

1. Name of the Department: Education								
2. Course Name		Language proficiency and numeracy		L	T	P		
3. Course Code		DED511		3	1	0		
4. Type of Course (use tick mark)				Core (√)	DE ()	FC ()		
5. Pre-requisite (if any)	Graduation	6. Frequency (usetick marks)	Even (√)	Odd ()	Either Sem ()	Every Sem ()		
7. Total Number of Lectures, Tutorials, Practical								
Lectures = 30		Tutorials = 10		Practical = Nil				
8. COURSE OBJECTIVES: The purpose of this Diploma course is to impart basic and key knowledge of Educational technological techniques and teaching . By using the principal of learning and teaching students may enable themselves a better teacher. After successfully completion of course, the student will able explore subject into their respective dimensions.								
9. COURSE OUTCOMES (CO):								
<i>After the successful course completion, learners will develop following attributes:</i>								
COURSE OUTCOME (CO)		ATTRIBUTES						
CO1		To prepare the trainees to develop linguistic skills ,Listening ,speaking ,Reading and writing						
CO2		To train the trainees to develop the capability of doing activities for developing the ability of expression /conversation						
CO3		To develop knowledge about organize activities for the development of communication and composition of simple sentences .						
CO4		Students will be able to know about selection and use of pre numeracy practice in mathematics						
CO5		To develop knowledge about comprehensive and continuous evaluation for mathematics and language						
10. Unit wise detailed content								
Unit-1	Number of lectures = 08	Title of the unit: Gaseous States						
Meaning and importance reading and writing objectives utility and letter word and sentence .								
Unit-2	Number of lectures =08	Title of the unit: Colloidal State						
Listening with understanding the vowels consonant and group of consonant . Listening with understanding the intrinsic feelings and thoughts of the given instrinic massages oral description poems stories folk songs etc.								
Unit-3	Number of lectures = 08	Title of the unit: Thermodynamics- I						
Correct pronunciation of all sounds vowels consonant of Hindi / English . Reading correctly after recognition all the script symbols of script .Reading with comprehension of content recognizing the sign of full stop semicolon interrogative interjection.								
Unit-4	Number of lectures = 08	Title of the unit: Thermochemistry						
To recognize read the antonyms synonyms rhyming and non rhyming and homophones words. To write symbol of script attractively –Vowels consonant and compound words .To write legibly the script symbols of Nasal sound								
Unit-5	Number of lectures = 08	Title of the unit: Phase Equilibrium						
Early Numeracy readiness and understanding .To give knowledge to count read and write the digit from 1to9 with the help of figures . Order/sequencing of Number .Mathematical operation Addition Subtraction and knowledge (concept) of Zero . Knowledge of ones tens and Hundred .								
11. CO-PO mapping								
CO s	Attribut es	PO1	PO 2	PO3	PO4	PO5	PO 6	PO7
CO 1	To prepare the trainees to develop linguistic skills ,Listening ,speaking ,Reading and writing	2	1	1	2	2	1	
CO 2	To train the trainees to develop the capability of doing activities for developing the ability of expression/ Conversation	2	1	2	2	2	1	
CO 3	To develop knowledge about organize activities for the development of communication and composition of simple sentences	2	1	2	2	2	1	
CO 4	Students will be able to know about selection and use of pre numeracy practice in mathematics	2	1	2	1	2	1	
CO5	To develop knowledge about comprehensive and continuous evaluation for mathematics and language	2	2	2	2	2	2	
3 Strong contribution, 2 Average contribution , 1 Low contribution								
12. Brief description of self learning / E-learning component								
Nil								

13. Books recommended:

Butler ,A and turbill ,J (198) Towards reading and writing Classroom priamaray English Teaching Association Comell University :New York . Mason J.M. and Sinha ,S(1992)Emerging literacy in the early childhood years Applying a Vygotskian model of learning and development in B.Spodek (ED).Tompkins Gail E.(1994)Teaching writing and balancing process and product Macmillian : California . Richards Jack C.and Rodgers Theodores S .(1986)Approches and methods Language teaching A description and analysis Cambridge University Press India

1.Name of the Department : Education (D.El.Ed.)						
2.Course Name		SCHOOL ORGANIZATION AND ADMINISTRATION		L	T	P
3.Course Code		DED512		2	1	0
4.Type of Course(use tick mark)				Core(√)	DE()	FC()
5.Prerequisite (if any)		Graduation with any Discipline	6.Frequency (use tick marks)	Even((√)) Odd()	Either Sem()	Every Sem()
7.TotalNumberOfLectures,Tutorials,Practical						
Lectures = 20			Tutorials = 8		Practical=Nil	
8. COURSE OBJECTIVES-						
<ul style="list-style-type: none"> To explain the meaning, need and importance of school management/Organization. To introduce principles of school management/Organization. To impart knowledge on the role of various workers in school management/Organization. To enable the trainees to acquire skill for effective functioning of school system. To impart knowledge on the area/ scope of school management/Organization as- physical, human, financial, educational, time information and record/register management/Organization. To train for successful execution of school activities. To impart knowledge Basic Education Act 1972, Basic Education Rules, and regulation, T.E.T. rules and regulation. 						
9.COURSEOUTCOMES (CO):						
<i>After the successful course completion, learners will develop following attributes:</i>						
COURSEOUTCOME(CO)		ATTRIBUTES				
CO1		The Students will be able to understand about aim, scope and scope of school organization/management.				
CO2		The Students will be able to enhance the knowledge of management resources.				
CO3		The Students will be able to develop the skills of Time management.				
CO4		The Students will be able to understand about school records and role of different agents in school management/ organization.				
CO5		The Students will be able to acquaint the role of the agencies associated in the development of Elementary Education.				
10.Unit wise detailed content						
Unit-1		Number of lectures = 03		Title of the unit : School Management		
<ul style="list-style-type: none"> School Management Committee and its functions Scope of School Organization and Management School Library 						
Unit-2		Number of lectures =03		Title of the unit : Management Resources		
<ul style="list-style-type: none"> Management of physical resources (School building, furniture, Educational apparatus, decoration, drinking water, laboratory). Management of Human Resources –Teacher, Students,Community (Village Education Committee, School Management Committee, Parents Teacher Association, Mother - Teacher Association, Women Motivational Team) 						
Unit-3		Number of lectures = 04		Title of the unit : Time Management		
<ul style="list-style-type: none"> Time management (Preparation and use of time-table). <ul style="list-style-type: none"> Time table for the schools having one or two teachers. Time table for the schools having three or four teachers. Time table for the schools having five teachers. Management of Co-curricular activities - Games, Educational programme (Debate, Essays etc) Cultural programme, National Festival, Educational Tour, Gardening, Annual Function). Management of Information and records (Collection of School information, analysis and documentation). 						
Unit-4		Number of lectures = 08		Title of the unit : school records and role of different agents in school management/ organization		
<ul style="list-style-type: none"> Teacher Attendance Register, Students Attendance Register, Corresponding Register, S.M.C. Register, S.M.C. Register, Village Education Fund (Income Expenditure Register), Village Education Committee Meeting Register, Mother Teacher Association Register, Parents Teacher Association Register, T.L.M. Register, Stock Register Free Book Distribution Register, Free Dress Distribution Registration, Child Census/Family Survey Registration, Students' Birthday Register, Health Examination Register, Scholarship Distribution Register, Monitoring/Inspection Register, Teacher's Diary Book, Bank Register, M.D.M Conversation Cost Register, Quotation Maintenance Register, Tender Process Related Register, Movement Register, Order Register, M.D.M. Distribution Register. Role of Head Master, Teacher and Students (Bal Sarkar) Role of Community, Guardian (Village Education Committee, Parents and Teacher Association, Mother Teacher Association, Meena Manch). Role of monitoring system - (Role of coordinator of Block Resources Centre, Head of Nyay Panchayat Resource Centre, Block Education Officer, DIET mentor, District coordinator, District Basic Education Officer, and higher authorities). 						
Unit-5		Number of lectures = 10		Title of the unit : Role of the agencies associated in the development of Elementary Education		
<ul style="list-style-type: none"> Agencies Working at the National Level: <ul style="list-style-type: none"> National Council of Educational Research and Training (NCERT) National Council of Teachers Education (NCTE) National University of Educational Planning and Administration (NUEPA) Indira Gandhi National Open University (IGNOU).National institute of open schooling (NIOS) Agencies working at the State level- <ul style="list-style-type: none"> State Council of Educational Research and Training State Hindi Institute Institute of Psychology 						

- Controlling Authority of Examination
- **Agencies working at the District level** - District Education and Training Institute. District Basic Education Officer.
- **Agencies working at the local level** - Block Education Officer
- **Basic Structure of Elementary Education** -
 - Formation of Basic Education Council and its function. Basic Education Act 1972.
 - Basic Teacher Education Service Manual. T.E.T. Manual.
 - General Rule and Provision of Right to Information Act 2005, and the information given at the school level.

11.CO-PO mapping

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	The Students will be able to understand about aim, scope and scope of school organization/management.	3	3	3	3	3	-	-
CO2	The Students will be able to enhance the knowledge of management resources.	3	3	3	2	2	-	-
CO3	The Students will be able to develop the skills of Time management.	3	3	3	2	3	-	-
CO4	The Students will be able to understand about school records and role of different agents in school management/ organization.	3	3	3	3	2	-	-
CO5	The Students will be able to acquaint the role of the agencies associated in the development of Elementary Education.	2	2	3	3	3	-	-

3Strongcontribution,2Averagecontribution,1Lowcontribution

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

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/NTQwOTIzNTIwNDBa/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/NTQ3ODA3NDkwNzZa/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/NTQ3ODg3MDM4NjBa/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/NTQ3ODg3MDM5NTBa/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/NTUzNDM2NzY0ODJa/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/NiYwMzM0MTYzNzla/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/NiYwMzM0MTYzNzla/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/NiYwNic0Mzc0ODZa/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/Njc3NzkvMDIwNiha/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/Nic5NzcwMzU0Nzda/details>

<https://classroom.google.com/c/NTM3NzY0MTI0ODNa/p/OTAwMTk3MzM3NTBa/details>

13.Books recommended:

- Moehlman, A.B., School Administration, Houghton & McGraw Hill.
- Mort, P.B., Principles of School Administration, McGraw Hill.
- Banghman, Anderson, Smith, Wiltse Administration & Supervision of Modern Secondary School-Parker Publishing Co.
- Sears, J.B., Public School Administration-Ronald Press.
- Reader, W.G., The Fundamentals of Public School Administration.
- Halpin, Andrew W.(e.), Administrative Theory in Education- Macmillan Co., London.
- Kimbrough, Ralph B. Nunney, Michael Y., Educational, Administration an Introduction, Macmillan Publishing Co., Inc.
- Immegart, GlenL. Pilechi Francis J., An introduction to Systems for the Education Administrator, Addison-Wesley Publishing Co.
- Sharma, Motilal (Dr.), Schools in Context, the Indian Ambala.
- Dubin Robert, Human Relations in Administration Prentice Hall of India.

1. Name of the Department: Education								
2. Course Name		SCIENCE-D		L	T	P		
3. Course Code		DED 513		2	1	0		
4. Type of Course (use tick mark)				Core (v)	DE ()	FC ()		
5. Pre-requisite (if any)		Graduation with any Discipline	6. Frequency (use tick marks)	Even (v)	Odd ()	Either Sem ()	Every Sem ()	
7. Total Number of Lectures, Tutorials, Practical								
Lectures = 20			Tutorials = 10		Practical = Nil			
8. COURSE OBJECTIVES-								
<ul style="list-style-type: none"> To develop understanding of the subject matter of science. To develop the skill of adopting scientific method (Pedagogy) for various events in science teaching. To educate the trainees to present the contents through resources and material available in the surroundings. To enable the trainees to present the scientific concepts through daily life activities and events. 								
9. COURSE OUTCOMES (CO):								
After the successful course completion, learners will develop following attributes:								
COURSE OUTCOME (CO)		ATTRIBUTES						
CO1		Students will be able to define Ecological System						
CO2		Students will be able to understand difference between metal and Non-metal						
CO3		Students will be able to define electric current						
CO4		Students will be able to understand composition of blood						
CO5		Students will be able to understand safety and first aid.						
10. Unit wise detailed content								
Unit-1		Number of lectures = 03		Title of the unit: Organic evolution and its components				
<ul style="list-style-type: none"> Ecological system, biotic and abiotic components, food chain, food web, ecological pyramid. 								
Unit-2		Number of lectures =03		Title of the unit: Minerals				
<ul style="list-style-type: none"> Metals and nonmetals, difference between metals and nonmetals, metal ores, extraction of metals. General information of periodic table electro negativity. 								
Unit-3		Number of lectures = 03		Title of the unit: Chemical Effect of Electric Current				
<ul style="list-style-type: none"> Electric current and its uses, Electroplating, chemical effect Magnet- uses, property of magnet, magnetic effect of earth, Electromagnet and magnetism 								
Unit-4		Number of lectures = 03		Title of the unit: Blood				
<ul style="list-style-type: none"> Composition of blood, blood group, blood bank, precautions in blood donation etc Transfusion and general information of blood relation diseases. 								
Unit-5		Number of lectures = 03		Title of the unit: General information of Aids & Hepatitis- B				
To aware its causes, symptoms and prevention Safety and first aid.								
11. CO-PO mapping								
COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Students will be able to define Ecological System	2	2	2	1	1	-	-
CO2	Students will be able to understand difference between metal and Non-metal	3	2	2	2	1	-	-
CO3	Students will be able to define electric current	2	2	2	1	1	-	-
CO4	Students will be able to understand composition of blood	2	2	2	2	1	-	-
CO5	Students will be able to understand safety and first aid.	2	2	1	1	1	-	-
3 Strong contribution, 2 Average contribution , 1 Low contribution								
12. Brief description of self-learning / E-learning component								

13. Books recommended:

1. Driver, Rosalind. (1996) Young People's Images of Science, Milton Keynes- Open University Press: London.
2. NCERT, (2006) Position Paper on Science Education, NCERT: New Delhi.
3. Martin D.J (2009) Elementary science methods- A constructivist approach
4. Bhatnagar S.S &Bhatnagar A.B (2009)- Pedagogy of Science
5. Yadav M.S (2004) Teaching Science at higher level.
6. Kulshreshtha S.P(2011) Teaching of Science.
7. Mishra Savita (2016) Pedagogy of Science Teaching

1.Name of the Department : Education (D.El.Ed.)							
2.Course Name		MATHEMATICS - D			L	T	P
3.Course Code		DED 514			1	1	0
4.Type of Course (use tick mark)					Core(v)	DE()	FC()
5.Prerequisite (if any)		Graduation with any Discipline	6.Frequency (use tick marks)	Even(v)	Odd()	Either Sem()	Every Sem()
7.Total Number of Lectures, Tutorials, Practical							
Lectures =1			Tutorials =1		Practical = Nil		
8. COURSE OBJECTIVES-							
<ul style="list-style-type: none">To develop knowledge of subject matter and understanding of their concepts.To train the trainees to present the contents of maths through resources available in surrounding/ materials/ activities of students.Train the trainees to present the need and utility of the contents in interesting manner.To get the T.L.M./ Activity/ Computer game/ Puzzle prepared by the trainee related to the subject matter.To introduce pedagogy and methodology of Maths used in teaching the contents of Maths.To develop an understanding of Enhanced Learning Provisions (ELPs) and explain its uses and relevance.To explain the utility of educational techniques in teaching Maths and make them proficient in its use.To train the trainees for continuous evaluation of the contents of Maths.							
9.COURSE OUTCOMES (CO):							
After the successful course completion, learners will develop following attributes :							
COURSEOUTCOME(CO)		ATTRIBUTES					
CO1		The Students will be able to explore the knowledge of Indices, number within indices, indices sign and power of indices, concept of square, square root, cube and cube root and square root of a number and decimal number, and cube root of cubic numbers and cubic decimal numbers.					
CO2		The Students will be able to explore the Knowledge of Quadric equation, solution of $X^2 = K$ type equation. $ax^2 +bx +c=0$ (solution by factor method) and concept of Quadrilateral, its diagonal, adjacent sides, opposite sides, and comprehension of exterior angles, Types of Quadrilateral Square, Rectangle, Rhombus, Parallelogram and Trapezium and experimental verification of their characteristics.					
CO3		The Students will be able to enhance their knowledge about the concept of circular quadrilateral and circular point, concept of Right circular cylinder and right circular cone, and their volume and total surface area, Area of trapezium.					
CO4		The Students will be able to enhance their knowledge about the concept of Trigonometric ratio and to find out trigonometric ratio of 0° , 30° , 45° , 60° and 90° angles.					
CO5		The Students will be able to understand the concepts of Probability, Understanding of possibility of coming head or tail after toss of a coin, Possibility of coming a surface of dice up after toss, Experiment of throwing/toss two or three coins together, Experiment of throwing/toss two dice at once, Relation of probability with daily life.					
10.Unit wise detailed content							
Unit-1		Number of lectures = 04		Title of the unit : Numbers and Algebra			
<ul style="list-style-type: none">Indices, number within indices, indices sign and power of indices.Concept of square, square root, cube and cube root and square root of a number and decimal number, and cube root of cubic numbers and cubic decimal numbers.							
Unit-2		Number of lectures = 04		Title of the unit : Quadratic Equation and Quadrilateral			
<ul style="list-style-type: none">Quadric equation, solution of $X^2 = K$ type equation. $ax^2 +bx +c=0$ (solution by factor method)Concept of Quadrilateral, its diagonal, adjacent sides, opposite sides, and comprehension of exterior angles, Types of Quadrilateral Square, Rectangle, Rhombus, Parallelogram and Trapezium and Experimental verification of their characteristics.							
Unit-3		Number of lectures = 04		Title of the unit : Mensuration			
<ul style="list-style-type: none">Concept of circular quadrilateral and circular point, Concept of Right circular cylinder and right circular cone, and their volume and total surface area, Area of trapezium.							
Unit-4		Number of lectures = 04		Title of the unit : Trigonometry			
<ul style="list-style-type: none">Concept of Trigonometric ratio and to find out trigonometric ratio of 0°, 30°, 45°, 60° and 90° angles.							
Unit-5		Number of lectures = 04		Title of the unit : Probability			
<ul style="list-style-type: none">Concepts of Probability, Understanding of possibility of coming head or tail after toss of a coin, Possibility of coming a surface of dice up after toss, Experiment of throwing/toss two or three coins together, Experiment of throwing/toss two dice at once, Relation of probability with daily life.							

11.CO-PO mapping								
COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	The Students will be able to explore the knowledge of Indices, number within indices, indices sign and power of indices, concept of square, square root, cube and cube root and square root of a number and decimal number, and cube root of cubic numbers and cubic decimal numbers.	3	3	3	2	2	-	-
CO2	The Students will be able to explore the Knowledge of Quadric equation, solution of $X^2 = K$ type equation. $ax^2 + bx + c = 0$ (solution by factor method) and concept of Quadrilateral, its diagonal, adjacent sides, opposite sides, and comprehension of exterior angles, Types of Quadrilateral Square, Rectangle, Rhombus, Parallelogram and Trapezium.	3	3	3	3	2	-	-
CO3	The Students will be able to enhance their knowledge about experimental verification of their characteristics, Concept of circular quadrilateral and circular point, Concept of Right circular cylinder and right circular cone, and their volume and total surface area, Area of trapezium.	3	3	3	3	2	-	-
CO4	The Students will be able to enhance their knowledge about the concept of Trigonometric ratio and to find out trigonometric ratio of 0° , 30° , 45° , 60° and 90° angles.	3	3	3	2	3	-	-
CO5	The Students will be able to understand the concepts of Probability, Understanding of possibility of coming head or tail after toss of a coin, Possibility of coming a surface of dice up after toss, Experiment of throwing/toss two or three coins together, Experiment of throwing/toss two dice at once, Relation of probability with daily life.	3	3	3	3	3	-	-

3Strongcontribution,2Averagecontribution,1Lowcontribution

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

<https://classroom.google.com/u/0/c/NTM3NzY0MTI0OTRa>
<https://classroom.google.com/u/0/c/NTM3NzY0MTI0OTRa>
<https://classroom.google.com/u/0/c/NTM3NzY0MTI0OTRa>

13. Books recommended :

- Mathematics Text-Book for classes VI, VII, VIII, New Delhi, NCERT
- IGNOU, AMT – 01 Teaching of Primary School Mathematics. IGNOU: New Delhi.
- IGNOU, LMT – 01, Learning Mathematics. IGNOU: New Delhi.
- NCERT (2005) NCF 2005 Position Paper on Mathematics NCERT: New Delhi.
- Rajesh Kumar Thakur;The Essentials of Vedic Mathematics, Rupa Publication India.
- Shakuntala Devi: In the wonderland of numbers, Souvenir Publication.
- Arthur Benjamin & Michael Shermar :Think like a Maths Genius, Souvenir Publication.
- NCERT – Content cum Methodology of teaching Mathematics
- Kulbir Singh Sidhu : Teaching of Mathematics , Sterling Publisher
- Rubi Fatima (2008) : Teaching Aids in Mathematics , Kanishka Publication

1. Name of the Department: Education										
2. Course Name	Social Studies-D			L	T	P				
3. Course Code	DED515			3	1	0				
4. Type of Course (use tick mark)				Core (√)	DE ()	FC ()				
5. Pre-requisite (if any)	Graduation	6. Frequency (usetick marks)	Even (√)	Odd ()	Either Sem ()	Every Sem ()				
7. Total Number of Lectures, Tutorials, Practical										
Lectures = 30		Tutorials = 10		Practical = Nil						
8. COURSE OBJECTIVES: The purpose of this Diploma course is to impart basic and key knowledge of Educational technological techniques and teaching . By using the principal of learning and teaching students may enable themselves a better teacher. After successfully completion of course, the student will able explore subject into their respective dimensions.										
9. COURSE OUTCOMES (CO): After the successful course completion, learners will develop following attributes:										
COURSE OUTCOME (CO)		ATTRIBUTES								
CO1		Students will be able to know about first freedom movement in 1857								
CO2		Students will be able to know about main Liberal and redical nationalstic leader in the Indian national movement								
CO3		Students will be able to know about Climate and weather Environmental pollution Demography life style etc .								
CO4		Students will be able to know about UNO ,NGO, Unity in diversity Communalism and castesim								
CO5		To Develop Knowledge about Major Challenges for Indian economy like poverty population growth Unemployment Government running scheme .								
10. Unit wise detailed content										
Unit-1	Number of lectures = 08		Title of the unit: Gaseous States							
First freedom movement in 1857and efforts to get freedom . Religious and social reform movement Bramha samaj ,Prarthna samaj, Arya samaj . Ram krishn mission ,Theosophical society ,Muslim religious movement (Sir Sayyad ahamad khan) National movement of India –Origin of Indian national congress ,Bengol division ,Rollet act .										
Unit-2	Number of lectures =08		Title of the unit: Colloidal State							
Jaliawala bagh Masscare .Khilafat movement Non coopration movement Chaura chaouri incident Kakori movement swaraj Party Simon commission ,Bardouli satyagrah Nehru Report Demand of full freedom –Jinnahs 14 points conditions First round table conference ,Pune pact ,Quit India Gandhi Iravin pact second round table conference Contribution of main liberal and radical nationalistic leaders in the indian national movement Mhatma Gandhi ,Jwahr lal Nehru ,Gopal krishn Gokhle Dada bhai nauroji Subhash Chandra bose Lokmanya Bal gangadhar tilak ,Lala Lajpat Rai										
Unit-3	Number of lectures = 08		Title of the unit: Thermodynamics- I							
Difference between climate and season and factors affecting the climate . Natural regions in India Demography lifestyle ,Agriculture industry ,main states and towns ,Mineral resources ,Source of energy agriculture and irrigation in India main import and export of India and there effect on our economy . Environmental pollution meaning types and preventions										
Unit-4	Number of lectures = 08		Title of the unit: Thermochemistry							
(UNO) formation parts and function . Public walfere scheme self employment programs run by the government of U.P (NGO) ,Unity in diversity ,Symbol of national unity ,Communalism and castecism										
Unit-5	Number of lectures = 08		Title of the unit: Phase Equilibrium							
Major challenges for Indian economy ,Poverty Population growth ,Population density ,population explosion .Demographical tendencies birth and death rates, sex ratio Eradication of poverty .Unempolyment –Types government running schemes to eradicate .Litrac y rate and globalization										
11. CO-PO mapping										
COs	Attri butes			PO1	PO 2	PO3	PO4	PO5	PO 6	PO7
CO1	Students will be able to know about first freedom movement in 1857			2	1	1	2	2	1	
CO2	Students will be able to know about main Liberal and redical nationalstic leader in the Indian national movement			2	1	2	2	2	1	
CO3	Students will be able to know about Climate and weather Environmental pollution Demography life style etc .			2	1	2	2	2	1	

C04	Students will be able to know about UNO ,NGO, Unity in diversity Communalism and castesim	2	1	2	1	2	1	
C05	To Develop Knowledge about Major Challenges for Indian economy like poverty, population growth, Unemployment, Government ru	2	1	2	1	2	2	Government ru
3 Strong contribution, 2 Average contribution , 1 Low contribution								
12. Brief description of self learning / E-learning component								
Nil								
13. Books recommended:								
Batra, Poonam (2010) Introduction in Poonam Batra (ed) (2010) Social Science Learning in Schools; Perspective and Challenges, Sage: New Delhi pp 3-41								
Bhattacharya, Neeladhari (2009). Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67 (1) pp 99-110								
NCERT, (2006). Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi. pp. 1-19								
Social Science Textbooks for classes VI, VII and VIII, New Delhi: NCERT 2006-2008								
George, A. and A. Madan (2009) Teaching Social Science in Schools: NCERT's New Textbook Initiative. Sage: New Delhi. pp 31-57								

1. Name of the Department: Education								
2. Course Name		HINDI D		L	T	P		
3. Course Code		DED516		1	1	0		
4. Type of Course (use tick mark)				Core (✓)	DE ()	FC ()		
5. Pre-requisite (if any)		6. Frequency (use tick marks)		Even (✓)	Odd ()	Either Sem ()	Every Sem ()	
7. Total Number of Lectures, Tutorials, Practicals								
Lectures = 15		Tutorials = 10		Practical = Nil				
8. COURSE OBJECTIVES: The course is aimed to develop the skills in Hindi, which is necessary for grooming them into successful education graduate. The topics introduced will serve as basic tools for specialized studies in education field.								
9. COURSE OUTCOMES (CO): <i>After the successful course completion, learners will develop following attributes:</i>								
COURSE OUTCOME (CO)	ATTRIBUTES							
CO1	Speak with correct pronunciation and write correctly in compulsory Sanskrit.							
CO2	Learn educative shloks and write title of given paragraph.							
CO3	Read comprehensively any material other than text books.							
CO4	Understand different forms of writing in Hindi.							
CO5	Use typical words to increase vocabulary of Sanskrit.							
10. Unit wise detailed content								
Unit-1	Number of lectures		05					
<ul style="list-style-type: none"> Correct Pronunciation reading and writing of vowel nasality, Halant, Visarg etc in compulsory Sanskrit. 								
Unit-2	Number of lectures		05					
<ul style="list-style-type: none"> Teaching of the lesson in compulsory Sanskrit to learn the educative Shloks by heart. To write the title of given paragraph. 								
Unit-3	Number of lectures		05					
<ul style="list-style-type: none"> To make a comprehensive study of teaching materials other than text book. 								
Unit-4	Number of lectures		05					
<ul style="list-style-type: none"> A general introduction of the writers of poems, essays, stories, one act plays, travelogue, biographies, autobiographies, letter writing, drama, included in text book of upper primary level their study and teaching. 								
Unit-5	Number of lectures		05					
<ul style="list-style-type: none"> To choose, collect and use the typical words in sentences for increasing vocabulary of Sanskrit. 								
11. CO-PO mapping								
COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Speak with correct pronunciation and write correctly in compulsory Sanskrit.	3	3	3	3	3	-	-
CO2	Learn educative shloks and write title of given paragraph.	3	3	3	1	3	-	-
CO3	Read comprehensively any material other than text books.	3	3	3	3	3	-	-
CO4	Understand different forms of writing in Hindi.	3	3	3	3	3	-	-
CO5	Use typical words to increase vocabulary of Sanskrit.	3	3	3	1	3	-	-
3 Strong contribution, 2 Average contribution , 1 Low contribution								
12. Brief description of self learning / E-learning component								
<p>13. Books recommended:</p> <ol style="list-style-type: none"> Mangal, Uma (2006). Hindi Shikshan. Delhi: Agra Book Depot. Bhai, Yogendrajeet (2005). Hindi Bhasha Shikshan. Agra: Vinod Pustak Mandir. Lal, Raman Behari. Hindi Shikshan. Meerut: Rastogi Publications. Sharma, R K & Dubey, S K. Hindi Vishayvastu ka Kaksha Shikshan. Agra: Radha Prakashan Mandir. 								

1. Name of the Department: Education											
2. Course Name		ENGLISH B			L	T	P				
3. Course Code		DED517			1	1	0				
4. Type of Course (use tick mark)					Core (✓)	DE ()	FC ()				
5. Pre-requisite (if any)			6. Frequency (use tick marks)	Even (✓)	Odd ()	Either Sem ()	Every Sem ()				
7. Total Number of Lectures, Tutorials, Practicals											
Lectures = 15			Tutorials = 10		Practical = Nil						
8. COURSE OBJECTIVES: The course is aimed to develop the skills in English, which is necessary for grooming them into successful education graduate. The topics introduced will serve as basic tools for specialized studies in education field.											
9. COURSE OUTCOMES (CO):											
After the successful course completion, learners will develop following attributes:											
COURSE OUTCOME (CO)		ATTRIBUTES									
CO1		Understand different methods of teaching English.									
CO2		Understand listening skill.									
CO3		Explain grammar and its types; differentiate between complex and compound sentences; write sentences of commands and requests.									
CO4		Explain tenses and its types; explain prepositions and conjunctions.									
CO5		Understand writing skill and make lesson plans for teaching English.									
10. Unit wise detailed content											
Unit-1		Number of lectures			05						
• Different approaches and methods of teaching English - Grammar translation method; Direct method; Structural approach cum situational technique; Communicative approach.											
Unit-2		Number of lectures			05						
• Listening with comprehension - Public announcements; T.V. News/ Radio discussions											
Unit-3		Number of lectures			05						
• Meaning of grammar, types of grammar • Complex and compound sentences- Clauses • Commands and requests											
Unit-4		Number of lectures			05						
• Tenses: Present, Past & Future-Indefinite, Continuous, Perfect, Perfect Continuous • Preposition and Conjunction											
Unit-5		Number of lectures			05						
• Skill of Writing - Objectives, Means of developing writing skills; Description of Pictures or objects; Letter, Applications; Filling up the forms. • Lesson planning											
11. CO-PO mapping											
COs		Attributes			PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1		Understand different methods of teaching English.			3	3	3	1	3	-	-
CO2		Understand listening skill.			3	3	3	3	3	-	-
CO3		Explain grammar and its types; differentiate between complex and compound sentences; write sentences of commands and requests.			3	3	3	1	3	-	-
CO4		Explain tenses and its types; explain prepositions and conjunctions.			3	3	3	1	3	-	-
CO5		Understand writing skill and make lesson plans for teaching English.			3	3	3	3	3	-	-
3 Strong contribution, 2 Average contribution , 1 Low contribution											
12. Brief description of self learning / E-learning component											
https://www.britannica.com/science/pollution-environment https://www.livescience.com/22728-pollution-facts.html https://www.hindawi.com/journals/jeph/2012/341637/ https://www.conserve-energy-future.com/causes-and-effects-of-environmental-pollution.php											
13. Books recommended:											
• Review and critical analysis of the text books of Std. 3-6, Jain, R.C., Sharma, C.K. Essentials of English Teaching. Agra: Vinod Pustak Mandir. • Kohli, A.L.(1996). Techniques of Teaching English. Delhi: Dhanpat Rai and sons. • Pandey, K.P. & Amita. The Teaching of English in India. Varanasi: Vishwidyalya Prakashan. • Singh, Y.K. (2005). Teaching of English. • Raman, Girija & Katyayani, R.K. (2016). Pedagogy of English. Neelkamal. • Bhatia, A. & Kaur, R. Modern Teaching of English. Patiala: Twentyfirst century publications. • Sharma, Kusum, Verma, S & Pandey, Priyanka. Class Teaching of English Contents. Agra: Radha Prakashan Mandir.											

1. Name of the Department: Education								
2. Course Name		PEACE EDUCATION			L	T	P	
3. Course Code		DED 518			1	1	0	
4. Type of Course (use tick mark)					Core ()	DE ()	FC ()	
5. Pre-requisite (if any)		Graduation with any Discipline	6. Frequency (use tick marks)	Even (v)	Odd ()	Either Sem ()	Every Sem ()	
7. Total Number of Lectures, Tutorials, Practical								
Lectures = 10			Tutorials = 10		Practical = Nil			
8. COURSE OBJECTIVES- Understand the importance of peace education. <ul style="list-style-type: none"> Analyse the factor responsible for disturbing peace. Familiarise themselves with the pedagogy of peace. Develop understanding about strategies for peace education. Appreciate the role of peace in life 								
9. COURSE OUTCOMES (CO): <i>After the successful course completion, learners will develop following attributes:</i>								
COURSE OUTCOME (CO)		ATTRIBUTES						
CO1		Students will be able to understand concept of Peace Education						
CO2		Students will be able to understand Social cognition						
CO3		Students will be able to define Violence						
CO4		Students will be able to understand conflict						
CO5		Students will be able to define Human Rights and Democracy						
10. Unit wise detailed content								
Unit-1		Number of lectures = 02		Title of the unit: Introduction				
Aims, Objectives & importance of Peace Education, Present Need of Education for peace. • Indian life values for Peace skill & Peace tendencies in peace education. • Barriers- Psychological, Cultural, Political								
Unit-2		Number of lectures =02		Title of the unit: Development of Peer relationship & Interpersonal Understanding				
Role of peers in children's development • Characteristic of peer relationship • Social cognition • Aggression • Technology and peer relationship • Diversity in peer relationship and social cognition • Promoting healthy peer relationships • Character and moral education pro-social development, contribution of parents and family members in making of children's character and the importance of teacher in making it good. • Behaviorism stimuli and responses, strategies for encouraging productive behaviors for peace, strategies for discouraging undesirable behaviors in a positive way, positive behavior, intervention support								
Unit-3		Number of lectures = 02		Title of the unit: VIOLENCE				
Concept, types of violence- verbal, psychological, physical, structural Frontiers of violence • Caste, Gender, Discrimination, Corruption, Communalism, Advertisement, poverty. • Perils of violence, media & violence								
Unit-4		Number of lectures = 02		Title of the unit: Conflicts				
Reconciliation after conflicts • For peace in India the philosophical thinking, Gandhian Darshan& peace. • peace portrayed in constitution of India								
Unit-5		Number of lectures = 02		Title of the unit: Peace value				
Human Rights & Democracy, National Unity and Religious tolerance in India • Globalization & Peace • Meaning and Need of Sustainable Development Environment & Sustainable Development								
11. CO-PO mapping								
COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Students will be able to understand concept of Peace Education	2	2	2	1	1	-	-
CO2	Students will be able to understand Social cognition	2	2	1	1	1	-	-
CO3	Students will be able to define Violence	2	2	2	1	2	-	-
CO4	Students will be able to understand conflict	2	1	1	2	2	-	-

CO5	Students will be able to define Human Rights and Democracy	2	2	1	2	1	-	-
	3 Strong contribution, 2 Average contribution , 1 Low contribution							
12. Brief description of self-learning / E-learning component								

13. Books recommended:								
1. Delors, jackques (1996) learning the treasure within. Report of international commission on education for the 21 century. Paris: london.								
2. Dhan, H, (2000). Teaching Human Right. A hand book for teacher Educator, Asian Institute of								
3. Human Right Education, Bhopal.								
4. Galtung, J and ikeda, D.(1995) Choose peace . London: Pluto press.								
5. Government of India (1948-49) Report of the university education commission, New Delhi, ministry of education.								