List of Revised Courses

Department : Education

Programme Name : B.Ed.

Academic Year : 2024-2025

List of Revised Courses

Sr. No.	Course Code	Name of the Course
01.	EDBATY1	Understanding the discipline–A Physical Science
02.	EDBBTY1	Pedagogy-A- Physical Science
03.	EDBBTY2	Social Science
04.	EDBBTY3	Pedagogy-B- Biology
05.	EDBBTY4	Pedagogy-B- Mathematics
06.	EDBBTY5	Pedagogy-B- English
07.	EDBBTY6	Pedagogy-B- Hindi

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2024-25

School : *School of Education*

Department : *Education*

Date and Time : *July 25, 2024 at 3.00pm*

Venue : *Meeting room No. 02*

The meeting of members of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held on 25th July, 2024 (Thursday) to design, discuss and approve (1) The structure of B.Ed. & M.Ed. and scheme of examination, (2) Offering multi-disciplinary course (MDC) & skill enhancement course (SEC) for University undergraduate students and (3) Revision in courses of B.Ed., M.Ed. and Pre-Ph.D. Course work.

The following members were present in the meeting:

1. Prof. P. K. Pandey, School of Education, UP Rajshree Tandon Open University, Prayagraj (Online)
2. Prof. C. S. Vazalwar
3. Prof. Sujeet Kumar Mishra
4. Prof. Sunil Kumar Sain
5. Dr. Sambit Kumar Padhi
6. Dr. Sudhir Sudam Kaware

Note: Dr. Jaspal Singh Math, Principal, Delhi Public School, Tifra, Bilaspur, C.G. could not attend meeting.

Following points were discussed and approved during the meeting w.e.f. 2024-2025

1. The structure of B.Ed. & M.Ed., scheme of examination for B.Ed. and M.Ed. curriculum
2. The revision of the courses in B.Ed.-I and II semester
3. Introduction of new courses in B.Ed.-IV semester
4. Introduction of new course in M.Ed.-III semester
5. The revision of the courses in M.Ed.-I, II, III & IV semester
6. The revision of the course in Pre-Ph.D. Course work
7. Offering the additional Multidisciplinary Course and Skill Enhancement Courses for University undergraduate students

8. Offering MOOCs in B.Ed. and M.Ed. curriculum
9. Offering Co- curricular activities in B.Ed.-I semester

Sr. No. 1. : The committee discussed and approved revised structure and scheme of examination of B.Ed. & M.Ed. curriculum w.e.f. 2024-25

Revised structure and scheme of B.Ed. curriculum are attached herewith.

B.Ed.-DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER I

GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Childhood & growing up	EDBATT1	4	100	30	70	50
	Contemporary India & education	EDBATT2	4	100	30	70	50
	School management & leadership	EDBATT3	2	50	15	35	25
Group-II Pedagogy courses	Understanding the discipline–A Physical Science Social Science	EDBATY1 EDBATY2	2	50	15	35	25
	Understanding the discipline–B Biology Mathematics English Hindi	EDBATY3 EDBATY4 EDBATY5 EDBATY6	2	50	15	35	25
Group-III Optional courses	*Any one from –* Value education OR Physical and health education OR Guidance and counseling OR MOOCs Course	EDBATD1 EDBATD2 EDBATD3	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Teaching & Learning in Digital Age	EDBAGA1	2	50	50		25
Group –V Engagement with Field	School visit–I (Upper Primary to Higher Secondary)	EDBAEF1	1	50	50		25
	TOTAL		19	500	220	280	250

Co- Curricular Activities (CCA) Any one from-
Subject Club- EDBAGS1(Internal 100 marks)
Campus Development- EDBAGS2(Internal 100 marks)
Organizing Cultural Programs- EDBAGS3(Internal 100 marks)

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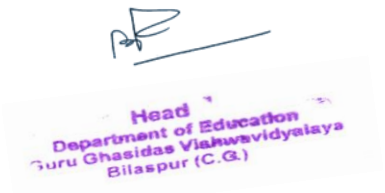
SEMESTER II							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Learning and teaching	EDBBTT1	4	100	30	70	50
	Creating an inclusive school	EDBBTT2	2	50	15	35	25
Group-II Pedagogy courses	Pedagogy– (A) Physical Science Social Science	EDBBTY1 EDBBTY2	4	100	30	70	50
	Pedagogy–(B) Biology Mathematics English Hindi	EDBBTY3 EDBBTY4 EDBBTY5 EDBBTY6	4	100	30	70	50
Group –IV Enhancing Professional Capacities courses	Understanding the self	EDBBGA1	2	50	50		25
	School visit–II	EDBBEF1	3	50	50		25
Group –V Engagement with Field	(Upper Primary to Higher Secondary)						
	Practicing teaching skills	EDBBGF2	2	100	100		50
	TOTAL		21	550	305	245	275

SEMESTER III							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group-I Core courses	Assessment and evaluation	EDBCTT1	4	100	30	70	50
	Knowledge and curriculum	EDBCTT2	4	100	30	70	50
	Language across the curriculum	EDBCTT3	2	50	15	35	25
	Gender, school and society	EDBCTT4	2	50	15	35	25
Group –IV Enhancing Professional Capacities courses	Reading & reflecting on text	EDBCGA1	2	50	50		25
	Drama & Art in Education	EDBCGA2	2	50	50		25
	Psychological testing	EDBCEF1	2	50	50		25
Group –V Engagement with Field	School internship–I (Upper Primary to Higher Secondary)	EDBCEF2	2	100	100		50
	Teaching-I *Teaching of Sub–I:* *Teaching of sub–II:*						
	Teaching-II *Teaching of sub–I:* *Teaching of sub–II:*						
	TOTAL		20	550	340	210	275

SEMESTER IV							
GROUPS	COURSES	PAPER CODE	CREDITS	TOTAL MARKS	INTERNAL	EXTERNAL	MINIMUM PASS MARK
Group –V Engagement with Field	E-Content Development	EDBDEF1	2	50	50		25
	Case Study for community engagement	EDBDEF2	2	50	50		25
	School Internship–II (Upper Primary to Higher Secondary)	EDBDEF3	16	300	300		150
	Individual Portfolio						
	School participation						
	Teaching and Subject assessment						
	Action Research						
	Administrative Work						
	Conducting morning assembly & CCA						200
	Preparation of TLM						
	TOTAL		20	400	400		
	TOTAL CREDITS FOR TWO		80	2000	1265	735	1000



Signature & Seal of HoD

Scheme and Syllabus

COURSE EDBATY1: UNDERSTANDING THE DISCIPLINE (A): PHYSICAL SCIENCE

COURSE OUTCOMES: **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

To facilitate the prospective teachers to:

CO 1. Explain the nature of science and its structure as a discipline and area of knowledge, trace the nature of science education and its changing nature across time as well as critically analyse the epistemological relation of science with other disciplines

CO 2. Defend the place of physical science in school curriculum as a compulsory subject in the context of the challenges of modern Indian Society and explain its nature of inclusion in the context of present educational policy

CO 3. Elaborate and frame various aims and objectives of teaching Physical Science in school curriculum of modern India as well as identify & include objectives of teaching Physical Science to meet existing challenges in Indian context

CO 4. Appreciate and evaluate various structure, and elements of physical science curriculum and various designs of syllabus in the context of the present National Curriculum Frameworks

UNIT I: NATURE OF SCIENCE & PHYSICAL SCIENCE

- Nature of science: Product and process nature, Interdisciplinary nature of science
- Scientific Method as an attitude to work rationally
- Epistemological differences and Relation among Science, Social Science and Humanities
- Structure of knowledge of science (in reference with Physical science): Fact, concept, principle, theory, and law; assumption and hypothesis; generalisations;
- Revisiting the big ideas or Unifying concepts of physical science: system, order and organization, evidence, model and explanation, change, constancy and measurement, scale, form and function, evolution and equilibrium, causality, energy, force, pressure, motion

UNIT II: PHYSICAL SCIENCE AS A SCHOOL SUBJECT

- Physical Science as a Discipline and as a part of School Subject;
- Nature and rationale of placing Physical Science in School Curriculum in the context of present education policy
- Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society (including need for Scientific literacy, aptitude, scientific communication, democratic values, etc.)

UNIT III: SCIENCE LEARNING AND TEACHING

- Broad aims of teaching-learning Physical science in schools at different levels (acquiring knowledge and understanding, development of process and problem-solving skills, attitude, democratic social skills, curiosity, creativity and aesthetic sense, appreciating role of science, imbibing scientific values, etc.)

UNIT IV: PHYSICAL SCIENCE CURRICULUM

- Curriculum framework, curriculum, and syllabus
- Understanding the structure of school curriculum and syllabus in the context of Physical Science (Designs: thematic, conceptual and topical, etc.; Elements of subject content, skills, attitudes; integrated curriculum, cross curricular scope, and other issues)
- Critical study of the School Curriculum of Science and syllabus in reference with Physical sciences at Secondary level as per NCF-2005 & NCFSE 2023

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical Study of aims of teaching science in school curricula of various nations/states/boards for comparative analysis
- Analysis of content areas and framing objectives for promotion of Scientific literacy, aptitude, scientific communication, democratic values, and for eradicating superstitions and myths
- Analysis of content to find scope of relating Science, Technology, Society and learners' real life
- Identification of unifying concepts in any theme of physical science
- Identification of various knowledge dimensions in a given topic of physical science
- Critical analysis of the CBSE, state board and international school science curriculum

COURSE EDBBTY1: PEDAGOGY–I (A) PHYSICAL SCIENCES

COURSE OUTCOMES: **MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

To facilitate the prospective teachers to be able to:

CO 1. Analyse the contents of Physical science for effective long term and instructional planning to decide what to teach, and how to teach in Physical science for school science; justify the various elements of lesson plans on the basis of major psychological theories to effectively integrate science lessons in the socio-cognitive context of secondary learners

CO 2. Choose, design and execute effective strategies techniques and skills of teaching-learning physical science to maximize learning outcomes,

CO 3. Evaluate various curriculum resources, like books, laboratory, CCA and other popular media, and design and integrate them effectively into science teaching

CO 4. reflect for diagnosing the learning problems and concept attainment of the students and design effective evaluation tools

UNIT I: PEDAGOGICAL PLANNING FOR A PHYSICAL SCIENCE LESSON

- Concept and need of unit planning & lesson planning; Basic structure and elements of a lesson plan
- Meaning of learning objectives, learning outcomes and instructional objectives; features; writing LO using appropriate taxonomy
- Maxims of Teaching; Meaning of approach and strategy; Teacher-centered and Learner-centered approaches– nature of interaction, pros and cons, examples; psychological basis for taking an approach—brief reference to learning theories of Piaget, Bruner; Constructivist approach
- Inductive & deductive approach; 5E model

UNIT II: DELIVERING A PHYSICAL SCIENCE LESSON

- Building up ideas: Compare-contrast and Analogy strategy
- Placing appropriate Examples;
- Representation–verbal, visual
- Cognitive conflict: Meaning and role, role of Questioning, probing and reinforcement for ensuring active learning
- Ensuring maximum participation and inclusion
- Developing and using learning resources—print, audio-visual, soft media
- Reflecting on teaching

UNIT III: CURRICULAR RESOURCES FOR TEACHING-LEARNING PHYSICAL SCIENCE

- Role of Textbook and suitable structure of its contents (along with text, examples, diagrams, etc.), evaluation components and language, Criteria of a good textbook as a potential teaching-learning resource in Indian context
- Physical science laboratory: Design, basic requirements; Conducting experiments: shift from confirmatory to exploratory approach, safety measures
- Extended resources: Co-curricular activities in physical science—meaning, role & planning of CCA; Popular science

UNIT IV: EVALUATING STUDENTS LEARNING IN PHYSICAL SCIENCE

- Dimensions of evaluation in physical science; Subjective and objective type evaluation; Preparing blue–print for teacher made tests; technology assisted tools for assessment
- Understanding students' Misconceptions in science learning; Role of language, daily life experience, teaching–learning experience, diagnosing misconceptions (through tools like questionnaire, concept maps, concept cartoons, etc.)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Content analysis of given science content
- Preparing concept maps on given content
- Exercises on probing situations, drawing social relevance, Scientific communication
- Preparing plans to deliver a lesson on given teaching points
- Preparing small contents

- Designing low cost aids and learning resources
- Preparing reflecting diary based on practice sessions
- Preparing evaluation tools for different purpose
- Include ICT tools into teaching and evaluation

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

COURSE EDBBTY2: PEDAGOGY (A): SOCIAL SCIENCE

Course Outcomes: **MARKS: 50 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. Second Semester Students will be able to –

CO 1. Identify and understand the principles of effective teaching and develop skill for effective teaching
CO 2. Justify various element of lesson plan and effectively plan for social science instruction
CO 3. Understand of various approaches to teaching social science
CO 4. Analyse various methods and determine their appropriateness for teaching social science
CO 5. Develop knowledge about various support resources, handle and develop them
CO 6. Identify various possible teaching-learning resources to be used in instructional planning for various purposes
CO 7. Develop various strategies on different dimensions of evaluation
CO 8. Diagnose students' learning through various techniques

UNIT I: PEDAGOGICAL PLANNING FOR A SOCIAL SCIENCE LESSON

- Principles of Effective Teaching of Social Science Content
- Maxims of teaching
- Deciding and Framing the Objectives of Teaching-Learning
- Planning for Teaching Social Science Lesson

UNIT II: STRATEGIES, APPROACHES AND METHODS IN TEACHING SOCIAL SCIENCE

- Deciding Appropriate Strategy: Teacher Centered, Learner Centered, Subject Centered
- Deciding Appropriate Approach: Constructive, Reflective, Integrative, inductive, deductive etc.
- Deciding Appropriate Method: Lecture, Discussion, Project, Social Recitation, Questioning, Field Trip, Story Telling etc.

UNIT III: MAKING SOCIAL SCIENCE LESSON MEANINGFULL & EFFECTIVE

- Deciding and Developing Appropriate Teaching Learning Resources
- Projected V/S Non-Projected Aid
- Audio, Visual and Audio-Visual Aid

UNIT IV: EVALUATING STUDENTS LEARNING IN SOCIAL SCIENCE

- Evaluation: Measurement, Assessment and Evaluation and their Purpose
- Ways of Evaluating: Subjective vs Objective, written vs oral etc.
- Preparing blue–print to evaluate teaching-learning in social science

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Dramatization an Historical/Political/Economical/Environmental etc. events
- Role Playing an Historical/Political/Economical/Environmental etc. events
- Making Story about an Historical/Political/Economical/Environmental etc. events
- Construction of lesson plan

COURSE EDBBTY4: PEDAGOGY (B): MATHEMATICS

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. Second Semester Students will be able to -

C0 1. Understand and adopt ways in enhancing quality of Mathematics learning.

CO 2. Develop competency in the use of learner friendly information and communication technologies for widening scope and enhancing quality of Mathematics learning.

CO 3. Acquire expertise in development, adoption and use of different types of teaching learning material for effective Mathematics learning and teaching.

CO 4. Develop awareness of innovations in the teaching-learning processes of Mathematics and ways to adopt those in the classroom practices.

Unit I: Enhancing Quality of Mathematics Learning

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance
- Formulation of instructional objectives in behavioral terms with respect to Arithmetic, mensuration, Trigonometry, angles, set theory and statistics
- Relationship between specific objective and general objectives

Unit II: Use of ICT in Teaching and Learning Mathematics

- Concept of ICT
- Need of Technological, Pedagogical Content and Knowledge (TPACK) in Mathematics
- Use of Computer and other ICT equipment's
- Using open education resources (OERs) in Mathematics
- Techniques of meaningful learning in mathematics- (Oral, Written, Drill and Home-work, Self-study, Group- study, Supervised- study, PLM, Teaching Aids

Unit III: Teaching Learning Materials of Mathematics

- Mathematics Textbooks: Characteristics and functions of a good Mathematics textbook,
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Use of various Teaching-Learning Material in Mathematics - Charts, models, overhead projector, films with their specific use and limitations
- Types of Communication in mathematics class- verbal and Non-verbal

Unit IV: Innovations in teaching of Mathematics

- Meaning and concept of CCE in mathematics
- Types of questions- Subjective type and Objective type
- Construction and concept of Achievement test- preparation of blue print
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics.
- Recreation in Mathematics (Mathematics Club, Maxims of Teaching & Activities for Mathematical creativity & Vedic Mathematics)

COURSE EDBBTY3: PEDAGOGY (B): BIOLOGY

COURSE OUTCOMES MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. Second semester students will be able to:

CO1: Understand and Articulate Objectives of Teaching Biology
CO2: Design and Implement Biology Curriculum
CO3: Apply Pedagogical Content Knowledge (PCK)
CO4:Describe the comprehensive Lesson plans
CO5: Develop and Use Effective Instructional Plans:
CO6: Utilize Teaching-Learning Resources
CO7: Establish and Maintain a Biology Laboratory
CO8: Implement Effective Teaching Methods and Assessment:

UNIT I: OBJECTIVES & CURRICULUM OF BIOLOGY

- Objectives of teaching biology at secondary level
- *Writing specific objectives in different content areas.
- Biology curriculum: concept, and principles; Differentiating between curriculum and syllabus
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Biology teaching.

UNITII : PLANNING & INSTRUCTIONAL SUPPORT

- Concept, importance and Basic elements of lesson plan ,Unit Plans and Remedial Plans
- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- *Teaching Aids: concept, types, effective use, use of multimedia in learning biological concepts.
- *Development and use of low-cost innovative aids, science kit.

UNIT III: LABORATORY & RESOURCES IN BIOLOGY

- Biology Lab: Need, Set- up/ Construction, Guidelines for organizing practical work, safety measures to be followed, assessment of laboratory work.
- Enriching Biology teaching: virtual labs, & organization of science club.
- * Field visits: concept, need & planning (as per grade level); Zoo, Sea shore life, Botanical Garden, etc.
- Textbooks: characteristics of a good biology textbook, Analysis of textbooks*.

UNIT IV: TEACHING METHODS AND ASSESSMENT IN BIOLOGY

- Inductive and Deductive approaches: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration–characteristics, merits & limitations ways to make them effective
- Assessment: Formative & Summative; concept and need in reference to constructivist classroom.
- * Preparation of blueprint and preparation of different test items in biology, teacher made achievement test, diagnostic and remedial test in biology, concept & preparation. Modern assessment tools (rubrics, portfolios, online tools)

MODE OF TRANSACTION: lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning as & when required.

PRACTICUM

- Preparation of a report on the biology lab of the school, visited by the student during internship.
- Preparation of a question bank.
- Constructing a diagnostic test. (* topics will be dealt under practicum)

Suggested Readings/References/Online resources:

COURSE EDBBTY5: PEDAGOGY (B): ENGLISH

LEARNING OUTCOMES **MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

B.Ed. Second Semester students will be able to:

- **CO 1.** explain the nature of English language
- **CO 2.** describe the principles of curriculum construction
- **CO 3.** critically evaluate various pedagogical approaches
- **CO 4.** exemplify the basic concepts of prose, poetry and grammar
- **CO 5**. analyze the teaching learning process in English language
- **CO 6**. plan teaching skills in English language
- **CO 7**. analyze the process of evaluation and assessment

UNIT I: NATURE OF ENGLISH LANGUAGE AND SCHOOL CURRICULUM

- Language, concept, and nature
- The pedagogical principles of teaching English language as a second language.
- Curriculum of English Language: principles of curriculum construction

UNIT II: LANGUAGE AND PEDAGOGICAL APPROACH

- Prose: Non-fictional, Fictional, Heroic
- Poetry: Ode, Ballad, Sonnet, Elegy, Lyric; Figure of speech (hyperbole, irony, metaphor, simile, personification)
- Grammar: Descriptive and Prescriptive
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

UNIT III: PLANNING AND TEACHING SKILLS

- Objectives of Teaching prose, poetry, grammar
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance
- Co-curricular activities in English language teaching; class magazine, language games

UNIT IV: EVALUATION AND ASSESSMENT

- Diagnostic test: concept and importance
- Need for remedial teaching
- Evaluation of scholastic area
- Assessment of Co scholastic aspects of students' learning

PRACTICUM

- Prepare a dictionary
- Prepare any audio-visual aids for 8th std.
- Prepare Lesson plan of prose, poetry, grammar through the use of ICT
- Develop Instructional (Teaching Learning) Material
- Prepare audio visual clip/program of inculcation of communication habits.
- Prepare Test papers/Question papers
- Prepare diagnostic test for 8th std.

MODE OF TRANSACTION: Lectures, discussion, video clips, Group Presentation

Suggested Readings/Learning References

COURSE CODE EDBBTY 6 PEDAGOGY (B) : HINDI

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

उद्देश्य

विद्यार्थी हिंदी भाषा पाठ्यक्रम का मूल्यांकन करेंगे
विद्यार्थी हिंदी भाषा पाठ्यक्रम निर्माण एवं सिद्धांतों की समीक्षा करेंगे
विद्यार्थी हिंदी भाषा शिक्षण की पाठ योजना का निर्माण करेंगे
विद्यार्थी हिंदी भाषा अधिगम का मूल्यांकन करेंगे
विद्यार्थी हिंदी भाषा में नवाचार का उपयोग करेंगे

bdkbZ 1

- ikB~;dze dk vFkZ lEizR;; एवं विशेषताएं
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bdkbZ 2. हिन्दी भाषा शिक्षण

- **हिन्दी भाषा शिक्षण** की विधियाँ
- **हिन्दी भाषा शिक्षण** पाठ्योजना
- x| पद्य एवं हिन्दी व्याकरण की पाठ्योजना

bdkbZ 3 हिन्दी भाषा अधिगम का मूल्यांकन

- वस्तुनिष्ठ एवं विषयनिष्ठ मूल्यांकन
- समग्र एवं निर्माणात्मक मूल्यांकन का अर्थ, संकल्पना एवं महत्व
- निदानात्मक एवं उपचारात्मक परीक्षण का अर्थ प्रकृति एवं निर्माण

bdkbZ 4 हिन्दी भाषा शिक्षण में नवाचार

- भाषाई कौशल और उनका महत्व
- हिंदी भाषा शिक्षण में सूचना संचार तकनीकि का प्रयोग
- हिन्दी भाषा शिक्षण में शिक्षण सहायक सामग्री का उपयोग एवं महत्व

सन्दर्भ ग्रन्थ

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Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD