

BANASTHALI VIDYAPITH



Curriculum Structure and Syllabus Foundation and Vocational Courses

BANASTHALI VIDYAPITH
P.O. BANASTHALI VIDYAPITH
(Rajasthan)-304022

July, 2019

158

No. F. 9-6/81-U.3

**Government of India
Ministry of Education and Culture
(Department of Education)**

New Delhi, the 25th October, 1983

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/-

(M. R. Kolhatkar)

Joint Secretary of the Government of India

NOTICE

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

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Curriculum Structure

Foundation and Vocational Courses

Semester- I

Course	Code	Course Name	L	T	P	C*
BVF	011/	General English / lkekU; fgUnh	2	0	0	2
BVF	014	Core Foundation Course - I	2	0	0	2

Semester- II

Course	Code	Course Name	L	T	P	C*
BVF	014/	lkekU; fgUnh / General English	2	0	0	2
BVF	011	Core Foundation Course - II	2	0	0	2

Semester- III

Course	Code	Course Name	L	T	P	C*
		Core Foundation Course - III	2	0	0	2
		Elective Foundation Course - I	2	0	0	2

Semester- IV

Course	Code	Course Name	L	T	P	C*
		Core Foundation Course - IV	2	0	0	2
		Elective Foundation Course - II	2	0	0	2

Semester- V

Course	Code	Course Name	L	T	P	C*
		Vocational Course - I	2	0	0	2
		Core Foundation Course - V/Elective	2	0	0	2
		Foundation Course - III				

Semester- VI

Course	Code	Course Name	L	T	P	C*
		Vocational Course - II	2	0	0	2
		Elective Foundation Course - III/Core	2	0	0	2
		Foundation Course - V				

Core Foundation Courses

Course	Code	Course Name	L	T	P	C*
BVF	002	Environment Studies	2	0	0	2
BVF	013	Indian Cultural Heritage	2	0	0	2
BVF	017	Selected Writings of Great Authors - I	2	0	0	2
BVF	020	Women in Indian Society	2	0	0	2
BVF	015	Parenthood and Family Relation	2	0	0	2

Elective Foundation Courses

CourseCode	Course Name	L	T	P	C*
BVF 016	Science of Happiness	2	0	0	2
BVF 012	Human Body and Health	2	0	0	2
BVF 010	Design Thinking	2	0	0	2
BVF 019	Universal Human Values	2	0	0	2
BVF 018	Selected Writings of Great Authors - II	2	0	0	2

Vocational Courses

CourseCode	Course Name	L	T	P	C*
VOC 011L	Basic Dress Making	0	0	4	2
VOC 005L	Dress Designing	0	0	4	2
VOC 014	Entrepreneurship - I	2	0	0	2
VOC 015	Entrepreneurship - II	2	0	0	2
VOC 020	Radio Production - I	2	0	0	2
VOC 021	Radio Production - II	2	0	0	2
VOC 022	Web Designing and Internet Technology-I	1	0	0	1
VOC 022L	Web Designing and Internet Technology-I Lab	0	0	2	1
VOC 023	Web Designing and Internet Technology-II	1	0	0	1
VOC 023L	Web Designing and Internet Technology-II Lab	0	0	2	1
VOC 009	Library Science - I	1	0	0	1
VOC 009L	Library Science – I Lab	0	0	2	1
VOC 010	Library Science – II	1	0	0	1
VOC 010L	Library Science – II Lab	0	0	2	1
VOC 018	Photography - I	0	0	4	2
VOC 019	Photography - II	0	0	4	2
VOC 016	Introduction to Artificial Intelligence - I	2	0	0	2
VOC 023	Introduction to Artificial Intelligence - II	2	0	0	2
VOC 012	Computer Assisted Learning and Teaching	1	0	0	1
VOC 012L	Computer Assisted Learning and Teaching Lab	0	0	2	1
VOC 013	Emerging Technologies for Learning and Teaching	2	0	0	2

* **L - Lecture hrs/week ; T - Tutorial hrs/week;**

P- Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C- Credit Points of the Course

Student can opt for at most 2 additional Open (Generic) audit/credit Elective from other disciplines opting at most 1 per semester from Semesters III onwards with prior permission of respective heads and time table Permitting.

Every Student shall also opt for:

Five Fold Education: Physical Education I, Physical Education II,

Five Fold Education: Aesthetic Education I, Aesthetic Education II,

Five Fold Education: Practical Education I, Practical Education II

one each semester

Five Fold Activities

Fine Arts	Physical Education and Sports
BVFF 101 Classical Dance (Bharatnatyam)	BVFF 201 Aerobics
BVFF 102 Classical Dance (Kathak)	BVFF 202 Archery
BVFF 103 Classical Dance (Manipuri)	BVFF 203 Athletics
BVFF 104 Creative Art	BVFF 204 Badminton
BVFF 105 Folk Dance	BVFF 205 Basketball
BVFF 106 Music-Instrumental (Guitar)	BVFF 206 Cricket
BVFF 107 Music-Instrumental (Orchestra)	BVFF 207 Equestrian
BVFF 108 Music-Instrumental (Sarod)	BVFF 208 Flying - Flight Radio Telephone Operator's Licence (Restricted)
BVFF 109 Music-Instrumental (Sitar)	BVFF 209 Flying - Student Pilot's Licence
BVFF 110 Music-Instrumental (Tabla)	BVFF 229 Aeromodelling
BVFF 111 Music-Instrumental (Violin)	BVFF 210 Football
BVFF 112 Music-Vocal	BVFF 211 Gymnastics
BVFF 113 Theatre	BVFF 212 Handball
	BVFF 213 Hockey
Social Service and Extension Activities	BVFF 214 Judo
BVFF 301 Banasthali Sewa Dal	BVFF 215 Kabaddi
BVFF 302 Extension Programs for Women Empowerment	BVFF 216 Karate – Do
BVFF 303 FM Radio	BVFF 217 Kho-Kho
BVFF 304 Informal Education	BVFF 218 Net Ball
BVFF 305 National Service Scheme	BVFF 219 Rope Mallakhamb
BVFF 306 National Cadet Corps	BVFF 220 Shooting
	BVFF 221 Soft Ball
	BVFF 222 Swimming
	BVFF 223 Table Tennis
	BVFF 224 Tennis
	BVFF 225 Throwball
	BVFF 226 Volleyball
	BVFF 227 Weight Training
	BVFF 228 Yoga

BVF 011 General English

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

After the completion of the course, learners will be able to:

- develop their communicative competence; Listening, Speaking, Reading, and writing (LSRW).
- hone their understanding of nature, function and structure of English language.
- enrich their vocabulary.
- improve their comprehension through prescribed texts..

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Content:

1. Received Pronunciation (RP):

- Sound Symbols, Transcription
- Syllable, Word Stress and Tone:
- Mono and Bi-syllabic words (for stress marking)
- Word Formation:
- Some Greek and Latin Roots, Compounding, Conversion, and Affixation

2. Identification of Word Classes

- Elements of Clause (SVOCA)
- Sentence Patterns – SV, SVC, SVO, SVA, SVOC, SVOO, SVOA;
- Subject Verb Agreement
- Letter Writing (Formal and Informal)

3. Language Use at various situations;

- At the reception of an/a office/hotel/airport (through role play)
- Talking to a stranger/doctor (through role play)
- Meeting with a Principal/Teacher (through role play)
- Debate on a current topic
- Discussion on a current topic

4. Communication

- Non-verbal communication

5. Comprehension of passages from the following literary writings:

- *Goodbye Party for Miss Pushpa TS* by Nissim Ezekiel
- *Chocolate* by Manju Kapoor
- *Toasted English* by R K Narayan

Recommended Reading:

- Allen, W. Stannard. (2000). *Living English Prose*. New Delhi: Orient Longman.
- O’Conner, J.D. (1998). *Better English Pronunciation*. Cambridge: Cambridge University Press.
- Greenbaum, Sidney. (1999). *English Grammar*. New Delhi: Oxford University Press.
- Balasubramanian, T. (1980). *A Textbook of English Phonetics for Indian Students*. New Delhi: MacMillan.

Suggested E-learning Material:

- Vowels and Consonants
egyankosh.ac.in/handle/123456789/21629
- word stress and intonation
egyankosh.ac.in/handle/123456789/25662
- Word Classes
<https://www.fluentu.com/blog/english/learn-english-grammar-online/>
- Communication skills, types, letter writing
<https://www.illumine.co.uk/resources/communication-skills-resources/>
- Sentence Types and Structures
<https://elt.oup.com/student/oxfordenglishgrammar/?cc=global&sellLanguage=en>
- Subject Verb Agreement:
<https://www.grammarbook.com/grammar/subjectVerbAgree.asp>
<https://www.flocabulary.com/unit/subject-verb-agreement/>

BVF 014 lkekU; fgUnh

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

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- Hkk"kk ds O;kdjf.kd :ij 'kq) mPpkj.k vkSj ekud :lk ds Kku ls laizs"k.k {kerk fodflr gks ldsxhA
- oLrqfu"B ekSfyd fparu vkSj ys[ku dh izo`fRr fodflr gks ldsxhA
- iz;kstuewyd fgUnh fo"k;d Kku esa vfHko`f) gksxhA
- ikfjHkkf"kd 'kCnkoyh ,oa vuqokn izfdz;k dk Kku gks ldsxkA
- p;fur fuca/kksa ds ys[ku ls Nk=kvkksa esa v;;u izo`fRr dk fodkl vkSj ekSfyd fparu dh vfHko`f) gks ldsxhA
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lkekU; fgUnh

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 - 'kCn &'kqf)] fojke fpg~u] orZuh iz;ksxA
 - lk;kZ;okph] foykse] ,dkFkZd vkSj vusdkFkZd 'kCnA
 - Ekqgkojs vkSj yksdksfDr;kjA
 - lkz;kstuewyd fgUnh vkSj O;kogkfjd fgUnh
- lkz;kstuewyd fgUnh ds izdkj
- lkz;kstuewyd fgUnh dh 'kCnkoyh

ikfjHkkf"kd 'kCnkoyh] vuqokn izfdz;k] oSKkfud ,oa rduhdh
'kCn fuekZ.kA

- lk= ys[ku % dk;kZy;h i=] okf.kfT;d i=] f'kdk;rh i=] izkFkZuk
i=] c/kkbZ i=A
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f'k{kk] /keZ vkSj ekuo thou] Hkkxor~ xhrk dk thou esa
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jktSUnz izlkn & laLej.k ¼egknsokh oekZ½
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uhM+ dk fuekZ.k fQj&fQj & gfjoa'k jk; ^cPpu*] dye vkt
mudh t; cksy & jke/kkjh flag ^fnudj*] gs xzke nsork ueLdkj
& jkedqekj oekZ

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- 1- JhokLro] jfoUnz] ¼2005½] *fgUnh Hkk"kk lajpuk vkSj iz;ksx]*
ubZ fnYYkh] jktdey izdk'kuA
- 2- uUnu] MkW- oklqnso] ¼2015½] *vk/kqfud fgUnh O;kdj.k*
vkSj jpuk] jkiph] Hkkjrh Hk.MkjA
- 3- ckgjh] gjnso] ¼1972½] *fgUnh dk O;ogkfjd O;kdj.k]*
bykgkckn] yksdHkkjrh izdk'kuA
- 4- flag] MkW- fot;iky] ¼2017½] *dk;kZy;h fgUnh]* okjk.klh]
fo'ofok; izdk'kuA
- 5- flag] johUnz izlkn] ¼2014½] *'kq) fgUnh dSls fy[ksa]* jkiph]
Hkkjrh HkouA

- 6- uUnu] Mkw- oklqnso] ¼2015½] *fgUnh O;kdj.k vkSj jpuk*]
jkjph] Hkkjrh Hk.MkjA
- 7- >kYVs] naxy] ¼2002½] *iz;kstuewyd fgUnh*] fnYYkh] ok.kh
izdk'kuA
- 8- ukjk;.k] f'ko] ¼2016½] *izkys[ku izk:i]* dksydÙkk] vkokt
izdk'kuA
- 9- *iz'kkIfud 'kCnkoyh*] dsUnzh; fgUnh funs'kky;A
- 10- *cSfdax 'kCnkoyh*] vkxjk] dsUnzh; fgUnh laLFkkuA

Core Foundation Course

BVF 002 Environment Studies

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

After the completion of this course, students will be able to:

- Describe the interaction of organisms with their environment.
- Describe concepts and methods from ecological and environmental sciences and their application in understanding the environmental issues.
- Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
- Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Content:

- Introduction to Environmental Science and Ecosystem: Definition, scope and importance Concept of Ecosystem, Structure of Ecosystem (Biotic and Abiotic factors).
- Dynamics of Ecosystem: Food Chain, Food web and Ecological Pyramids. Brief idea of energy flow. Salient features of forest, grassland, Desert and Aquatic ecosystem.
- Natural Resources and their conservation: Renewable and non-renewable resources. Uses and over utilization/exploitation of Natural resources: Forest, Water, Mineral, Food, Energy and Land.
- Water conservation and management: Rain water harvesting. Elementary idea of solid waste management.
- Biodiversity and its conservation: Definition, Types and Importance of Biodiversity. Endangered and Endemic Species of India. Bio-geographical classification. Hot spots and India as a Mega diversity nation. Threats to Biodiversity: Habitat loss, poaching of wild life.

- Conservation of Biodiversity: Brief idea of *in-situ* and *ex-situ* conservation of Biodiversity.
- Environmental Pollution: Definition, Causes, Effects of air, water, soil, noise, thermal and nuclear pollution. Control and preventive measures of air, water, soil, noise, thermal and nuclear pollution.
- Global problems: Climate change, global warming, Ozone layer depletion, Acid Rain and Photochemical Smog. Elementary knowledge of Natural Disaster Management.
- Human Population, Social Issues and Environment: Population growth, Variation, Explosion and Sex ratio. Environment and Public Health (HIV/AIDS). Environmental Ethics (Issues and Possible Solution).
- Environmental legislation and Environmental Protection Acts: Air, Water, Wildlife Forest acts. Role of information technology in Environment and Human Health.

Recommended Books:

1. Basu, M. & Xavier Savarimuthu, S. J. (2017). *Fundamentals of Environmental Studies*. (1st ed.). Delhi, India: Cambridge University Press.
2. Bharucha, E. (2005). *Textbook of Environmental Studies for Undergraduate Courses* Hyderabad, India: Universities Press
3. Rajagopalan, R. (2015), *Environmental Studies from Crisis to Cure*, (3rd ed.). Delhi, India: Oxford University Press.
4. Rana, S.V.S. (2004). *Environmental Studies*. Meerut, India: Rastogi.
5. Sharma, J.P. (2017). *Environmental Studies* (4th Ed.). Delhi, India: University Science Press.

Suggested e-learning materials:

1. Environmental Studies:
<https://swayam.gov.in/course/141-enviromental-studies-i>
<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>

BVF 013 Indian Cultural Heritage

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

After the completion of the course, students will be able to:

- Comprehend the importance of Culture as a specific field of heritage studies.
- Differentiate between the ‘material’ and ‘non-material’ aspects of cultural heritage.
- Recognize heritage as a ‘process’ as well as a ‘product’ of human activities.
- Appreciate the expansion and sustenance of Indian cultural heritage.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content:

- Cultural Heritage: Its Constituents and Significance
- Plurality of Cultures: Unity in Diversity
- Influence of Bhagvad Gita and Ramayan on Indian culture: Formation of Self and Social Values
- Contribution of Buddhism & Jainism: Ethics in Human Life
- Indigenous Knowledge System: Contributions to Education and Science
- Development of Composite Culture: Indo-Islamic Art, Bhakti and Sufism
- Interaction between Indian and Western Cultures: Education and Society
- Gandhi's views on Non-violence and Social Issues
- The Popular Culture: Food, Sports and Festivals
- The Making of Greater India: Expansion of Culture beyond Boundaries
- Constitutional Provisions for Sustenance of Cultural Values
- Conservation of Heritage: Issues and Measures

Recommended Books:

1. Basham, A.L. (2004). *The Wonder that was India*. England: Picador.
2. Bhattacharya, H. (Ed.). *Cultural Heritage of India* (in 5 Vol.). Calcutta: Sri Ram Krishna Mission.
3. Dinkar, Ramdhari Singh (1956). *Sanskriti ke Char Adhyay*, Allahabad: Lok Bharti Prakashan.
4. Kabir, Humayun (1947). *Our Heritage*, Bombay.
5. Nehru, J.L. (1981). *The Discovery of India*, J.L. Nehru Memorial Fund, Oxford University Press.
6. Nehru, J.L. (2001). *Hindustan ki kahani*, Sasta Sahitya Mandal Prakashan. (Hindi)
7. Pande, Susmita (1989). *Medieval Bhakti Movement: its History and philosophy*, Kusumawali Prakashan, Meerut.
8. Raza, M. (1961). *Introducing India*. Aligarh: Aligarh Muslim University.

Suggested E-Resources:

- Sri Aurobindo. (1953). *Foundations of Indian Culture*. New York, NY: The Sri Aurobindo Library. Retrieved from <https://archive.org/details/FoundationsOfIndianCultureAurobindo/page/n5>
- World Heritage Sites, Culture and Heritage, in 'Know India', An Initiative under india.gov.in, <http://knowindia.gov.in/culture-and-heritage/>

BVF 017 Selected Writings of Great Authors - I**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****2 0 0 2****Objectives:** The objectives of the course of study are:

1. To fulfill one of the objectives of Five Fold Education (Panch Mukhi Shiksha) of Banasthali University that is to educate girls in cultural traditions and preserving and inculcating the essential values and ideas of Indian Culture.

2. To develop an acquaintance with Indian Epics.
3. To develop analytical faculty and habit of self study and reading good books among the students.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

- xka/kh dh dgkuh ¼fgUnh@vaxszth½ & yqbZ fQ'kj
- n'kjFkuUnu jke ¼fgUnh@vaxszth½ & pØorhZ jktxksikykp;Z

BVF 020 Women in Indian Society

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

After the completion of the course, the students will be able to:

- Understand the basic concept of equality in mythological narratives.
- Develop an understanding of how identity formation of women in socio cultural and professional settings takes place and sustains in our social setting.
- Learn about life changing experiences and accomplishments of women role models in different fields and be inspired.
- Critically evaluate the contributions of women's universities in making of women leaders.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content:

- Women in Indian society: Concept of equality from mythological narratives to present perspectives.
- Identity formation of women: Socio-Cultural Identity, Professional Identity and impact of socialization in identity formation.
- Women's participation in Indian freedom struggle: Rani Laxmi Bai, Sarojini Naidu, ArunaAsaf Ali, Usha Mehta.
- Changing status of women in post independence India with context to social, education, political, economic, and health.

- Women role models in various fields such as (not limited to): Savitri Bai Phule (Education), Indira Gandhi (Politics), Mahashweta Devi (Literature), Kalpana Chawla (Science), Binny Yanga (Social Sector), P.T. Usha (Sports), Indira Nooyi (Corporate).
- Contribution of Women's Universities in nurturing women leaders in India.

Recommended Books

1. Ahuja, M. L. (2011). *Women in Indian Mythology*. Delhi: Rupa Publications.
2. Altekar, A. S. (1956). *Position of Women in Hindu Civilization*. Delhi: Motilal Banarsidas.
3. Desai, Neera. (2001). *Women in Modern India*. Delhi: National Book Trust.
4. Desai, Neera & Maitreyi. (1986) *Women and Society*. Delhi: Ajanta Publications.
5. Kumar, Radha. (1993). *The History of Doing; An Illustrated Account of Movements For Women's Rights And Feminism in India, 1800-1990*, Zubaan, New Delhi.
6. Bhalla, K. S. (2006). *Great Women of India*. Delhi: Kalpaz Publications.
7. Forbes, Geraldine. (2008). *Women in Independent India*. New York: Cambridge University Press.

Suggested E-Resources

1. Women in Ancient India, Mythology
<http://www.legalservicesindia.com/article/1867/The-Socio-Economic-Status-of-Women-in-India-Ancient-to-Modern-Era.html>
<https://timesofindia.indiatimes.com/life-style/books/photo-stories/fascinating-women-from-mythology/photostory/58495315.cms>
2. Gender, Identity and Socialization
<https://blogs.unicef.org/evidence-for-action/what-is-gender-socialization-and-why-does-it-matter/>
https://www.jstor.org/stable/27520847?seq=1#metadata_info_tab_contents

3. Women & Freedom Movement
https://www.academia.edu/6399139/Role_of_Women_in_India_s_Struggle_for_Freedom
4. Women and Socio-economic, Political, Health Status
http://shodhganga.inflibnet.ac.in/bitstream/10603/8562/7/07_chapter%202.pdf
5. Inspiring Women of India
<https://www.indiatoday.in/entertainment/photo/indias-25-most-influential-women-369340-2013-03-13/14>
<https://owlcation.com/humanities/Greatest-Indian-Women-From-History>

BVF 015 Parenthood and Family Relation

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

Upon completion of the course students will be able to:

- Observe children at different age levels in different situations and record them
- Prepare age related teaching aids
- Evaluate ,modify and compose age related printed materials / songs /and stories
- Plan and organize play activities / games, role plays, parties/ get together for children of different age groups

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content

- Preparing for parenthood:
 - Personal readiness and understanding the responsibilities of becoming a parent
 - Pre and post parenthood health issues and concerns - Management of reproductive health issues
- Antenatal, natal and postnatal care: Health, nutritional and emotional

- Infant care practices: feeding, weaning, toilet training, hygiene, sleep and rest
- Milestones of developments and role of parents as facilitators
- Effective parenting skills:
 - Disciplinary techniques and their impact
 - Strategies for positive parenting
 - Handling behavioural problems such as sibling rivalry and aggression
- Significance of family harmony in changing society:
 - fostering positive inter personal relationships family conflict and resolution

Learning Experiences :

1. Observing children at different age levels in different situations through Field Visit
2. Recording observations, including Anecdotal records on Individual differences in difference aspects of behaviour
3. Preparing age related teaching aid
4. Viewing educational films followed by group discussion
5. Case Studies
6. Evaluating printed materials – (Magazines, news papers, articles from the books)
7. Collecting, composing and modifying age related songs and stories
8. Introspecting one's own past childhood experiences, with parents, siblings, friends neighbours etc.
9. Planning and organizing play activities and games for children of different age groups
10. Group discussions/Buzz sessions
11. Role playing
12. Planning for celebrating festivals, parties, get together.

References :

1. Kulkarni, S. & Kulkarni, S. (1995). *Responsible Parenthood and Harmonious Families*. Jaipur: Classis Pub. House.

2. Minett, P.M. (2001). *Child Care and Development* (4th ed.). London, United Kingdom, UK: John Murray.
3. Santrock, J.W. (2008). *Life Span Development*. New York, NY: Tata McGraw Hill Companies, Inc.
4. Sharma, K. (1993). *Bal Vikas*. Agra: Star Publications.
5. Sharma, K. & Sharma, L. (1993). *Matrkala Evam Bal Vikas* (pancham sanskarn). Agra: Star Publications.
6. Sharma, N. (1999). *Understanding Adolescence*. New Delhi: National Book Trust.
7. Singh, V. (2012). *Matrkala Evam Shishu Kalyan* (5th ed.). Jaipur: Panchsheel Prakashan.
8. Hurlock, E.B. (1988). *Child Development* (6th ed.). New York, NY: Tata McGraw Hill Publishing Co. Ltd.

Suggested E-Learning materials

1. Childhood and Growing Up 1MB
<https://drive.google.com/open?id=0Bwk5FIIsI0ctxTUNrazYzRFpSdms>
2. Guidance and Counseling 14MB
<https://drive.google.com/open?id=Bwk5FIIsI0ctxSm5ERUNtTG1KalU>

Elective Foundation Courses

BVF 016 Science of Happiness

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

After completion of the course the students will be able to:

- Develop ability to cope up with stressful situation positively.
- Consciously try to remain happy more often.
- Spread happiness

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content:

- Happiness: Positive emotions, pleasure, satisfaction and meaning of life.
- Indicators and measurement of happiness
- Importance, development and application of :
 - Helping others
 - Gratitude and forgiveness
 - Resilience
 - Optimism
 - Hope
 - Mindfulness
 - Interpersonal Relationships
 - Sense of humor
- Barriers of happiness: Habits, life style, life preferences, their practices and behavior.
- Happiness, well-being and quality of life.

Pedagogy:

The course would be more in a workshop mode wherein teachers will act as facilitators and mentors. Moreover, this course will make the students internalize all the curriculum contents followed by activities as per requirement – Role play, Gratitude journal, Happy to help projects, Laughter therapy, etc.

Recommended Books:

- Seligman, M. E. (2004). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Simon and Schuster.
- Lama, D. (2009). *The Art of Happiness: The Handbook of Living*. Riverhead Books, USA.

Suggested E-Learning Material:

- **Authentic Happiness by Martin Seligman**
<https://positivepsychologyprogram.com/authentic-happiness/>
- **Authentic Happiness**
<https://s3.amazonaws.com/media.wakinguptheworkplace.com/Authentic-Happiness.pdf>

- **The Art of Happiness**

<http://www.e4thai.com/e4e/images/pdf/The%20Art%20of%20Happiness.pdf>

BVF 012 Human Body and Health

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

Upon completion of the course, the student shall be able to know:

- Structure, functions and diseases of skeletal, muscular, cardiovascular system of the human body
- Composition of blood various homeostatic mechanisms and their imbalances
- Structure, functions and diseases of gastrointestinal and urinary system of the human body
- Various hormones and associated physiology
- Structure and functions of special senses and PNS
- Significance of antioxidant, vitamins and minerals, balance diet, BMI, Nutraceuticals

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Structure, functions and related diseases of the following body parts:

- **Bones and Muscles**
Different types of bones, joints and muscles in human body
- **Ear, Nose, Throat**
Structure and function of special senses
- **Stomach, Liver, Pancreas, Gall Bladder, Small and Large Intestine**
Gross morphology, structure and functions of gastrointestinal system
- **Lungs and Associated organs**
Gross morphology, structure and functions of respiratory system
- **Blood, RBC's, WBC's and Platelets**
Different components of blood and their functions
- **Heart, Blood Vessels**
Structure, function and anatomy of heart and blood circulation

- **Kidney, Urinary Bladder**

Structure, functions, anatomy of Kidney, urinary bladder and associated conditions of excretory organ

Hormones

Regulation of hormone production and different stimuli that control hormone levels in the body

- Skin

Understanding of structure and function of major components of the skin and factor affecting skin integrity

Health

- Balanced Diet

Various components of a balanced diet and uses of the main food groups in the body

- Nutrition Deficiency Diseases

Different symptoms, causes and conceptual knowledge of nutritional deficiency diseases

- Ill effects of junk foods

Awareness about consequences of junk food consumption on health and associated diseases

- BMR, BMI, Fat Mass, Lean Mass

Different calculation for basal metabolic rate and estimation of body mass from skeletal dimensions

- Antioxidants, Vitamins and Minerals

Definitions, fat-soluble and water soluble vitamins, antioxidants effects on body and advantages and disadvantages of supplementation

- Dietary Supplements, Role of Nutraceuticals, functional Foods

Health benefits, role in prevention of different diseases and their regulation

Recommended Books (Latest Edition):

1. Kathleen, J.W. (1992). *Anatomy and Physiology in Health and Illness*, 7th Ed., New York: Churchill Livingstone.
2. Tandon, O.P. Tripathi, Y. (2011). *Physiological basis of Medical Practice*, Best and Tailor, Williams & Wilkins Co.
3. Guyton, A.C. Hall, J.E. (2006). *Text book of Medical Physiology*, 11th Ed., Miamisburg.

4. Tortora, G.J. (2003). Grabowski SR, *Principles of Anatomy and Physiology*, Palmetto, GA
5. Singh, I. (2011). *Textbook of Human Histology*, 6th Ed., New Delhi: Jaypee brother's medical publishers.
6. Ghai, C.L. (2013). *Textbook of Practical Physiology*, 8th Ed., New Delhi: Jaypee brother's medical publishers.
7. Chatterje, C.C. (2005). *Human Physiology*, vol 1-2. Kolkatta: Academic Publishers.

Suggested e-material

1. www.cvpharmacology.com
2. www.treatment4addiction.com
3. www.medicalnewtoday.com
4. www.edvivas.com
5. www.pharmafactz.com

BVF 010 Design Thinking

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcome:

The student will be able to:

- Understand how Design thinking can ensure professional success and better quality of life

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Objectives:

- To understand Design thinking, Design process and basic approach
- To understand how Design thinking can ensure professional success and better quality of life

Theory:

- Introduction to Design thinking, Understanding key words in Design thinking.
- Design and sustainability.
- Design Policy of India and the role of Design Thinking in promoting innovation and economic development of the country.

- Evolution of Design Thinking as a discipline and its application in various walks of life politics, education, research etc.
- Importance of perception in Design thinking.
- Design thinking methods: De Bono's Cort tools; Six thinking hats, parallel thinking.
- Lateral thinking methods: Provocation, Movement, Random Entry.
- The Role of Yoga and Meditation in Design Thinking.
- Design Thinking methods for Designing your emotions, managing stress and getting read of fear.
- Studying case studies to understand the application of Design thinking in solving sticky problems in personal and professional life.
- Connecting Design thinking with "Sa Vidya ya Vimuktaye"

Suggested Readings:

1. Bono De Edward, (2008), *The Free Mind by Edward De Bono*, Jaico Publishing House, Mumbai.
2. Bono De Edward, (2010), *Six Thinking Hat*, Penguin, UK.
3. Bono De Edward, (2010), *Lateral Thinking*, Penguin, UK.
4. Biyani Kishore, (2007), *It Happened in India*, Rupa, New Delhi.
5. www.edwarddebonofoundation.com
6. https://en.wikipedia.org/wiki/Design_management

BVF 019 Universal Human Values

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

By the end of the course the learners will be able to:

- Know about universal human values and understand the importance of values in individual, social, career, and national life. .
- Become conscious practitioners of values.
- Realize their potential as good human beings and conduct themselves in the ways of the world.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Contents:

Truth- Universal truth, truth as value, truth as fact (veracity, sincerity, honesty amongst others); narratives and anecdotes from history and literature/ folklores about practicing truth, advantages of practicing truth.

Love- Forms of love: for self, parents, friend, spouse, community, nation, humanity and other beings (living and non living), gratitude and forgiveness; narratives and anecdotes from history and literature/ folklores about practicing love, advantages of practicing love.

Compassion- Concept and meaning, empathy, sympathy and non violence; role models in history for practicing compassion including Mahatma Gandhi; narratives and anecdotes from history and literature/ folklores about practicing compassion, advantages of practicing compassion.

Service- Concept of service (*sewa*) as a value, forms of service: for self, parents, family, elderly and debilitated, friend, spouse, community, persons in distress or affected by disaster, nation and humanity; narratives and anecdotes from history and literature/ folklores about practicing service, advantages of serving the needy.

Renunciation (Sacrifice)- Concept of renunciation and sacrifice, self restraint, ways of overcoming greed; narratives and anecdotes from history and literature/ folklores about practicing renunciation, advantages of practicing renunciation.

Well being- Concept and importance; kinds of well being: physical (endurance, strength), emotional (ability to respond to emotions and control them), aesthetic (ability to see and appreciate beauty in all beings), intellectual (rationality and logic), relational (obligation to self, parents, family, society, nation, humanity, living with others and their acceptance), moral (difference between good and evil, practicing goodness, righteousness), spiritual (thinking beyond self and journey from senses to spiritual level).

Integral human well being- Inter relatedness of different kinds of well being; integration of mind, body and soul; importance of yoga and pranayama in attaining integral well being.

Pedagogy

In teaching and learning pedagogy of universal human values, there should be a shift from domain or conclusions based approach to the experiential or process/es based approach. The faculty should promote learning of values on a proportionate scale of 20:30:50 principle, where lectures constitute 20 percent of the delivery (Hear); visuals 30 percent of the learning methods (See); and experience 50 percent (Do). This ratio is subject to change as per the needs. Simulated situations, role plays and case studies have to be integrated.

Note: Each student will keep record of his/her daily learning after each module/session in a self made journal.

References:

1. Radha, Kumud Mookerji (2016). *Ancient Indian Education*, Eighth edition, Motilal Banarasidass
2. Swami Satyananda, Saraswati (1969). *Asana Pranayama Mudra Bandha*, Bihar School of Yoga.
3. Kireet, Joshi (1997). *Education for Character Development*, Dharma Hinduja Center of Indic Studies.
4. Sri Aurobindo Ghosh (1998). *The Foundations of Indian Culture*. Pondicherry: Sri Aurobindo Ashram.
5. Avinash, Patra (2012). *The Spiritual Life and Culture of India*, Oxford University Press.
6. Shanti, kumar, Ghosh (2004). *Universal Values*. The Ramakrishna Mission, Kolkata.

(Keeping in view the needs and interest of learners, books, audios, videos, and e-resources may be added by the faculty)

BVF 018 Selected Writings of Great Authors - II

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Objectives: The objectives of the course of study are:

1. To fulfill one of the objectives of Five Fold Education (Panch Mukhi Shiksha) of Banasthali University that is to educate girls in cultural traditions and preserving and inculcating the essential values and ideas of Indian Culture.

2. To develop an acquaintance with Indian Epics.
3. To develop analytical faculty and habit of self study and reading good books among the students.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

1. Students are required to select any one of the following books:

Nk=k dks fuEufyf[kr esa ls fdlh Hkh ,d iqLrd dk pquko djuk gS%&

'Fundamental Unity of India' - jk/kk dqeqn eq[kthZ& Hkkjr dh ewyHkwr ,drk& ¼fgUnh ¼vuqokn½ & fofiu dqekj½

vFkok

Jawahar Lal Nehru - India Rediscovered (Abridged from the Discovery of India by C.D. Narasimhaiah. Professor of English, Maharaja's College, Mysore)Geography Cumberlege Oxford University Press.

vFkok

tokgyky usg#] laiknd jkepUæ VaMu fgUnqLrku dh dgkuh ¼laf{kIr laLdj.k½ 1995 ILrk lkfgR; eaMy] ubZ fnYyh

2. Students are required to select any one of the following books:

Nk=k dks fuEufyf[kr esa ls fdlh Hkh ,d iqLrd dk pquko djuk gS%&

izks- fnokdj 'kkL=h & xhrk dk uhfr 'kkL= ¼fgUnh@vaxzsth½

vFkok

MkW- jk/kk d``.ku~ & Jhen~Hkxor xhrk ¼fgUnh@vaxzsth½

vFkok

egknso nslkbZ The gospel of Self Action or The Geeta (Hindi/English)

vFkok

fouksck Hkkos& xhrk izopu

vFkok

xka/kh & vuklfDr ;ksx

vFkok

fouksck Hkkos & dqjvku lkj ¼fgUnh@vaxzsth½

vFkok

ckbfcy U;w VsLVkeasV & ¼fgUnh@vaxzsth½

VOC 011L Basic Dress Making

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

0 0 4 2

Learning Outcomes:

Upon completion of the course students will be able to:

- Understand basic essentials of clothing construction and process of garment making
- Use acquired garment construction skills for different age groups and figure types

Course Content:

- Equipment and supplies used in Clothing construction, their use and care, common defects in sewing and their remedies.
- Body measurements for different garments.
- Preparation of Fabric: Layout of paper pattern & cutting material, calculation of material required for different garments.
- Elements & Principles of design & their application on apparel.
- Selection of fabric: Suitability of different fabrics for various articles.
- Types of stitches- running, basting, back, hemming, overcasting, buttonhole, Types of seams- plain and its finishing, French, run and fell, lapped, types of decorative seams.
- Tucks, Pleats, Gathers, Smocking.
- Plackets: even hem, continuous wrap, kurta, placket, wrap and projection.
- Types of Yokes, Necklines and its finishing.

- Collars- Peterpan, Sailors, Shirt, Mandarin band, Sleeves- basic, puff, flared, Cape, Pockets- patch, bound, Well
- Embroidery stitches- running, chain, stem, satin, herringbone, buttonhole, mirror attachment and patch work.

VOC 005L Dress Designing

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

0 0 4 2

Learning Outcomes:

Upon completion of the course students will be able to:

- Select fabrics and other materials for different age groups
- Intelligently design and construct garments and accessories

Course Content:

- Drafting of basic blocks of children.
- Stitching of Baby layette.
- Drafting of Romper,
- Drafting of Shirt and Short.
- Drafting and stitching of Salwar Kameej, Blouse, Petticoat.
- Project work-Designing of a garment accessories and its construction.

VOC 014 Entrepreneurship - I

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

Upon Completion of the course the student will be able to:

- Understand the basic elements related to entrepreneurship.
- Understand the skills and competencies necessary to engage in entrepreneurship.
- Understand the systematic process to select and screen a business idea.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Objective:

1. To contribute towards developing an entrepreneurial attitude amongst students.
2. To develop the ability of analysing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities

Course Content:

- Introduction : Concept of entrepreneurship; Classification and types of entrepreneurship. Creativity and Innovation; Grass root innovation.
- Traits and competencies of an entrepreneur; wealth building and creating an impact; Myths about entrepreneurship; Entrepreneurship as a career option; Life as an entrepreneur.
- Design Thinking; Problem identification; Idea Generation; Identifying Customer Segments; Value Proposition; Lean Canvas.

Suggested Reading:

1. Desai, V. (2012). *The Dynamics of Entrepreneurial Development & Management* (5 ed.). Mumbai: Himalaya Publishing House.
2. Drucker, P. F. (1985). *Innovation and Entrepreneurship* (1ed.). Uttar Pradesh: Harper Collins.
3. Gupta, A.K. (2016). *Grassroots Innovations (Minds On the Margin Are Not Marginal Minds)* (1ed.). New Delhi: Random House India.
4. Hisrich, R. D., Manimala, M. J., Peters, M. P. & Shepherd, D. A. (2014). *Entrepreneurship* (9ed.). New Delhi: McGraw Hill.
5. Jain, P. C. (1999). *Hand Book for New Entrepreneurs* (1ed.). New Delhi: Oxford University Press.
6. Roy, R. (2011). *Entrepreneurship* (2ed.). New Delhi: Oxford University Press.

Suggested E Learning Materials:

1. Majumdar, P. S. (2018, December). Entrepreneur, Entrepreneurship and Startup. Retrieved from You Tube:
<http://www.youtube.com/watch?v=dNEyiSCfnos>
2. Pareek, A. (2018, December). Promoting Spirit of Entrepreneurship and Startup Among the Students. Retrieved from You tube:
<http://www.youtube.com/watch?v=MoxH9ze-nig>

Experiential Learning :

1. Competencies Testing & Development.
2. ASSIGNMENT : Online course on Entrepreneurship/Start ups.
3. Activities : Through these activities the fundamentals covered during lectures shall assist to :
 - Develop creativity
 - Identify sources of innovation
 - Employ entrepreneurial strategies

VOC 015 Entrepreneurship - II

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

Upon Completion of the course the student will be able to

- Get insights related to dynamics of entrepreneurship ecosystem so that they can assume leadership roles through team building for generating economic and social value.
- Get the knowledge of customer development, customer validation, and competitive analysis while utilizing design thinking.
- Create a business plan that articulate and apply financial, operational, organizational, market, and sales knowledge.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Objective:

1. To facilitate students to recognize, create and shape opportunities, so that they can provide the leadership and build team generating economic and social value
2. To understand the basic concepts of venture creation

Course Contents :

- Idea validation and creating Business Model : Developing solutions; Sizing the opportunity; Building MVP.
- Financial and Non financial support : Revenue streams; Pricing and Costs; Sources of funds; Importance of project management.
- Marketing and Sales : Positioning; Channels and Strategy; Sales Planning.
- Team : Importance of teambuilding; Complementary skill sets.
- Legal issues : brief overview of-intellectual property rights, patents, trademarks, copy rights, trade secrets, licensing.
- Business Plan Writing

Suggested Reading:

1. Desai, V. (2012). The Dynamics of Entrepreneurial Development & Management (5ed.). Mumbai: Himalaya Publishing House.

2. Drucker, P. F. (1985). *Innovation and Entrepreneurship* (1ed.). Uttar Pradesh: Harper Collins.
3. Gupta, A.K. (2016). *Grassroots Innovations (Minds On the Margin Are Not Marginal Minds)* (1ed.). New Delhi: Random House India.
4. Hisrich, R. D., Manimala, M. J., Peters, M. P. & Shepherd, D. A. (2014). *Entrepreneurship* (9ed.). New Delhi: McGraw Hill.
5. Jain, P. C. (1999). *Hand Book for New Entrepreneurs* (1ed.). New Delhi: Oxford University Press.
6. Roy, R. (2011). *Entrepreneurship* (2ed.). New Delhi: Oxford University Press.

Suggested E Learning Material:

1. Majumdar, P. S. (2018, December). *Support and Eco System for Startups*. Retrieved from You tube: <http://www.youtube.com/watch?v=TVDYWdiKWgU>
2. Meyer, J. (2012, December). *The art of Entrepreneurship*. Retrieved from You Tube: <http://www.youtube.com/watch?v=ATLUouxwykM>

VOC 020 Radio Production - I

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

Students will be able to:

- Understand the history of radio and the role of production, and programming in a community evolving industry by listening to audio samples and completing the assignments.
- Learn and practice the skills of a professional on air personality.
- Create recorded programs in the form of "promos" and news stories.
- Understand the rules and regulations, of the governing and broadcasting industry.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

1. Introduction to Media

- 1) What is media?
- 2) Print media
- 3) Electronic media
- 4) Difference between print and electronic media.

2. What is Radio?

- 1) Introduction to radio
- 2) Technicalities of radio
- 3) Community radio station
- 4) Commercial radio
- 5) Difference between Community and Commercial radio

3. Researching & writing for radio

- 1) Research for the program
- 2) What is script?
- 3) Script sense

4. Radio text and content

- 1) Various types of scripts
- 2) Effective script writing
- 3) Outdoor Broadcast
- 4) Recorded data

5. Radio anchoring

- 1) Basic qualities of an anchor
- 2) Importance of language
- 3) Modulation and punches
- 4) Talking with audience

VOC 021 Radio Production - II**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****2 0 0 2**

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

1. Live broadcast

- 1) Introduction to live programs
- 2) Handling live show
- 3) Anchoring for live programs
- 4) Difference between live and recorded programs

2. **RJing (Radio Jockey)**

- 1) Anchoring in live programs with handling other technical operations like handling Audio console, Recording, Editing and play listing.

3. **Radio production skills**

- 1) Pre production
- 2) Production
- 3) Post Production
- 4) Audio Editing software's i.e. Adobe audition, Wavelab etc.....
- 5) Outdoor Recording

4. **Final projects (Practical Assignments)**

- 1) Anchoring pre-recorded programmes (talks, discussion, interviews)
- 2) Anchoring live phone-in programmes (talks, discussion, interviews)
- 3) Participating in radio plays/feature/dramas/skit
- 4) Scripting for radio programmes
- 5) RJ-ing the programmes

❖ Practical approach by participating in the programs of Radio Banasthali

❖ Evaluation-Evaluation will be done on the basis of quality of the final programs produced and mixed by the students.

Suggested readings:

1. Paul Chantler & Peter Stewar (2003). *Basic Radio journalism*, Oxford.
2. Boyd, Andre (1997). *Broadcast Journalism: Techniques of Radio and TV News (Media Manuals)*, Landon: Focal Press.
3. Thomas, Pradip Ninan (2010). *Political Economy of communication in India: The Good, the bad and the ugly*, Delhi: sage.
4. Bandopadhyay, P.K. (2010). *Radio Communication at close Range*: BR Publishing Corporation.
5. Paravala, Vinod & Malik, Kanchan K. (2007). *Other Voices: The struggles for community Radio in India*, New Delhi : Sage.
6. Hendy, David (2000). *Radio in the Global Age*, Cambridge: Polity Press.

E-Learning Material:

1. FORMATS OF RADIO PROGRAMMES
<http://download.nos.org/srsec335new/ch11.pdf>
2. Writing for Radio - The Basics
<http://bolhyd.commuoh.in/wp-content/uploads/2014/10/writingforradio.pdf>

VOC 022 Web Designing and Internet Technology-I**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****1 0 0 1****Learning Outcomes:**

At the end of the course, the student will be able to

- Use computer and WWW.
- Design and develop a static website
- Use Internet and its services (Email, Video conferencing).

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Objectives

- To enable students to learn the concept of Internet and its relevance in organizational functioning.
- To Understand the principles of creating an effective web page
- To understand Web Design Process

Syllabus

- Introduction to computer: Basic components and their functions, hardware, System and Application Software, operating system and functions.
- Computer Networks: LAN, WAN, MAN, IP Address, Networking devices, Wi-Fi.
- Internet and WWW (World Wide Web), Working of Internet, Basic services of Internet (Email, Video Conferencing).
- Model of WWW, Web Browser and its Features, Web server, concept of DNS (Domain Name System), Search Engines, Cyber Security Awareness.

- Basics of Web site design, Characteristics of good website, Introduction to HTML, structure of HTML document, Elements (Headings, Paragraphs, Formatting, Lists, Quotations, Links, Images, Tables, Forms, Audio, Video, Blocks etc.) & Attributes, Introduction of HTML5.

Suggested Books:

1. Internet & World Wide: How to program, Paul Deitel, Harvey Deitel & Abbey Deitel, Pearson Education.
2. Responsive Web Design with HTML5 and CSS3, Ben Fain, Packt Publishing Limited

Suggested E-Resources:

1. Internet Technology
<https://nptel.ac.in/courses/106105084/13>

VOC 022L Web Designing and Internet Technology-I Lab

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

0 0 2 1

Lab Work

1. Works on windows operating system
2. Connections with Internet & LAN
3. Uses of Internet services
4. Working with web browser and web server
5. Working with Web Search Engine
6. Introduction to Email and Video Conferencing
7. Create a web page using HTML heading, formatting, Paragraph.
8. Create a web page using HTML Lists
9. Create a web page using Quotations, and Images.
10. Create web page layouts using HTML tables.
11. Link web pages using HTML link tag
12. Create a HTML Form
13. Create pages with HTML Audio, Video, and Blocks tags.
14. Create page using HTML5
15. Design a static website using HTML.

VOC 023 Web Designing and Internet Technology-II

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

1 0 0 1

Learning Outcomes:

At the end of the course, the student will be able to:

- Design and develop a dynamic website
- Understand the various latest real time office automation tool through Web.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Objectives

- To understand the principles of creating an responsive web page
- To understand Web Application Development Process
- To make understand to create, edit and update documents and spreadsheets through Web.
- To make understand the create, edit and update database using MySql

Syllabus

- Web Designing Tools (Adobe Dreamweaver)
- CSS: Introduction, Syntax of CSS rule, Internal, External and Embedded CSS, CSS properties (Text, Fonts, Tables, Border, Box, background), Class Selector, ID Selector, Element Selector
- Introduction to database: Concept of DBMS, Application of DBMS, Introduction to MySql.
- PHP Introduction: Basic syntax, data types, variables, constant, Expression, operator, Control structure, Loops, Database Connectivity (add, delete, update, view).
- Publishing & Registering websites, Google office tools(docs, sheet, form, drive)

Suggested Books:

1. Responsive Web Design with HTML5 and CSS3, Ben Fain, Packt Publishing Limited
2. Web Enabled Commercial Applications Development Using HTML, DHTML and PHP Ivan Bayross, BPB Publicatons, 4th Edition

Suggested E-Resources:

1. Building Web Applications in PHP
<https://www.coursera.org/learn/web-applications-php>

VOC 023L Web Designing and Internet Technology-II Lab

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	0	0	2	1

Lab Work

1. Introduction to Adobe dreamweaver.
2. Design a static website using Font, Tables and Link using Adobe dreamweaver.
3. Designing a web page using Table, Border, Outline, Margin in CSS and HTML
4. Design a web page using Class Selector, ID Selector, Element Selector
5. Design a website using External CSS and HTML.
6. Design a web page using box model in CSS.
7. Works on WAMP server
8. Create a table using MySql
9. Use of data types, variables, constant, Expression, operator in PHP
10. Use of conditional statements
11. Use of looping statements in PHP
12. Design web page using database Connectivity (add, delete)
13. Design web page using database Connectivity (view, update)
14. Design a dynamic website.
15. Create document using Google doc.

VOC 009 Library Science - I

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	1	0	0	1

Learning Outcomes:

- Students will be able to recognize and apply contribution of library science to other fields.

- Understand the principles for identification, selection, organization, evaluation, retrieval, dissemination, evaluation and preservation of information in all formats.
- Understand the basics of the documentation for the future researchers.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Introduction to Library Science

- Five laws of library Science
- Reading habits (measures for its promotion)
- Types of libraries (Academic, Public and Special)

Sources of Information (Printed)

- Primary and secondary sources of information
- Reference sources (Types and uses)
- Dictionary (Lexicon, Glossary, Thesaurus)
- Objectives of a standard dictionary

Academic/Scientific Communication: Print form

- Books vs. Journals/Periodicals

Basic tenets of a books

Contents: text books and research books)

Authorship: (single, joint and multiple authors, editor)

Year: Edition, reprint

Publisher and Place of Publication

- Measure of a standard book

Journals

- Basic tenets of a journal
- Editors(s), Publisher, Periodicity, Volume, Issues no. Page.
- Types of Journals (based on the contents) Journal, Abstracting, Indexing
- Article vs. Research paper (Abstract, Index, Reference, Bibliography)

Academic writing

Research paper, Dissertation, Thesis, Project, Assignment

- Research paper (how to write a research paper)

Academic writing

Research paper, Dissertation, Thesis, Project, Assignment

- Research paper (how to write a research paper)

Nature of Research Paper: Considerations

- Limiting of subject,
- Selecting and organizing, (giving a title)
- Paraphrasing and Plagiarizing
- Revising and polishing
- Proof reading
- Supporting and documenting,
- Reference/ Footnotes,
- Bibliography

Academic documentation (Example: Reference/Research Paper)

- Objectives of Academic Documentation
- Steps:
- Finding materials : the card catalogue, standard bibliographical sources,
- Evaluating material : The audience, length and documentation, primary and secondary sources, publisher, author, value
- Taking notes : sample to be shown and made
- Making of a reference/Footnotes
- Making of a bibliography
- Making of a proof
- Making of a reference
- Making of common abbreviation used in notes

VOC 009L Library Science – I Lab

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

0 0 2 1

- Cataloguing of books according to AACR-II of the following
- Single and joint authors

- Authors with collaborators (translator, editor, reviser, Commentator etc.)
- Edited books (Title as heading)

Semester Assessment

- Reference Paper & Note taking
- Proof Reading

Scheme of Examination

Theory

Practical: Cataloguing

Q. Catalogue 2 out of 3 titles

Note: The external examiner will conduct the viva-voce and the reference paper will be placed before the examiner. In the viva the question will be asked from the entire syllabus.

Suggested Books:

1. Rangnathan, S. R. (1957). *Five laws of library science*. Madras: Madras Library Association.
2. Swain, Nirmal K. (2000). Talking of Book Culture. In S. D.Vyas, Usha Pawan and Nirmal K. Swain (Eds). *Readings in Library Science* (pp.257-262)). Jaipur: Raj Publishing House.
3. Millward, Celia(1980). *Handbook for Writers*. Winston: Holt, Rinehart.
4. Irmischer, Willium F. (1981).*The Holt Guide to English*(3rd ed). Winston: Holt, Rinehart.
5. Girija Kumar & Krishan Kumar, (1990) .*Bibliography*(3rd rev. ed). New Delhi: Vikash Publishing House.
6. Sood, S. P. & M.R. Rawatni. Kriyatmak (1991). *Dewey Dasamlab Bargikaran*, Jaipur: R.B.S.A. Publishers.
7. Sood, S.P. (1996). *Kriyatmak AACR_II*. Jaipur:R.B.S.A. Publishers.
8. Modern Language Association (1990). *MLA Handbook for Writers of Research Papers*, Joseph Gibaldi Ed. (4th ed.) Washington, DC.

Suggested E-Resources:

Five Law of Library science

1. [https://babel.hathitrust.org/cgi/pt?id=uc1.\\$b99721&view=1up&seq=20](https://babel.hathitrust.org/cgi/pt?id=uc1.$b99721&view=1up&seq=20)

2. <https://www.nios.ac.in/media/documents/SrSecLibrary/LCh-004.pdf>
3. <https://www.librarianshipstudies.com/2017/09/five-laws-of-library-science.html>
4. <http://egyankosh.ac.in/bitstream/123456789/35226/5/Unit-4.pdf>

Reading habits (measures for its promotion)

1. <https://www.indiastudychannel.com/resources/145813-How-To-Promote-Reading-Habits-and-Skills-In-Children.aspx>
2. <http://www.iosrjournals.org/iosr-jhss/papers/Vol14-issue6/C01461317.pdf?id=6916>
3. <https://unesdoc.unesco.org/ark:/48223/pf0000013412>
4. <https://www.oxfordlearning.com/encourage-good-reading-habits/>

Types of libraries (Academic, Public and Special)

1. http://www.kuk.ac.in/userfiles/file/distance_education/Year-2011-2012/B_Lib%20lecture%201.pdf
<http://egyankosh.ac.in/bitstream/123456789/34898/1/Unit-2.pdf>

VOC 010 Library Science – II

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

1 0 0 1

Learning Outcomes:

After completion of the course, students will be able to:

- Recognize and apply contribution of library science to other fields.
- Understand the principles for identification, selection, organization, evaluation, retrieval, dissemination, evaluation and preservation of information in all formats.
- Analyse and prepare solution to respond the needs of users.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Syllabus

Source of Information

- Encyclopedia Types, Special Features and Evaluation
- Directory, Year book

- University Handbook, India: a reference annual
- Demonstration: New Encyclopedia Britannica

Academic/Scientific Communication: Non-print form

- Assemblage of Academicians
Seminar, Conference, Workshops, Symposium (National, Regional and local)
 - The functional aspect of the assemblage (detail discussion)
- How to make effective an oral presentation
 - Preparation:- achieving Focus, Determining the goal and objective, Summery, developing a title
 - Organizing the presentation: - Selecting and arranging the mail points, Arrangement patterns of an informative presentation.
 - Outlining the body of the presentation:-
 - Preparing introductions, conclusions and connectives, attention step orientation step, concluding step and making connections
 - Using languages effectively:- Attributes of information conversational style
 - Achieving speaking excellence:-
 - Visual aids:- choosing means of displaying information
 - Conclusion

VOC 010L Library Science – II Lab

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

0 0 2 1

Classification of books according to DDC-19th ED

(Only T-1 and T-2)

- **Compilation of Bibliography with catalogue cards (50 documents: 30 books + 20 journals)**
- **Seminar Presentation**

Scheme of Examination

Theory

Practical:

Practical paper will be in following two parts

Classification

Q.1 Classify 2 titles out of 3 based on index and schedule

Q.2 Classify 4 titles out of 6 based on T-1 and T-2

Note: The external examiner will conduct the viva-voce. In the viva the questions will be asked from the entire syllabus.

Suggested Books:

1. Rangnathan, S. R. (1957). *Five laws of library science*. Madras: Madras Library Association.
2. Swain, Nirmal K.(2000). Talking of Book Culture. In S. D.Vyas, Usha Pawan and Nirmal K. Swain (Eds). *Readings in Library Science* (pp.257-262)). Jaipur: Raj Publishing House.
3. Millward, Celia (1980). *Handbook for Writers*. Winston: Holt, Rinehart.
4. Irmischer, William F. (1981). *The Holt Guide to English* (3rd ed). Winston: Holt, Rinehart.
5. Girija Kumar & Krishan Kumar, (1990). *Bibliography* (3rd rev. ed). New Delhi: Vikash Publishing House.
6. Sood, S. P. & M.R. Rawatni, Kriyatmak (1991). *Dewey Dasamlab Bargikaran*, Jaipur: R.B.S.A. Publishers.
7. Sood, S.P. (1996). *Kriyatmak AACR_II*. Jaipur:R.B.S.A. Publishers.
8. Modern Language Association (19950). *MLA Handbook for Writers of Research Papers*, Joseph Gibaldi Ed. (4th ed.) Washington, DC.

Suggested E-Resources:

1. Sources of information

<http://www.lisbdnet.com/sources-of-information/>

2. Encyclopedia

<https://en.wikipedia.org/wiki/Encyclopedia>

3. Seminar

<https://foodsci.rutgers.edu/gsa/SeminarGaudelines.pdf>

4. Encyclopedia Briannica

https://en.wikipedia.org/wiki/Encyclop%C3%A6dia_Britannica

5. Conference

<https://evenues.com/event-planning-guide/what-is-a-conference>

6. Organizing the Presentation

<http://successfully-speaking.com/blog/2016/9/3/organize-your-presentation>

VOC 018 Photography - I

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

0 0 4 2

Learning Outcomes:

After completion of the course, students will be able to:

- Apply the principles of technical photography. Ability of the exposure settings and lens to shoot photographs.
- Apply the principles of lighting and colour theory to a variety of photographic scenarios by measuring, evaluating, and adjusting light and colour to create quality images.
- Developed the habit of looking closely at the visible world around you in order to represent it in terms of aesthetics, beauty and truth. – To look at what you are seeing and to see what you are looking at.

Concept of:**Camera Anatomy & Functions**

- Functions of DSLR camera.
 - White balance
 - Color Temperature
 - Image Sensors & Sizes (CCD and CMOS)
 - Aperture and Its Function
 - Shutter and Motion
 - Concept of Depth-Of-Field
 - Co-Relation between Aperture, Shutter Speed & ISO
 - Full Frame Vs Crop Sensor
- Different Exercise based on the aperture, shutter speed and ISO.

Camera Lenses

- Camera Lenses and Photography
- Types of Lenses and usage
- (Wide, Normal, Telephoto, Zoom and Prime Lenses)
- Focal Length
- Lens speed
- Filters usage for photography: All Types, Functions & Applications
 - Lenses based photography exercises.
 - Aesthetical based different photography exercise.

History of Photography

- Photography: Meaning and Definition
- History and Photography techniques
- Film vs Digital
- “Photography” as a Medium of Mass Communication
- Requirement and Utility of Photographs
- Types of Photography (Based On Usage & Area)

Visual Composition in Photography

- Grammar of Photography
- Photographic Composition: Rule of Thirds, Line-shape etc.
- Framing
- Principles of Composition
- Balancing in Photography
- Camera Angles
- Technical and Creative Aspects of Photography
 - Familiarization With Photography Equipment
 - Practice on Various Cameras
 - Practice with DSLR Camera and Lenses
 - Study and Practice of Composition
 - Review and Analysis of Photographs
 - Collection of photographs based on lensing, composition and angles.

Note: Every student must have their own DSLR camera.

Recommended Books:

- Bate, David (2016). *Photography-The Key concepts*, UK: Berg Publishers,
- Langford, Michael, *Langford's Basic Photography*, Waltham, Massachusetts: Focal Press Book
- Lou, Jacobs (Jr.) (2013). *Point and shoot*, US: Amphoto.
- Freeman, John (2002). *Practical Photography, How to Get the Best Picture Every time*, US: Ultimate Editions
- Arena, Syl (2012). *Lighting for Digital Photography: From Snapshots to Great Shots*, San Francisco: Peachpit Press

VOC 019 Photography - II**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****0 0 4 2****Learning Outcomes:**

After completion of the course, students will be able to:

- Ability to work in experimental and manipulative techniques, candid and contrived imagery, documentary photography, archival processing, and interpretive studies.
- Becoming proficient at the technical aspect of photographing with a digital camera. Students will be working with those images in post processing including digital editing, saving, sizing, and posting of those images.
- Becoming proficient at the technical aspect of visual grammar of photography.
- Developed the habit of photojournalism and its ethics.

Concept of:**Introduction of Lighting Techniques**

- Painting, Lighting and Photography
- Understanding Lighting: Artificial & Natural
- Photographic Lighting Equipment & Sources
- One, Two and Three Point Lighting: Key, Fill and Back Light
- Flash Lighting

- Diffuser and Reflectors
- Usage of Filters
 - Different Lighting based exercises.
 - Specific photography shoots and exercises for the students.

Photography Shoot

- Portrait
- Landscape
- Candid
- Product Photography
- Other theme base
- (3-5 photo collection)
 - Shooting Exercises in Natural and Artificial Light
 - Photo editing exercises.
 - Different theme based photography and presentation. (8 to 10 image)

Photojournalism

- Analysis of famous Photo Journalist's work.
- Photojournalism Ethics
- Case studies
- Apply Photojournalism to tell stories
 - Different exercises based on photojournalism.
(Photojournalism will help the student to create story through the photographs.
 - Photojournalism

Basics of Photoshop

- Introduction to Photoshop Software
- Basic image Editing
- Various tools for editing a photograph
- Color Correction & Exposure setting
 - Photographs editing on Photoshop software.

Note: Every student must have their own DSLR camera.

Recommended Books:

- Bate, David (2016). *Photography-The Key concepts*, UK: Berg Publishers,
- Langford, Michael, *Langford's Basic Photography*, Waltham, Massachusetts: Focal Press Book
- Lou, Jacobs (Jr.) (2013). *Point and Shoot*, US: Amphoto.
- Freeman, John (2002). *Practical Photography, How to Get the Best Picture Every time*, US: Ultimate Editions
- Arena, Syl (2012). *Lighting for Digital Photography: From Snapshots to Great Shots*, San Francisco: Peachpit Press
- Long, Ben. (2001). *Complete Digital Photography*. United States US. Cengage Learning, Inc.
- Kelby, Scott. (2007). *The Digital Photography Book Volume 1 & 2*. United States US. Peachpit Press.

VOC 016 Introduction to Artificial Intelligence - I

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

On completion of the course students will be able to

- Understand the basic concepts of Artificial intelligence.
- Understand different domain of Artificial intelligence
- Understand the various searching techniques.
- Apply searching techniques in applications which involve perception, reasoning and learning.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Content:

- Introduction to Artificial Intelligence, definition, history, Artificial Intelligence timeline
- Domains of Artificial Intelligence: expert systems, neural networks, robotics, fuzzy logic, natural language processing, computer vision
- Applications of Artificial Intelligence, advantages and disadvantages of Artificial Intelligence, scope of Artificial Intelligence.

- Artificial Intelligence Project Cycle: Problem solving, Data Acquisition: identify data requirements and finding sources to obtain relevant data, Data Exploration: data visualization, Modeling, Evaluation.
- Introduction to searching techniques: Blind search and Heuristic search, fundamentals of knowledge representation and uncertainty reasoning.

Suggested Books

1. Russell, S. J. & Norvig, P. (2013). *Artificial Intelligence: A Modern Approach* (3rd ed.). PHI Learning
2. Nilsson, N.J. (1991). *Principles of Artificial Intelligence*. Narosa Publishing.
3. Chopra Rajiv. *Artificial Intelligence: A Practical Approach*, S. Chand

Suggested E-Resources:

1. Artificial Intelligence by IIT Kharagpur
<https://nptel.ac.in/courses/106105077/>
2. Artificial Intelligence: Principles and Techniques by Stanford University
<https://web.stanford.edu/class/cs221/>

VOC 023 Introduction to Artificial Intelligence - II

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

2 0 0 2

Learning Outcomes:

On completion of the course students will be able to

- Understand basics of neural networks.
- Understand to represent the real world Knowledge.
- Analyze and design a real world problem for implementation and understand the dynamic behavior of a system.
- Understand basics of machine learning.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Neural Networks: Introduction to neural network, Relation between the neural network and nervous system in human body, working of neural network, applications of neural networks.

Content:

- Types of learning: supervised, unsupervised and reinforcement.
- Concept of Machine Learning, nature inspired algorithms, genetic algorithms, steps of simple genetic algorithm- selection, crossover, mutation.
- Case Study- applications of AI in education, agriculture, healthcare, transportation and other discipline.

Suggested Books

1. Russell, S. J. & Norvig, P. (2013). *Artificial Intelligence: A Modern Approach* (3rd ed.). PHI Learning
2. Nilsson, N.J. (1991). *Principles of Artificial Intelligence*. Narosa Publishing.
3. Chopra Rajiv. *Artificial Intelligence: A Practical Approach*, S. Chand

Suggested E-Resources:

1. Artificial Intelligence by IIT Kharagpur
<https://nptel.ac.in/courses/106105077/>
2. Artificial Intelligence: Principles and Techniques by Stanford University
<https://web.stanford.edu/class/cs221/>

VOC 012 Computer Assisted Learning and Teaching**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****1 0 0 1****Learning Outcomes:**

Student will be able to-

- Identify the role of the components of the computer system.
- Conceptualize the relevance of the hardware and software
- Reflect their skills in creating documents related to teaching and learning.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Outline:

- **Understanding the working of Computer system**

- CPU, Memory, Input, Output Devices, Secondary memory devices
- Hardware
- Software - Operating System, Application Software – MS office, Online Softwares
- Types of Soft Content –main extensions and uses.

References:

- Adomi, E.E. (2011): *Framework for ICT Policy: Government, Social and Legal Issues, Information*. New York: Science Reference.
- CD ROM (2005): Intel Teach to the Future Programme (I.T.F.P.)
- Choubey, S. (2005). *Computer Ekparicha*, Bhopal: Madhya Pradesh Hindi Granth Acadmy.
- Gupta, M.K. (2005). *Computer Anuprayog*. Jaipur: Mangaldeep Publication.
- Intel Innovations in Education (2002): *Pre-Service Curriculum Intel Teach to the Future*. New Delhi: Intel Corporation, CA. (**English** Binder).
- Intel Innovations in Education (2004): *Pre-Service Curriculum. Intel Teach to the Future*, New Delhi: Intel Corporation, CA. (Edition 2.0 **Hindi** Binder).
- Khirwadkar, A. & Pushpandhan, K. (2005). *Information and Communication Technology in Education- Interactive multimedia instructional strategies in Teaching Learning Process*. New Delhi: Sarup and Sons.
- Kumar, B. & Ansari, A.S. (2005). *Sanganak avam Suchana Proudhogiki*. Jaipur: Avishkar Publishers.
- Shastri A. et.al. (2005). *Computer Anuprayog avam Programming*. Jaipur: Jaipur Publishing House.
- Singh, N. & Upadhyaya, A. (2001). *Computer Shiksha*. Agra: Vinod Pushtak Mandir.
- Sinha, P.K. & Sinha, P. (2005): *Computer Fundamentals-Concept; System and Applications*. New Delhi: BPB Publication.
- Tomei, L.A. (2013): *Learning Tools and Teaching Approached through ICT Advancements, Information*. USA: Science References.
- Vithal, M.U. (2015): *Role of ICT in Educational Training*. Solapur: Laxmi Book Publication.

e-Resources:

- CPU, Memory, Input, Output Devices, Secondary memory devices
 - <https://homepage.cs.uri.edu/faculty/wolfe/book/Readings/Reading04.htm>
 - <https://www.slideshare.net/HadiyaAriba/input-output-and-memory-devices>
 - <http://www.math.uaa.alaska.edu/~afkjm/cs101/handouts/ch03.pdf>
- Hardware
 - <https://searchnetworking.techtarget.com/definition/hardware>
 - <https://www.computerhope.com/jargon/h/hardware.htm>
 - <https://study.com/academy/lesson/what-is-computer-hardware-components-definition-examples.html>
- Software - Operating System, Application Software – MS office, Online Software
 - https://en.wikibooks.org/wiki/Introduction_to_Computer_Information_Systems/Application_Software
 - <https://docs.microsoft.com/en-us/office365/servicedescriptions/office-applications-service-description/office-applications>

VOC 012L Computer Assisted Learning and Teaching Lab

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
0	0	2	1

Learning Outcomes:

Student will be able to-

- Apply various properties of document processing software.
- Reflect their skills in creating documents related to teaching and learning.
- Maintain different records and present graphically.
- Analyses the school-related data.

Course Outline:

- **Documents Processing Software**

Creating the following using word processor

- Notice
- Brochure
- Letters
- Poster
- Question Paper
- **Data Processing Software**
Creating the following using spreadsheet Software
 - Time Table Construction
 - Result Preparation
 - Graphical Representation
 - Attendance Record
 - Fee record and school statistics

References:

- Adomi, E.E. (2011): *Framework for ICT Policy: Government, Social and Legal Issues, Information*. New York: Science Reference.
- CD ROM (2005): Intel Teach to the Future Programme (I.T.F.P.)
- Choubey, S. (2005). *Computer Ek paricha.*, Bhopal: Madhya Pradesh Hindi Granth Acadmy.
- Gupta, M.K. (2005). *Computer Anuprayog*. Jaipur: Mangaldeep Publication.
- Intel Innovations in Education (2002): *Pre-Service Curriculum Intel Teach to the Future*. New Delhi: Intel Corporation, CA. (**English** Binder).
- Intel Innovations in Education (2004): *Pre-Service Curriculum. Intel Teach to the Future*, New Delhi: Intel Corporation, CA. (Edition 2.0 **Hindi** Binder).
- Khirwadkar, A. & Pushpandhan, K.(2005). *Information and Communication Technology in Education- Interactive multimedia instructional strategies in Teaching Learning Process*. New Delhi: Sarup and Sons.
- Kumar, B. & Ansari, A.S. (2005). *Sanganak avam Suchana Proudhogiki*. Jaipur: Avishkar Publishers.

- Shastri A. et.al. (2005). *Computer Anuprayog avam Programming*. Jaipur: Jaipur Publishing House.
- Singh, N. & Upadhyaya, A. (2001). *Computer Shiksha*. Agra: Vinod Pushtak Mandir.
- Sinha, P.K. & Sinha, P. (2005): *Computer Fundamentals-Concept; System and Applications*. New Delhi: BPB Publication.
- Tomei, L.A. (2013): *Learning Tools and Teaching Approached through ICT Advancements, Information*. USA: Science References.
- Vithal, M.U. (2015): *Role of ICT in Educational Training*. Solapur: Laxmi Book Publication.

e-Resources:

- Software - Operating System, Application Software – MS office, Online Software
 - https://en.wikibooks.org/wiki/Introduction_to_Computer_Information_Systems/Application_Software
 - <https://docs.microsoft.com/en-us/office365/servicedescriptions/office-applications-service-description/office-applications>
- Creating the following using word processor
 - <https://www.pitt.edu/~edindex/OfficeTutorials/Lesson1.pdf>
 - <http://ncert.nic.in/textbook/pdf/kect103.pdf>
 - https://wh011.k12.sd.us/creating_a_class_schedule_using_excel.htm
 - <https://ms-office.wonderhowto.com/how-to/create-basic-attendance-sheet-excel-303341/>

VOC 013 Emerging Technologies for Learning and Teaching

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

2 0 0 2

Learning Outcome:

Students will be able to-

- percept AI as an emerging technology for Education.
- use a Learning Management System(LMS) in the class.
- apply emerging media in the teaching-learning process.
- create multimedia presentation using animation and video.
- use web resources for educational purpose.
- access Open Educational Resources for teaching-learning purpose.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Course Outline:

- **Artificial Intelligence in Education**
 - Concept and usages of Artificial Intelligence (AI), Machine-Assisted Learning and Deep Learning
 - Scope of AI in adaptive learning programs, games and software
 - Limitation of AI
- **Presentation Hardware and Software:**

Creating a multimedia presentation using:

 - Image processing
 - Animation
 - Hyperlinking
 - Creating Slides and Videos

Using hardware for presentation (types and uses):

 - Digital Podium
 - Interactive Boards
 - Wireless Display and Controllers
- **Using ICT for Education:**
 - TPCK, Blended Learning, Flip class
 - Learning Management System

- Hands-on Google Classroom / Moodle
 - Social Media for education
 - OER (Open Educational Resources)
- Hands-on NROER

References:

- Adomi, E.E. (2011). *Framework for ICT Policy: Government, Social and Legal Issues, Information*. New York: Science Reference.
- CD ROM (2005). *Intel Teach to the Future Programme* (I.T.F.P.).
- Choubey, S. (2005). *Computer Ek parichay*. Bhopal: Madhya Pradesh Hindi Granth Acadmy.
- Gupta, M.K. (2005). *Computer anuprayog*. Jaipur: Mangaldeep Publication.
- Intel Innovations in Education (2002). *Pre-Service Curriculum Intel Teach to the Future*. New Delhi: Intel Corporation, CA (English Binder).
- Intel Innovations in Education (2004). *Pre-Service Curriculum. Intel Teach to the Future*. New Delhi: Intel Corporation, CA (Edition 2.0 Hindi Binder)
- Khirwadkar, A. & Pushpandhan, K. (2005). *Information and Communication Technology in Education Interactive multimedia instructional strategies in Teaching Learning Process*. New Delhi: Sarup and Sons.
- Kumar, B. & Ansari, A.S. (2005). *Sanganak avam Suchana Proudhogiki*. Jaipur: Avishkar publishers.
- Shastri A. & et.al. (2005). *Computer anuprayog avam programming*. Jaipur: Jaipur Publishing House.
- Singh, N. & Upadhyaya, A. (2001). *Computer Shiksha*. Agra: Vinod Pushtak Mandir.
- Sinha, P.K. and Sinha, P. (2005). *Computer Fundamentals-Concept; System and Applications*. BPB Publication, New Delhi.
- Tomei, L.A. (2013). *Learning Tools and Teaching Approached through ICT Advancements, Information*. USA: Science References.
- Vitthal, M.U. (2015). *Role of ICT in Educational Training*. Solapur: Laxmi Book Publication.

e-Resources:

- Concept and usages of Artificial Intelligence (AI), Machine-Assisted Learning and Deep Learning
 - <https://www.hives.co/blog/artificial-intelligence-machine-learning-and-deep-learning-whats-the-difference>
 - <https://www.datascience.com/blog/machine-learning-and-deep-learning-what-is-the-difference>
- Scope of AI in adaptive learning programs, games and software
 - <file:///C:/Documents%20and%20Settings/admin1/My%20Documents/Downloads/2-6-152-213.pdf>
 - <https://www.primafelicitas.com/artificial-intelligence-in-education-and-learning/>
 - <https://www.forbes.com/sites/barbarakurshan/2016/03/10/the-future-of-artificial-intelligence-in-education/#4ccab6d82e4d>
 - https://en.wikipedia.org/wiki/Artificial_intelligence_in_video_games
- Limitation of AI
 - <https://nptel.ac.in/courses/109101003/downloads/Lecture-notes/Lecture-22-23.pdf>
 - https://www.researchgate.net/publication/307928959_Advantages_and_Limitations_of_Artificial_Intelligence
- Creating a multimedia presentation
 - http://shodhganga.inflibnet.ac.in/bitstream/10603/12961/11/11_chapter%203.pdf
 - <http://shodhganga.inflibnet.ac.in/bitstream/10603/169231/22/9%20chapter%203.pdf>
 - <https://photography.tutsplus.com/articles/creating-awesome-multimedia-presentation-with-soundslides--photo-7077>
 - <https://www.economicsnetwork.ac.uk/advice/powerpoint.pdf>
 - <https://study.com/academy/lesson/how-to-link-to-external-media-in-powerpoint.html>
 - <https://www.slideshare.net/eaplclicker/digital-podium>
 - <https://www.vantageav.in/digital-podium.html>
 - <https://www.mersive.com/blog/product-education/the-wireless-display-an-introduction-to-wireless-display-technology/>

- TPCK, Blended Learning, Flip class
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