

**SEMESTER-I**

<b>1. Name of the Department: Education</b>										
<b>2. Course Name</b>	<b>PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION</b>					<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	<b>ED401</b>					3	1	0		
<b>4. Type of Course (use tick mark)</b>					<b>Core (v)</b>	<b>DE ( )</b>	<b>FC ( )</b>			
<b>5. Pre-requisite (if any)</b>	GRADUATION		<b>6. Frequency (use Tick marks)</b>	Even ( )	Odd (v)	Either Sem ( )	Every Sem ( )			
<b>7. Total Number of Lectures, Tutorials, Practical's</b>										
Lectures = 30			Tutorials = 10			Practical = Nil				
<b>8. COURSE OBJECTIVES:</b> The course is aimed to prepare the students with the knowledge of sociological and philosophical aspects of education and develop the skills to identify its use in teaching learning situation..										
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>										
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>									
<b>CO1</b>	Describe concept of education and its relation to philosophy									
<b>CO2</b>	Enumerate essential features of philosophy in education									
<b>CO3</b>	Explain different agencies of education									
<b>CO4</b>	Understand the concept of social change, social stratification, social mobility and culture.									
<b>CO5</b>	Identify values of democracy, secularism, harmony and national integration through education									
<b>10. Unit wise detailed content</b>										
<b>Unit-1</b>	<b>Number of lectures</b>	<b>08</b>								
<b>EDUCATION AND PHILOSOPHY:-</b> Education- Aims, Nature, Scope and Need. Nature of Philosophy, Relationship between Philosophy and Education										
<b>Unit-2</b>	<b>Number of lectures</b>	<b>10</b>								
<b>PHILOSOPHICAL FOUNDATIONS OF EDUCATION:</b> Philosophical foundation of Education: Essential features of Naturalistic ,Pragmatic, Idealistic and Realistic approaches and their educational implications										
<b>Unit-3</b>	<b>Number of lectures</b>	<b>06</b>								
<b>AGENCIES OF EDUCATION:</b> Formal, Informal and Non formal Home, School, Community, State, Religion, and Peer group										
<b>Unit-4</b>	<b>Number of lectures</b>	<b>10</b>								
<b>EDUCATION AND SOCIAL CHANGE:</b> Meaning and Nature of Social Change, Factors retarding social change,-caste, language and religion. Social Mobility and Modernization-Their nature and their impact on Education. Social Stratification and its effects on Education. Culture-Meaning, Concept, types, Importance and Impact of Education on Culture										
<b>Unit-5</b>	<b>Number of lectures</b>	<b>06</b>								
<b>VALUES ENSHRINED IN THE CONSTITUTION:</b> Concept of Democracy and its relationship with Education. Secularism and its relevance to Education Role of Education for National Integration and Harmony.										
<b>11. CO-PO mapping</b>										
<b>COs</b>	<b>Attributes</b>	<b>P O 1</b>	<b>P O 2</b>	<b>P O 3</b>	<b>P O 4</b>	<b>P O 5</b>	<b>P O 6</b>	<b>P O 7</b>		
<b>CO1</b>	Describe concept of education and its relation to philosophy	3	1	2	1	1	1	3		
<b>CO2</b>	Enumerate essential features of philosophy in education	3	1	2	1	1	1	2		
<b>CO3</b>	Explain different agencies of education	3	1	2	1	1	1	3		
<b>CO4</b>	Understand the concept of social change, social stratification, social mobility and culture	3	1		1	1	1	2		
<b>CO5</b>	Identify values of democracy, secularism, harmony and national integration through education	3	2	1	1	1	2	3		
<b>3 Strong contribution, 2 Average contribution , 1 Low contribution</b>										
<b>12. Brief description of self-learning / E-learning component</b>										
<ol style="list-style-type: none"> <li><a href="https://youtu.be/GPq3yKaUXy4">https://youtu.be/GPq3yKaUXy4</a></li> <li><a href="https://ilizone.iul.ac.in/mod/resource/view.php?id=337688">https://ilizone.iul.ac.in/mod/resource/view.php?id=337688</a></li> <li><a href="https://ilizone.iul.ac.in/mod/resource/view.php?id=333237">https://ilizone.iul.ac.in/mod/resource/view.php?id=333237</a></li> <li><a href="https://ilizone.iul.ac.in/mod/resource/view.php?id=323156">https://ilizone.iul.ac.in/mod/resource/view.php?id=323156</a></li> <li></li> </ol>										
<b>13. Books recommended: CO1, CO2, CO3, CO4, CO5, PO1</b>										
<ol style="list-style-type: none"> <li>Taneja, V.R (2007) Educational Thought and Practice</li> <li>Choube, S.P&amp; Choube A(2007) Foundations of Education, Vikas publishing House, Pvt .Ltd New Delhi</li> <li>Value of Education Source Book (1994)</li> <li>Oad L.K,(Ed)(1988) Nutan Ayam,Jaipur Rajasthan,Hindi Granth Academy</li> <li>Anand,C,LAI(Eds) (1983) The teacher and education in emerging Indian Society, NewDelhi ,NCERT.</li> <li>Mohanty,J.(1994).Indian Education in the Emerging Society, Sterling Publisher Private Limited</li> </ol>										

<b>1.NameoftheDepartment:Education</b>						
<b>2.CourseName</b>	<b>Psychology of Teaching and Learning Process</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3.CourseCode</b>	<b>ED 402</b>			3	1	0
<b>4.TypeofCourse(use tickmark)</b>				<b>Core(√)</b>	<b>DE()</b>	<b>FC()</b>
<b>5.Pre-requisite(ifany)</b>	Graduation	<b>6.Frequency(usetickmarks)</b>	Even(√)	Odd()	EitherSem()	EverySem()
✓ <b>7.TotalNumberofLectures,Tutorials,Practicals</b>						
<b>Lectures=39</b>		<b>Tutorials=8</b>		<b>Practical=Nil</b>		
<b>8. COURSEOBJECTIVES:</b> Thepurposeofthisundergraduatecourseistoimpartbasicandkeyknowledgeof Educational Psychology .Byusingtheprincipaloflearningand teaching students may enable themselves a better teacher. Aftersuccessfullycompletionofcourse,thestudentwillableexploresubjectinto theirrespective dimensions.						
<b>9.COURSEOUTCOMES (CO):</b> <i>Afterthesuccessfulcoursecompletion,learnerswilldevelopfollowingattributes:</i>						
<b>COURSEOUTCOME(CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students would understand basics of Educational Psychology, its methods along with concept of Growth and Development.					
<b>CO2</b>	Students would have sound Knowledge of nature, concept and factors affecting learning.					
<b>CO3</b>	Students would understand basic nature and Theories of Intelligence and Personality.					
<b>CO4</b>	After completing this course students awareness about memorization , Exceptional Children and Concept of Creativity would Increase.					
<b>CO5</b>	Students would be well acquainted with concept of mental Health and Adjustment Mechanism.					
<b>10.Unitwisedetailedcontent</b>						
<b>Unit-1</b>	<b>Numberoflectures=10</b>	<b>Titleoftheunit: Psychology and Teaching Learning Process</b>				
<p>Meaning, Nature, Scope and Methods of Educational Psychology- Case Study, Survey, Experimental, observation and interview methods.</p> <p>Understanding learner characteristics and development- Concept of growth and Development, Stage Specific Characteristics and development in relation adolescent, Role of Heredity and Environment.</p>						
<b>Unit-2</b>	<b>Numberoflectures=10</b>	<b>Titleoftheunit: Psychology of Learning and Motivation</b>				
<p>Learning: Nature and concept of Learning, Factors influencing learning. Educational implications of the theories of Thorndike, Pavlov, and Skinner, and Kohler's insight theory of learning.</p> <p>Transfer of learning: Concept, theories and factors influencing transfer of learning</p> <p>Motivation: its nature, and types. Its role in learning and teaching. Techniques of enhancing learners and teacher's motivation.</p>						
<b>Unit-3</b>	<b>Numberoflectures=08</b>	<b>Titleoftheunit: Intelligence and personality</b>				
<p>Intelligence: Nature, Definition and development of intelligence, Theories of intelligence- Two factors theory, Multi factor Theory, Structure of intellect (SI) Model, Types of Intelligence tests.</p> <p>Personality: Definition, Nature, Type and trait theories, Assessment of personality.</p>						
<b>Unit-4</b>	<b>Numberoflectures=08</b>	<b>Titleoftheunit : Memory and Forgetting</b>				

Concept, Factors influencing retention, Strategies of memorization.

Exceptional Children: Concept, Types (Gifted and backward) Characteristics and their education.

Creativity concept measurement and nurturing creativity.

**Unit-5**                      **Number of lectures=03**                      **Title of the unit: Adjustment and Mental Health**

Concept of Mental Health, Mal adjustment, Symptoms, Causes of mal adjustment

11.CO-Pomapping								
Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	To understand basics of Educational Psychology, its methods along with concept of Growth and Development.	3	3	2	3	3	1	3
CO2	To acquaint students with Theories of Learning and concept of Motivation.	3	3	2	3	3	1	1
CO3	To make the students understand basic nature and Theories of Intelligence and Personality.	3	3	3	2	2	2	2
CO4	To increase students awareness about memorization, Exceptional Children and Concept of Creativity.	3	1	3	3	3	3	1
CO5	To acquaint students about mental Health and Adjustment Mechanism.	3	1	2	3	2	1	3

3Strong contribution, 2Average contribution, 1Low contribution

**12. Brief description of self-learning/E-learning component**

<https://classroom.google.com/c/MjQzMDgyODM1Nzk2?cjc=33ltciv>

Google Class Code :- **33ltciv**

**13. Books recommended:**

- Sharma, P.N. & R. K. Sharma (1996) Advanced Educational Psychology, Surjeet Publications, Delhi. Walia J.S. Foundations of Educational Psychology, Paul Publishers, Jalandhar.
- Mangal S. K. (2000) An Introduction to Psychology, Prakash Brothers, Ludhiana.
- Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi..

<b>1.NameoftheDepartment:Education</b>											
<b>2.CourseName</b>		<b>Environmental Education and Conservation</b>			<b>L</b>	<b>T</b>	<b>P</b>				
<b>3.CourseCode</b>		ED403			3	1	0				
<b>4.TypeofCourse(use tickmark)</b>					<b>Core(√)</b>	<b>DE()</b>	<b>FC()</b>				
<b>5.Pre-requisite(ifany)</b>		Graduation in any Discipline	<b>6.Frequency(usetick marks)</b>	Even( )	Odd((√)	EitherSem()		EverySem()			
<b>7.TotalNumberofLectures,Tutorials,Practicals</b>											
<b>Lectures=30</b>				<b>Tutorials=10</b>		<b>Practical=Nil</b>					
<b>8. COURSEOBJECTIVES:</b> The purpose of this graduate course is to impart theoretical and practical knowledge of Environmental Science.											
<b>9.COURSEOUTCOMES (CO):</b> <i>Afterthesuccessfulcoursecompletion,learnerswilldevelopfollowingattributes:</i>											
<b>COURSEOUTCOME(CO)</b>		<b>ATTRIBUTES</b>									
CO1		Students understand the concept, aim, objectives and importance of environmental education.									
CO2		Identify various methods and strategies for realizing the objectives of environmental education									
CO3		Establish the relationship of man with environment.									
CO4		Appreciate the role of various agencies working in the area of environment.									
CO5		Understand possible environmental hazards and their negative effects.									
<b>10.Unitwisedetailedcontent</b>											
<b>Unit-1</b>		<b>Numberoflectures=6</b>		<b>Title of the unit: Introduction of Environmental Education</b>							
Meaning, Nature, Need, Importance and Scope of Environmental Education, Relationship of Man and Environment, Need for conservation of environment.											
<b>Unit-2</b>		<b>Number of lectures=10</b>		<b>Title of the unit: Eco-system and Man</b>							
Eco-system: Structure and Function, producer, consumer and decomposer, Food chain & Food Web, Flow of energy: Bio-geo-chemical cycle: oxygen, carbon, nitrogen and water, Effect of human activities on eco-system, Acid rain, Green house effect, Global Warming, Ozone depletion, Deforestation and soil degradation.											
<b>Unit-3</b>		<b>Number of lectures=8</b>		<b>Titleoftheunit:Environmental Education in the curriculum</b>							
Presents status of environmental education in school curriculum in India. Methods of teaching Environment Education. Project, Survey, Problem Solving activity, Lecture cum demonstration method											
<b>Unit-4</b>		<b>Number of lectures=6</b>		<b>Titleoftheunit:Environmental pollution</b>							
Air pollution: sources, effects and control measures. Water pollution: sources, effects and control measures.											
<b>Unit-5</b>		<b>Number of lectures=10</b>		<b>Titleoftheunit:Environmental pollution and role of media</b>							
Soil pollution: sources, effects and control measures. Role of media-print, film, TV, & AV aids.											
<b>11.CO-POmapping-</b>											
<b>COs</b>	<b>Attributes</b>				<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	Students understand the concept, aim, objectives and importance of environmental education.				3	3	1	3	2	1	1
CO2	Identify various methods and strategies for realizing the objectives of environmental education.				3	3	1	3	2	2	2
CO3	Establish the relationship of man with environment.				3	2	1	2	2	1	1
CO4	Appreciate the role of various agencies working in the area of environment.				2	3	1	2	2	1	1
CO5	Understand possible environmental hazards and their negative effects.				2	2	2	2	2	2	1
3Strongcontribution,2Averagecontribution,1Lowcontribution											
<b>12.Briefdescriptionofselflearning/E-learning component</b>											

1. [https://www.tutorialspoint.com/environmental\\_studies/environmental\\_studies\\_energy\\_flow\\_in\\_ecosystem.htm](https://www.tutorialspoint.com/environmental_studies/environmental_studies_energy_flow_in_ecosystem.htm)

2. <http://www.pioneershiksha.com/news/3202-environmental-education-in-school-curriculum-an-overall-perspective.html>

3. [https://www.researchgate.net/publication/323751233\\_Role\\_of\\_Media\\_in\\_Enhancement\\_of\\_Environmental\\_Awareness#:~:text=Mass%20Media%20plays%20an%20important,life%20](https://www.researchgate.net/publication/323751233_Role_of_Media_in_Enhancement_of_Environmental_Awareness#:~:text=Mass%20Media%20plays%20an%20important,life%20)

13. Books recommended:

1. NCERT (1981) Environmental Education at school level, New Delhi.
2. Sharma, R.C.(1981) Environmental Education at school level, New Delhi, Metropolitan, UNESCO.
3. Sharma, R.A. Environment Education, Meerut.
3. Nasrin, Education Environment and Society, AMU, Aligarh.
4. Harishchandra Viyas (2001), Paryavran Siksha, New Delhi, Vidya Vihar.

<b>1.Name of the Department: Education</b>											
<b>2.CourseName</b>		Educational Technology and Computer Application			<b>L</b>	<b>T</b>	<b>P</b>				
<b>3.CourseCode</b>		ED 404			3	1	0				
<b>4.TypeofCourse (use tickmark)</b>					<b>Core(√)</b>	<b>DE()</b>	<b>FC()</b>				
<b>5.Pre-requisite(ifany)</b>		Graduation in any Discipline	<b>6.Frequency(usetick marks)</b>	Even(√)	Odd()	EitherSem()	EverySem()				
<b>7.TotalNumberofLectures, Tutorials, Practicals</b>											
<b>Lectures=40</b>			<b>Tutorials=10</b>		<b>Practical=Nil</b>						
<b>8. COURSEOBJECTIVES:</b> The purpose of this graduate course is to impart the scope and importance of educational technology, its hardware and software aspects. To understand the meaning scope and importance of computer in education and understand the understand the instructional applications of internet and web resources											
<b>9.COURSEOUTCOMES (CO):</b> <i>Afterthesuccessfulcoursecompletion, learnerswilldevelopfollowingattributes:</i>											
<b>COURSEOUTCOME(CO)</b>		<b>ATTRIBUTES</b>									
<b>CO1</b>		Define the scope and importance of educational technology. Know hardware and software aspects and type of educational technology.									
<b>CO2</b>		Define the scope and importance of educational technology. Know hardware and software aspects and type of educational technology.									
<b>CO3</b>		To understand the meaning, scope, and importance of computers in education.									
<b>CO4</b>		To get familiar with generations and fundamentals of computer.									
<b>CO5</b>		To understand the instructional applications of the internet and web resources.									
<b>10.Unitwisedetailedcontent</b>											
<b>Unit-1</b>		<b>Numberoflectures=8</b>		<b>Title of the unit: NATURE AND CONCEPT OF EDUCATIONAL TECHNOLOGY-I</b>							
Meaning, definitions and importance of educational technology, Hardware and software, Types of educational technology.											
<b>Unit-2</b>		<b>Numberoflectures=8</b>		<b>Title of the unit: NATURE AND CONCEPT OF EDUCATIONAL TECHNOLOGY-II</b>							
Teaching, instruction and behavioral technology. Instructional resources centers: CIET, IGNOU, UGC.											
<b>Unit-3</b>		<b>Numberoflectures=8</b>		<b>Title of the unit: COMMUNICATION</b>							
Communication: concept, component and process, Edger Dale's cone of Experiences, Computer assisted and Computer-Managed instructions.											
<b>Unit-4</b>		<b>Numberoflectures=8</b>		<b>Title of the unit: INTRODUCTION TO COMPUTERS</b>							
Generation, types and characteristics of computers, Computer fundamentals: CPU, memory, storage devices, input and output.											
<b>Unit-5</b>		<b>Numberoflectures=8</b>		<b>Title of the unit: COMPUTERS IN EDUCATION AND NETWORKING</b>							
Computers in teaching Learning Process-Problem based learning (PBL), Computer in Educational Administration. Internet, email and world wide web (www).											
<b>11.CO-POmapping</b>											
<b>COs</b>	<b>Attributes</b>				<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Define the scope and importance of educational technology. Know hardware and software aspects and type of educational technology.				1	3	1	3	2	1	1
<b>CO2</b>	Define the scope and importance of educational technology. Know hardware and software aspects and type of educational technology.				1	3	1	2	2	3	1
<b>CO3</b>	To understand the meaning, scope, and importance of computers in education.				3	2	2	2	2	1	1
<b>CO4</b>	To get familiar with generations and fundamentals of computer.				2	3	1	2	2	1	1
<b>CO5</b>	To understand the instructional applications of the internet and web resources.				2	3	2	2	2	3	3
3Strongcontribution,2Averagecontribution,1Lowcontribution											
<b>12.Briefdescriptionofselflearning/E-learningcomponent</b>											
https://drive.google.com/drive/folders/1n0S0wS-yODfhOczcGw_sfMJhf8e3rBOP?usp=sharing											
<b>13.Booksrecommended:</b>											
<ul style="list-style-type: none"> <li>• Das, R.C. (1993) Educational technology, A basic text Sterling Publishers, New Delhi.</li> <li>• Dececco, J.P. (1964), Educational Technology, reading in programmed instruction Holt Rinehart and Winston.</li> <li>• Percivale, F &amp; Ellengten, H (1984).A Handbook of Educational Technology, billings and sons limited, Worcester.</li> <li>• Rajavaman, V. (1999). Fundamentals of Computer, Prentice Hall of India, New Delhi.</li> <li>• Ruhela, S.P. (1973) . Educational Technology, New Delhi, Raj Prakshan.</li> <li>• Sinha P.K. (1997) Computer Fundamental BPB Publication, New Delhi.</li> <li>• Xavier, C (1997) Introduction to Computer and basic Programming, New Age International limited Publishers.</li> </ul>											

- Mangal, S.K. Mangal Uma ; (2009), Essentials of Educational Technology, PHI Learning Pvt.Ltd., New Delhi.
- Mongal esquema ngalu MA 20 09 essentiels off educational technology bh I learning private limited New Delhi

<b>1. Name of the Department: Education</b>										
<b>2. Course Name</b>	<b>SCHOOL MANAGEMENT</b>			<b>L</b>	<b>T</b>	<b>P</b>				
<b>3. Course Code</b>	<b>ED405</b>			3	1	0				
<b>4. Type of Course (use tick mark)</b>				<b>Core (√)</b>	<b>DE ( )</b>	<b>FC ( )</b>				
<b>5. Pre-requisite (if any)</b>	Graduation with any Discipline	<b>6. Frequency (use tick marks)</b>	Even ( )	Odd (√)	Either Sem ( )	Every Sem ( )				
<b>7. Total Number of Lectures, Tutorials, Practicals</b>										
<b>Lectures = 30</b>			<b>Tutorials = 10</b>		<b>Practical = Nil</b>					
<b>8. COURSE OBJECTIVES:</b> The purpose of this undergraduate course is to impart basic and key knowledge of Educational Management at school level. After successful completion of course, the student will be able to explore subject into their respective dimensions.										
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>										
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>								
<b>CO1</b>		Explain the concept of Educational Management, School Organisation and School Administration.								
<b>CO2</b>		Develop skills for the optimum utilization of resources								
<b>CO3</b>		Identify factors conducive to the effective implementation of various school activities								
<b>CO4</b>		Analyse the need and importance of Educational Supervision								
<b>CO5</b>		Aquaint with the concept of Multi level Planning and Modern Management Techniques								
<b>10. Unit wise detailed content</b>										
<b>Unit-1</b>	<b>Number of lectures = 08</b>		<b>Title of the unit: Educational Management at the School level</b>							
Concept and Functions of Educational Management, Basis of Management-Planning, Organizing, Control, Direction and Financing .										
<b>Unit-2</b>	<b>Number of lectures =08</b>		<b>Title of the unit: Management of Time and Resources</b>							
Time Management- Time Schedules for various activities of schools, Preparation of weekly, monthly and yearly calendar of activities, Management of Material Resources- school building, library, laboratory, hostels, playground, Management of Financial Resources .Developing and monitoring budgets at school level.										
<b>Unit-3</b>	<b>Number of lectures = 08</b>		<b>Title of the unit: Managing the School Activities</b>							
Qualities, Role and Responsibilities of Principal. School Staff – Role and Duties, Essential Qualities of a good Teacher, Teacher’s relation with Principal, Students and Parents. Role of teacher in administration work-admission, Maintenance of office and school records Managing Examination and Evaluation.										
<b>Unit-4</b>	<b>Number of lectures = 08</b>		<b>Title of the unit: Educational Supervision</b>							
Meaning, need, objectives and scope of supervision, Principles of supervision, Importance of democratic procedures .Evaluation of supervisory effectiveness Academic supervision vs Administrative supervision.										
<b>Unit-5</b>	<b>Number of lectures = 08</b>		<b>Title of the unit: Multi level Planning and School Management</b>							
Concept of multi-level planning and school management ,School as a unit of Decentralised Planning , Monitoring and Evaluation in terms of Modern Management Techniques.										
<b>11. CO-PO mapping</b>										
<b>COs</b>	<b>Attributes</b>			<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Understand the concept of Educational Management, School Organisation and School Administration.			2	2	3	2	2	2	3
<b>CO2</b>	Develop skills for the optimum utilization of resources			2	3	2	3	3	1	3
<b>CO3</b>	Identify factor conducive to the effective implementation of various school activities			2	2	3	3	3	1	3
<b>CO4</b>	Analyse the need and importance of Educational Supervision			1	1	2	3	3	1	3
<b>CO5</b>	Aquaint with the concept of Multi level Planning and Modern Management Techniques			2	2	1	3	3	2	3
3 Strong contribution, 2 Average contribution , 1 Low contribution										
<b>12. Brief description of self learning / E-learning component</b>										
<a href="https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/MjUxODcwNzUwNzk2/details">https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/MjUxODcwNzUwNzk2/details</a> <a href="https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/MjYxNDQ3MTA4MTE1/details">https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/MjYxNDQ3MTA4MTE1/details</a> <a href="https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/MjgyNTY1NDc0ODQw/details">https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/MjgyNTY1NDc0ODQw/details</a> <a href="https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/MjgyNTU5MjkyMDE1/details">https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/MjgyNTU5MjkyMDE1/details</a> <a href="https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/Mjg1MzI1NzY5MTEz/details">https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/p/Mjg1MzI1NzY5MTEz/details</a> <a href="https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/m/MjczMDI4NDQ1MDEx/details">https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/m/MjczMDI4NDQ1MDEx/details</a> <a href="https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/m/Mjg3NzZM3OTg5NzUw/details">https://classroom.google.com/c/MTQ4OTI0MzEzNzY0/m/Mjg3NzZM3OTg5NzUw/details</a>										
<b>13. Books recommended:</b>										



1. Bangham , Anderson, Smith, Wiltse Administration and Supervision of Modern Secondary School-Parker Publishing Co.
2. Reader,W.G.,The Fundamentals of Public School Administration
3. Getzeb, Lipham & Campbell Educational Administration as Social Process, Harper &Row

<b>1.NameoftheDepartment:Education</b>								
<b>2.CourseName</b>	<b>Health and Physical Education</b>			<b>L</b>	<b>T</b>	<b>P</b>		
<b>3.CourseCode</b>	ED406			2	0	0		
<b>4.TypeofCourse(use tickmark)</b>				<b>Core(√)</b>	<b>DE()</b>	<b>FC()</b>		
<b>5.Pre-requisite(ifany)</b>	Graduation in any Discipline	<b>6.Frequency(usetick marks)</b>	Even()	Odd(√)	EitherSem()	EverySem()		
<b>7.TotalNumberofLectures,Tutorials,Practicals</b>								
<b>Lectures=2</b>			<b>Tutorials=0</b>		<b>Practical=Nil</b>			
<b>8. COURSEOBJECTIVES:</b> The purpose of this course is to impart theoretical and practical knowledge of health and Physical Education.. By studying this course, the students will be able to make Students can draw conclusions and prediction about progress.								
<b>9.COURSEOUTCOMES (CO):</b> <i>Afterthesuccessfulcoursecompletion,learnerswilldevelopfollowingattributes:</i>								
<b>COURSEOUTCOME(CO)</b>	<b>ATTRIBUTES</b>							
<b>CO1</b>	Develop right concept about health and factors influencing health.							
<b>CO2</b>	Justify the need of physical education programme , and contribution of physical education towards the holistic development of students .							
<b>CO3</b>	Design plays activities for different groups of students .							
<b>CO4</b>	Organizing and conducting of sports competitions in schools .							
<b>CO5</b>	Acquire knowledge of recreational activities and be able to design recreational programme for school children.							
<b>10.Unitwisedetailedcontent</b>								
<b>Unit-1</b>	<b>Numberoflectures=6</b>	<b>Titleoftheunit:</b> Health Education .						
Health : Concept , meaning ,definition,dimension , aim and objective , scope , concept ,and importance . Personal hygiene : meaning of Personal Hygiene , importance of Personal Hygiene and Cleanliness.								
<b>Unit-2</b>	<b>Numberoflectures= 6</b>	<b>Titleoftheunit:</b> Physical Education .						
Physical Education : meaning , definition , aim and objective , and scope. Importance of physical Education programs in schools.								
<b>Unit-3</b>	<b>Numberoflectures=6</b>	<b>Titleoftheunit:</b> Recreational Activities.						
School health programs . Modern trends of Physical Education. Recreational : meaning significance and recreational program in school.								
<b>Unit-4</b>	<b>Numberoflectures=8</b>	<b>Titleoftheunit:</b> Organization and administration in sports .						
Sports competitions : meaning , types , need and importance in school. Types of Yoga , importance of meditation in schools .								
<b>Unit-5</b>	<b>Numberoflectures= 8</b>	<b>Titleoftheunit:</b> Physical Fitness.						
Physical fitness : meaning , importance , motor component of physical fitness ( speed , strength,endurance , flexibility, agility, neuromuscular coordination.) Training methods of physical fitness.								
<b>11.CO-POmapping</b>								
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Develop right concept about health and factors influencing health.	1	2	1	2	2	1	1
<b>CO2</b>	Justify the need of physical education programme , and contribution of physical education towards the holistic development of students .	2	2	1	2	2	1	1
<b>CO3</b>	Design plays activities for different groups of students.	2	2	1	2	2	1	1
<b>CO4</b>	Organizing and conducting of sports competitions in schools .	1	2	1	2	2	1	1
<b>CO5</b>	Acquire knowledge of recreational activities and be able to design recreational programme for school children.	3	2	1	2	2	1	3
3Strongcontribution,2Averagecontribution,1Lowcontribution								
<b>12.Briefdescriptionofselflearning/E-learningcomponent</b>								
1. <a href="https://ilizone.iul.ac.in/pluginfile.php/169169/mod_resource/content/4/unit%201st%20.pdf">https://ilizone.iul.ac.in/pluginfile.php/169169/mod_resource/content/4/unit%201st%20.pdf</a>								
2. <a href="https://ilizone.iul.ac.in/pluginfile.php/169179/mod_resource/content/5/topic%2012.pdf">https://ilizone.iul.ac.in/pluginfile.php/169179/mod_resource/content/5/topic%2012.pdf</a> .								
3. <a href="https://ilizone.iul.ac.in/pluginfile.php/169184/mod_resource/content/5/topic%2034.pdf">https://ilizone.iul.ac.in/pluginfile.php/169184/mod_resource/content/5/topic%2034.pdf</a> .								
4. <a href="https://ilizone.iul.ac.in/pluginfile.php/169189/mod_resource/content/5/HEALTH%20AND%20PHYSICAL%20EDUCATION-">https://ilizone.iul.ac.in/pluginfile.php/169189/mod_resource/content/5/HEALTH%20AND%20PHYSICAL%20EDUCATION-</a>								

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l.pdf.

**13. Books recommended:**

1. Agashe , S.R . (2013). Introduction to health education . New Delhi India: khel sahitya kedra.
2. Gupta , M.C. (2012) . Physical fitness and health . New Delhi , India: khel sahitya kedra.
3. Human kinetics (2012) . introduction to recreation and leisure (U 2<sup>nd</sup> ed). Champaign , IL: Human kinrties.
4. Jaskson , A.W. (2003). Physical activity for health and fitness. Champaign , IL: Human kinrties.
5. Thomas , J.P. (1964) . Organization of physical education . Madras, india : gnanodaya.
6. Kilander, H.F (1971) school health education . New York McMillian Copany.

<b>1.Name of the Department: Education</b>								
<b>2.CourseName</b>	Educational Technology and Computer Education Practical		<b>L</b>	<b>T</b>	<b>P</b>			
<b>3.CourseCode</b>	ED 494		0	0	2			
<b>4.TypeofCourse (use tickmark)</b>			<b>Core(√)</b>	<b>DE()</b>	<b>FC()</b>			
<b>5.Pre-requisite(ifany)</b>	Graduation in any Discipline	<b>6.Frequency(usetick marks)</b>	Even(√)	Odd()	EitherSem()	EverySem()		
<b>7.TotalNumberofLectures, Tutorials, Practicals</b>								
<b>Lectures=10</b>		<b>Tutorials=02</b>		<b>Practical=05</b>				
<b>8. COURSEOBJECTIVES:</b> The purpose of this lab course is to impart the application of Microsoft word, Excel and Power Point.								
<b>9.COURSEOUTCOMES (CO):</b> <i>Afterthesuccessfulcoursecompletion, learnerswilldevelopfollowingattributes:</i>								
<b>COURSEOUTCOME(CO)</b>	<b>ATTRIBUTES</b>							
<b>CO1</b>	Students will understand the applications of Microsoft word, Excel and Power Point Presentation.							
<b>CO2</b>	Students have to present the power point presentation of the assigned topics.							
<b>CO3</b>	Students have to present the power point presentation of the Bloom's Taxonomy.							
<b>CO4</b>	Students have to present the power point presentation on CIET/ UGC/IGNOU/SCERT/NCTE, ET Cell, DiET.							
<b>CO5</b>	Students have to present the power point presentation on Development of Computer aided materials/slides.							
<b>10.Unitwisedetailedcontent</b>								
<b>Experiment-1</b>	<b>Number of Lab=2</b>	<b>Title of the Experiment:</b> Microsoft word, Excel and Power Point Presentation.						
Introduction of Microsoft word, Excel and Power Point and its application.								
<b>Experiment -2</b>	<b>Number of Lab=2</b>	<b>Title of the Experiment:</b> Power Point Presentation.						
Preparation and presentation of slides for assigned topics.								
<b>Experiment -3</b>	<b>Number of Lab=2</b>	<b>Title of the Experiment:</b> Power Point Presentation.						
Power Point Presentation on Bloom's Taxonomy.								
<b>Experiment -4</b>	<b>Number of Lab=2</b>	<b>Title of the Experiment:</b> Power Point Presentation.						
Power Point Presentation on CIET/ UGC/IGNOU/SCERT/NCTE, ET Cell, DiET.								
<b>Experiment -5</b>	<b>Number of Lab=2</b>	<b>Title of the Experiment:</b> Power Point Presentation.						
Power Point Presentation on Development of Computer aided materials/slides.								
<b>11.CO-POmapping</b>								
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Students will understand the applications of Microsoft word, Excel and Power Point Presentation.	1	3	1	3	2	1	1
<b>CO2</b>	Students have to present the power point presentation of the assigned topics.	1	2	3	2	1	3	1
<b>CO3</b>	Students have to present the power point presentation of the Bloom's Taxonomy.	2	2	1	2	2	1	2
<b>CO4</b>	Students have to present the power point presentation on CIET/ UGC/IGNOU/SCERT/NCTE, ET Cell, DiET.	2	2	3	2	2	1	1
<b>CO5</b>	Students have to present the power point presentation on Development of Computer aided materials/slides.	1	3	1	2	2	2	3
3Strongcontribution,2Averagecontribution,1Lowcontribution								
<b>12.Briefdescriptionofselflearning/E-learning component</b>								
Nil								
<b>13.Booksrecommended:</b>								
Nil								