)

CO2: Compare the social & technological developments of Stone Ages, Classify and tabulate the different archaeological sources (**Understand K(2)**)

CO3: Critically recognize the Social, Political, Economic and Cultural aspects of History (**Understand K(2)**)

CO4: Explore the scope for further research in the domain and to study further in the applied field of history (**Understand K(2)**)

CO5: Have a comparative understanding of different dynasties in Ancient India (**Understand K(2)**)

S · N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Re m ark wit h Dat e
Unit - 1							
	Introductio nand discussion about the subject and syllabus	Course Objective andCourse Outcomes			CO- 1 to CO- 5		
	Unit I	1- Sources of Ancient Indian History. 2- Political condition of Northern Indian During 6th Cent. B.C. a- Sixteen Mahajanapadas b- Ten Republics 3- Persian and Alexander's invasion on India and Its effects. 4- Rise of Magadhan Empire. a- Haryanka dynasty [Bimbisara, Ajatshatru and his successors]. b- Saisunga dynasty [Saisunga, Kalasoka]. c- Nanda dynasty [origin, Mahapadanaanda, successors and causes of downfall].		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO- 1		



Unit – 2							
	Unit II	<p>1- The Mauryas [Origin, Early life & conquests of Chandragupta Maurya, Bindusara, Sources for the history of Asoka, Conquests, Extent of Empire, Dhamma Policy, Successors & Causes of Downfall].</p> <p>2- The Sungas, The Kanvas, The Satavahanas.</p> <p>3- King Kharvela of Kalinga.</p>		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-2		
Unit – 3							
	Unit III	<p>1- The Indo-Greeks.</p> <p>2- The Indo-Synthians & the Indo-Parthians.</p> <p>3- The Kushanas [Kuzul & Vima Kadphises, Kanishka, his successors].</p>		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		
Unit - 4							
	Unit IV	<p>1- The Guptas [Chandragupta I, Samudragupta, Historicity of Ramagupta, Chandragupta II, Kumaragupta, Skandagupta, Successors and causes of Downfall].</p> <p>2- Brief History of the following.</p> <p>a- The Vatakas.</p> <p>b- The Maukharis.</p> <p>c- The Later Guptas.</p>		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		



		3- Huna Invasions of India.					
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Books Recommended:-

- 1- Pandey, V.C. □□□□□□ □□□ □ □□□□□□ □ □□□□□□□□ □□□□□ .
(□□□ 1 □□□□ □□□ 2)
- 2- Raichaudri, H.C.: □□□□□□ □□□ □ □□□□□□ □□□□□ .
- 3- Goyal Sriram.: □□□□□□ □□□ □□□□□□□ (□□□ 1 □□□ 2 □□□□ □□□ 3) .
- 4- Raichaudri H.C.: Political History of Ancient India.
- 5- Pandey, V.C. & A. Pandey : A New History of Ancient India.

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-116

Course Name: Political History of India [From A.D. 606 up to A.D. 1206]

Course Objectives

1. To make students able to illustrate the knowledge of history of India from the ancient times.
2. To introduce the ancient Indian society and polity
3. To interpret the economic development of ancient India
4. To Mark the important centers of trade & literature during the ancient times on the outline map of India
5. To make students aware of the importance and types of the sources in Historical studies

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of political history.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Classify the basic themes, concepts, chronology and the Scope of Indian History (**Understand K(2)**)

CO2: Compare the social & technological developments of Stone Ages, Classify and tabulate the different archaeological sources (**Understand K(2)**)



CO3: Critically recognize the Social, Political, Economic and Cultural aspects of History (**Understand K(2)**)

CO4: Explore the scope for further research in the domain and to study further in the applied field of history (**Understand K(2)**)

CO5: Have a comparative understanding of different dynasties in Ancient India (**Understand K(2)**)

S . N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult ySign	HoD ' s Rem ark with Date
Unit - 1							
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit I	1- Harsha and his contemporaries a- Shashanka b- Bhaskarvarman 2- Yashovarman of Kanauj. 3- LalitaDitya, Muktaped of Kashmir.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-1		
Unit – 2							
	Unit II	1- Origin of Rajputs. 2- The GurjaraPratihars- Origin, Nagabhatta I, Vatsaraja, Nagabhatta II, Mihirbhoja, Mahendrapala I, Mahinpala I. 3- The Palas- Dharmapala, Devapala. 4- The Senas- Vijyasena, Lakshmansena.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-2		



Unit – 3							
	Unit III	UNIT - III 1. The Chandellas - Yashovarman, Dhanga, Vidyadhara and Kirttivarman. 2. The Paramaras (Munja, Bhoja) 3. The Ghahamanas (Arnoraja, Vighraharaja IV, Prithviraja III) 4. The Gahadawalas (Govindachandra , Jayachandra)		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		
Unit - 4							
	Unit IV	1- The Kalachuris [Gangeyandeva, Lakshmikarna]. 2- The Western Chaulukyas [Jayasimha, Siddharaja, Bhima II] 3- Muslims Invasions- a- Arab Invasion on Sindh. b- Excursions of Mahmud of Ghanzi. c- Invasions Mohammad Ghuri. d- Causes of the Defeat of the Indians.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		

Books Recommended:-

- 1- Pathank, Vishuddhananda: mRrj Hkkjr dk jktuSfrd bfrgkIA
- 2- Rao, R.& Pradeep Rao: xq.kksRrj ;qxhu Hkkjr dk jktuSfrd bfrgkIA
- 3- Pandey, V.C. & A. Pandey: A New History of Ancient India.
- 4- Ray H.C.: Dynastic History of Northern India.
- 5- Majumdar, R.C.: History of Bengal.
- 6- Puri, B.N.: History of GurjaraPratiharis.



- 7- Dixit, R.K.: Chandellas of Jejakabhukti.
- 8- Gangoly, D.C.: History of Paramaras.
- 9- Niyogi, Roma: History of Gahawalas
- 10- Srivastava, B.N.: Harsha and His Times.
- 11- Majumdar, A.K. Chaulukyas of Gujrat.
- 12- Sharma, D.: Early Chauhan Dynasty.
- 13- Jain K.C.: Prachin Bharat Kaitihas.

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-117

Course Name: Home-Management and Housing

Course Objectives

1. About management of family resources.
2. About importance of family resource in achieving family goals and decision making.
3. To understand the importance of money management, savings and investments.
4. To create awareness about housing needs selection, construction and maintenance of house.
5. To impart basic knowledge of interior Decoration.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Home science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

1. Exhibit efficient resource use potentials at home and work(**Understand K(2)**)
2. Showcase domain specific role clarity(**Understand K(2)**)
3. Shine as competent graduates(**Understand K(2)**)
4. Appreciate nuances of value based quality life skill oriented learning(**Understand K(2)**)
5. Blend relevant instructions with real time applications in career(**Understand K(2)**)
6. Apply lateral thinking with techno fervour(**Understand K(2)**)
7. Act as proactive agents of change(**Understand K(2)**)
8. Enjoy a competitive edge in career options(**Understand K(2)**)
9. Buttress technological linkages for professional development(**Understand K(2)**)
10. Be committed as responsible consumers and able designers(**Understand K(2)**)

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Home Management	<ul style="list-style-type: none"> ● Meaning, Definitions, Philosophy and Concept of Home Management. □ Process of Management □ Concept, Types, Importance and factors affecting - Values, Goals and Standards □ Decision making - Meaning, process, types and factors affecting Decision making 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		



Unit – 2							
	Resource	<ul style="list-style-type: none"> • Family Resources and their Management □ Money Management - Family Income, Types of income, Budget, Saving and Investment. □ Work Simplification - Definitions, importance and Techniques. 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		
Unit – 3							
	Housing	<ul style="list-style-type: none"> • Housing Needs - Protective, Economic and Social □ Selection of site □ Basic knowledge of Building Materials □ Allocation of Space □ Home Financing - Need, Ways, and Legal Aspects 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		
Unit-4							
	Interior Decoration - Part I	<ul style="list-style-type: none"> • Meaning and Importance of Interior Decoration □ Elements of Art - Line, 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		



		Form, Texture, Colour, Light, Space and Design <input type="checkbox"/> Principles of Design - Proportion, Balance, Emphasis, Rhythm and Harmony.					
Unit-5							
	Interior Decoration - Part II	<ul style="list-style-type: none"> • Flower Arrangement. <input type="checkbox"/> Furniture Arrangement - Types of Furniture, Importance and Maintenance. 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-5		

REFERENCE BOOKS

1. Management in family living Nickle and Dorsey
2. Home Furnishing A.H. Rutt
3. Home with characters Craig and Rush
4. Home Management Gross and Crandell
5. Textbook of Home Science, Premlata Mullick, Kalyani Publication
6. x`gizcU/k ¼LVkj ifCyds'kUI] vkxjk½ eatw ikVuh
7. x`gizcU/k] lk/ku O;oLFkk ,oa vkarfjdITtk jhuk [kuwtk ¼fouksn iqLrd eafnj] vkxjk½
8. x`gizcU/k] lk/ku O;oLFkk ,oa vkarfjd ITtk csyk HkkxZo ¼;wfuoflZVh cqd gkml] t;iqj½

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-118

Course Name: Extension Education

Course Objectives

6. To make the student understand about importance and need of home science extension education.
7. To learn different ways of extending knowledge to the community.
8. To participate in Community Development by approaching and communicating people using available resources.
9. To develop awareness about community health, immunity and diseases.
10. To ensure safety and provide first aid.



Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Home science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

11. Exhibit efficient resource use potentials at home and work(**Understand K(2)**)
12. Acquire knowledge, skill and attitude to work with the communities(**Understand K(2)**)
13. Get sensitized on the issues of society(**Understand K(2)**)
14. Impart skill training programmes (**Understand K(2)**)
15. Explain and use sociological concepts and theories(**Understand K(2)**)
16. Compile , interpret and analyse data of social systems(**Understand K(2)**)
17. Enhance people's capacity for social functioning towards better quality of life(**Understand K(2)**)
18. Competency in rural development practices(**Understand K(2)**)
19. Achieve desirable change in the development and empowerment of people(**Understand K(2)**)
20. Capacitated to become participating and contributing citizens(**Understand K(2)**)
21. Acquire knowledge to develop entrepreneurial skills(**Understand K(2)**)

S . N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Extension Education.	<ul style="list-style-type: none"> ● Cocept and Definitions □ Objectives and scope of home science Extension Education 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		
Unit – 2							
	Community Approach	Methods of Approaching People - □ Personal Appraoch □ Group Approach □ Mass Approach		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		
Unit – 3							



	Communication	<ul style="list-style-type: none"> • Definitions and importance of communications □ Functions and Role of communications. □ Audio Visual Aids - Posters, Charts, Flash cards, Puppets 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		
Unit-4							
	Community Health	<p>Definitions of Community Health, Positive Health, Good Health and Factors affecting health.</p> <ul style="list-style-type: none"> □ Immunity and types of immunization □ Immunization schedule □ Diseases - Carriers of infection, symptoms, incubation period, treatment and preventive measures of - Diphtheria, Whooping cough, Tetanus, Cholera, Tuberculosis, AIDS, Hepatitis B 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		
Unit-5							
	Safety Measures	<ul style="list-style-type: none"> • Safety measures at home and simple first - aid for Burns, Poisons, Electric Shocks, hemorrhage or 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-5		



		bleeding, Drowning, Unconsciousness , Fractures, Insect bites, Snake bite, Epitasis or Nose bleeding, Sunstrokes and Sprains.					
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REFERENCE BOOKS

1. Family Health and Community welfare Bela Bahrgave
(University Book House, Jaipur)
2. ikfjokfjd LokLF; ,oa lkekftd dY;k.k csyk HkkxZo
(University Book House, Jaipur)
3. Extension and Rural Welfare O.P. Dhama
4. Textbook of Home Science, Premlata Mullick, Kalyani Publication

4. Community Development Programmers in India Ministry of child Development
5. First - Aid Red Cross Society
6. izkFkfed fpfdRlk Red Cross Society
7. LokLF; foKku Mk0 dqlqe lkg

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-119

Course Name: Development of Learner and Teaching Learning Process

Course Objectives

1. acquire knowledge and understanding of stages of human developmental and development tasks with special reference to adolescents learners;
2. develop understanding of process of children learning in the context of various theories of learning.
3. understand intelligence, motivation and various types of exceptional children;
4. develop skills for effective teaching learning process and use of psychological tests.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of development of learner and teaching learning process.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Psychology Laboratory

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Understand Teacher as Communicator (**Understand K(2)**)

CO2: Make relationship between Communication and curriculum (**Understand K(2)**)

CO3: Comprehend Reading as Resource. **(Understand K(2))**

CO4: Apply the Writing Skills in teaching learning process and School environment. (**Understand K(2)**)

CO5: Develop skill about Writing journals and reflective diaries etc. (**Understand K(2)**)

S. N o.	Topics	Sub Topics	Date of implementat ion	Pedagogy	CO-Cove red	Faculty Sign	HoD' s Rem ark with Date
Unit - 1							



	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Nature of psychology and learners	a) Psychology : its meaning nature, methods and scope, functions of educational psychology. b) Stages of human development; stage specific characteristics and developmental tasks. c) Adolescence in Indian context - characteristics and problems of adolescents; their needs and aspirations.		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-1		
Unit – 2							
	Learning and motivation	a) Nature of learning, learning theories - Behaviourists (Skinner's), Pavlov's Classical conditioning, Thorndike's connectionism and Kohler's insight learning theory. Factors influencing learning and teaching		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-2		



		process; learner related, teacher related, process related and content related. b) Motivation - nature, types, techniques of enhancing learner's motivation.					
Unit – 3							
	Intelligence	a) Nature and characteristics of intelligence and its development. b) Theories of intelligence, two factors theory - Multifactor Theory (PMA) and SI Model. c) Measuring intelligence - Verbal, Non-verbal and Performance tests (one representative of group test and individual test of each).		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-3		
Unit-4							
	Exceptional children	a) Concept of exceptional children - Types, and characteristics of each type including children with learning disabilities.		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-4		



		b) Individual differences - nature, accommodating individual differences in classroom. c) Learning centered techniques for teaching exceptional children.					
Unit-5							
	Personality	Defintion, meaing and nature, development of personality, types and trait theorites of personality.		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-1		
Unit-5							
	Educational statistics	a) Data, Frequency distribution and tabulations. b) Calculation and uses - Central tendencies (mean, median and mode) and variability with special reference to standard deviation. c) Correlation (Rank difference, meaning uses and calculation).		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-2		



Recommended Books :

1. f'k{kk euksfoKku % ih0Mh0 ikBd
2. f'k{k.k vf/kxe dk euksfoKku % izks0 lqjs'k HkVukxj
3. Fundamentals of Educational : Dr. R.A. Sharma
Psychology
4. f'k{kk euksfoKku % jke'kDy ik.Ms;
5. Psychology of Teaching and :Dr. A.B. Bhatnagar
Learning
6. Advanced Education Psychology : Dr.A.B. Bhatnagar
7. Psychological Foundation of : Prof. M.L. Mittal
Teaching and Development
8. Development of Learner and : Dr.S.S. Mathur
Teaching Learning Process

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-120

Course Name: Essentials of Educational Technology and Management

Course Objectives

1. to obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip the student teacher with his various technological applications available to him/ her for improving instructional practices
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop professional skills required for guiding pupils in the three initial areas educational penal and victual.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of technologies used to enhance education.

Equipment required in Classroom/ Laboratory/ Workshop

- Laboratory
- 6. Over head Projector
- 7. Smart/White Board
- 8. Computer
- 9. Camera
- 10. Educational charts/CD's
- 11. Head phone
- 12. LCD
- 13. Sound system
- 14. UPS
- 15. PPT's

Assessment Schemes



S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: knowledge of research, statistical softwares and distance education. (**Understand K(2)**)

CO2: Develop one module of Personalized System of Instruction (PSI) and Computer Assisted Instruction (CAI). (**Understand K(2)**)

CO3: Check and submit a report regarding the authenticity of work by using plagiarism software. (**Understand K(2)**)

CO4: Prepare a report of analysis of data using parametric statistics and non-parametric statistics in SPSS(**Understand K(2)**)

S . N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Re m ark with Dat e
Unit - 1							
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit - I	Definition of educational technology, distinction between hardware and software technologies. Their role in modern educational practices.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstratio n • Brainstormin g 	CO-1		



		Hardware technologies : important accessories and their application - OHP, Still and Movie Projectors, Audio- Video recording instruments, TV, Computers, New technologies like e-mail, internet etc.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-1		
		Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI, language laboratory.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-1		
Unit – 2							
	Unit - II	Psychological uses for use of modern technologies - Core of experience (Edger Dale), Multisensory Instruction - advantages.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
		Developing programmed instructional material - linear, branching programmes ,		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		



		tryouts and validation etc.					
Unit – 3							
	Unit - III	Strategies of teaching - Meaning and special features with special reference to lecture, question answer, demonstration, discovery, heurism, project, assignment, tutorial group, brain storming and role playing.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
Unit-4							
	Unit - IV	Managing teaching a) Planning b) Organizing c) Leading d) Controlling		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-4		
Unit-5							
	Unit - V	<ul style="list-style-type: none"> • Evaluating institutional performance - Methods used - Pupil evaluation, teacher evaluation, evaluation of Institutional performance 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-5		
		Methods of teacher evaluation - use of pupil rating, peer rating,		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-5		



		supervisor rating, community rating - ratings used for Institutional improvement.					
		Accountability in school education - methods used for assessing accountability.		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-5		
		Use of professional norm and ethics.		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-5		

Recommended Books :

1. f'k{kk rduhdh % MkW0 vkj0,0 'kekZ
2. Educational Technology : Dr.R.P. Bhatnagar
3. Technology of Teaching : Dr. G.S. Verma
4. f'k{kk ds rduhdh vk/kkj % Mk0 vkj0,0 'kekZ
5. Educational Technology and :J,.C. Agarwal
6. 'kSf{kd rduhdh ,oa izcU/k % ts0lh0 vxzoky

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-130

Course Name: संस्कृतकाव्य काव्यशास्त्रच

Course Objectives:

(CO1): This course aims to get students acquainted with Classical Sanskrit Poetry.

(CO2): It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Literature.

(CO3): The course also seeks to help students to negotiate texts independently.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Sanskrit kavyashastra rachna.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library



Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Students will be able to know ancient Indian history of literature and literary criticism.

(Understand K(2))

(CO2): They will learn about the Indian Philosophy, Religion and Culture in Sanskrit tradition. **(Understand K (2)).**

(CO3): They will also know Nation and Nationalism through Sanskrit literature. **(Understand K (2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	C O-Covered	Faculty Sign	Ho D's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			C O-1 to C O-3		
	□□□□ □□ □□□□	□□□□□□□□□□□□□□□□ - □□□□□□□□□□□□ - □□□□□□□□□□ (□□□□□□□□□□□□ □□□□□□□□□□□□□□□□□□)		<ul style="list-style-type: none"> Lecture Brainstorming Discussion Exposition Story telling technique 	CO-1		

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5. $\frac{1}{2} \int_0^1 x^2 dx - \left(\frac{1}{2} \int_0^1 x^2 dx \right), \frac{1}{2} \int_0^1 x^2 dx, - \frac{1}{2} \int_0^1 x^2 dx.$ $\frac{1}{2} \int_0^1 x^2 dx$
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6. $\frac{1}{2} \int_0^1 x^2 dx - \frac{1}{2} \int_0^1 x^2 dx - \frac{1}{2} \int_0^1 x^2 dx, \frac{1}{2} \int_0^1 x^2 dx$
7. $\frac{1}{2} \int_0^1 x^2 dx - \frac{1}{2} \int_0^1 x^2 dx - \frac{1}{2} \int_0^1 x^2 dx. \frac{1}{2} \int_0^1 x^2 dx - \frac{1}{2} \int_0^1 x^2 dx$

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-131

व्याकरणम्—अनुवादः—संस्कृतसाहित्येतिहासश्च
टलांतदंउ.।दनअंकी.दोतपजौपजलमजपीबी

Course Name:

Course Objectives:

(C01): To know the basics of Sanskrit Grammar,

(CO2): To know the rules of Sandhi, Samāsa and pratyaya based on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar.

(CO3): Besides, the students will also learn the techniques of the Paragraph Writing and Translation.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Sanskrit grammar.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector



- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Students will be able to know ancient Indian history of literature and literary criticism.

(Understand K(2))

(CO2): They will learn about the Indian Philosophy, Religion and Culture in Sanskrit tradition. **(Understand K (2)).**

(CO3): They will also know Nation and Nationalism through Sanskrit literature. **(Understand K (2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	C O-C overred	Faculty Sign	H o D's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			C O-1 to C O-3		
	□□□□□□□□□□□□□□□□ □□	□□×□□□□□□□□□□□□ □□□□□□□□ (□□□□□□□□□□□□ □□ □□□□□□□□□□□□ □□, □ □□□□□□□□□□□□		<ul style="list-style-type: none"> • Lecture • Brainstorming • Discussion • Exposition • Story 	C O-1		

[illegible]



5. Describe the ongoing political and social practices based on a sound knowledge of the set texts.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of politics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Define political theory and concepts. **(Understand K(2))**

CO2: Understand, interpret and explain the relevance of political theory, its basic normative concepts.

(Understand K(2))

CO3: Apply the knowledge of each concept to a political argument. **(Understand K(2))**

CO4: Reflectively analyse and appraise social practices through the relevant conceptual toolkit. **(Understand K(2))**

CO5: Criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Unit I	Definition, Nature and Scope of Political Science; Relation with other Social Science; Methods of Study; Approaches to the study of Political Science; The Behavioural Approach.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-1		
Unit – 2							
	Unit II	The State – Its nature, origin and ends. Theories of State action; Concept of Welfare State; Concepts of		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-2		



		Justice, Liberty and Equality.					
Unit – 3							
	Unit III	Concepts of Sovereignty and Law; Democracy and Dictatorship; Parliamentary, Presidential and Plural types; Unitary and Federal forms of Government.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		
Unit-4							
	Unit IV	Public opinion; Political Parties; Pressure Groups; Electoral Systems; Secularism.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		

Reference Books and Readings:

1. Barker, E., *Principles of Social and Political Theory*, Oxford University Press, Calcutta, 1976.
2. Barry, N.P., *Introduction to Modern Political Theory*, Macmillan, London, 1995.
3. Benhabib, S., and Cornell, D., *Feminism as Critique*, Polity Press, Cambridge, 1987

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-139

Course Name: National movement & constitution of India

Course Objectives

1. Introduce certain key aspects of conceptual analysis in political theory.
2. Imbibe the skills required to engage in debates surrounding the application of the concepts.
3. Blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues.
4. Develop the capacity to think critically in an analytically rigorous way.
5. Describe the ongoing political and social practices based on a sound knowledge of the set texts.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of politics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector



- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Define political theory and concepts. **(Understand K(2))**

CO2: Understand, interpret and explain the relevance of political theory, its basic normative concepts.

(Understand K(2))

CO3: Apply the knowledge of each concept to a political argument. **(Understand K(2))**

CO4: Reflectively analyze and appraise social practices through the relevant conceptual toolkit. **(Understand K(2))**

CO5: Criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts. **(Understand K(2))**

S . N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult ySign	HoD ' s Rem ark with Date
Unit - 1							
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit I	The birth and growth of Nationalism in India. The Indian National Congress; The Moderates and the extremists; Landmarks of Indian National Movement : Non- Cooperation,		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-1		



		Civil Disobedience and Quit India Movements; The Independence Act 1947.					
Unit – 2							
	Unit II	The making of the Indian Constitution; Salient Features of the Constitution; Fundamental Rights and Duties; Directive Principles of State Policy; Indian Federal System; Centre-State Relations.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-2		
Unit – 3							
	Unit III	The Union Government; The President; The Prime Minister; The Council of Ministers; The Parliament; The Supreme Court.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		
Unit-4							
	Unit IV	State Government; The Legislature; The Executive; The High Court; Panchayati Raj System in India.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		

Reference Books and Readings

1. Alyar, S.P., and U.Mehta (eds.), *Essays on Indian Federalism*, Bombay, Allied Publishers, Bombay, 1965.
2. Austin, G., *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 2000.
3. Austin, G., *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.
4. Basu, D.D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
5. Battleheim, C. *Independent India*, London, MacGibbon, 1968.
6. Baxi, U., and B.Parekh (ed.), *Crisis and Change in Contemporary India*, New Delhi, Sage 1994.



7. Baxi, U., *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
8. Bhambhri, C.P., *The Indian State: fifty years*, New Delhi, Shipra, 1997.
9. Bose, S., and A.Jalal, *Modern South Asia : History, Culture, Political Economy*, London, Routledge, 1997.
10. Brass, P., *Ethnic Groups and the State*, London, Croom Helm, 1995.
11. Brass, P., *Language, Religion and Politics in North India*, London, Cambridge University Press, 1974.
12. Brass, P., *Politics of India Since Independence*, Hyderabad, Orient Longman, 1990.
13. Chanda, A., and R.Saxena (eds.) *Idologies and Institutions in Indian Politics*, New Delhi, Deep and Deep, 1998.
14. Chanda, A., *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
15. S.P.Verma and C.P.Bhambri (eds.), *Elections and Political Consciousness in India*, Meerut, Meenakshi Prakashan, 1967.
16. *Politics in India*, Princeton NJ, Princeton University Press, 1957.

Lesson Plan

Program: B.A. B.Ed.

Year: I

Course Code: AE-145

Course Name: Principal of Economic analysis

Course Objectives

1. To illustrate the basic concepts of macroeconomics
2. To make the students develop an approach to understanding the difference between Classical and Keynesian Macroeconomics.
3. To make students demonstrate the concept of Aggregate demand and Aggregate Supply
4. To make students analyze different economic concepts.
5. Analyze and reflect upon the market conditions affected by inflation, capital, investment etc.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Economics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO 1: Understand basic concepts of Macroeconomic Variables and National Income (**Understand K(2)**)

CO 2: Describe the classical model of macroeconomics (**Understand K(2)**)

CO 3: Apply the concept of macroeconomics in understanding the Keynesian model of macroeconomics (**Understand K(2)**)

CO 4: Assess the concepts of economics in relation to Aggregate Demand and Supply. (**Understand K(2)**)

CO 5: Illustrate concepts of Consumption and Investment (**Understand K(2)**)

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Unit I	Scope and Method : Nature of Economic Laws, Basic equilibrium, utility, elasticity, competition. Mathematical concepts : Variables, functions, equations and identities, slope, concave and second order optimum conditions. Theory of Consumer Behaviour : Utility analysis cardinal and ordinal approaches, Elements of revealed		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		



		preference, consumer surplus, Indifference curve analysis, properties, consumer equilibrium, income, price and substitution effects. Demand Analysis : Demand function and law of demand, price, cross and income elasticity of demand.					
Unit – 2							
	Unit II	Production : Production function, combination of factors, laws of production, returns to scales, Law of variable properties. Nature of Costs : Short run and long run cost curves, optimum and representative firms.		<ul style="list-style-type: none">• Lecture• Explanation• Brainstorming	CO-2		
Unit – 3							
	Unit III	Market and Price Determination : Structure of Markets, equilibrium of firm and industry under perfect competition. Price and		<ul style="list-style-type: none">• Lecture• Explanation• Brainstorming	CO-3		



		output under monopoly and price discrimination Nature of monopolistic competition.					
Unit-4							
	Unit IV	Economic System : Capitalism, socialism and mixed economy. problem of resource allocation. Theory of Distribution and Factor Prices : Concept and measurement .Net economic welfare, distribution of national income, marginal productivity theory of distribution. theories of rent, wages, interest and profit.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		

Books Recommended :

1. R.G. Lipsey - An Introduction to Positive Economics
2. Samuelson , Paul A - Economics
3. Gould and Ferguson- Micro Economic Theory

Lesson Plan
Year: I

Program: B.A. B.Ed.

Course Code: AE-146

Course Name: Indian Economic Problem

Course Objectives

1. The objective of the course is to provide an overview of the pertinent issues in Indian economy, like growth, unemployment, poverty, inequality etc.
2. To make the students able to assess challenges and opportunities of various sectors (e.g. agriculture, industry, services).
3. To understand and discuss causes and impact of population growth.



4. To make them able to analyse the nature of linkages of Indian economy with the rest of the world through trade and investment channels.
5. To make them evaluate the challenges and opportunities before the Indian economy in improving its position in the global economic structure.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Economics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: The student will be able to describe issues pertaining to GDP growth, unemployment, poverty, inequality and human development in the Indian Economy. **(Understand K(2))**

CO2: The student will be able to assess challenges and opportunities of various sectors (e.g. agriculture, industry, services). **(Understand K(2))**

CO3: To Understand the causes and impact of population growth. **(Understand K(2))**

CO4: The student will be able to analyse the nature of linkages of Indian economy with the rest of the world through trade and investment channels. **(Understand K(2))**

CO5: The student will be able to evaluate the challenges and opportunities before the Indian economy in improving its position in the global economic structure. **(Understand K(2))**

S · N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Re m ark with Dat e
Unit - 1							
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit I	Nature and Structure of Indian Economy: Growth and composition. Sectoral development of the Indian Economy and their interrelationshi p. Utilization of resource- human and natural. Problems of population and population policy of India. Need, objectives and strategy of planning in India. Poverty,		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		



		unemployment , its nature and extent. Employment policy.					
Unit – 2							
	Unit II	Agriculture: Trends in production and productivity, reforms, tenurial system, distribution of land, ceiling consolidation of holdings. Agriculture labour and problem wages, employment and under-employment. Capital agriculture financial and physical. Problems of irrigation and supply of inputs. Organizational issues. Market cooperative farming. Community development project agricultural and rural development programmes. Technology Change in Agriculture stretegy: Agricultural production stretegy. Price policy in agriculture.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		
Unit – 3							
	Unit III	Industry and Service Sector: Growth and Structure of industry. Industrial and licensing policites of major		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		



		industries, large, small and cottage industries. Industrial finance, foreign, capital and multinationals, industrial labour - wages and wage regulation, social security, housing, industrial peace, trade Union movement. Service Sector - Nature, structure and Development.					
Unit-4							
	Unit IV	Economic of Uttar Pradesh: Nature, Structure and Development of U.P.'s Economy. U.P. Economy through plans. Demographic Scenario of U.P. Infrastructure, energy, transport and water resources. Decentralization of planning in U.P. industrial development in U.P. Public Sector Units, Small scale Industries, informal Sector, Hurdles and Prospects. Agriculture, Employment, Poverty, Inter-Regional Disparities and Policy Issues.		<ul style="list-style-type: none"> Lecture Explanation Brainstorming 	CO-4		

Books Recommended :

1. Alak Ghosh - Indian Economy
2. Rudra Dutt & Sundaram - Indian Economy
3. Government of India Annual - Economic Survey
4. Five year Plans, Govt. of U.P.



Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-002

Course Name: Games/Sports and Physical Education

Course Objectives

- Acquire knowledge of theoretical concepts of Anatomy, Physiology, Yoga and Meditation in relation to holistic health
- Apply knowledge of analogy, physiology, yogic and meditation-based practices in developing sound physical and mental wellbeing
- Develop their personality with a sense of identity and meaning through the practice of Meditation
- Build awareness of the importance of physiology, Yoga and Meditation in educational context

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Games, Health and Physical Education.

Equipment required in Classroom/ Laboratory/ Workshop

16. Play field
17. Courts
18. Health and Physical Education Resource centre

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Develop the understanding of activities organized in school. (**Understand K(2)**)

CO2: Acquire the required skills of conducting various activities in school by

engaging in school activities (**Understand K(2)**)

CO3: Understand and analyze the functioning of various curricular activities, e.g. sports and games, dance, songs; organized in the school (**Understand K(2)**)

CO4: Observe and take experience of the teaching-learning process of physical education in the classroom. (**Understand K(2)**)

CO5: Apply the physical education experiences in their teaching profession to increase efficiency. (**Understand K(2)**)

CO6: Understand the perception and role of health and physical education in teaching learning environment. (**Understand K(2)**)

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with

							Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-4		
	Anatomy and Physiology :	Cell : Structure and Functions, Different system (Muscular, Skeletal, Circulatory, Respiratory, digestive and Nervous system), (Effect of exercise on various systems) definition Scope and importance , need for public awareness.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Experiential • Problem solving 	CO-1		
Unit – 2							
	Sociological Aspects :	Introduction : Society and sports, Social Institutions, Games and Sports as Men's Cultural Heritage, National Integration, International Integration.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Experiential • Problem solving 	CO-2		
Unit – 3							



	Yoga :	Introduction, Asanas : Lying, Sitting, Standing, Pranayama		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Experiential • Problem solving 	CO-3		
Unit-4							
	Physical Fitness :	Introduction, Components of Physical Fitness, Development of Physical Fitness components, Factors influencing Physical Fitness		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Experiential • Problem solving 	CO-4		
Unit-5							
	First Aid :	Introduction, Types of First Aid, Prerequisite Qualities of First Aider, First Aid box, Types of Sports injuries and their First Aid Treatment		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Experiential • Problem solving 	CO-1		

Text Books and Readings

- Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: Munshiram Manoharlal Publishers Pvt Ltd.
- Besant, A. (2005). An introduction to yoga, New Delhi: Cosmo.
- Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYM Samiti
- Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and Deep Publications.
- Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
- NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi.
- NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
- MDNIY. 2010. "Yoga Teachers Manual for School Teachers", New Delhi
- Mangal, S.K., Mangal, U. and Mana, S. K. (2009). Yoga education, New Delhi: Arya Publication.
- Nagendra, H.R. (1993). Yoga in Education. Bangalore, Vivekananda Kendra.



□ Taimini, I.K. (1979). *The Science of Yoga*. Madras, Adyar Publication.

References:

1. Arora, P. (2005) *Sex Education in schools*, Prabhat Prakashan
2. K. Park "*Preventive and Social Medicine*" Banarsidas Bhanoth, Publishers Nagpur Road, Jabalpur, India.
3. NCERT (2013). *Training and Resource materials on Adolescence Education*, NCERT, New Delhi. (This material is also available on
"<http://www.aeparc.org> www.ncert.nic.in" www.ncert.nic.in)
4. NCERT (2014). *Population Education, Source Material*, NCERT, New Delhi.
5. Stephen, J. Williams, Paul R. Torrents, "*Introduction to Health Service*", Delmore Publications.

Physical Education

6. Deboarh, A. Wuest, Charles, A. Bucher: "*Foundation of Physical Education Exercise Science and Sports*", Tata McGraw Hill Pvt. Ltd., New Delhi.
7. John, E. Mixton, Ann, E. Jewett: "*An Introduction to Physical Education*", W.B. Saunders Company, London.
8. John, Cheffers; Tom, Evaul: "*Introduction to Physical Education – Concept of Human Movement*". Prentice Hall Engle Wood: New Jersey.
9. Bette J., Logdson & Others, "*Physical Education for Children*", Lea and Febiger, Philadelphia.
10. Roberts, S. Weinberg & Daniel Gould, "*Foundation of Sports and Exercise Psychology*", Human Kinetics Publication.
11. A.K. Uppal, Lawrance Gray Kumar, "*Biomechanics in Physical Education and Exercise Science*: Friends Publication, New Delhi.
12. Jack, H. Wilmore, David, L. Costil, W. Larry Kenney, "*Physiology of Sports and Exercise*, Human Kinetics Publication.

13. Yoga

14. Swami Satyanand Saraswati, "*Asana Pranayama Mudra Bandh*", Bihar School of Yoga, Munger.
15. M.M. Ghore, "*Anatomy and Physiology of Yogic Practices*". Lonavala Yoga Institute, Lonavala
16. Gharote, M.L. (2004). *Applied Yoga*, Kaivalyadhama S.M.Y.M. Samiti, Lonavala.
17. "*Yogasana*" Morarji Desai National Institute of Yoga, New Delhi.
18. "*Pranayama*" Morarji Desai National Institute of Yoga, New Delhi.
19. MDNIY (2010). "*Yoga Teachers Manual for School Teachers*, New Delhi.
20. NCERT (2015). *Yoga: A Healthy Way of Living Upper Primary Stage*, New Delhi.
21. NCERT (2015). *Yoga: A Healthy Way of Living Secondary Stage*, New Delhi.
22. Agarwal, Satya P. (1998). *The social role of the Gītā: how and why*, Motilal Banarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010.
23. Goel, Devraj & Goel, Chhaya (2013). *Universe of Swami Vivekananda & Complete*.
24. *Wholistic Social Development*, CASE Publication under UGC SAP, The M.S. University of Baroda, Vadodara.
25. Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy.
26. Mehroo D. Bengalee (1976). *Child Guidance*. Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay.
27. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.



28. Porter, Noah (2003). *Falun Gong in the United States: An Ethnographic Study*, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.

29. Wu JY, Feng, L, Park, H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. (2001) *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily.

Web Resources:

30. Position Paper National Focus Group on Health and Physical Education, NCERT
http://www.ncert.nic.in/new_ncertncertrightsideslinkspdf/focus_grouphealth_prelims_final.pdf

31. Learning curves: sports in education, (2013) Azim Premji Foundation
<http://azimpremjifoundation.org/pdf/learning-curve-17.pdf>

32. www.FalunDafa.org

33. [www.http://greatist.com/health/19-worst-tech-related-health-risks](http://www.greatist.com/health/19-worst-tech-related-health-risks)

Lesson Plan

Program: B.A. B.Ed. **Year:** II **Course Code:** AE-209 **Course Name:** Drama

Course Objectives

(CO1): To enable the students to understand the passage and grasp its meaning.

(CO2): To enable the students to read English passage loudly with correct pronunciation, stress, intonation, pause and articulation of voice.

(CO3): To enable them to understand the passage by silent reading.

(CO4): To enrich their active and passive vocabularies.

(CO5): To enable them to express ideas to the passage orally and in writing.

(CO6): To enable them to enjoy reading and writing.

On completion of this the student are expected to critically reflect and analyze the issues related to reading and Appreciating English Drama.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of English drama.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Language laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Describe the historical development of British Drama.

CO2: Critically analyze various types of plays and different elements and narrative techniques.

CO3: Critically analyze various nuances of theatrical presentation

CO4: Examine the characters, plot, themes and critical appreciation of drama.

CO5: Analyze the plays in the context of theme, characters, nature of

the play etc.

(CO1): Acquire a broad perspective of the novel as a literary genre and the relevant historical, geographical, and cultural identical backgrounds. **(Understand K(2))**

(CO2): Analyze various types of novels with reference to thematics and other approaches. **(Understand K(2))**

(CO3): Appreciate the working of various literary devices like irony in fiction. **(Understand K(2))**

(CO4): Develop understanding about teaching, pedagogy and community involvement. **(Understand K(2))**

(CO5): Build skills and abilities of communication, reflection, art, aesthetics, theatre, selfexpression and ICT. **(Understand K(2))**

S. N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Cove red	Faculty Sign	HoD's Rem ark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Development of Drama	Elements of Drama		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-1		
Unit – 2							
	Types of drama	Tragedy Comedy Tragi-comedy Drama of Ideas Poetic Drama The Problem Play		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-2		
Unit – 3							



	Shakespeare	Othello		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-3		
Unit - 4							
	Congreve	The Way of the World		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-4		
Unit – 5							
	G.B. Shaw	Candida		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-5		

Text Books:

- Carter, Ronald and John McRae. (2001). The Routledge History of Literature in English. Routledge, London.
- Peck, John and Martin Coyle.(2007).A Brief History of English Literature. Palgrave Macmillan, London.
- Trevelyan. G. M. (1992 [2009]).English Social History. Penguin, London.

Reference book

- Birch, Dorah and Katy Hooper. (2012). The Concise Oxford Companion to English Literature.
- Oxford University Press, Oxford.

Lesson Plan

Program: B.A. B.Ed. **Year:** II **Course Code:** AE-210 **Course Name:** Fiction

Course Objectives

- (CO1): Critically analyze various types of novels and narrative techniques used in fiction.
 (CO2): Examine the characters, plot, themes and critical appreciation of the novels and short stories.
 (CO3): Evaluate various styles of prose writing.
 (CO4): Analyze the technical differences between narrative of fiction and nonfiction.
 (CO5): Reflect upon the short stories, novels studied in the course.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of English fiction.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Language laboratory

Assessment Schemes



Mangalmay Institute of Management Technology
Greater Noida (U.P.)



S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Critically analyze various types of novels and narrative techniques used in fiction.

(Understand K(2))

(CO2): Examine the characters, plot, themes and critical appreciation of the novels, fiction and short stories. **(Understand K(2))**

(CO3): Appreciate the working of various literary devices like irony in fiction. **(Understand K(2))**

(CO4): Analyze the technical differences between narrative of fiction and nonfiction. **(Understand K(2))**

(CO5): Evaluate various styles of prose writing. **(Understand K(2))**

(CO6): Reflect upon the short stories, novels & fiction studied in the course. **(Understand K(2))**

S · N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Rem ark with Date
Unit - 1							
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	History of Novel	Elements of Novel [Plot, characterization , Narrative Technique and Structure]		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-1		
		Elements of Short Story		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-1		
Unit – 2							
	Types of Novel	Picaresque Novel, Historical Novel, Gothic Novel Epistolary Novel, Regional Novel, Detective Novel Science Fiction, Space		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-2		



		Fiction					
Unit – 3							
	Jane Austen	Pride and Prejudice		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		
Unit - 4							
	Charles Dickens	David Copperfield		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		
Unit – 5							
	Thomas Hardy	The Return of the Native		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-5		

Text Books:

- Pride and Prejudice, Jane Austen, Orient Blackswan (2003)
- Modern Prose, ed. Michael Thorpe, OUP
- Cambridge History of the English Novel, Caserio and Hawes, CUP, 2012
- Oxford Book of Essays: OUP, 2009
- A book of English essays: Penguin India, 2000

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-213

आधुनिक हिन्दी काव्य

Course Name:

Course Objectives:

- (CO1): To modern Hindi poetry is composed of various genres
 (CO2): It provides knowledge of these different phenomena that have come into the language of modern poetic movements and provides a source of poetic taste
 (CO3): Beware of the major poetic trends of modern literature.
 (CO4): To provide a tasteful, study able and evaluative view of the works in the context of the original forms of modern poetic forms and their developmental process.
 (CO5): The heroes of the modern period were distinguished from their epics with their shorthand

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students



- Basic knowledge of modern hindi poetry.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

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Unit - 3							
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Unit-4							
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Unit-7							
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Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-214

Course Name: हिन्दी कथा साहित्य

Course Objectives:

- (CO1): To modern Hindi poetry is composed of various genres
 (CO2): It provides knowledge of these different phenomena that have come into the language of modern poetic movements and provides a source of poetic taste
 (CO3): Beware of the major poetic trends of modern literature.
 (CO4): To provide a tasteful, study able and evaluative view of the works in the context of the original forms of modern poetic forms and their developmental process.
 (CO5): The heroes of the modern period were distinguished from their epics with their shorthand

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of hindi fiction.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Will get acquainted with the development of major prose genres. **(Understand K(2))**

(CO2): Will be able to gain knowledge in the course of the religious form of the main lines of prose. **(Understand K (2)).**

(CO3): Understanding and evaluating the physical forms of literature and the mythology of literature in the context of the development of this history

In the forgiveness of doing so, we will be able to remember you. **(Understand K (2))**

(CO4): Will be able to appreciate the review of the author. **(Understand K(2))**

(CO5): Readers of these various prose works will be able to develop a sense of taste. **(Understand K(2))**

S . N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Cov e red	Facult y Sign	HoD ' s Re m ark wit h Dat e
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
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Unit – 2							
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Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-215

Course Name: Political History of Medieval India [From 1206 – 1526 A.D.]

Course Objectives

1. To make students able to illustrate the knowledge of history of India from the ancient times.
2. To introduce the ancient Indian society and polity
3. To interpret the economic development of ancient India
4. To Mark the important centers of trade & literature during the ancient times on the outline map of India
5. To make students aware of the importance and types of the sources in Historical studies

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of political history.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Classify the basic themes, concepts, chronology and the Scope of Indian History (**Understand K(2)**)

CO2: Compare the social & technological developments of Stone Ages, Classify and tabulate the different archaeological sources (**Understand K(2)**)

CO3: Critically recognize the Social, Political, Economic and Cultural aspects of History (**Understand K(2)**)

CO4: Explore the scope for further research in the domain and to study further in the applied field of history (**Understand K(2)**)

CO5: Have a comparative understanding of different dynasties in Ancient India (**Understand K(2)**)

S · N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO- Cov e red	Facul ty Sign	Ho D's Re m ark wit h Dat e
Unit - 1							
	Introducti onand discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO -5		
	Unit I	1. Significant source material of medieval India : Archaeological literary and historical 2. Historiography – Different Approaches 3. Rise of Turks, causes of Success of Arab invasion and its impact.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormi ng 	CO- 1		
Unit – 2							
	Unit II	Slave Dynasty: 1. Aibak – Early career, achievements as a commander, difficulties, an assessment. 2. Iltutmish – Early life, problems, achievements, an estimate, the successors and the rule of forty.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormi ng 	CO- 2		



		<p>3. Razia – Her state policy, causes of her downfall, an assessment.</p> <p>4. Balban – Early life and accession, his problems, theory of kingship, achievements, an estimate.</p> <p>5. Causes of downfall of slave dynasty.</p> <p>6. Khaliji Dynasty:</p> <p>Jalaluddin Firoz Shah Khaliji – Early life and career, significant events of his reign, foreign policy, estimate.</p> <p>Alauddin Khaliji – Early career and accession, difficulties, theory of kingship, Hindu policy, Domestic policy, revolts and its remedies, Administrative system, Price control and Market regulations, foreign policy, southern conquest, mongol invasion and its effects, an assessment.</p>					
Unit – 3							
	Unit III	<p>Tughlaq Dynasty :</p> <p>1. Ghiasuddin Tughlaq – Domestic policy, foreign policy, death of Ghiasuddin.</p> <p>2. Mohammad-bin-Tughlaq – Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts, significance of his reign.</p> <p>3. Firoz Shah Tughlaq – Early life, accession, was Firoz an usurper?. Domestic policy, foreign policy, Administrative</p>		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		



		<p>reforms, an estimate. Invasion of Timur , causes and its effects. Causes of downfall of Tughlaq dynasty.</p> <p>4. Lodhi Dynasty :</p> <p>Bahlol Lodhi – Accession, main events of reign, character, assessment. Sikander Lodhi – Main events of his life, foreign policy. Ibrahim Lodhi – Domestic policy, foreign policy, causes of failure, an estimate.</p>					
Unit - 4							
	Unit IV	<p>1. Nature of state, different theories of kingship.</p> <p>2. Causes of downfall of Delhi Sultanate.</p> <p>3. Central and provincial administration, army organization.</p> <p>4. Development of literate and architecture.</p>		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		

Books Recommended

(1) fnYyh IYrur & ,0,y0 JhokLro

Delhi Sultanate – A.L. Srivastava

(2) fnYyh IYrur & ,y0 ih0 'kekZ

Delhi Sultanate – L.P. Sharma

(3) iwoZ e;/dkyhu Hkkjr & ,0ch0 ik.Ms;

Early Medieval India – A.B. Pandey

(4) Foundation of Muslim Rule in India – A.B.M. Habibullah

(5) Medieval India History – Ishwari Prasad

(6) History of Qaraunah Truks in India – Ishwari Prasad

(7) Growth of Khalji imperialism – Ishwari Prasad

(8) Alauddin's Market Regulation – B.P.Saxena



- (9) Chronology of Mohd. Tughlaq – N.H. Rizvi
 (10) Firoz Shah Tughlaq – N.H. Rizvi
 (11) Sikandar Lodhi as a founder – A. Halim
 (12) The Administration of Sultanate of Delhi – I.H. Quraishi
 (13) Some Aspects of Muslim Administration – R.P. Tripathi
 (14) f[kyth oa'k dk bfrgkl & ds0,l0 yky
 (15) fnYyh lYrur & ds0,0 futkeh

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-216

Course Name: Political History of Medieval India [From 1526 - 1740 A.D.]

Course Objectives

1. To make students able to illustrate the knowledge of history of India from the ancient times.
2. To introduce the ancient Indian society and polity
3. To interpret the economic development of ancient India
4. To Mark the important centers of trade & literature during the ancient times on the outline map of India
5. To make students aware of the importance and types of the sources in Historical studies

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of political history.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Classify the basic themes, concepts, chronology and the Scope of Indian History (**Understand K(2)**)

CO2: Compare the social & technological developments of Stone Ages, Classify and tabulate the different archaeological sources (**Understand K(2)**)

CO3: Critically recognize the Social, Political, Economic and Cultural aspects of History (**Understand K(2)**)

CO4: Explore the scope for further research in the domain and to study further in the applied field of history (**Understand K(2)**)

CO5: Have a comparative understanding of different dynasties in Ancient India (**Understand K(2)**)

S . N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult y Sign	HoD , s Rem ark with Date
Unit - 1							
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit I	Sources – 1. Archaeological, literary and historical works. 2. Historiography – different approaches. 3. North India – Political scene.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-1		
Unit – 2							
	Unit II	Babur – 1. Invasion, conquests, personality. 2. Humayun – Struggle, exile, restoration. 3. Shershah Suri – Civil, military and revenue administration achievements.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-2		

		Akbar – 1. Conquests, Rajput policy, religious policy. 2. Deccan policy, revolts, consolidation of empire. 3. Revenue administration, mansabdari system, estimate of Akbar.					
Unit – 3							
	Unit III	Jahangir – Accession, twelve ordinances, revolts, influence of Nurjahan, Deccan policy, character of Nurjahan, Estimate of Jahangir. Shahjahan – Accession, early revolts, N.W.F. policy, Deccan policy, Central Asian policy, War of succession. Aurangzeb – Early career, military exploits, religious policy, Deccan policy, Rajput policy, Revolts and reaction, Causes of failure of Aurangzeb character and personality.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		
Unit - 4							



Unit IV	<p>Rise of Maratha Power under Shivaji, relations with Mughals, Sambhaji, Rajaram.</p> <p>1. Later Mughals and emergence of new states – Awadh and Haiderabad.</p> <p>2. Invasion of Nadirshah and Ahmad Shah Abdali.</p> <p>3. Causes of downfall of Mughal Empire.</p> <p>Administration -Central, provincial, military, administration, revenue administration.</p> <p>1. Law and justice.</p> <p>2. Development of education and literature.</p> <p>3. Architecture, painting.</p>		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		
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Books Recommended

- (1) eqxy dkyhu Hkkjr & ,0,y0 JhokLro
- (2) Mughal Empire in India – S.R. Sharma
- (3) mRrj e/dkyhu Hkkjr & ,0ch0 ik.Ms;

Lesson Plan
Year: II

Program: B.A. B.Ed.
Course Name: Introduction to Textiles
Course Objectives

Course Code: AE-217

1. To make students acquainted with different types of fibers.



Mangalmai Institute of Management Technology

Greater Noida (U.P.)



2. To learn and understand different types of yarns, their construction and basic weaves.
3. About basic finishes applied on fabrics.
4. To develop the skills in different techniques of printing and dyeing.
5. To develop the awareness of selecting, caring and storage of fabrics.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Home science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

22. Exhibit efficient resource use potentials at home and work(**Understand K(2)**)
23. To make students acquainted with different types of fibres. (**Understand K(2)**)
24. To learn and understand different types of yarns, their construction and basic weaves. (**Understand K(2)**)
25. About basic finishes applied on fabrics. (**Understand K(2)**)
26. To develop the skills in different techniques of printing and dyeing. (**Understand K(2)**)
27. To develop the awareness of selecting, caring and storage of fabrics. (**Understand K(2)**)

S . N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Introduction to Textiles	<ul style="list-style-type: none"> • Characteristics, uses and Classification of textiles fibres. □ Importance, manufacturing process and properties (Physical and Chemical) of following fibres. □ Cotton, Linen □ Wool, Silk □ Rayon Nylon 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		
Unit – 2							
	Yarn and Weaves	<ul style="list-style-type: none"> • Construction of yarn □ Types of Yarn □ Basic Weaves 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		



Unit – 3							
	Finishes	<ul style="list-style-type: none"> • Importance of Finishes □ Basic finishes - Bleaching , Seizing, Tentring, Calendaring, Mercerizing and Sanforising □ Functional finishes - Resin finish, Crease resistance, and Water proofing, Stain and soil resistance. 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		
Unit-4							
	Dyeing and Printing - Methods and Style	<ul style="list-style-type: none"> • Block Printing , Stencil Printing □ Roller Printing, Screen Printing □ Batik, Tie and Dye 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		
Unit-5							
	Selection of Fabrics	<ul style="list-style-type: none"> • Buying □ Factors affecting selection of Fabric □ Use and Care of fabrics □ Storage of fabrics □ Consumer problems 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-5		



REFERENCE BOOKS

1. Introduction to textiles ` Joseph Mayory
2. oL= foKku ,oa /kqykbZ dyk csyk HkkxZo ;wfuoflZVh cqd gkml] t;iqj
3. Textbook of Home Science, Premlata Mullick, Kalyani Publication
4. Grooming, Selection and care of clothes S. Pandit & E. Tanplag
5. oL= foKku ,oa ifj/kku O;oLFkk vydk vxzoky ,oa eatw ikVuh
¼LVkj ifCyds'kUI] vkxjk



Later Medieval India – A.B. Pandey

(4) eqxy lkezKT; dk mRFkku vkSj iru & vkj0 ih0 f=ikBh

Rise and fall of Mughal Empire – R.P. Tripathi

(5) Shershah and his times – K.R.Kanoongo

(6) Humayun Badshah – S.K. Banerji

(7) Akbar the Great Mughal – V.A. Smith

(8) vdcj egku Hkkx & 1] 2 vkSj 3 & ,0,y0 JhokLro

Akbar the Great Vol, I, II & III – A.L. Srivastava

(9) tggaxhj & csuh izlkn

(10) 'kkgtgka & cukjlh izlkn IDIsuk

(11) vkSjxatsc & tnqkFk ljdkj

(12) f'kokth & th0,l0 ljsokbZ

(13) e/dkyhu Hkkjr & Mk0 ds0lh0 tSu

Lesson Plan

Year: II

Course Code: AE-218

Program: B.A. B.Ed.

Course Name: Child Development

Course Objectives

1. To understand the meaning and importance of child development.
2. To understand different development tasks in children.
3. To recognize the importance and role of play in child development.
4. To understand the personality.
5. To learn about different types of characteristics, problems and care of children

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Home science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)



1. Gain knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parent's professionals, and citizens of the global community. **(Understand K(2))**
2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions. **(Understand K(2))**
3. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death. **(Understand K(2))**
4. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Introduction to Child development	<ul style="list-style-type: none"> • Definitions and scope of child development □ Principles of Development □ Stages of development and developmental tasks of each stage. □ Factors affecting development. 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		
Unit – 2							
	Development with Characteristics from Birth to Adolescence	<ul style="list-style-type: none"> • Physical Development □ Motor Development 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		



		<input type="checkbox"/> Emotional Development <input type="checkbox"/> Language Development <input type="checkbox"/> Social Development <input type="checkbox"/> Mental Development					
Unit – 3							
	Play and work	<ul style="list-style-type: none"> • Types of Importance of Play <input type="checkbox"/> Difference between Play and Work 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		
Unit-4							
	Personality	<ul style="list-style-type: none"> • Concept and Definitions <input type="checkbox"/> Factors Affecting Personality Development 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		
Unit-5							
	Exceptional Children	<ul style="list-style-type: none"> • Physically Challenged <input type="checkbox"/> Mentally Challenged <input type="checkbox"/> Problem Children <input type="checkbox"/> Gifted Children <input type="checkbox"/> Juvenile delinquents - Meaning, Causes and preventive measures. 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-5		

REFERENCE BOOKS

1. cky fodkl ,oa cky euksfoKku Mk0 izhfr oekZ
¼fouksn iqLrd eafnj] vkxjk½
2. cky fodkl % cky euksfoKku HkbbZ ;ksxsUnzt hr s
¼fouksn iqLrd eafnj] vkxjk½



3. Child Psychology S.P. Chaube
4. Textbook of Home Science, Premalata Mullick, Kalyani Publication
5. Child Development Hurlock E.B.
6. Development Behaviour Gale R.F.
7. „Mokal cky fodkl ¼LVksj ifCyds'kUI vkxjk½ Mk0 deys'k 'kekZ

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-219

Course Name: Teacher in Emerging Indian Society

Course Objectives

1. about the relationship between Philosophy and Education and implications of philosophy on education.
2. the importance and role of education in the progress of Indian society.
3. the contribution of great educators to the field of education.
4. the need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to teaching profession and social welfare.
5. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. the means and measures towards the promotion of National integration and protection of human rights.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of teacher and teaching-learning process.

Equipment required in Classroom/ Laboratory/ Workshop

19. Over head Projector
20. Smart/White Board
21. Computer

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1. Examine range of cognitive capacities and affective processes in human learner. **(Understand K(2))**

CO2. Acquaint with the different contexts of learning and situate schools as a special environment for learning **(Understand K(2))**

CO3. Reflect on their own implicit understanding of the nature and kinds of learning. **(Understand K(2))**

CO4. Develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning. **(Understand K(2))**

S . N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Cov e red	Facult ySign	HoD ' s Re m ark with Dat e
Unit - 1							
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Unit-I	• Education : nature and meaning - - its objective in relation to the time and place.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstratio n • Brainstormin g 	CO-1		
		Education in the western context : with specific reference to Rousseau, Pestalozzi, Dewey, Russell, their impact on educational thought and class room practices, in term of progress trends in education.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstratio n • Brainstormin g 	CO-1		
		Indian thought and its contribution to educational practices.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstratio n • Brainstormin g 	CO-1		
Unit – 2							



	Unit-II	Philosophy and education : significance of studying philosophy in understanding educational practices and problem		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-2		
		Major philosophical systems - their salient features and their impact on education. a. Realism with reference to Aristotle and Jainism b. naturalism with reference to the views of Rousseau and Rabindra Nath Tagore c. Idealism with reference to Plato, Socrates and Advaita Philosophy. d. Pragmatism with reference to Dewey "Instrumentation and Experimentalism"		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-2		
Unit – 3							
	Unit-III	Educational thinkers and their contribution in developing principles of education.		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-3		



		M.K. Gandhi : Basic tenets of Basic education		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
		Swami Vivekananda : Man making education		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
		Sri Aurobindo : Integral education, its basic premises, stages of development		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
		Froebel : The play way method.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
		Montessori - Teh didactic apparatus.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
Unit-4							
	Unit-IV	<ul style="list-style-type: none"> • Knowledge about the directive principles in Indian Constitution, various articles mentioned in the constitution that are related to education meaning of secularism, social goals, democracy and socialistic pattern of society, meaning of the term "National 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-4		



		integration and Emotional Integration", factors contributing for achieve them.					
Unit-5							
	Unit-V	<ul style="list-style-type: none"> • Sociological basis of education , education as an agent of social change, education as a means of National Welfare through the immediate welfare of the society, education and human resource development. 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-5		
Unit-6							
	Unit-VI	<ul style="list-style-type: none"> • Meaning of National integration and its need, role of teacher and educational institution in achieving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-1		



		celebration of Indian festivals.					
Unit-7							
	Unit-VII	<ul style="list-style-type: none"> • Meaning of a new social order, eradication of illiteracy, objectives of NAEP, provisions made and channels started for educating socially, culturally and economically deprived, State's new programmes and Nation's programmes like NCC, NSS, etc. 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		

Suggested Readings:

- Bhatt, H. *The diary of a school teacher*. An Azim Premji University publications, www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- Burden, Paul R; Byrd, David. M. (1999). *Methods for Effective Teaching* (Sec Edition), Allyn and Bacon.
- Carr, D (2005), *Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching*, Routledge.
- Delpit, L (2006). *Other People's children, Cultural Conflict in the Classroom*. The New press.
- Dhar, T.N. (Ed). 1996. *Professional Status of Teachers*, NCTE, New Delhi.
- Kauchak, D. P and Eggen, P. D (1998). *Learning and Teaching, : Research based Methods*, Boston: Allyn and Bocan
- Ladsen – Billings, G (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32 (3), 465-491.
- Lampert, M. (2001). *Teaching Problems and the Problems of Teaching*. Yale University press.
- NCERT (2005). *National Curriculum Framework*, New Delhi
- Olson, D.R. & Bruner, J.S. (1996). —Folk Psychology and Folk Pedagogy. In D.R. Olson & N. Torrance (Eds.). *The Handbook of Education and Human Development* (PP.9-27). Blackwell.
- Piaget, J. (1997). —Development and Learning, In M. Gauvain & M. Cole (Eds.), *Reading on the Development of Children*. New York: WH Freeman & Company.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 4-14.



- Vygotsky, L. (1997). —Interaction between Learning and Development, In M. Gauvain & M. Cole (Eds.) *Reading on the Development of Children*, New York: WH Freeman & Company.

Reference Books:

1. Butler., J. Donald (1968): Four Philosophies and their Practice in Education and Religion, New York: Harper and Bros., 1951.
2. Broudy, Harry S. (1965) Building a Philosophy of Education; New Delhi: Prentice Hall.
3. Brubacher, J. S. (1962) Modern Philosophies of Education, New York: Mc-Graw Hill Book Co. 1962.
4. Besant, Annie: The Bhagwad Gita; Adyar, Theosophical Publishing House.
5. Corner, D.J.: Modern Philosophies of Education; Central Book Depot, Allahabad.
6. Dewey, John. (1916). Democracy and Education; New York: Macmillan & Co.
7. Dutta, D.M.(1958) Six Ways of Knowing; Calcutta: University Press.
8. Elmhirst Leonard. (1961) Rabindranath Tagore: Pioneer in Education; London: John Murray.
9. Gandhi, M.K. (1951) Basic Education. Ahmedabad:Navajivan Publishing House.
10. Morries Vancleve: Existentialism in Education, N.Y. Harper and Row Publisher, 1966.
11. Oad, L.K.: *Shiksha Ki Darshnik Pristhabhumi; Rajashthan Hindi Grantha Akadmi, Jaipur*
12. Pandey, R.S.: Major Philosophies of Education; Vinod Pustak Mandir, Agra.
13. Pandey, R.S.: *Shiksha Darshan (Snatakottar Kakshao Nimitt) Vinod Pustak Mandir, Agra.*
14. Pandey, R.S.: *Bhartiya Shiksha Darshan; Vinod Pustak Mandir, Agra, 1994.*
15. Rousseau, J.J. (1914). Emile, London: Every Mans Library, Dent.
16. Radhakrishnan, S. Indian Philosophy, London; George Allen & Unwin.
17. Radhakrishnan, S. A Source Book on Indian Philosophy; Paper Back.
18. Radhakrishnan, S.: The Hindu View of life; London, Unwin Books.
19. Ross, J.S. : Groundwork of Educational Theory;George G. Harap & Co. Ltd., 1937.
20. Sahitya Akademi (1961). Rabindranath Tagore: Centenary, Volume 1861-1961. New Delhi.
21. Sri Aurobindo Ashram (1997). Sri Aurobindo and the Mother on Education. Pondicherry: Sri Aurobindo Ashram.
22. Singh, N.P.: *Shiskha Ke Darshnik Adhar, R.Lal Book Depot, Meerut.*
23. Singh, Ramdhari: *Sanskriti ke char Adhyaya; Udayan Prakashan, Patna.*
24. Seetharamu, A.S.: Philosophies of Education; Ashish Publishing House, New Delhi, 1989.
25. Tagore, Rabindranath (1931) The Religion of Man. New Delhi: Rupa & Co. Reprint.
26. Tagore, Rabindranath (1961) Towards Universal Man, Delhi: Asia Publishing House.

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-220

Course Name: Development of Educational System in India

Course Objectives

1. understand that development of education is influenced by socio-political forces of the time.
2. acquire knowledge of characteristics features of ancient, medieval and British system of education in India and or their strengths and limitations.
3. understand the contribution of various major committee and commissions on education set up from time to time.
4. appreciate the development in Indian education the post independence era.



Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of development of education system in India.

Equipment required in Classroom/ Laboratory/ Workshop

22. Over head Projector
23. Smart/White Board
24. Computer

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Pupil teacher get the **Knowledge** about epistemology. **(Understand K(2))**

(CO2): Pupil teacher acquire the proficiency in **Language and Reading Comprehension**.
(Understand K (2)).

(CO3): Pupil teacher develop the capacity for **Developing Writing skills**. **(Understand K (2))**

(CO4): Pupil teacher get the practical knowledge of **Curriculum & Development** designing.
(Understand K(2))

(CO5): Pupil teacher acquire and **Determinants of Curriculum**.
(Understand K (2))

S · N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Rem ark with Date
Unit - 1							
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 4		
	Unit-I	<ul style="list-style-type: none"> • Educatuion in India during (a) Vedic, (b) Buddhist and (c) Medieval periods./ 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstratio n • Brainstorming 	CO-1		



Unit – 2							
	Unit-II	<ul style="list-style-type: none"> • Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
		<ul style="list-style-type: none"> • Wood's Dispatch - 1854. 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
		<ul style="list-style-type: none"> • Lord Curzon's educational policy, Growth of national consciousness, National education movement. 		<ul style="list-style-type: none"> • 			
Unit – 3							
	Unit-III	Recommendation s of Indian Education Commission - 1882, its influence on the subsequent development of education.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
		Essential features of Sadler Commission Report - 1917.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		



		Wardha scheme of education - 1937.		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-3		
Unit-4							
	Unit-IV	<ul style="list-style-type: none"> University Education Commission (1948-49). □ Secondary Education Commission (1952-53). □ Indian Education Commission (1964-66). □ National Policy of Education (1986). □ Revised National Policy 1986 with modification made in 1992. 		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-4		
Unit-5							
	Unit-V	<ul style="list-style-type: none"> Objectives □ Problems of teacher education in India. □ Role and functions of N.C.T.E. 		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-1		
Unit-6							
	Unit-VI	<ul style="list-style-type: none"> Primary education and its major problems (Universalization, wastage and stagnation). 		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-2		



		<input type="checkbox"/> Secondary education and its major problems (Expansion and vocationalization) <input type="checkbox"/> Higher education and its major problems (Autonomy and privatization)					
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Recommended Books :

1. Modern Indian Education and : Suresh Bhatnagar & its problems
2. Hkkjr f'k{kk dk fodkl % lqjs'k HkVukxj
- 3- Hkkjrh; f'k{kk dk ifjn`'; % MkW- xqilju nkl R;kxh
4. Development of Indian system : Dr.R.S. Pandey
System of Educatuion
5. Hkkjrh; f'k{kk mldh leL;k;sa izo`fRr;ka % MkW- vf[kys'k pkScs vkSj uokpkj
- 6- Hkkjrh; f'k{kk dk bfrgkl o % jaxr fcgkjh yky leL;k;sa

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-230

Course Name: नाटकं गद्यकाव्य काव्यशास्त्राच्च

Course Objectives:

- (CO1): This course aims to get students acquainted with Classical Sanskrit drama..
 (CO2): It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Literature.
 (CO3): The course also seeks to help students to negotiate texts independently.
 (CO4): This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Sanskrit drama.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes



S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Students will be able to know ancient Indian history of literature and literary criticism.

(Understand K(2))

(CO2): They will learn about the Indian Philosophy, Religion, Drama and Culture in Sanskrit tradition.**(Understand K (2)).**

(CO3): They will also know Nation and Nationalism through Sanskrit literature and drama.**(Understand K (2))**

S . N o.	Topics	Sub Topics	Date of imple ntation	Pedagog y	CO - Co ve re d	Facu lty Sig n	Ho D's Re m ar k wit h Da te
Unit - 1							
	Introduct ionand discussio n about the subject and syllabus	Course Objective andCourse Outcomes			CO -1 to C O- 4		
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Unit – 2						
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Unit-3						
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Unit-4						
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3. C.R.Devadhar(Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
4. M.R. Kale(Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
5. Gajendra Gadakar (Ed.) , Bose, Ramendramohan, Abhijñanaśākuntalam, Modern Book Agency, 10 College, Square, Calcutta

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-231

Course Name: व्याकरणम् निबन्ध गद्यनाट्यसाहित्येतिहासः

Course Objectives:

- (CO1): This course aims to acquaint students with Classical Sanskrit Prose literature.
 (CO2): Origin and development of prose, Important prose romances and fables Sanskrit are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
 (CO3): The course also seeks to help students negotiate texts independently.
 (CO4): This paper aims at teaching composition and other related informations.
 (CO5): It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Literature.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of sanskrit Grammar, Essays, Drama, Literature & History.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Students will be able to know ancient Indian history of literature and literary criticism.

(Understand K(2))

(CO2): They will learn about the Indian Philosophy, Religion, Dram, Essays and Culture in Sanskrit tradition.(Understand K (2)).

(CO3): They will also know Nation and Nationalism through Sanskrit literature and drama.(Understand K (2))

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3. C.R.Devadhar(Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
4. M.R. Kale(Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
5. Gajendra Gadakar (Ed.) , Bose, Ramendramohan, Abhijñanaśākuntalam, Modern Book Agency, 10 College, Square, Calcutta
6. Shastri, Dharan - Laghusis and Kaumudi, Original and Hindi, Motilal Banarsidas, Delhi
7. Shastri, Bhimsen - Laghusis, Takaumudi, Bhumi, Part - 1, Bhumi Kashan, Delhi
8. Nau- tyal, Ch- Dhar — Large- translation — Chandrika, Motilal Banarsidas, Delhi
9. Pardesh, Radha Mohan — Sansrit Sahchar, students friends, Patna.
10. Shri Krishnavedi, Kipaldave — Rachnaanuvadakaumudi, University Publications, Varanasi.
11. Shri Krishnavedi, Kipaldave — Sankranti Nabshatakam University Publication, Varanasi Apte.
12. V.S. - The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi translation also available).
13. Kale, M.R. - Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).

14. Kanschiram- Laghusiddhāntakaumudī (Vol.1), MLBD, Delhi, 2009.
15. □□□□□□□□□□□□□□□□, □□□□□ □□□□□□□□, □□□□ □□□□□□□□, □□□□□□□
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Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-238

Course Name: An outline history of western political thought

Course Objectives

1. Create more awareness among the students of the most important Indian and Western political thinkers.
2. Highlight the contribution of these thinkers to society.
3. Develop the intellectual capability to evaluate the Indian and Western Political Thought.
4. Develop the capacity to think critically in an analytically rigorous way.
5. Describe the contribution of the modern thinkers to the development of different political institutions, from the polis to government and democracy.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of politics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Identify and describe the most important Indian and Western political thinkers from the ancient to the modern period who have written extensively on politics, state, and government. **(Understand K(2))**

CO2: Understand and explain about the various social evils that existed and the approach of the reformers/thinkers in dealing with those evils. **(Understand K(2))**

CO3: Apply the ideas given by thinkers in the debates about the role of state, government and its influence on economy and society. **(Understand K(2))**

CO4: Reflectively analyse and appraise the thoughts of different thinkers. **(Understand K(2))**

CO5: Criticize and evaluate the contribution of the modern thinkers to the development of different political institutions, from the polisto government and democracy. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Unit I	Plato; Aristotle; Cicero.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-1		
Unit – 2							
	Unit II	Main characteristics of Medieval Political Thought and the Church-State controversy; St. Thomas Aquinas; Machiavelli; Jean Bodin.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-2		
Unit – 3							
	Unit III	Thomas Hobbes; John Locke; J.J. Rousseau; Jeremy Bentham; J.S.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-3		



		Mill					
Unit-4							
	Unit IV	Herbert Spencer; Karl Marx; T.H. Green; H.J. Laski.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-4		

1. T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications.
2. A. Altekar, (1958) State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass.
3. V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass.
4. V. Mehta, (1992) Foundations of Indian Political Thought, Delhi: Manohar.
5. Nelson, Brian, *Western Political Thought*, Pearson Longman, 2008
6. D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-239

Course Name: COMPARATIVE GOVERNMENT

Course Objectives

1. Students will be able to comprehend the concepts of comparative Government and Politics.
2. Students will be able to know about the various approaches of comparative.
3. Students will be able to comprehend the political institutions and processes in comparative perspective.
4. Students will be able to analyze the debates around globalization.
5. To make them able to apply the knowledge of each concept to a political argument.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of politics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)



1	CCSU End Term Examination	50
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Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: The student will be able to define comparative politics and its development as well as its limitations.

(Understand K(2))

CO2: The student will be able to understand, interpret and explain the approaches of comparative politics

(Understand K(2))

CO3: The student will be able to apply the knowledge of each concept to a political argument. **(Understand K(2))**

CO4: The course will help the students to reflectively analyse the development of state in various political regimes. **(Understand K(2))**

CO5: The student will be able to criticize and evaluate the process of globalization. **(Understand K(2))**

S · N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Rem ark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	United Kingdom:	General Features; Constitutional Conventions; The Crown; Parliament; Cabinet System; The Rule of Law; The Party System.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-1		
Unit – 2							
	U.S.A.	General Features; Federalism; President; Congress; Federal Judiciary; Method of Amendment of Constitution; Party System.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-2		



Unit – 3							
	Switzerland:	Main Features; Federal Executive; Federal Legislature; Judicial System; Devices of Direct Democracy; Method of Amendment in the Constitution.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		
Unit-4							
	France:	Making of the Constitution if the Fifth Republic and its characteristics; The President and the Government; The National Assembly and the Senate; The Judicial System and Administrative Law; The Party System.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		

Reference Books:

- J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press. M. Mohanty, (1999).
- Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html Accessed: 24.03.2011.

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: AE-245

Course Name: National Income Analysis Money & Banking

Course Objectives

1. To illustrate the basic concepts of macroeconomics
2. To make the students develop an approach to understanding the difference between Classical and Keynesian Macroeconomics.
3. To make students demonstrate the concept of Aggregate demand and Aggregate Supply
4. To make students analyze different economic concepts.
5. Analyze and reflect upon the market conditions affected by inflation, capital, investment etc.



Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Economics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



	Unit II	Value of Money: Fisher and Cambridge approaches. Income-expenditure approach. Keynes quantity theory. Prices: inflation, deflation, Monetary approach. Keynesian approach. Non-monetary theories of inflation. A brief discussion of relationship between inflation and unemployment (Philips curve and modified Philip's curve), Okun's law and concept of stagflation		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		
Unit – 3							
	Unit III	Banking: Types and function. Structure and management, assets and liabilities, creation of money. Commercial Bankings: Principles and Practices. Central Banking: Instrument of monetary control and other functions of Central Banks. Indian Monetary Market: Structure, concept and sources of change		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		



		in money supply. Reserve Bank of India, regulatory and promotional functions.					
Unit-4							
	Unit IV	Foreign Exchange: Concept, demand and supply of foreign exchange, external value of money-gold standard, exchange rate determination, purchasing power parity, theory, International monetary institution-IMF and IBRD. Exchange Control, Objectives and Methods.		<ul style="list-style-type: none"> Lecture Explanation Brainstorming 	CO-4		

Books Recommendation:

1. Manihara, K.K. – Monetary Theory
2. Crowther, G. – An Outline of Money
3. Halm, G.N. – Monetary Theory / Mudra Siddhant (in Hindi)
4. Makinen, Gale – Money; The Price Level and Interest Rate
5. Dilard, D. – Keynes Ka Arthashatra
6. Ghosh, Alak – Indian Economy
7. Rudra Dutt & Sudaram - Indian Economy
8. Samuelson, P.A. – Economics

Lesson Plan

Program: B.A. B.Ed.

Year: II

Course Code: E-246

Course Name: Public Finance and International Trade

Course Objectives

1. To acquaint the students with the nature and scope of international Economics.
2. To impart understanding about the theoretical foundations of international trade and its application in current business scenario.
3. Inculcation of attributes among students to understand and analyze the issues related to International Economics.
4. To develop insight to the relevance of international economic indicators and barriers to international trade. K4
5. To analyze the working of the International Monetary system & Foreign exchange system. K5



Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Economics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Apply a specific framework to illustrate the connection between a variety of models and approaches. K1(**Understand K(2)**)

CO2: Explain the connections between Ricardian, Heckscher-Ohlin and the specific factors models in trade theory and relate to gains from trade. K2(**Understand K(2)**)

CO3: Understand the concept of Balance of Trade and other measures of International Business Elements. K3(**Understand K(2)**)

CO4: Acquaint understanding and relevance of international economic indicators and barriers to international trade. K4 (**Understand K(2)**)

CO5: Understand the evolution and working of the International Monetary system & Foreign exchange system. K5 (**Understand K(2)**)

S · N o.	Topics	Sub Topics	Date of implemen- tation	Pedagogy	CO- Cov- e- red	Facult ySign	HoD ' s Rem ark with Date
Unit - 1							
	Introductio nand discussion about the subject and syllabus	Course Objective andCourse Outcomes			CO- 1 to CO- 5		
	Unit I	Private and Public Goods, Principle of maximum social advantage. Government Budget: Preparation and classification , Souces of Public Revenue, Taxation Satisfaction of Public wants, the benefit approach, the ability to pay approach, incidence and effects of taxation.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstormin g 	CO-1		



Unit – 2							
	Unit II	Public Expenditure: Wagner's law, Wiseman-Peacock hypothesis, the critical limit hypothesis. Classification of Public Expenditure: Effects of public expenditure on production and distribution. Public Debt: Classification, effects, burden, repayment and management.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		
Unit – 3							
	Unit III	Fiscal Policy: Stability and Economic growth. Indian Public Finance: Sources of income – Central, State, Indian Tax System, Public expenditure in India, Indian Federal Finance.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		
Unit-4							
	Unit IV	International Trade: Theory of comparative cost. Refinements- Opportunity cost. Reciprocal demand analysis. Terms of Trade: Concepts and measurement. Free trade and production. Tariff and non-tariff methods.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		



		The balance of payments: Equilibrium and disequilibrium. Foreign trade of India and trade policy.					
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Books recommended:

1. H. Dalton – Public Finance
2. H.L. Bhatia – Public Finance
3. Alen and Brownley – Public Finance
4. Samuelson, P.A. - Economics

Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-309

Course Name: History of English Literature

Course Objectives

(CO1): Trace the developmental history of English Literature from The Renaissance Period to postmodern period.

(CO2): Augment a critical understanding among students of the obvious interconnection between literature and its socio-political and cultural context.

(CO3): Become familiar with literary periods and their defining characteristics.

(CO4): Identify and analyze various forms of figures of speech.

(CO5): Apply figures of speech in their own writings.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge about history of English literature.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Language laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Trace the developmental history of English Literature from The Renaissance Period to postmodern period. **(Understand K(2))**

(CO2): Augment a critical understanding among students of the obvious interconnection between literature and its socio-political and cultural context. **(Understand K(2))**

(CO3): Become familiar with literary periods and their defining characteristics. **(Understand K(2))**

(CO4): Identify and analyze various forms of figures of speech. **CO5:** Apply figures of speech in their own writings. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	From Renaissance to Seventeenth Century	Renaissance and Reformation Miracle and Morality Plays University Wits Metaphysical Poetry Neo-classicism Elizabethan Songs and Sonnets		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-1		
Unit – 2							
	Eighteenth Century and the Romantic Age	Growth of the Novel Precursors of Romanticism Romanticism and the French Revolution Growth of Romantic Literature (Prose, Poetry)		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-2		



		, Drama and Novel)					
Unit – 3							
	Nineteenth Century	Characteristics of Victorianism Growth of Victorian Literature (Prose, Poetry, Drama and Novel) Pre-Raphaelite Poetry		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-3		
Unit - 4							
	The Twentieth Century	Trends in Twentieth century literature : Twentieth century Novel. Twentieth Century Drama, Problem Play		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-4		
Unit – 5							
	The Twenty First Century	Growth of Postcolonial literature : Feminism, Post modernism etc.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-5		

List of books recommended

- (1) History of English Literature by Legouis & Cazamian (published by Macmillan Books)
- (2) A Background to the History of English Literature by Brijadash Prasad (Published by Macmillan Books)
- (3) History of English Literature by Hudson

Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-310

Course Name: Indian writings in English Prose

Course Objectives

- (CO1):** Understand the different styles and structures of poem writing.
- (CO2):** To enable the students to understand the passage and grasp its meaning.
- (CO3):** To enable the students to read English passage loudly with correct pronunciation, stress, intonation, pause and articulation of voice.



(CO4): To enable them to express ideas to the passage orally and in writing.

(CO5): Critically analyze various types of novels and narrative techniques used in fiction.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge about indian English writings.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Language laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Understand the different styles and structures of poem writing. **(Understand K(2))**

(CO2): Acquire a broad perspective of the novel as a literary genre and the relevant historical, geographical, and cultural identical backgrounds. **(Understand K(2))**

(CO3): Describe the historical development of British Drama. **(Understand K(2))**

(CO4): Critically analyze various types of novels and narrative techniques used in fiction. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Poetry	Sarojini Naidu 'Palanquin Bearers' Nissim Ezekiel 'A Poem of Dedication' Jayant Mahapatra 'Hunger'		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-1		
Unit – 2							
	Poetry	Vikram Seth 'Unclaimed' A.K. Ramanujan 'Anxiety' Keki N Daruwala 'The Unrest of Desire'		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-2		
Unit – 3							
	Drama	Mahesh Dattani 'Tara'		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-3		



Unit - 4							
	Fiction	Mulk Raj Anand : The Untouchable		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-4		
Unit – 5							
	Prose	Mahatma Gandhi : Hind Swaraj, Chapters VIII [The condition of India], XIII (What is True Civilization?) & XVIII (Education)		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-5		

List of books recommended

1. Palanquin Bearers Book by Sarojini Naidu, Publisher : Katha (1 January 2012)
2. The Poetry of Nissim Ezekiel By A. Raghu, Atlantic Publishers & Dist, 2003
3. Jayant Mahapatr 'Hunger' (<http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/20renusingh1.pdf>)
4. Vikram Seth 'Unclaimed' (https://www.researchgate.net/publication/342501922_Vikram_Seth's_Homeless_and_Unclaimed_A_View_through_the_Diasporic_Lenses)
5. A.K. Ramanujan 'Anxiety' (https://ddceutkal.ac.in/Syllabus/MA_English/Paper_20.pdf)
6. Keki N Daruwala 'The Unrest of Desire' (<https://www.indianenglishlit.com/2021/09/poem-the-unrest-of-desire-by-Keki-n-daruwalla.html>)
7. MAHESH DATTANI: TARA - ISBN: 978-81-229-0274-7 Paperback – 1 January 2018
8. by A Critical Study by SHAKTI BAT

Untouchable Paperback – 29 August 2001 by Mulk Raj Anand

Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-313

Course Name: अद्यतन हिन्दी एवं कौरवी लोक काव्य

Course Objectives:

- (CO1): To modern Hindi poetry is composed of various genres
 (CO2): It provides knowledge of these different phenomena that have come into the language of modern poetic movements and provides a source of poetic taste
 (CO3): Beware of the major poetic trends of modern literature.
 (CO4): To provide a tasteful, studyable and evaluative view of the works in the context of the original forms of modern poetic forms and their developmental process.
 (CO5): The heroes of the modern period were distinguished from their epics with their shorthand

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students



- Basic knowledge of poetry of modern Hindi and Kauravas folk dances

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): We can understand about modern times from group discussions. **(Understand K(2))**

(CO2): revise the importance of enjoyment, study and value of works in the context of the physical forms of modern poetic forms and their development process. **(Understand K (2)).**

(CO3): Will be able to get acquainted with the major poetry streams of modern poetry. **(Understand K (2))**

(CO4): will be able to gain knowledge in the curriculum of modern poets and will be introduced to the study of various poems written by poets. **(Understand K(2))**

(CO5): They will be able to learn about these different phenomena that have come into the language of modern poetic movements and will be able to acquire knowledge related to the poetic taste **(Understand K(2))**

S . N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO- Cov e red	Facul ty Sign	Ho D' s Re m ark wit h Dat e
Unit - 1							
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Unit – 2							
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Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-314

Course Name: हिन्दी निबन्ध तथा अन्य गद्य विधाएं

Course Objectives:

(CO1): To develop the play and the characters, connecting them to the characters, made us aware of the mysteries of the literature

(CO2): With the use of Hindi language and classical language, there was a creative lightness in the writing which was different from that of Ekanki.

(CO3): New opening, editing and reporting ability to be rated in the context of the Street show & Memoir.



(CO4): To Stimulates to express their feelings and thoughts through prose form, phonetics, satire and hyper-narrative.

(CO5): To understand various Autobiographies in the prose form.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Hindi essays & other Prose.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): After reading the play, you will be able to critically analyze the Hindi characters and characteristics. **(Understand K(2))**

(CO2): Will be able to review only on the basis of getting acquainted with the management and monotony. **(Understand K (2)).**

(CO3): appreciate the opening, setting and reporting of the story from the perspective of the Social environment. **(Understand K (2))**

(CO4): We can express our feelings, thoughts, experiences and emotions through different comic figures, phonetics, satire and hyper-narrative. **(Understand K(2))**

(CO5): An autobiography in the form of prose, a travelogue will not be able to explain the meaning and nature of the sketch. **(Understand K(2))**

S . N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	Ho D's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
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Unit-3							
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Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-315

Course Name: Political History of India [From 1740 - 1947 A.D.]

Course Objectives

1. To make students able to illustrate the knowledge of history of India from the ancient times.
2. To introduce the ancient Indian society and polity
3. To interpret the economic development of ancient India
4. To Mark the important centers of trade & literature during the ancient times on the outline map of India
5. To make students aware of the importance and types of the sources in Historical studies

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of political history.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)



CO1: Classify the basic themes, concepts, chronology and the Scope of Indian History (**Understand K(2)**)

CO2: Compare the social & technological developments of Stone Ages, Classify and tabulate the different archaeological sources (**Understand K(2)**)

CO3: Critically recognize the Social, Political, Economic and Cultural aspects of History (**Understand K(2)**)

CO4: Explore the scope for further research in the domain and to study further in the applied field of history (**Understand K(2)**)

CO5: Have a comparative understanding of different dynasties in Ancient India (**Understand K(2)**)

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Unit I	1- Expansion and Consolidation of British rule with special reference to Bengal, Mysore, Maratha. 2- William Bentinck and his Policies. 3- Dalhousie and his Policies.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-1		
Unit – 2							
	Unit II	1- Economic Changes: Land Revenue Settlements; permanent settlements, ryotwari, malwary		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-2		



		peasantry and recurrent famines. 2- Revolt of 1857. Causes, Nature, Ideology, Programme, Leadership, People's participation, failure and impact. 3- British Relations with Princely States.					
Unit – 3							
	Unit III	1- Policies of Lord Canning, Lytton, Ripon and Curzon. 2- The Acts – 1858, 1892, 1919 and 1935. 3- Emergence of Organized Nationalism – Formation of Indian National Congress and its Programme. 4- Moderates: Extremists, Swadeshi, Revolutionary movements.		<ul style="list-style-type: none">• Lecture• Dictation• Explanation• Brainstorming	CO-3		
Unit - 4							
	Unit IV	1- Gandhian Movement: Non-Cooperation,		<ul style="list-style-type: none">• Lecture• Dictation• Explanation• Brainstorming	CO-4		



		Civil Disobedience, Quit India. 2- Pre-Partition Politics – Simon Commission, August offer, Cripps Mission, Cabinet Plan. 3- Communal Politics, Partition and independence of India – Mountbatten Plan, C. Rajgopalachari Plan, Transfer of Power.					
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Text Book:

1. Shama B.K., "History of India (1740-1950)"
2. Over BL, Yashpal, "History of Modern India"
3. Awal R.C., "Evolution of the Indian Constitution and the Radiane Movement

Reference book:

1. "History of Modern India"; O'Dal, 1992
2. Tarachand, History of the Indian Evangelist Movement, Vol.1, Delhi, 1984
3. Shivkumar Gut, "History of Modern India (1756-1858)", Jaipur, 1999
4. LP Shama[, 'History of India (1000-1761): Agra, 2000
5. LP Sharma [, Modern India (1707-1967)", Agra, 1987
6. Dr. B.K. Kishor Shama[, "History of India (1750-1950)", Jaipur, 2005
7. LP Gautam, "Modern India (1757-1947)", Jaipur, 1998
8. Ine Paday, "Complete History of India", Volume-2, Allahabad, 1985-
1. Bipan Chandra, History of Modern India, Orient Blackswan, 2009.
2. Bipan Chandra et al., India's Struggle for Independence, Penguin, New Delhi, 1987.
3. B.L. Grover and S. Grover, A New Look at Modern Indian History, S. Chand and Company, New Delhi, 2001.
4. Sumit Sarkar, Modern India 1885-1947, Macmillan, Madras, 1996.
5. Sekhar Bandyopadhyay, From Plassey to Partition and After: A History of Modern India, Orient Blackswan, 2004.

Lesson Plan

Year: III

Course Code: AE-316

Program: B.A. B.Ed.

Course Name: History of Indian culture

Course Objectives



1. To make students able to illustrate the knowledge of history of India from the ancient times.
2. To introduce the ancient Indian society and polity
3. To interpret the economic development of ancient India
4. To Mark the important centers of trade & literature during the ancient times on the outline map of India
5. To make students aware of the importance and types of the sources in Historical studies

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of political history.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Classify the basic themes, concepts, chronology and the Scope of Indian History (**Understand K(2)**)

CO2: Compare the social & technological developments of Stone Ages, Classify and tabulate the different archaeological sources (**Understand K(2)**)

CO3: Critically recognize the Social, Political, Economic and Cultural aspects of History (**Understand K(2)**)

CO4: Explore the scope for further research in the domain and to study further in the applied field of history (**Understand K(2)**)

CO5: Have a comparative understanding of different dynasties in Ancient India (**Understand K(2)**)

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Unit I	1- Indus Valley Civilisation – Sources of		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation 	CO-1		

		Information, Social Life, Religious Life, Town Planning, 2- Vedic Period – Social, Religious Conditions, Varana Ashram System, Status of Women. 3- Jainism – Causes for the Religious Upheaval, Teachings of Mahacira& Principles of Jainism. 4- Buddhism – Rise and Growth, Doctrines of Buddhism, Causes of Downfall.		<ul style="list-style-type: none"> Brainstorming 			
Unit – 2							
	Unit II	1- Mauryanperiod Art and Architecture. 2- Sung and Kushana period – Art and Architecture. 3- Gupta period – Art, Architecture and Culture. 4- Post Gupta Temple Architecture, sculpture and painting.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-2		
Unit – 3							



Unit III	<p>1- Social and Religious Reformation Movement – Arya Samaj, Brahma Samaj, Theosophical Society, Ramkrishna Mission, Bahavi, Deoband, Ahmadiya and Aligarh Movements.</p> <p>2- Development of Modern Education and Press.</p> <p>3- Colonial Architecture – New Towns, Volonial forts, Architecture in 20th Century.</p>	<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3			
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Reference Books and Readings:

1. Allchin, BR., Birth of Indian Civilization, Penguin Books Ltd., 1995.
2. Basham, AL., The Wonder that was India (Vol-I), Rupa & Co., New Delhi, 1995.
- 3 History of Indian Culture) by Dr. A.K. Mittal, Dr. R. Agarwal
4. Basham AL.,(Ed), A Cultural History of India, OUP, Delhi,1998.
5. Himanshu P.Roy, The Winds of Change (Buddhism and the maritime linksof early south Asia), OUP, Delhi, 1998.
6. Jha, DN., Ancient India-An Introductory Outline, People's Publishing House, New Delhi.
7. Jha D.N., Revenue System in Post-Maurya and Gupta Times, PunthiPustak, Calcutta, 1967
8. Luniya, BN., Evolution of Indian Culture, Lakshmi, Narian Agarwal, Agra, 1977.
9. Majumdar R.C., Ancient India, Motilal Banarsidas Pub., Delhi,1982.
10. Romila Thapar (Ed), Recent perspectives of Indian History, Oxford Uni Press, Delhi, 1998.

Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-317

Course Name: Fundamentals of Foods and Nutrition

Course Objectives

1. Importance of Food.
2. Various Nutrients, food groups, their importance, sources, functions, requirements and deficiencies.
3. Process of digestion and absorption of food.
4. Different methods of cooking and retention of nutritive value of food while cooking.
5. Food adulteration, food poisoning and their impact on human health.



Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Home science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Laboratory

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

1. Comprehend relationship between food, nutrition and health. (**Understand K(2)**)
2. Understand the functions of food, various food groups, balanced diet and principles of meal planning. (**Understand K(2)**)
3. Understand functions of various nutrients and their sources & gaining knowledge about clinical manifestations of excess/ deficiency of nutrients(**Understand K(2)**)
4. Understand the methods of preparation using cookery methods(**Understand K(2)**)
5. Understanding the requirements in all stages of life span and special conditions (**Understand K(2)**)

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Introduction of foods and Nutrition	<ul style="list-style-type: none"> • Definitions – Foods, Nutrition and Nutrients. □ Classification. 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		



		<input type="checkbox"/> Functions of food.					
Unit – 2							
	Essential Constituents of Food	<ul style="list-style-type: none"> • Sources, Functions, Requirements, Digestion, Absorption and Deficiency Diseases. Protein, Carbohydrate. Lipids, Vitamins. Minerals, Water. 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		
Unit – 3							
	Basic Food Groups	Importance if basic food groups in the diet, nutritive combination of food stuffs and their importance in diets like cereals and millets, pulses, nuts and oil seeds, vegetables, fruits, Milk and Milk products, Egg, fish, meat and other flesh foods. Fats and oils, Sugar and jiggery, Spices and condiments		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		
Unit-4							
	Methods of cooking	<ul style="list-style-type: none"> ▪ Various types of Cooking Methods. ▪ Relation of Nutritive value while 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		



		preparation and cooking.					
Unit-5							
	Food Adulteration & Food Poisoning	<ul style="list-style-type: none"> Food Poisoning-Meaning, Causes and Effects on Human Health. 		<ul style="list-style-type: none"> Lecture Explanation Brainstorming 	CO-5		

REFERENCE BOOKS

1. Textbook of Home Science, Premalata Mullick, Kalyani Publication
1. Nutrition and Dietetics Shubhangini A Joshi
2. Hand book of Foods and Nutrition M. Swaminakhan
3. Normal and Therapeutic Nutrition Proudfit & Robinson
- 4- vkgkj ,oa iks"k.k foKku ¼LVkj ifCyds'kUI] vkxjk½ Mk0 yfyrk 'kekZ
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Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-318

Course Name: Dietetics and Therapeutic Nutrition

Course Objectives

1. To learn and understand malnutrition, meal planning and dietetics.
2. To understand importance and need of therapeutic nutrition.
3. To learn the dietary requirements of phase of lifecycle.
4. To plan and modify diets in various special conditions and diseases

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Home science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Laboratory

Assessment Schemes



S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

1. Develop an understanding of the principles of biochemistry. **(Understand K(2))**
2. Understand chemistry of major nutrients and physiologically important biomolecules. **(Understand K(2))**
3. Understand the biological processes and systems as applicable to nutrition. **(Understand K(2))**
4. Apply the knowledge acquired to human nutrition and dietetics. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Introduction:	<ul style="list-style-type: none"> ▪ Definitions – Balanced Diet, Dietetics and Therapeutic nutrition. ▪ Meal planning, factors affecting Meal planning, Recommended Dietary Allowances (R.D.A.) 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		
Unit – 2							
	Malnutrition	<ul style="list-style-type: none"> ▪ Concept and Definitions. 		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		



		<ul style="list-style-type: none"> Causes and Factors Affecting. 					
Unit – 3							
	Nutrition During Lifecycle:	<ul style="list-style-type: none"> Nutrition during infancy. Nutrition during childhood. Nutrition for adolescence. Nutrition for Adults. Nutrition during Old age. Nutrition during Pregnancy and Lactation. 		<ul style="list-style-type: none"> Lecture Explanation Brainstorming 	CO-3		
Unit-4							
	Therapeutic Nutrition:	<ul style="list-style-type: none"> Importance of Therapeutic Nutrition. Different types of Diets with respect to Consistency. Therapeutic Adaptation to Normal diet. 		<ul style="list-style-type: none"> Lecture Explanation Brainstorming 	CO-4		
Unit-5							
	Dietary modification for the following diet:	Acute and chronic Fever Diarrhea and Constipation Underweight and Over weight Diabetes Mellitus Hypertension Jaundice		<ul style="list-style-type: none"> Lecture Explanation Brainstorming 	CO-5		

REFERENCE BOOKS

- Nutrition and Dietetics Shubhangini A Joshi



- Hand book of Foods and Nutrition M. Swaminakhan
- Normal and Therapeutic Nutrition Proudfit & Robinson
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- Textbook of Home Science, Premalata Mullick, Kalyani Publication

Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-321

Course Name: Career Information In Career Guidance

Course Objectives

1. To develop an understanding of the need and importance of career information for the pupils.
2. To identify their role and function in locating , collecting , evaluating and disseminating career information for the use of pupils.
3. To develop an understanding of how one's ability. interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of career goals and guidance.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Understand Teacher as career guide. **(Understand K(2))**

CO2: Make relationship between student and teacher to help in achieving career goals of students. **(Understand K(2))**

CO3: Comprehend Reading as Resource. **(Understand K(2))**

CO4: Apply the discussion skills in teaching learning process and school environment. **(Understand K(2))**

CO5: Develop skill about Writing journals and reflective diaries etc. **(Understand K(2))**

S. N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	UNIT - I	<ul style="list-style-type: none"> ● Meaning and concept of Guidance. □ Types - Educational, vocational and personal needs and principles. □ Counselling - need, functions and types. 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-1		
Unit – 2							
	UNIT - II	<ul style="list-style-type: none"> ● Meaning of career and career information components of career information. □ Occupational information, information about education and opportunity and personal social information. 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-2		
Unit – 3							



	UNIT - III	<ul style="list-style-type: none"> • Aims to study career information at different school levels. □ Career information : Sources, methods of collection, classification and filling-up of information and evaluation of the information. 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
Unit-4							
	UNIT - IV	<ul style="list-style-type: none"> • Information about education and training opportunities for primary, elementary and secondary levels of school. 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-4		
Unit-5							
	UNIT - V	<ul style="list-style-type: none"> • Personal social information at every school level. 		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-1		

Text Books:

1. Guidance and Counselling by P.K.Panda, Agarawal Publication
2. Educational Guidance and Counselling by Mrs. Mandeep Nandra and Dr. Geeta Sharma, Tandon Publication



Reference Books:

1. Guidance and Counselling by Shivpal Singh and Chanchal Tyagi, R. Lall Publications
2. Educational Guidance and counseling by Prof. Md. Iqbal Mattoo paperback

Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-322

Course Name: Educational Administration & Management

Course Objectives

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand to concept at importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyze the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of educational administration & management.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Explain the meaning and approaches of Educational Administration & Management.

(Understand K(2))

CO2: Understand, interpret and explain the relevance of various theories of Educational Administration. **(Understand K(2))**

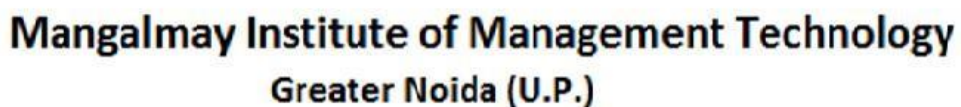
CO3: Apply the knowledge of each concept for administration and policy formulation. **(Understand K(2))**

CO4: Criticize and reflectively analyze the recent trends of Educational Administration & Management. **(Understand K(2))**

CO5: The student will be able to explain and analyze the concept of management policy. **(Understand K(2))**



S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	UNIT - I	<input type="checkbox"/> Conceptual framework: Concept of educational administration. <input type="checkbox"/> Concept of educational management human being as inputs, process and products inputs. <input type="checkbox"/> Nature, objectives and scope of educational administration.		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-1		
Unit – 2							
	UNIT - II	<input type="checkbox"/> Role and functions of headmaster/teacher, Basic functions of administration - planning, organizing directing and controlling. <input type="checkbox"/> Co-ordination and growth development.		<ul style="list-style-type: none"> Lecture Explanation Demonstration Brainstorming 	CO-2		



		<input type="checkbox"/> Supervision and inspection, defects in the present supervision and inspection. <input type="checkbox"/> Scope of educational supervision <input type="checkbox"/> Types of supervision. <input type="checkbox"/> Providing guidance ; leadership function. <input type="checkbox"/> Crisis in management. <input type="checkbox"/> Decision making.					
Unit – 3							
	UNIT - III	Communication in Educational Administration: Role of communication in effective management and administration. <input type="checkbox"/> Methods of communication <input type="checkbox"/> Barriers of communication in educational administration. <input type="checkbox"/> Overcoming barriers to communication and effective communication in educational administration.		<ul style="list-style-type: none"> • Lecture • Explanation • Demonstration • Brainstorming 	CO-3		
Unit-4							



	UNIT - IV	<ul style="list-style-type: none"><input type="checkbox"/> Management of Schools: Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.<input type="checkbox"/> Involvement of other functionaries and agencies in the preparation of a plan.<input type="checkbox"/> Delegation of authority and accountability.<input type="checkbox"/> Role of the headmaster in monitoring, supervision and evaluation.<input type="checkbox"/> Role of headmaster in motivating the staff, in resolution of interpersonal conflicts.<input type="checkbox"/> Role of the headmaster in creating resources and managing financial matters.<input type="checkbox"/> Optimum use of available resources for		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-4		
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		growth and development of the school. Staff development programmes <input type="checkbox"/> Role of teachers in school management and administration.					
Unit-5							
	UNIT - V	<input type="checkbox"/> Educational administration in the state: The administrative structure in the field of education in the state. <input type="checkbox"/> Control of school education in the stage - a critical analysis. <input type="checkbox"/> Functions of the state government in relation to secondary and higher secondary schools. <input type="checkbox"/> Functions of the board of secondary education in controlling secondary schools. <input type="checkbox"/> Problems of secondary school administration in government schools.		<ul style="list-style-type: none">• Lecture• Explanation• Demonstration• Brainstorming	CO-5		



Mangalmay Institute of Management Technology

Greater Noida (U.P.)



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5. School Administration and Organization: S.P. Sukhiya
6. Educational Administration: Supervision Planning and Financing: R.P. Bhatnagar, Vidya Agarwal
7. School Management, Information and Communication Technology: J.C. Agarwal

Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-330

वेद—उपनिषद्—आर्षकाव्यम्—अलंकाराश्च

Veda-Upanishad-Arshkavyam-Alankarashecha

Course Name:

Course Objectives:

- (CO1): This course aims to acquaint students with Classical Sanskrit Prose literature.
- (CO2): Develop a strong concept of ancient Indian history, philosophy and literature
- (CO3): Enhance communication skills-Listening, Speaking, Reading, Writing.
- (CO4): It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Literature.
- (CO5): Reasonable understanding of multi-disciplinary relevance of literature of Sanskrit like Veda, Philosophy, Grammar, Kavya, Smitisastra etc.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Ved, Upanishad, Kavya a& Alankars.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Students will be able to know ancient Indian history of literature and literary criticism.

(Understand K(2))

(CO2): They will learn about the Indian Philosophy, Religion, Dram, Essays and Culture in Sanskrit tradition.(Understand K (2)).

(CO3): They will also know Nation and Nationalism through Sanskrit literature and drama.(Understand K (2))



S . N o.	Topics	Sub Topics	Date of impleme ntation	Pedagog y	CO - Co ve red	Facu lty Sig n	Ho D' s Re m ar k wit h Da te
Unit - 1							
	Introduct ionand discussio n about the subject and syllabus	Course Objective andCourse Outcomes			CO -1 to C O-5		
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Unit – 2							
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Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-331

गद्यकाव्यम्-नीतिकाव्यम्-व्याकरणम्-छन्दश्च

Gadyakavyam-Neetikavyam_Vyakaranam-Chhandashcha

Course Name:

Course Objectives:

(CO1): This course aims to acquaint students with Classical Sanskrit Prose literature.

(CO2): Develop a strong concept of ancient Indian history, philosophy and literature

(CO3): Increase in depth knowledge of the Core Areas of the subject.

(CO4): Enhance communication skills-Listening, Speaking, Reading, Writing.

(CO5): It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Literature.

(CO6): Reasonable understanding of multi-disciplinary relevance of literature of Sanskrit like Veda, Philosophy, Grammar, Kavya, Smitisastra etc.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of grammar, literature, kavya, chhand.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Library

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Students will be able to know ancient Indian history of literature and literary criticism.

(Understand $K(2)$)

(CO2): They will learn about the Indian Philosophy, Religion, Dram, Essays and Culture in Sanskrit tradition. **(Understand K (2)).**

(CO3): They will also know Nation and Nationalism through Sanskrit literature and drama. **(Understand K (2))**



S · N o.	Topics	Sub Topics	Date of imple ntation	Pedagog y	CO - Co ve re d	Facu lty Sig n	Ho D's Re m ar k wit h Da te
Unit - 1							
	Introduct ionand discussio n about the subject and syllabus	Course Objective andCourse Outcomes			CO -1 to C O- 5		
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Unit – 2							
	□□□□□□ □□ □□□□□	□□□□□□□□□□□- □□□□□□□□□□ (□□□□□□□□□□□□□□ □□□□)		<ul style="list-style-type: none"> • Lecture • Brainstor ming Discussio n • Exposition • Story telling technique • Explanatio n • Lecture • Questionai re 	CO- 2		



4. □□□□□□□□□□ □□□□□□ - □□□□□□□□□□ (□□□□□□ □□□□□□□□□□)
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Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-338

Course Name: Principles of Public Administration

Course Objectives

1. Comprehend the concept of Public Administration and Public Policy.
2. Comprehend the various theories of Public Administration.
3. Analyze the process of policy formulation, implementation and evaluation.
4. To explain and analyze the concept of public policy.
5. To criticize and reflectively analyze the recent trends of Public Administration

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of politics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Explain the meaning, scope and approaches of Public Administration(**Understand K(2)**)

CO2: Understand, interpret and explain the relevance of various theories of Public Administration. (**Understand K(2)**)

CO3: Apply the knowledge of each concept for administration and policy formulation(**Understand K(2)**)

CO4: Criticize and reflectively analyse the recent trends of Public Administration(**Understand K(2)**)

CO5: The student will be able to explain and analyse the concept of public policy. (**Understand K(2)**)

S . N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult ySign	HoD ' s Re m ark with Dat e
Unit - 1							
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit - I	Meaning, nature and scope of Public Administration ; Relation of Public Administration to other Social Sciences; Public and Private Administration ; the role of Public Administration in the Modern State; Responsive Administration .		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-1		
Unit – 2							
	Unit - II	Bases of Organization – Primacy of the Fundamental base; Principles of		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstormin g 	CO-2		



		Organization; Hierarchy; Span of Control; Delegation of Authority; Centralisation and Decentralization; Control over Administration; Legislative, Executive and Judicial.					
Unit – 3							
	Unit - III	The Chief Executive; Line, Staff and Auxiliary Agencies; The Department; Public Corporations; Independent Regulatory Commissions; Field services / agency; Bureaucracy.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-3		
Unit-4							
	Unit - IV	Personnel Administration: Recruitment, Training and Promotion; Position Classification; Public Relations; Financial administration; budget, audit.		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		

References :

1. Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.
2. Basu, D.D. (2000), Introduction to the Constitution of India, Wadhwa and Company, New Delhi.
3. Fadia and Fadia, Indian Administration (2012), Sahitya Bhavan Publications, Agra.
4. Granville Austin (1999), The Indian Constitution – Corner Stone of a Nation, OUP, New Delhi.
5. Maheswari, S.R. (2001), Indian Administration, Orient Blackswan,



Hyderabad

6. Maheswari, S.R. (2004) The Public Service of India: Current Good Practices and New Developments in India, Commonwealth Secretariat.
7. Pylee, M.V (2009), An Introduction to the Constitution of India, Vikas, New Delhi
8. Ramesh K. Arora and Rajni Goyal (2002), Indian Public Administration, Vishwa Prakashan, New Delhi.
9. Sarkar Jadunath (2009), The Mughal Administration, Six Lectures, BiblioLife, Sathe S.P. (2002), Judicial Activism in India, New Delhi: Oxford University Press.
10. Sibransan Chatterjee (1997), Restructuring Centre- State Relations: The Sarkaria Commission and Beyond, Minerva Associates, Calcutta.

Lesson Plan

Program: B.A. B.Ed.

Year: III

Course Code: AE-339

Course Name: Indian Political Thought

Course Objectives

1. To understand Concepts, sources, bases of ancient political thought.
2. To comprehend main sources of the political tradition in ancient India and its development in modern times
3. To understand thinkers from ancient to modern times, their seminal contribution to the evolution of political theory in India.
4. To understand Contributions of Kautilya, Dayanand Saraswathi and Swami Vivekananda for the development of political thought.
5. To understand Contributions of Tilak, Gokhale and Aurobindo for the political thought in Modern India.
6. To understand the political thought of Mahatma Gandhi and M N Roy in Indian Freedom Movement.
7. To understand Political thought of B R Ambedkar, Ram Manohar Lohiya and Jayaprakash Narayan. **Session Duration:** 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of politics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50

Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Explain the meaning and approaches of Political thoughts. **(Understand K(2))**

CO2: Understand, interpret and explain the relevance of various theories of Political thought. **(Understand K(2))**

CO3: Apply the knowledge of each concept for political thought formulation(**Understand K(2)**)

CO4: Criticize and reflectively analyse the recent trends of political thought (**Understand K(2)**)

CO5: The student will be able to explain and analyse the concept of public policy. **(Understand K(2))**

S . No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Unit - I	Manu, Bhisma, Kautilya, Sukra.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-1		
Unit – 2							
	Unit - II	The Indian Renaissance; Raja Ram Mohan Roy; Gopal Krishna Gokhale; Mahadeo Govind Ranade.		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-2		
Unit – 3							
	Unit - III	Bal Gangadhar Tilak; Aurobindo Ghosh; Swami Vivekananda		<ul style="list-style-type: none"> Lecture Dictation Explanation Brainstorming 	CO-3		
Unit-4							



	Unit - IV	M.K. Gandhi; Jawaharlal Nehru; M.N. Roy; Jai Prakash Narain		<ul style="list-style-type: none"> • Lecture • Dictation • Explanation • Brainstorming 	CO-4		
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Reference Books and Readings:

1. Altekar, A. S., State and Government in Ancient India, Delhi, Motilal Banarsidass, 1966.
2. Appadorai, A., Documents on Political thought in Modern India, 2 vols, Bombay Oxford University Press, 1970.
3. Bandhopadhyaya, J., Social and Political Thought of Gandhi, Bombay, Allied, 1969.
4. Jain, R.B., Contemporary Issues in Indian Administration, New Delhi, Vishal, 1976.
5. Nigro, F.A., and G.L.Nigro, Modern Public Administration, New York, Harper Row, 1980.
6. Perry, J., Handbook of Public Administration, San Francisco, Jossey-Bass, 1989.
7. Rabin, et.al., J., (eds.), handbook of Public Administration, New York, Marcel Dekker, 1989.
8. Singh, H., and M.Singh, Public Administration in India: Theory and Practice, New Delhi, Sterling Publishers, 1990.
9. Stewart, C., and D Dunkerly (eds.), Critical Issues in Organizations, London, Routledge and Kegan paul, 1977.
10. Sury, M.M., Government Budgeting in India, New Delhi, Commonwealth Publishers, 1990.
11. Verma, S.P., and S.N.Swaroop, Personnel Administration, EROPA, 1993.
12. Wilson, J.Q., Bureaucracy: What Government Does and Why they Do It?, New York, Basic Books, 1989.

Program: B.A. B.Ed.
Course Name: Economics of Growth and Development
Course Objectives

Lesson Plan
Year: III

Course Code: AE-345

1. To acquaint the students with the nature and scope of Economic growth and development.
2. To impart understanding about the theoretical foundations of Economic growth and development & its application in current business scenario.
3. Inculcation of attributes among students to understand and analyze the issues related to Economic growth and development.
4. To develop insight to the relevance of international economic growth and development indicators and barriers. K4
5. To analyze the working of the International economic models. K5

Session Duration: 50 minutes

Participants:



Entry level knowledge and skills of students

- Basic Knowledge of Economics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: Apply a specific framework to illustrate the connection between a variety of models and approaches. K1

CO2: Explain the connections between Ricardian, Heckscher-Ohlin and the specific factors models in trade theory and relate to gains from trade. K2

CO3: Understand the concept of Balance of Trade and other measures of International Business Elements. K3

CO4: Acquaint understanding and relevance of international economic growth and development. indicators and barriers. K4

CO5: Understand the evolution and working of the International Monetary system & Foreign exchange system. K5

S . N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult y Sign	HoD , Re m ark with Dat e
Unit - 1							
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit I	Economic growth and economic development: Meaning; Diverse structure and common characteristics of developing nations; obstacles to development, Economic and non-economic factors in economic development, Growth models: Classical, Marx, Schumpeter and Harbod-		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		



		Domer.					
Unit – 2							
	Unit II	Dualistic economic theories: Lewis model of labour surplus economy; Rosenstein Rodan's theory of big push, Leibenstein's Critical minimum effort thesis, Nelson's low level equilibrium trap; balanced versus unbalanced growth, Rostow's stages of Economics growth.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		
Unit – 3							
	Unit III	Towards an equitable world economy: Trade and Economic development: Terms of trade, concepts, measurement, movements and prospects, international finance and financial restructuring, south-south cooperation, W.T.O. and developing countries.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		
Unit-4							
	Unit IV	Development and planning: need, concept, types, planning and the market, Formulation of plans. Objectives,		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		



		strategy, and achievements of five year plans, Planning in India. Problem of poverty, inequality and regional imbalance in India.					
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Books Recommendation:

1. Todaro, M.P. – Economic Development in the Third World
2. Htirwal, A.P. – Growth and Development
3. Ghatak, S. – Development Economics
4. Meier, G.M. (Eds.) – Leading issues in Economic Development
5. Salvatore, D and E. Dowling – Development Economics, Schaum, Outline series in Economics

Lesson Plan

Year: III

Course Code: AE-346

Program: B.A. B.Ed.

Course Name: Quantitative Methods

Course Objectives

1. The objective of the course is to provide an overview of the pertinent issues in Indian economy, like growth, unemployment, poverty, inequality etc.
2. To make the students able to assess challenges and opportunities of various sectors (e.g. agriculture, industry, services).
3. To understand and discuss causes and impact of population growth.
4. To make them able to analyze the nature of linkages of Indian economy with the rest of the world through trade and investment channels.
5. To make them evaluate the challenges and opportunities before the Indian economy in improving its position in the global economic structure.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of Economics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	CCSU End Term Examination	50



Course Outcomes (starting with action-oriented observable and measurable verb)

CO1: The student will be able to describe issues pertaining to GDP growth, unemployment, poverty, inequality and human development in the Indian Economy. **(Understand K(2))**

CO2: The student will be able to assess challenges and opportunities of various sectors (e.g. agriculture, industry, services). **(Understand K(2))**

CO3: To Understand the causes and impact of population growth. **(Understand K(2))**

CO4: The student will be able to analyse the nature of linkages of Indian economy with the rest of the world through trade and investment channels. **(Understand K(2))**

CO5: The student will be able to evaluate the challenges and opportunities before the Indian economy in improving its position in the global economic structure. **(Understand K(2))**

S . N o.	Topics	Sub Topics	Date of implementa tion	Pedagogy	CO- Cov e red	Facult ySign	HoD ' s Rem ark with Date
Unit - 1							
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Unit I	Elementary Mathematical Concepts: Algebraic expression, equations and identities; simultaneous equations; ratio, proportion and variation; meaning of first differential coefficient, rules of simple differentiation ; rules of simple integration and definite integration, trigonometric ratios, equations of straight line,		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-1		



		slope and intercept form of a straight line.					
Unit – 2							
	Unit II	Mathematical Concepts in Economics (to be taught with the help of simple Mathematics): Marginal analysis- Concept of margin: marginal utility, marginal cost, marginal product, marginal rate of substitution (MRS), marginal rate of technical substitution (MRTS) etc.; Demand function, Cost and Revenue functions; concept of elasticity; Relation Between AR, MR and price elasticity of demand; Nature of curves; concave and convex; Maximization and minimization of a function; Consumer surplus and producer surplus; Concept of capital output ratio and incremental capital output ratio; Concept of equilibrium – partial and		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-2		



		general.					
Unit – 3							
	Unit III	Nature, scope and importance of Statistics for economists; Methods of data collection, classification, tabulation, graphic and diagrammatic representation of data. Measures of Central Tendency Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean Measures of Dispersion, Range, Mean Deviation, Standard Deviation, CO-variance, Coefficient of Variation, Skewness and Kurtosis.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-3		
Unit-4							
	Unit IV	Relationship between two variables and correlation coefficient; Definition of index numbers and computation of simple indices; Time series: concept and components; Probability. Concept, Addition and Multiplication Theorems.		<ul style="list-style-type: none"> • Lecture • Explanation • Brainstorming 	CO-4		



Books recommended:

1. R.G.D. Alien – Mathematics for Economics
2. Mehra&Madnani – Mathematics for Economics
3. Taro Yamaney – Mathematics for Economics.

Lesson Plan

Program: B.A. B.Ed. **Year:** IV **Course Code:** AE-409

Course Name: Teaching of English

Course Objectives

- (CO1):** To Understand about the nature and characteristics of a language and mother tongue and the use of language.
- (CO2):** To Practice the required skill and their interlinks for mastering a language.
- (CO3):** To Understand the various approaches for planning for successful language teaching.
- (CO4):** Understand the Approaches for teaching different aspects of language.
- (CO5):** Understand the Aids and other similar available material that could be used for teaching language.
- (CO6):** Practice the technique of obtaining feedback for self evaluation and evaluation of student's success in learning and using the language.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of nature of English and skills to communicate fluently.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Language laboratory

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100



Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Understand the need and importance of English language. (**Understand K(2)**)

(CO2): Develop proficiency in the language. (**Understand K (2)**).

(CO3): Familiar with the psycholinguistics and sociolinguistics aspects of language.

(Understand K (2))

(CO4): Able to use technology to enrich language teaching (**Understand K(2)**)

(CO5): Aware of the pedagogical practices required for teaching English on second

Language (Understand K(2))

S . N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Background to the Study of English	Role of English in the present day; Position of English in the Indian school curriculum in the context of the three language formula		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
		English as a second Language		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
		Functions of language		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
		Linguistic principles.		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
		Aims and objectives of teaching of English at Junior and Secondary level		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		



Unit – 2							
	Content and pedagogical analysis	Teaching of prose, poetry, composition and grammar		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-2		
		Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammar		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-2		
		Preparation of micro lessons based on the following skills : (i) Introduction. (ii) Questioning. (iii) Explaining (iv) Illustration (v) Stimulus variation		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-2		
Unit - 3							
	Methods of Teaching and Skills of Teaching	Difference between Method and Approach of teaching English, Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-3		
		Various Approaches of teaching English; Structural Approach, Communicative Approach, Holistic Approach & Linguistic communicative approach		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-3		
		Development of following linguistic skills		<ul style="list-style-type: none"> Lecture Brainstorming Demonstration 	CO-3		



	Evaluation in English	Basic principles of testing English, Tools and Techniques of Evaluation		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
		The Meaning and Significance of Comprehensive and Continuous Evaluation in English		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
		Development of good test items in English (objectives type, short answer type, essay type).		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
		Construction of an achievement test		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
		Diagnostic testing & Remedial teaching in English		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		

Text Books:

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
5. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
6. Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.

Reference Books:

- Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
- Samajh ka Madhyam, National Council of Educational Research and Training, New Delhi 2009
- Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
- Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary stage in English, National Council of Educational Research and Training, New Delhi



2015

- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
- Beaumont, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
- Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
- Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.
- Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India

Lesson Plan

Program: B.A. B.Ed. **Year:** IV **Course Code:** AE-413
Course Name: Teaching of Hindi

Course Objectives

- (CO1):** To Understand about the nature and characteristics of a language and mother tongue and the use of language.
- (CO2):** To Practice the required skill and their interlinks for mastering a language.
- (CO3):** To Understand the various approaches for planning for successful language teaching.
- (CO4):** Understand the Approaches for teaching different aspects of language.
- (CO5):** Understand the Aids and other similar available material that could be used for teaching language.
- (CO6):** Practice the technique of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of nature of hindi and skills to communicate fluently.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100

Course Outcomes (starting with action-oriented observable and measurable verb)

(C01): Understand the importance of language and education. (**Understand K(2)**)

(CO2): Explore different methodology of teaching Hindi. **(Understand K (2)).**

(CO3): Develop proper skills of language learning .(Understand K (2))

(CO4): Attain efficiency and effectiveness in teaching and learning Hindi Language

(Understand K(2))

S . N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit-1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-6		
	Unit-I	Importance of mother tongue in education, teaching of mother tongue as against of the regional and foreign learning languages.		<ul style="list-style-type: none"> • Discussion • Exposition • Story telling technique • Explanation • Lecture • Questionnaire 	CO-1		
Unit-2							
	Unit-II	Analysis of factors in language learning, language as a skill.		<ul style="list-style-type: none"> • Discussion • Exposition • Story telling technique • Explanation • Lecture • Questionnaire 	CO-2		
Unit – 3							



	Unit-III	Formulation of aims and objectives of teaching Hindi at Junior and Senior stages.		<ul style="list-style-type: none">• Discussion• Exposition• Story telling technique• Explanation• Lecture• Questionnaire	CO-3		
Unit - 4							
	Unit-IV	Phonetics of Hindi language, morphology and syntax.		<ul style="list-style-type: none">• Discussion• Exposition• Story telling technique• Explanation• Lecture• Questionnaire	CO-4		
Unit-5							
	Unit-V	First step in teaching of Hindi, the advantages of structural approach at different stages.		<ul style="list-style-type: none">• Discussion• Exposition• Story telling technique• Explanation• Lecture• Questionnaire	CO-5		
Unit-6							
	Unit-VI	The teaching of Hindi at Junior and Senior levels with regard to the following: Prose, Poetry, Rapid Reading, Grammar, Composition and Translation, application of modern methods in		<ul style="list-style-type: none">• Discussion• Exposition• Story telling technique• Explanation• Lecture• Questionnaire	CO-6		



		teaching and evaluating the effectiveness of methods.					
Unit – 7							
	Unit-VII	The mechanics of teaching, pronunciation and intonation, hand writing, spelling and correction.		<ul style="list-style-type: none"> • Discussion • Exposition • Story telling technique • Explanation • Lecture • Questionnaire 	CO-1		
Unit-8							
	Unit-VIII	Use of audio-visual aids in teaching language.		<ul style="list-style-type: none"> • Discussion • Exposition • Story telling technique • Explanation • Lecture • Questionnaire 	CO-2		
Unit – 9							
	Unit-IX	A critical study of the prescribed text books in Hindi at Junior and Senior levels with special reference to structure and vocabulary.		<ul style="list-style-type: none"> • Discussion • Exposition • Story telling technique • Explanation • Lecture • Questionnaire 	CO-3		
Unit – 10							
	Unit-X	Application of evaluation approach in teaching of Hindi, objective centered tests in Hindi and construction.		<ul style="list-style-type: none"> • Discussion • Exposition • Story telling technique • Explanation • Lecture • Questionnaire 	CO-4		
Unit-11							
	Unit-XI	Diagnostic and remedial		<ul style="list-style-type: none"> • Discussion • Exposition • Story telling 	CO-5		



		teaching: Application of action research methodology in the following areas: a) Pronunciation (b) Spelling (c) Reading (d) Writing.		technique • Explanation • Lecture • Questionnaire			
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Recommended Books:

1. □□□□□ □□□□□: □□□□□□□ □□□□
2. □□□□□ □□□□□: □□□□0 □□□□□
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Lesson Plan

Program: B.A. B.Ed. **Year:** IV **Course Code:** AE-417

Course Name: Teaching of Home Science

Course Objectives

(CO 1): The concept of Home science, Meaning and components, place of Home Science in secondary education.

(CO 2): Aims and objectives of teaching of Home Science.

(CO 3): Writing objectives in behavioral term.

(CO 4): Correlation of Home Science with other school subjects.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Home Science .

Equipment required in Classroom/ Laboratory/ Workshop/Project

- Projector
- White Board
- Workshop
- Project

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100



Course Outcomes (starting with action-oriented observable and measurable verb)
(CO1): Acquire a conceptual understanding of the Pedagogy of Computer Science.
(Understand K(2))
(CO2): Acquire and learn specific computing skills to conduct practical work in computer. **(Understand K (2)).**
(CO3): Develop and use the methods, techniques & resources of computing for assessment of student's performance **(Understand K (2))**
(CO4): Evolve as a reflective practitioner through use of innovative practices in the teaching of computer science. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
Unit - 1							
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-4		
	Concepts	<input type="checkbox"/> The concept of Home science, Meaning and components, place of Home Science in secondary education. <input type="checkbox"/> Aims and objectives of teaching of Home Science. <input type="checkbox"/> Writing objectives in behavioural term. <input type="checkbox"/> Correlation of Home Science with other school subjects.		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-1		
Unit – 2							
	Pedagogical Analysis	<input type="checkbox"/> Foods, Nutrition and Health. <input type="checkbox"/> Child Care <input type="checkbox"/> Fiber and Fabric <input type="checkbox"/> Home Management - Importance of		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-2		



		planning, principles of budget making. <input type="checkbox"/> Hygiene and sanitation.					
Unit - 3							
	Methods of Teaching	<input type="checkbox"/> <input type="checkbox"/> General principles and methods of teaching - project method, discussion method, demonstration, practical, individual work. <input type="checkbox"/> Micro teaching skills - explaining, questioning, illustration and stimulus variation.		<ul style="list-style-type: none"> • Lecture • Brainstorming 	CO-3		
Unit – 4							
	Equipments of Teaching	<input type="checkbox"/> <input type="checkbox"/> Development and designing of curriculum. <input type="checkbox"/> Teaching aids - classification and importance <input type="checkbox"/> Concept of lesson plan, preparation of lesson plan. <input type="checkbox"/> Development of text books. <input type="checkbox"/> Planning of space and equipment for Home Science laboratory.		<ul style="list-style-type: none"> • Lecture • Brainstorming 	CO-4		
Unit – 5							
	Evaluation	<input type="checkbox"/> <input type="checkbox"/> Evaluation in Home Science- Meaning and importance of evaluation <input type="checkbox"/> Comprehensive and continuous evaluation. <input type="checkbox"/> Evaluation devices - written, oral,		<ul style="list-style-type: none"> • Lecture • Brainstorming 	CO-1		



		observation, practical work, assignment.					
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Text Books:

1. Sherry, G.P. Grah Vigyan Shikshak, Vinod Pustak Mandir, Agra
2. Sukhia, S.P. & Mehrotra, P.B. Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
3. Sharma, Shakuntala, Grah Vigyan Shikshan, Apollo Prakashan, Jaipur
4. Pathak, R.P., Teaching Skills, Pearson, Delhi
5. Yadav, Seema, Teaching of Home Science, Anmol Publications Pvt. Ltd., New Delhi
6. Sharma, B.L. & Saxena, B.M., Teaching of Home Science, R.Lal Book Depot, Meerut

Reference Books:

- Das, R.R. & Ray, B., Teaching of Home Science, Sterling Publications Pvt. Ltd., New Delhi
- Bloom, B.S. Taxonomy of Educational objectives, McKay Co. New York
- Ryon, D.C., Characteristics of Teachers, Sterling Publications Co. Pvt. Ltd., Delhi
- Chandra, A., Introduction to Home Science (2nd revised edition) Metropolitan, New Delhi
- Ray, Binita, Fundamentals of Home Science (Part I & II), Sterling Publications Co. Pvt. Ltd., Delhi.

Lesson

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Plan

Program: B.A. B.Ed.

Year: IV

Course Code:

AE-432

Course Name: Teaching of Social Sciences

Course Objectives

- CO1. Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate discipline or as any integrated discipline.
- CO2. Develop knowledge about the basic principles governing the construction of a social science.
- CO3. Develop the classroom skills needed for teaching of social science / social studies either as a separate or as an integrated discipline using modern methodology.
- CO4. Acquire the competence to plan for instruction.
- CO5. Develop the ability to organize co-curricular activities and community resources for promoting social science / social studies learning.
- CO6. Acquire the ability to develop instructional support materials.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students



- Basic knowledge of Social Science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (100)
1	CCSU End Term Examination	100

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Develop understanding about the basic differences between Social Studies and

Social Sciences. **(Understand K(2))**

(CO2): Explore the need for teaching Social Sciences as an integrated discipline.

(Understand K (2)).

(CO3): Develop critical understanding to justify the relevance of social Sciences in terms of Contemporary events.

(Understand K (2))

(CO4): Gain knowledge about the different approaches associated with the discipline **(Understand K(2))**

S . N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Re m ark wit h Dat e
U n i t - 1							
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 6		



	Unit - I	<ul style="list-style-type: none">• The need for teaching the subjects under Social science / social studies (History, Geography, Civics, Sociology and Economics) in schools; concept of social studies and how it differs from other social sciences; present perception about social studies / social sciences; Rational for including these areas in school curriculum; The integrated section of the specialized approach in social science teaching.		<ul style="list-style-type: none">• Lecture• Brainstorming	CO-1		
Unit – 2							
	Unit - II	<ul style="list-style-type: none">• Principles of designing a social studies curriculum with weightages to be given		<ul style="list-style-type: none">• Lecture• Brainstorming	CO-2		



	Unit - IV	<ul style="list-style-type: none">Objectives of teaching social studies – specifications to clarify planning viz., lesson, unit and year plans, micro-teaching lesson plans for developing the skills of introduction, explanation, questioning, stimulus variation and providing illustrations with relevant examples.		<ul style="list-style-type: none">LectureBrainstorming	CO-4		
Unit – 5							
	Unit - V	<ul style="list-style-type: none">Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-		<ul style="list-style-type: none">LectureBrainstorming	CO-5		



		teaching; organizing social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.					
Unit – 6							
	Unit – VI	<ul style="list-style-type: none"> Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc. 		<ul style="list-style-type: none"> Lecture Brainstorming 	CO-6		

Text Books:

1. Kochhar, S.K.: Teaching of Social Science, Sterling Publication, New Delhi.
2. Bunning, A.C.: Teaching of Social Studies in Secondary Schools, McGraw Hill Book Company, Inc., New York.



3. High, J.: Teaching Secondary School Social Studies, The Macmillan Company, New York.
4. Ikekftd f'k{k.k % ch0ds0 egs'ojh
5. Teaching of Social Studies : N.R. Saxena

Reference Books:

4. Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.
5. Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
6. Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.