

# **BIYANI GIRLS B.Ed. COLLEGE**

## **B.ED. PART- I**

### **(COURSE FILE)**

### **PAPER -E.P.C -2**

### **(DRAMA AND ART IN EDUCATION)**

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SEC-3, VIDHYADHAR NAGAR, JAIPUR

# FACULTY WORK PLAN

## Department of Education

Name : Dr. Hemlata Mishra  
Contact Number : 7014236100  
Class Incharge : B.Ed. - I Year 2023-2024  
Responsibilities : \* Completing syllabus within the time period.  
\* Getting good result.

| NO. | TEACHING SUBJECTS | CLASS        |
|-----|-------------------|--------------|
| 1   | E.P.C - 2         | B.Ed. I Year |
| 2   |                   |              |
| 3   |                   |              |
| 4   |                   |              |
| 5   |                   |              |
| 6   |                   |              |
| 7   |                   |              |

### Contents:

1. Vision & Mission of College
2. Vision & Mission of Department
3. PEOs and PSOs, POs
4. Course Outcome (CO)
5. Academic Calendar of College
6. (i) University Course Syllabus  
(ii) Syllabus Break Up (Blow up)  
(iii) Topics to be covered daily (Lesson Plan/ Lecture Plan)
7. Class & Personal Time Table
8. CO - PO Mapping

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9. Course handouts (Subject Notes)
10. List of titles/text/references books available in library, online/subscribed journals
11. Assignments
12. Student Enrollment Details (Name, MOB, Father / Guardian Name, Mobile Number)
13. Question bank with solution:-
  - (i) Midterm question paper
  - (ii) Pre- University question paper
  - (iii) Last 5 Year university question papers

14. Academic Evaluation Report

| S.No | Class Test           | I | II | III | IV | V |
|------|----------------------|---|----|-----|----|---|
|      | Date                 |   |    |     |    |   |
|      | Maximum Marks        |   |    |     |    |   |
|      | Average % of Student |   |    |     |    |   |

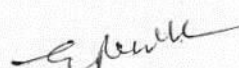
15. Attendance record

| S.No | Months        | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | Remark |
|------|---------------|-----|------|-----|-----|-----|-----|-----|-------|--------|
|      | Total Classes |     |      |     |     |     |     |     |       |        |
|      |               |     |      |     |     |     |     |     |       |        |

16. Result of all the Internal and Pre-University Exams.

| Roll No. | Name | I Internal | II Internal | Pre-University |
|----------|------|------------|-------------|----------------|
|          |      |            |             |                |

17. List of academically (Slow/Average/Advanced Learner Students)
18. Action Plan for (Slow/Average/Advanced Learner Students)
19. CO- PO attainment

  
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20. ICT tools
21. All the Notices (Communicated to Students)

Dr Shipra Gupta

HOD

Dr. Elita Arceek  
*Elita Arceek*  
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## BIYANI GIRLS B.ED. COLLEGE, JAIPUR

### *Vision*

*Biyani Girls B.Ed. College aims towards "Women Empowerment"*

### *Mission*

*"To provide the best professional education opportunities in a progressively enhanced manner"*

*Biyani Girls B.Ed. College is founded by "Biyani Shikshan Samiti". The Samiti is formed by a young, dynamic, and result-oriented team of highly qualified educationists. The College was established in 2006. The aim of the college is to transform the hidden unlimited potentialities of girls into creativity, empowerment, and prosperity of the nation with humanity. To make the pupil teachers all-rounder the college is providing all facilities which are essential for their betterment.*

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### About Biyani Girls B.Ed College, Jaipur

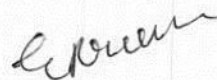
Biyani Girls B.Ed. College is founded by "Biyani Shikshan Samiti". The Samiti is formed by a young, dynamic, and result-oriented team of highly qualified educationists. The College was established in 2006. The mission of the college is to keep pace with the futuristic growing civilized world through women empowerment. The aim of the college is to transform the hidden unlimited potentialities of girls into creativity, empowerment, and prosperity of the nation with humanity. To make the pupil teachers all-rounder the college is providing all facilities which are essential for their betterment.

Biyani Girls B.Ed. College stands tall for its reputation as a top girl's college in Jaipur. We offer all courses in the field of education. The following courses that we offer are B.Ed., M.Ed., D.El.Ed., B.A./ B.Sc. – B.Ed. and B.P.Ed. To secure a seat in our college the minimum eligibility should be 50% for General and 45% for Reserved Category.

We have also adopted the new technology and philosophy in this age of globalization for the sake of the wellbeing of the society and humanity because in the present scenario the students need assurance and confidence that the teacher has the ability to provide the education or ways to the defined goal. And the teacher needs to have a sound knowledge base of the content. Teachers should also have the right attitude and commitment, and here at Biyani, we provide them with the quality education they deserve.

Our Academic Director Dr. Sanjay Biyani is a great orator and career counselor. He came up with the idea of the GuruKPO Plus app during this difficult time to help all the students around the nation. We provide quality education along with moral values, and we also inculcate the quality that a teacher should have with the help of our Personality Enhancement Program (PEP). We have also hosted some international conferences like BICON in collaboration with different universities in Japan. We also encourage the students to take part in Creative Club and Extra-Curricular activities because a teacher needs to be versatile to provide students with quality education.

In the end, all I can say "Choose Quality, Choose Biyani for a better start for your future".



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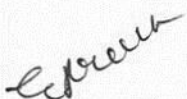
**Biyani Girls B.Ed. College, Jaipur**

**Course: B.Ed.**

**Program Outcome (POs)**

After successful completion of the two-year B.Ed. course, student teacher will be able to

1. Pedagogical Skill (PO1)
2. Teaching Competency (PO2)
3. Effective Communication (PO3)
4. Professional Ethics (PO4)
5. Scientific temperament (PO5)
6. Psychological attitude towards (PO6)
7. Management & team work abilities (PO7)
8. Ability of problem solving (PO8)
9. Critical thinking (PO9)
10. Action Research (PO10)
11. Positive approach (PO11)

  
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## BIYANI GIRLS B.Ed. COLLEGE

Programme: B.Ed. Part-1

Course Name- EPC-2 (Drama and Art in Education)

### Course Outcomes:

After completion of the course, student teachers will be able to: -

CO1 – Recite the meaning and concept of drama and art in education.

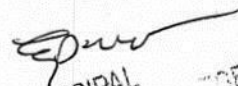
CO2 – Understand the role of Fine Arts in enhancing the creative potential of an individual.

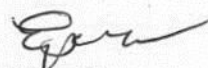
CO3 – Respond to the beauty in different art forms.

CO4 – Communicate important social issues through drama.

CO5 – Enhance skills for integrating different art forms.

CO6 – Develop skill to create artistic pieces through waste material.

  
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# SYLLABUS

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### Assignment

1. Class Test 5 marks
  2. Any One 10 marks
- Writing : Based on the text (e.g., summary of a scene, extrapolation of story or converting a situation into a dialogue)
  - Group Discussion (on selected theme)
  - Making notes on schematic form (e.g., flow diagram, tree diagram or mind map)
  - Individual task, using reading strategies such as- scanning and skimming for extracting information.
  - Making PPT to whole subject group.

### References-

1. The 4 Language Skills  
[www.Englishclub.com/language-skill.htm](http://www.Englishclub.com/language-skill.htm)
2. Reading (Process) Wikipedia  
[www.wikipedia.org/wiki/reading-process](http://www.wikipedia.org/wiki/reading-process)

### EPC - 2

## DRAMA AND ART IN EDUCATION

MARKS-50

### Objectives:-

To enable the students to—

1. Develop the aesthetic sense and creative thinking in the students.
2. Understand forms of art, performing and visual and its significant role in human life.
3. Understand relationship between art, literature and education.
4. Acquaint about drama as a critical pedagogy and develop consciousness & awareness towards society.
5. Understand about teaching of different subjects through drama and art education at school level.
6. Understand cultural heritage of India with special reference to Rajasthan.
7. Understand about technical invasion in the field of art and future perspectives of drama and art education.
8. Develop sensitivity, empathy and sense of responsibility for self development and betterment of society.

### UNIT-I : Aesthetic Sense and Education

- Aesthetic sense and values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts, Transform art and aesthetic sense through education.

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Dy. Registrar(Academic-I)  
University of Rajasthan  
Jaipur  
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- Concept of Creativity, Creative writing, Modes in speech and importance of education for it Relationship between Art, Literature and Education Historical perspectives of various types of Art in India.
- Introduction to music: - dhawani swar, sapttak, alankar, lay-taal, vadhya-tantu, avnadh, shushir, Dhanlok, lok-geet, lok vadhya & Introduction to Dance :- history of dance- kala, lok-nritya.

## UNIT— II: Performing Art and Learning

- Introductions & type of Drama, Social and Educational relevance of Performing Art and its place in contemporary Indian society.
- General introduction of seven classical dance style, Knowledge of Indian Dance-Drama tradition both in classical and folk, General introduction of Folk and Tribal dances, Contemporary dance in Modern India.
- Introduction of Folk Drama of Rajasthan: Gavri, Tamasha, Khayal, Rammat, Phed, Leela, Swang, Nautanki, Bhavai. Dance and Drama training, its relevance to learning at different levels of school.
- Forms of the major cultural, art festivals, exhibitions, craft-fairs of India with special reference to Rajasthan and their significant role for enhancement of aesthetic & artistic sensibility.

## UNIT-III Visual Art : Teaching & Learning

- Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education. Dramatic Pressure for understanding problems in a new way.
- Exploration and experimentation with different types of Visual Arts: painting, printing, collage, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.
- Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.
- Use of ICT in drama and art in education: computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: youtube, blog, twitter.

### Field Based Activities:

- Class Test 5 marks
  - Any one of the following 10 marks
1. Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city.
  2. Prepare Direct or Participate in Character play related with any historical topic of school syllabus and perform it in any school.

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 Dy. Registrar(Academic-I)  
 University of Rajasthan  
 Jaipur  
*[Signature]*



3. Prepare, Direct, or Participate in one Dance - Drama related with any contemporary issue based on any form of Folk Drama of Rajasthan, perform it publicly and submit a report
4. Make a Documentary film related with any subject of school and present it.
5. Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.
6. Write three Drama-Scripts by your own on the basis of creative writing for school children.
7. Visit or Participate in any cultural, art festival or exhibition and submit a report with your experiences.
8. Organize an exhibition related to any form of Visual Art in your respective institution.

#### REFERENCES:-

1. Bhavnani Enakshi : The Dance of India, Treasure House of Books, Bombay.
2. Bhattacharya Dilip : Musical Instrument of Tribal India, Manas Publications, New Delhi 1999.
3. Bharucha Rustom : Theatre and the world, Manohar Publication, New Delhi.
4. Chaturvedi Ravi : Theatre and Democracy, Rawat Publication, New Delhi.
5. Datta Ajit Kumar : Indian Artifacts, Cosmo Publications, London.
6. Hariharan M., Kuppuswami Gowri : An Anthology of Indian Music, Sandeep Prakashan, Delhi.
7. Khandalavala Karl J. : Indian Painting, Lalit Kala Academy, New Delhi.
8. Krishna Rao U.S., Devi Chandrabhaga U.K. : A panorama of Indian dances, Shree Satguru Publication, New Delhi.
9. Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
10. Lal Ananda : Theatres of India, Oxford Univ. Press.
11. Raja Deepak S. : Hindustani Music, D.K. Print World Ltd., New Delhi.
12. Sudhakar Kanaka : Indian Classical dancing, Sterling Publishers Pvt. Ltd. New Delhi.
13. Tribhwn Robin D. , Tribhwan Preeti R. : Tribal Dances of India, Discovery Publication House, New Delhi, 1999.
14. Thames and Hudson : Arts & Crafts of India, London.
15. Vatsyayan Kapila : Traditions of Indian Folk Dance, Clarion Books, Hind pocket Bokks, New Delhi
16. Water house Devid : Dance of India, Popular Prakashan, Mumbai.
17. Watts George & Bown Percy : Arts and Crafts of India, Cosmo Publications, New Delhi.
18. गोस्वामी प्रेमचन्द : भारतीय कला के विविध स्वरूप, पंचशील प्रकाशन, जयपुर।
19. प्रसाद देवी : शिक्षा का वाहन कला, नेशनल बुक ट्रस्ट, इंडिया, 1999।
20. गुप्ता डॉ. भयामला : सौंदर्य तत्त्वमीमांसा, सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।

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# UNIT PLAN

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## Unit Plan

B.Ed. - I Year (E.P.C-2 Drama and Art in Education)

| Months | Teaching Unit | Sub Unit                                                                                                                                                           | Teaching aid | Methods                                                                               | Objectives                                                                                                                                                                                                                                                                                                                                                          | Evaluation                                                                                                                                                                                                                                                                      |
|--------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Unit-1        | (A)<br>➤ Aesthetic sense values<br>• Arts in education<br>• Education in art<br>• Transform art through education<br>• Transform aesthetic sense through education | White board  | ➤ Lecture method<br><br>➤ Discussion method<br><br>➤ Descriptive method with examples | <b>1. Knowledge :</b><br>• Students will be able to define the meaning and concept of:<br><br>• Arts in education<br>• Education in art<br>• Transform art through education<br>• Transform aesthetic sense through education<br>• Creativity:<br>• Music, dance, Kala, Lok nritya<br><br><b>2. Understanding :</b><br>• Students will be able to differentiate it. | <b>Short type questions</b><br>Q-What is the meaning and concept of these<br><br>Q-How can differentiate it?<br>Q.Explain with examples.<br>Q.what is the merits and demerits of these?<br>Q.what is the uses of these in behavioural life?<br><br><b>Essay type questions.</b> |
|        |               | (B)<br>➤ Creativity:<br>• Creative writing<br>• Modes in speech<br>• Relationship between:<br>• Art<br>• Literature<br>• Education                                 |              |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                 |

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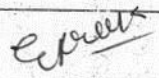
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Q.how will you apply drama and art in your life explain with exact headings and examples?</p> <p>Q.How are art and aesthetic sense transformed through education?</p> <p>Q.what is historical perspectives of various types of arts in India and how to take apart the known and identify the relationship in present senerio.</p> <p>Q.what do you make something new in which area explain it</p> |
| <p>➤ Historical perspective of various types of art in India</p> <p>(C)</p> <p>➤ Introduction to music:</p> <ul style="list-style-type: none"> <li>• Dhawani swar</li> <li>• Sapitak</li> <li>• Alankar</li> <li>• Lay taal</li> <li>• Vandhaya tantu</li> <li>• Avnadh</li> <li>• Shushir</li> <li>• Dhanlok</li> <li>• Lokgeet</li> <li>• Lok vadhya</li> </ul> <p>➤ Introduction to dance</p> <p>➤ History of dance-</p> <ul style="list-style-type: none"> <li>• Kala</li> <li>• Lok nritya</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Students will be able to describe it with examples.</li> </ul> <p>3. Application :</p> <ul style="list-style-type: none"> <li>• students will be able to write their thoughts and theme with creativeness.</li> <li>• Students will be able to apply the way of creative writing in other subjects.</li> </ul> <p>4. Analizing:</p> <ul style="list-style-type: none"> <li>• Students will be able to take apart the known and identify the relationships.</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• Student will be able to examine information and make judgments.</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Student will be able to use the information to create something new.</li> </ul> | <p>• Students will be able to describe it with examples.</p>                                                                                                                                                                                                                                                                                                                                           |

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| Month | Teaching Unit                             | Sub Unit                                                                                                                                                                                                                   | Teaching aid | Methods                                                                               | Objectives                                                                                                                                                                                                                                                                                         | Evaluation                                                                                                                                                                                                                                                                    |
|-------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Unit-2<br>➤ Performing art and learning   | (A)<br>➤ Introduction and types of drama<br>➤ Social relevance of performing arts and its place in contemporary Indian society.<br>➤ Educational relevance of performing arts and its place in contemporary Indian society | White board  | ➤ Lecture method<br><br>➤ Discussion method<br><br>➤ Descriptive method with examples | <b>1. Knowledge :</b><br>➤ Students will be able to define the meaning and concept of:<br>• Art and drama<br>• Seven classical dance style<br>• Folk & tribal dance<br>• Dance in modern India<br>• Folk drama of Rajasthan:<br>• Major forms of cultural, art festivals, exhibitions, craft fairs | ➤ Short type questions<br>• Q. Define the meaning and concept of:<br>• Art and drama<br>• Seven classical dance style<br>• Folk & tribal dance<br>• Dance in modern India<br>• Folk drama of Rajasthan:<br>• Major forms of cultural, art festivals, exhibitions, craft fairs |
|       |                                           | (B)<br>➤ General introduction of seven classical dance style<br>➤ Knowledge of traditional dance & drama in classical and folk<br>➤ General introduction of folk and tribal dance<br>➤ Contemporary dance in modern india  |              |                                                                                       | <b>2. Understanding :</b><br>➤ Students will be able to understand the role & creative potential of related terms.<br>➤ Students will be able to grasp terminology of these terms.                                                                                                                 | Q. Differentiate it?<br>Q. Explain the relationship?<br>Q. explain advantage and characteristics of these.                                                                                                                                                                    |
|       | ➤ Introduction of Folk drama of Rajasthan | (C)<br>➤ Gavri, Tamasha, Khayal, Rammat, Phed, Leela, Swang,                                                                                                                                                               |              |                                                                                       | <b>3. Application :</b><br>➤ Students can be use art and drama in a new (but similar) situation.                                                                                                                                                                                                   | <b>Essay type questions</b><br>Q. What do you understand by music and visual arts? Explaining their importance, how can you use them to eliminate                                                                                                                             |

|  |  |  |  |                                                                                                                                                                                                                                                                            |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  | <p>➤ Nautanki, Bhawai, its relevance to learning at different levels of school.</p> <p>(D)</p> <p>➤ Festivals exhibitions, craft fairs -of India with special reference to Rajasthan and their significant role for enhancement of aesthetic and artistic sensibility.</p> | <p>➤ Major forms of cultural, art</p> | <p>➤ Student will be able to respond to the beauty in different art forms.</p> <p><b>4. Analyzing:</b></p> <p>➤ Students will be able to take apart the known and identify the relationships.</p> <p>➤ Students will be able to communicate social issues through art and drama.</p> <p><b>5. Evaluating:</b></p> <p>➤ Student will be able to enhance skills for integrating different art forms and will be evaluate her/him self .</p> <p>➤ Student will be able to take self-decisions.</p> <p><b>6. Creating:</b></p> <p>➤ Student will be able to use the information related to art and drama to create something new.</p> <p>➤ Students can create artistic pieces through waste materials.</p> | <p>stress and anxiety in daily life?</p> <p>Q. What new things are you able to do in your practical life by adopting creativity in art, drama and music?</p> <p>Q. How will you evaluate yourself to know which art you are talented in and which style you like to express yourself in? And how will you choose the right field?</p> <p>Q. Evaluate yourself.</p> <ul style="list-style-type: none"> <li>• Do I have some special skills in art, music or drama that make me different from others? Explain it.</li> <li>• How much education and training experience do I have in the arts, music and drama fields? explain it.</li> <li>• What kind of resources can I take advantage of to pursue a career in art, music and drama? Explain it.</li> </ul> |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

  
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| Month | Teaching Unit                                                                                                         | Sub Unit                                                                                                                                                                                                                                                                                                           | Teaching aid | Methods                                                                                                                               | Objectives                                                                                                                                                                                                                                                                                                         | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Unit 3<br>Visual Art<br>Teaching & learning                                                                           | <ul style="list-style-type: none"> <li>Play</li> <li>Learning and drama education</li> <li>Dramatic pressure</li> </ul>                                                                                                                                                                                            | White board  | <ul style="list-style-type: none"> <li>Lecture method</li> <li>Discussion method</li> <li>Descriptive method with examples</li> </ul> | <b>1. Knowledge :</b> <ul style="list-style-type: none"> <li>Student will be able to define meaning and concept of:</li> <li>Play</li> <li>Learning and drama education</li> <li>Dramatic pressure</li> </ul>                                                                                                      | <b>Short type question</b><br>Q. What is the meaning and concept of : <ul style="list-style-type: none"> <li>Play</li> <li>Learning and drama education</li> <li>Dramatic pressure</li> <li>Painting</li> <li>Printing</li> <li>college</li> <li>Cartoon making</li> <li>Photography</li> <li>Clay modelling</li> <li>Model making</li> <li>Pottery</li> <li>Puppetry</li> <li>Rangoli</li> <li>Paper arts</li> <li>Teaching learning process in visual arts.</li> </ul> |
|       | <ul style="list-style-type: none"> <li>Exploration and experimentation with different types of visual arts</li> </ul> | <ul style="list-style-type: none"> <li>Painting</li> <li>Printing</li> <li>college</li> <li>Cartoon making</li> <li>Photography</li> <li>Clay modelling</li> <li>Model making</li> <li>Pottery</li> <li>Puppetry</li> <li>Rangoli</li> <li>Paper arts</li> <li>Teaching learning process in visual arts</li> </ul> |              |                                                                                                                                       | <ul style="list-style-type: none"> <li>Painting</li> <li>Printing</li> <li>college</li> <li>Cartoon making</li> <li>Photography</li> <li>Clay modelling</li> <li>Model making</li> <li>Pottery</li> <li>Puppetry</li> <li>Rangoli</li> <li>Paper arts</li> <li>Teaching learning process in visual arts</li> </ul> | Q. Differentiate it.<br>Q. Define utility of it in the field of education .                                                                                                                                                                                                                                                                                                                                                                                              |
|       | <ul style="list-style-type: none"> <li>Uses of visual art in teaching</li> </ul>                                      | <ul style="list-style-type: none"> <li>Arts and self expression</li> <li>Need and importance of community participation</li> </ul>                                                                                                                                                                                 |              |                                                                                                                                       | <b>2. Understanding :</b> <ul style="list-style-type: none"> <li>Student will be able to construct the meaning of related terms</li> </ul>                                                                                                                                                                         | <b>Essay type question</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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# TIME TABLE

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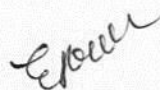


## CLASS & PERSONAL TIMETABLE

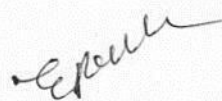
Dr. Hemlata Mishra

|                                     | 1:00-1:30<br>P.M            | 1:30-2:10<br>P.M               | 2:10-2:50 P.M            | 2:50-3:40 P.M                        | 3:40-4:20<br>P.M | 4:20-5:00<br>P.M                             |
|-------------------------------------|-----------------------------|--------------------------------|--------------------------|--------------------------------------|------------------|----------------------------------------------|
| B.Ed. I<br>Sec-A<br>Sec-B<br>Sec-C  | Assembly<br>&<br>Attendance |                                |                          | Language<br>across the<br>curriculum | EPC-1/<br>EPC2   | Pedagogy<br>Classes<br><br>(Gen-<br>Science) |
| B.Ed. II<br>Sec-A<br>Sec-B<br>Sec-C |                             | Knowledge<br>and<br>curriculum |                          |                                      |                  |                                              |
| D.L.Ed.                             |                             |                                | Environmental<br>studies |                                      |                  |                                              |

Timetable is flexible, according to Need & situation.

  
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# CO PO MAPPING



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Programme: B.Ed. Part-1

Course Name: Drama and Art in Education

| PO – CO Mapping |                                                                                        |               |           |
|-----------------|----------------------------------------------------------------------------------------|---------------|-----------|
| CO              | Course Outcomes                                                                        | Blooms Level  |           |
|                 | student teachers will be able to: -                                                    |               |           |
| CO1             | Recite the meaning and concept of drama and art in education.                          | Knowledge     | PO1, PO2  |
| CO2             | Understand the role of Fine Arts in enhancing the creative potential of an individual. | Understanding | PO3       |
| CO3             | Respond to the beauty in different art forms.                                          | Apply         | PO6, PO11 |
| CO4             | Communicate important social issues through drama and analyse the situation            | Analysing     | PO3, PO7  |
| CO5             | Enhance skills for integrating different art forms and evaluate it.                    | Evaluating    | PO4       |
| CO6             | Develop skill to create artistic pieces through waste material.                        | Creating      | PO9, PO8  |

PO -CO Mapping Matrix

| CO      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1     | 1   | 2   |     |     |     |     |     |     |     |      |      |
| CO2     |     |     | 2   |     |     |     |     |     |     |      |      |
| CO3     |     |     |     |     |     | 2   |     |     |     |      | 2    |
| CO4     |     |     | 2   |     |     |     | 2   |     |     |      |      |
| CO5     |     |     |     | 2   |     |     |     |     |     |      |      |
| CO6     |     |     |     |     |     |     |     | 3   | 2   |      |      |
| Average | 1   | 2   | 2   | 2   |     | 2   | 2   | 3   | 2   |      | 2    |

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# COURSE HANDOUTS

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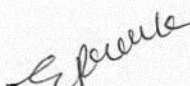


## DRAMA AND ART IN EDUCATION-EPC-2

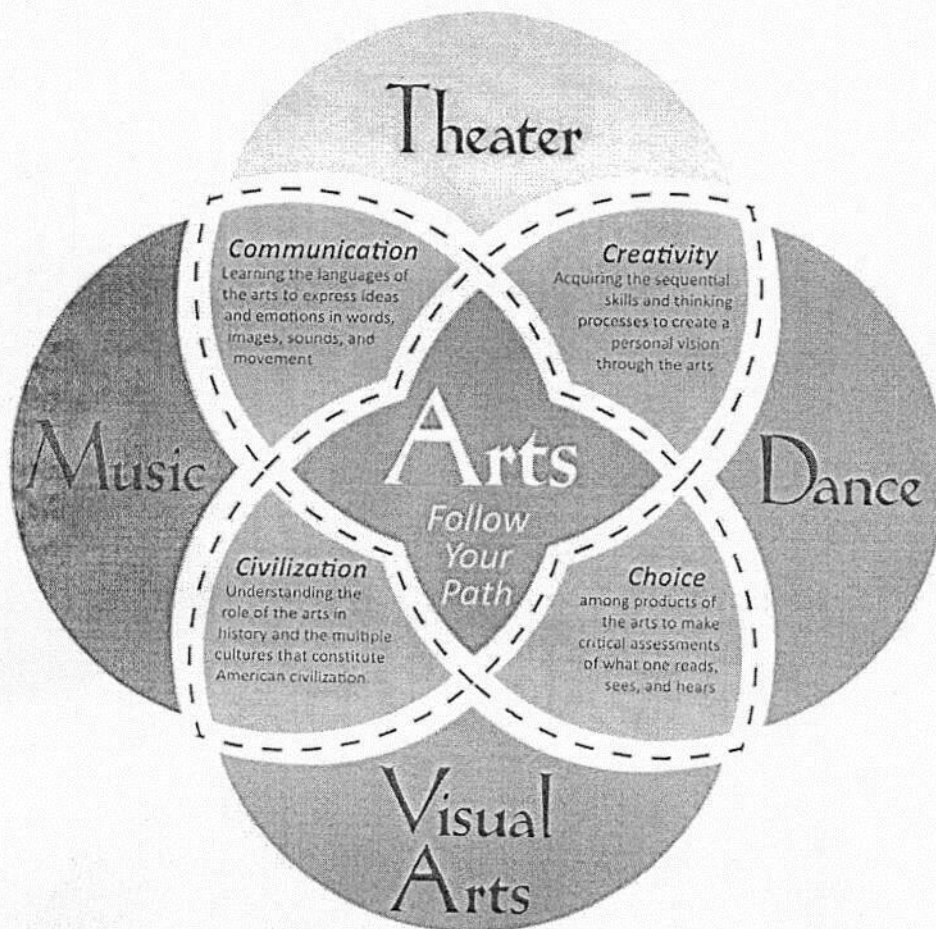
1. What is Drama?
2. Importance of Drama and Art in Education
3. Drama and Art in Education PPT
4. Benefits of Drama and Arts in Education
5. Drama and Art in Education B.Ed. Practical File
6. Importance of Arts in Education
7. Drama and Art in Education PPT
8. Objectives of Drama and Art in Education
9. Theatre in Education
- 10 How to Use Drama in Education?
- 11 Implementing Art in Learning

What is Drama?

Drama is simply referred to as a form of fiction which is represented in a performance in a theatre, radio or TV, and in any of its performing arts such as plays, mime, ballet, musical, etc. The word 'drama' is actually taken from the Greek word 'drama'/'draw' which also refers to 'I do' or action. Thus, acting or performing action comes in play through theatrical, radio, TV or live performances of a fictional story.

  
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## Importance of Drama and Art in Education



*Coming to Our Senses:  
The Significance of the Arts  
in American Education*

McGraw-Hill, 1977

Here are the key reasons for the importance of drama and arts in education:

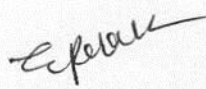
1. **Teaches Self-Expression:** Children learn about the importance of self-expression through the use of drama and arts in education and

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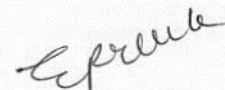
through creative expression, their perception and worldview are broader which equips them with the skills to face adversities late in life.

2. **Life Skill Training:** It imparts students with various life skills like teamwork, compassion, cooperation and collaboration.
3. **Learn Constructive Criticism:** Children also learn about taking constructive criticism and feedback in a way that helps them become better individuals.
4. **Contributes to Personality Development:** The use of drama and art in education also accelerates personality development in students.
5. **Find their Voice:** Through theatre and performing arts, students are able to find their unique 'voice' that helps them explore their inner talents, skills and competencies.
6. **Problem-solving Skills:** Through creative art forms, students learn about the value of problem-solving in every situation as they learn to be in a group, work around various things to thrive as a team and become superb at problem-solving!
7. **Learn to Lead:** Using drama and art in education also teaches students to don the hat of a leader and imbibe central skills pertaining to leadership and teamwork.

  
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What is the role of art in education? Arts in education can make learning fun and engaging while also inculcating many important skills in learners like critical thinking, improv, analytical thinking, life skills, teamwork and more. Here is all you need to know about the role of art in Education:

- **Creativity:** The use of arts in education makes children more creative and imaginative through various co-curricular activities.
- **Motor Skills:** Arts also imbibe students with useful motor skills especially in younger children as they learn to hold a colouring brush or draw different shapes, etc.
- **Improves Academic Performance:** As students are able to learn better with engaging artistic learning methods, the role of art in education is also to improve academic performance.
- **Confidence:** Different forms of arts help learners discover their talents and foster their creativity thus making them more confident about their unique abilities.
- **Perseverance:** Arts require immense practice and endeavours to find one's creative spirit thus it also fosters perseverance in children.
- **Focus:** By boosting the creativity and imagination of children, art in education also improves focus thereby making children more active in the classroom.



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- **Accountability:** As children learn to be a part of a group through performing arts and other forms of art, they learn about accountability and how important it is especially in a team.
- **Collaboration:** Similar to accountability, arts help children learn the essence of collaboration in every art form whether it is performing arts, working individually or supporting the talents of other children.
- **Decision Making:** As children get busy in different artistic activities, they need to think on their feet whether it is playing a character in a play, drawing or sketching something or even creating a story, their decision-making and critical thinking skills are thus boosted.

objectives of Drama and Art in Education

Here are the key objectives of Drama and Art in Education:

- Students will learn about theatre and performing arts and transform simple stories into wonderful scripts.
- Students will be equipped with key critical thinking skills, performance skills, speaking and writing skills, public speaking skills and teamwork.
- Through drama and art in education, students can also be imparted the knowledge of pronunciation, intonation as well as storytelling.
- Language learning skills are also strengthened through the use of drama and art in education.

  
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- Students will also know about body language, impromptu performance and presenting a story in front of an audience.

### Theatre in Education

Storytelling is a powerful tool to facilitate learning in a meaningful manner. Since theatre itself is a potential driver of bringing impactful change in society, it can play a crucial role in utilising drama and art in education. Using theatrical musicals as well as dramas, learning can be carried out in an interesting manner.

Visual

Aural

Read/Write

Kinaesthetic Sensory in education.

Through creative stories and theatre dramas, a multi-sensory experience can be curated thus making learning a fun and engaging process.

### Implementing Art in Learning

Making use of art forms is the best way to attract young students to learn. It is hard for a teacher to tell a student in kindergarten about the benefits of education.

I bet even Francis Bacon reciting his iconic essay 'Of Studies' to a group of kindergarten students would fail terribly to convince students at a tender age to



read. In order to start the learning process for a student at a young age, art is the best tool. The graphical representation of texts, assigning a picture to an object and telling a story through motion graphics or toys has proven to be effective in exposing young students to educational journeys. Some of the prominent activities you can practice with children to help them learn better are:

- Painting & Drawing
- Using visuals to learn something
- Transforming complicated concepts into rhymes and songs
- Using puppets to explain a concept
- Creating stories from a single word
- Explore Child Development & Pedagogy

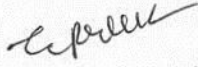
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Drama and art in education refer to the use of theatrical and visual arts practices to enhance learning and development in educational settings. These practices can include:

1. **Drama:** This involves the use of role-playing, improvisation, and storytelling to explore various themes, concepts, and emotions. Drama can be used to teach subjects across the curriculum, from history and literature to science and mathematics. It helps students develop communication skills, empathy, and critical thinking.
2. **Visual Arts:** This includes activities such as drawing, painting, sculpture, and photography. Visual arts education encourages students to express themselves creatively and to explore different techniques and materials. It can also help students develop observation skills, spatial reasoning, and an appreciation for aesthetics.

Both drama and art in education can be used to engage students in active learning, encourage collaboration and teamwork, and promote self-expression and confidence. They can also be used to address social and emotional learning goals, such as empathy, resilience, and self-awareness.

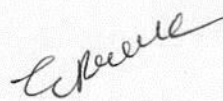
conceptual paradigm is a framework that helps to understand complex phenomena by organizing and connecting key concepts. In the context of art and drama in education, a conceptual paradigm can help to illustrate

  
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how these elements contribute to the educational process. Here's a conceptual paradigm that shows how art and drama help in education:

In this conceptual paradigm, "Education" is the overarching concept. "Art and Drama" are two important components of education that contribute to "Creativity and Self-Expression," "Communication and Collaboration," and "Critical Thinking and Problem Solving." This paradigm illustrates how art and drama in education can help students develop important skills and competencies that are essential for success in school and beyond.

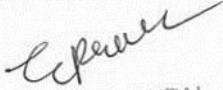
  
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### Art in Education:

- Creativity: Art encourages students to think creatively and express themselves in unique ways.
- Critical Thinking: Through art, students learn to analyze and interpret visual information, developing critical thinking skills.
- Cultural Awareness: Art exposes students to different cultures and perspectives, fostering cultural awareness and empathy.
- Emotional Expression: Art provides a medium for students to express their emotions and experiences.
- Fine Motor Skills: Art activities, such as drawing and painting, help develop fine motor skills.

### Drama in Education:

- Communication Skills: Drama activities, such as role-playing and improvisation, improve students' verbal and non-verbal communication skills.
- Collaboration: Drama encourages teamwork and collaboration as students work together to create and perform.

  
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## शिक्षा में नाटक और कला-ईपीसी-2

1. नाटक क्या है?
2. शिक्षा में नाटक एवं कला का महत्व
3. शिक्षा में नाटक और कला पीपीटी
4. शिक्षा में नाटक एवं कला के लाभ
5. शिक्षा में नाटक एवं कला बी.एड. व्यावहारिक फ़ाइल
6. शिक्षा में कला का महत्व
7. शिक्षा में नाटक और कला पीपीटी
8. शिक्षा में नाटक एवं कला के उद्देश्य
9. शिक्षा में रंगमंच
10. शिक्षा में नाटक का उपयोग कैसे करें?
11. सीखने में कला को लागू करना

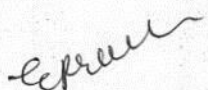
### नाटक क्या है?

नाटक को केवल कल्पना के एक रूप के रूप में संदर्भित किया जाता है जिसे थिएटर, रेडियो या टीवी में प्रदर्शन और इसके किसी भी प्रदर्शन कला जैसे नाटक, माइम, बैले, संगीत इत्यादि में दर्शाया जाता है। 'नाटक' शब्द वास्तव में है ग्रीक शब्द 'ड्रामा'/'ड्रा' से लिया गया है जिसका अर्थ 'में करता हूँ' या 'कारवाई भी है'। इस प्रकार, अभिनय या अभिनय नाटकीय, रेडियो, टीवी या किसी काल्पनिक कहानी के लाइव प्रदर्शन के माध्यम से सामने आता है।

### शिक्षा में नाटक एवं कला का महत्व

शिक्षा में नाटक और कला के महत्व के प्रमुख कारण इस प्रकार हैं:

1. **आत्म-अभिव्यक्ति सिखाता है :** बच्चे शिक्षा में नाटक और कला के उपयोग के माध्यम से आत्म-अभिव्यक्ति के महत्व के बारे में सीखते हैं और रचनात्मक अभिव्यक्ति के माध्यम से, उनकी धारणा और विश्वदृष्टि व्यापक होती है जो उन्हें जीवन में देर से प्रतिकूल परिस्थितियों का सामना करने के कौशल से लैस करती है।
2. **जीवन कौशल प्रशिक्षण :** यह छात्रों को टीम वर्क, करुणा, सहयोग और सहयोग जैसे विभिन्न जीवन कौशल प्रदान करता है।
3. **रचनात्मक आलोचना सीखें :** बच्चे रचनात्मक आलोचना और फीडबैक लेना भी सीखते हैं जिससे उन्हें बेहतर इंसान बनने में मदद मिलती है।
4. **व्यक्तित्व विकास में योगदान :** शिक्षा में नाटक और कला का उपयोग छात्रों में व्यक्तित्व विकास को भी तेज करता है।

  
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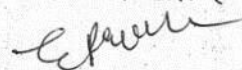
5. अपनी आवाज़ ढूँढें : थिएटर और प्रदर्शन कलाओं के माध्यम से, छात्र अपनी अनूठी 'आवाज़' ढूँढने में सक्षम होते हैं जो उन्हें अपनी आंतरिक प्रतिभा, कौशल और दक्षताओं का पता लगाने में मदद करती है।

6. समस्या-समाधान कौशल : रचनात्मक कला रूपों के माध्यम से, छात्र हर स्थिति में समस्या-समाधान के मूल्य के बारे में सीखते हैं क्योंकि वे एक समूह में रहना सीखते हैं, एक टीम के रूप में विकसित होने के लिए विभिन्न चीजों पर काम करते हैं और समस्या-समाधान में उत्कृष्ट बनते हैं।

7. नेतृत्व करना सीखें : शिक्षा में नाटक और कला का उपयोग छात्रों को एक नेता की टोपी पहनना और नेतृत्व और टीम वर्क से संबंधित केंद्रीय कौशल को आत्मसात करना भी सिखाता है।

शिक्षा में कला की क्या भूमिका है? शिक्षा में कलाएँ सीखने को मज़ेदार और आकर्षक बना सकती हैं, साथ ही शिक्षार्थियों में आलोचनात्मक सोच, सुधार, विश्लेषणात्मक सोच, जीवन कौशल, टीम वर्क और बहुत कुछ जैसे कई महत्वपूर्ण कौशल भी विकसित कर सकती हैं। यहां आपको शिक्षा में कला की भूमिका के बारे में जानने की जरूरत है:

- **रचनात्मकता:** शिक्षा में कला का उपयोग विभिन्न पाठ्यचर्या संबंधी गतिविधियों के माध्यम से बच्चों को अधिक रचनात्मक और कल्पनाशील बनाता है।
- **मोटर कौशल :** कला छात्रों को उपयोगी मोटर कौशल भी सिखाती है, खासकर छोटे बच्चों में, क्योंकि वे रंग भरने वाला ब्रश पकड़ना या विभिन्न आकृतियाँ बनाना आदि सीखते हैं।
- **शैक्षणिक प्रदर्शन में सुधार:** चूँकि छात्र आकर्षक कलात्मक शिक्षण विधियों के साथ बेहतर सीखने में सक्षम होते हैं, शिक्षा में कला की भूमिका शैक्षणिक प्रदर्शन में सुधार करना भी है।
- **आत्मविश्वास:** कला के विभिन्न रूप शिक्षार्थियों को उनकी प्रतिभा खोजने और उनकी रचनात्मकता को बढ़ावा देने में मदद करते हैं, जिससे वे अपनी अद्वितीय क्षमताओं के बारे में अधिक आश्वस्त हो जाते हैं।
- **दृढ़ता:** कला के लिए किसी की रचनात्मक भावना को खोजने के लिए अत्यधिक अभ्यास और प्रयासों की आवश्यकता होती है, इसलिए यह बच्चों में दृढ़ता को भी बढ़ावा देता है।
- **फोकस :** बच्चों की रचनात्मकता और कल्पना को बढ़ावा देकर, शिक्षा में कला फोकस में भी सुधार करती है जिससे बच्चे कक्षा में अधिक सक्रिय हो जाते हैं।
- **जवाबदेही :** जैसे-जैसे बच्चे प्रदर्शन कला और कला के अन्य रूपों के माध्यम से एक समूह का हिस्सा बनना सीखते हैं, वे जवाबदेही के बारे में सीखते हैं और विशेष रूप से एक टीम में यह कितना महत्वपूर्ण है।

  
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- सहयोग: जवाबदेही के समान, कला बच्चों को हर कला में सहयोग का सार सीखने में मदद करती है, चाहे वह प्रदर्शन कला हो, व्यक्तिगत रूप से काम करना हो या अन्य बच्चों की प्रतिभा का समर्थन करना हो।
- निर्णय लेना: जैसे-जैसे बच्चे विभिन्न कलात्मक गतिविधियों में व्यस्त हो जाते हैं, उन्हें अपने पैरों पर खड़े होकर सोचने की ज़रूरत होती है, चाहे वह किसी नाटक में किसी पात्र की भूमिका निभाना हो, चित्र बनाना या रेखाचित्र बनाना हो या यहाँ तक कि एक कहानी बनाना हो, इस प्रकार उनके निर्णय लेने और आलोचनात्मक सोच कौशल को बढ़ावा मिलता है।

### शिक्षा में नाटक और कला के उद्देश्य

शिक्षा में नाटक और कला के प्रमुख उद्देश्य इस प्रकार हैं:

- छात्र थिएटर और प्रदर्शन कलाओं के बारे में सीखेंगे और सरल कहानियों को अद्भुत स्क्रिप्ट में बदल देंगे।
- छात्रों को प्रमुख आलोचनात्मक सोच कौशल, प्रदर्शन कौशल, बोलने और लिखने के कौशल, सार्वजनिक बोलने के कौशल और टीम वर्क से लैस किया जाएगा।
- शिक्षा में नाटक और कला के माध्यम से छात्रों को उच्चारण, स्वर-शैली के साथ-साथ कहानी कहने का ज्ञान भी दिया जा सकता है।
- शिक्षा में नाटक और कला के उपयोग से भाषा सीखने के कौशल को भी मजबूत किया जाता है।
- छात्र शारीरिक भाषा, अचानक प्रदर्शन और दर्शकों के सामने कहानी प्रस्तुत करने के बारे में भी जानेंगे।

### शिक्षा में रंगमंच

सार्थक तरीके से सीखने की सुविधा के लिए कहानी सुनाना एक शक्तिशाली उपकरण है। चूँकि रंगमंच स्वयं समाज में प्रभावशाली परिवर्तन लाने का एक संभावित चालक है, इसलिए यह शिक्षा में नाटक और कला का उपयोग करने में महत्वपूर्ण भूमिका निभा सकता है। नाट्य संगीत के साथ-साथ नाटकों का उपयोग करके सीखने को दिलचस्प तरीके से किया जा सकता है।

तस्वीर

एक यूराल

पढ़ना लिखना

शिक्षा में सौंदर्य संबंधी संवेदी।

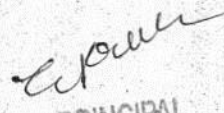
*L. P. Singh*  
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रचनात्मक कहानियों और थिएटर नाटकों के माध्यम से, एक बहु-संवेदी अनुभव को क्यूरेट किया जा सकता है जिससे सीखने को एक मजेदार और आकर्षक प्रक्रिया बना दिया जा सकता है।

### सीखने में कला को लागू करना

कला रूपों का उपयोग करना युवा छात्रों को सीखने के लिए आकर्षित करने का सबसे अच्छा तरीका है। एक शिक्षक के लिए किंडरगार्टन में एक छात्र को शिक्षा के लाभों के बारे में बताना कठिन है। मैं शर्त लगा सकता हूँ कि फ्रांसिस बेकन भी किंडरगार्टन के छात्रों के एक समूह को अपना प्रतिष्ठित निबंध 'ऑफ स्टडीज' सुनाते हुए कम उम्र में छात्रों को पढ़ने के लिए मनाने में बुरी तरह असफल होंगे। कम उम्र में किसी छात्र के लिए सीखने की प्रक्रिया शुरू करने के लिए कला सबसे अच्छा साधन है। पाठों का चित्रमय प्रतिनिधित्व, किसी वस्तु को चित्र देना और गति ग्राफिक्स या खिलौनों के माध्यम से कहानी बताना युवा छात्रों को शैक्षिक यात्राओं से परिचित कराने में प्रभावी साबित हुआ है। कुछ प्रमुख गतिविधियाँ जिन्हें आप बच्चों के साथ अभ्यास करके उन्हें बेहतर सीखने में मदद कर सकते हैं, वे हैं:

- चित्रकला रेखाचित्र
- कुछ सीखने के लिए दृश्यों का उपयोग करना
- जटिल अवधारणाओं को तुकबंदी और गीतों में बदलना
- किसी अवधारणा को समझाने के लिए कठपुतलियों का उपयोग करना
- एक ही शब्द से कहानियाँ बनाना
- बाल विकास एवं शिक्षाशास्त्र का अन्वेषण करें

  
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| No cover image available | <input type="checkbox"/> 2. DRAMA,ART AND EDUCATION(HINDI)<br>by CHAUHAN(RITA).<br>Material type:  Text; Format: print ; Literary form: Not fiction<br>Publication details: AGRAWAL PUBLICATIONS 2022<br>Description: 261.<br>Holds (0)   Add to cart   Edit record   Edit items   OPAC view         | 4 items, 4 available:<br>Biyani Girls College • (4) Book Bank                                       |
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CHAUHAN(RITA)

CHOHAN (RITA)

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## 112W104 - BIYANI GIRLS B ED COLLEGE (B-1)

## Admitted Candidate List (B.ED-2023-24)

| S.NO | NAME                 | FATHER'S NAME            | DOB        | MOBILE     | MOBILE     |
|------|----------------------|--------------------------|------------|------------|------------|
| 201  | PRIYANKA MEENA       | PAWAN KUMAR MEENA        | 06-Jul-01  | 8955725314 | 8233880415 |
| 202  | PRIYANKA MEENA       | GIRIRAJ MEENA            | 03-Sep-02  | 8696988779 | 8107540607 |
| 203  | PRIYANKA PRAJAPAT    | CHHITAR MAL PRAJAPAT     | 13-Aug-02  | 9982859122 | 8290521677 |
| 204  | PRIYANKA RANI        | SITA RAM                 | 21-Mar-95  | 9784622776 | 8000025853 |
| 205  | PRIYANKA SINGH       | RAVINDRA SINGH           | 05-Aug-99  | 9521518248 | 8306022017 |
| 206  | PUSHPA               | SAWAL RAM                | 21-Apr-98  | 8955066208 | 9887676962 |
| 207  | RADHA KUMARI         | BANWARI LAL              | 19-Nov-00  | 9772811551 | 9509415180 |
| 208  | RAJKARANTA MEENA     | RAMWATAR MEENA           | 15-May-01  | 7820967455 | 7014094395 |
| 209  | RAJSHREE KHANGAROT   | YOGENDRA SINGH KHANGAROT | 29-Aug-95  |            | 7976570827 |
| 210  | RASHMI SHARMA        | RAJENDRA KUMAR SHARMA    | 01-Jul-90  | 8955285547 | 8005911908 |
| 211  | RAVINA KUMARI MEENA  | KAILASH CHAND MEENA      | 02-Jun-03  | 9783134219 | 7877031664 |
| 212  | RAVINA KUMARI MEENA  | RISHPAL MEENA            | 30-Apr-00  | 9256272816 | 9982908833 |
| 213  | RAVINA MEENA         | MOSARIYA MEENA           | 20-Jul-02  |            | 8949082847 |
| 214  | REENA KUMARI         | SAHAB SINGH              | 12-Jul-02  |            | 9828441894 |
| 215  | REENA KUMARI BANJARA | MAKKHAN SINGH BANJARA    | 20-Aug-97  | 9887212477 | 7815012235 |
| 216  | REKHA SEERVI         | SHAITAN SINGH            | 01-Jul-00  | 9828820036 | 7976495382 |
| 217  | REKHA VERMA          | RAJESH KUMAR VERMA       | 08-Jun-00  | 9462760432 | 8440014384 |
| 218  | RENU KUMARI GURJAR   | MANSINGH                 | 28-Oct-03  | 9079609290 | 9509013344 |
| 219  | RENU KUMARI SAINI    | BHEENWA RAM SAINI        | 28-Sep-99  | 9257141705 | 9799182638 |
| 220  | RENUKA KALKHAR       | GIRIRAJ KALKHAR          | 25-May-03  |            | 7023581483 |
| 221  | RESHMA CHOUDHARY     | RAMSWAROOP CHOUDHARY     | 21-Apr-02  | 9928016988 | 9587565596 |
| 222  | RINKI TANGORIA       | SURESH KUMAR TANGORIA    | 16-Sep-99  | 9269885216 | 8955122920 |
| 223  | RINKU VERMA          | KISTUR CHAND VERMA       | 06-Jul-96  | 9602659744 | 9784320794 |
| 224  | ROSHNI GARG          | JASRAJ GARG              | 20-Jul-99  | 9636999630 | 9079035833 |
| 225  | RUCHIKA ACHERA       | ANIL KUMAR ACHERA        | 06-Mar-99  | 8955950694 | 9511525927 |
| 226  | RUCHIKA KALASUA      | LAXMAN LAL KALASUA       | 05-Jul-99  |            | 7878003276 |
| 227  | SAKSHI               | RAJAT MAHESHWARI         | 10-Jun-00  | 8368037033 | 9664407679 |
| 228  | SAMREEN PARVEEN      | MUNAWAR AHMED            | 30-Jun-03  | 9649671544 | 8209676797 |
| 229  | SANA SALEEM          | MOHD SALEEM              | 12-Feb-03  | 9314874841 | 8875664042 |
| 230  | SANJU KHOKHAR        | RAMPRATAP                | 08-10-1996 | 7976594261 | 9828141416 |
| 231  | SANTOSH              | ARJUN RAM                | 01-May-01  | 9660806336 | 9799020329 |
| 232  | SANTOSH MEENA        | RAMAVATAR MEENA          | 07-Sep-99  | 9351727452 | 9351727452 |
| 233  | SAPANA BAIRWA        | SHRIKISHAN BAIRWA        | 15-Jun-97  | 7240738969 | 8696742446 |
| 234  | SAPANA GURJAR        | GANPAT GURJAR            | 01-Jan-03  | 9116094245 | 8949521052 |
| 235  | SAPNA MEENA          | BHARAT LAL MEENA         | 04-Jul-01  |            | 8104329874 |
| 236  | SARANDHA DUBEY       | MANISH KUMAR DUBEY       | 06-Jan-03  | 9460070948 | 7878211360 |
| 237  | SARIKA GURJAR        | LALLU RAM GURJAR         | 10-Jan-03  | 8824149846 | 8769526400 |
| 238  | SEEMA GURJAR         | RAM KARAN GURJAR         | 25-Jun-02  | 9001704011 | 7742569308 |
| 239  | SEEMA MEENA          | PARAMANAND MEENA         | 03-Jul-02  | 7568982684 | 9928964567 |
| 240  | SEEMA MEENA          | RAMAWATAR MEENA          | 02-Feb-98  | 8104497505 | 9001019457 |
| 241  | SEEMA MEENA          | HARJI MEENA              | 01-Jan-02  | 9024561198 | 8290899616 |
| 242  | SHAHEEN ALI          | SIKANDER ALI             | 12-Jul-01  | 7976680472 | 8955396411 |
| 243  | SHAHIN BANO          | MOHD ABBAS               | 09-Nov-01  | 9565704432 | 8726259260 |
| 244  | SHALINI MEENA        | MOHAN LAL MEENA          | 07-Jun-03  | 9549152533 | 9358451768 |
| 245  | SHALU MEENA          | PRAHLAD SAHAY MEENA      | 21-Apr-04  | 9521686794 | 8559870777 |
| 246  | SHALU SAINI          | DINESH KUMAR SAINI       | 31-Dec-99  | 9680753265 | 8003827991 |
| 247  | SHANTI MEENA         | KALYAN SAHAY MEENA       | 11-Oct-98  | 9414149067 | 9785108919 |
| 248  | SHIKHA SHARMA        | PRAHLAD KUMAR SHARMA     | 15-Apr-03  | 966056837  | 9414860545 |
| 249  | SHILPI CHAURASIA     | RAVI MOHAN CHAURASIA     | 08-Apr-91  | 7275340365 | 9140848357 |
| 250  | SHIVANI GURJAR       | PREM LAL GURJAR          | 27-Nov-95  | 9314161018 | 8955368948 |
| 251  | SHIVANI YADAV        | VIJAY KUMAR YADAV        | 11-Sep-02  | 975455425  | 8103464846 |
| 252  | SHOBHA KANWAR        | RAJENDRA SINGH           | 02-Sep-02  | 9588012088 | 8058861342 |
| 253  | SHWETA SHUKLA        | ANIL KUMAR               | 02-Oct-93  |            | 7726883004 |
| 254  | SHWETA SINGH CHOUHAN | UMESH SINGH CHOUHAN      | 20-Jul-03  | 8503018332 | 9610310833 |
| 255  | SIDDHI JHALANI       | PAWAN KUMAR JHALANI      | 13-Oct-03  | 8963040476 | 8302530524 |
| 256  | SIMRAN SAINI         | SITA RAM SAINI           | 04-Dec-98  | 7878937602 | 8696012451 |
| 257  | SONAM                | OM PRAKASH               | 22-Nov-03  | 9460354965 | 7597794825 |
| 258  | SONAM KUMARI MEENA   | KAILASH MEENA            | 25-Aug-00  | 9555817005 | 7891076849 |
| 259  | SONIYA SHARMA        | BHAGWAN SAHAYA SHARMA    | 15-Jun-03  | 8290729699 | 9521935917 |
| 260  | SONU KUMARI          | MAHAVIR SINGH            | 07-Jan-96  | 9828658911 | 6375200819 |

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| 261 | SONU KUMARI SAINI       | OM PRAKASH SAINI       | 15-Aug-00  | 8619371567  | 7790959301 |
| 262 | SONU MEENA              | KEDAR LAL              | 08-Jul-02  | 9928205838  | 9521348043 |
| 263 | SONU PRAJAPAT           | GHASIRAM PRAJAPAT      | 23-Aug-02  | 9929775528  | 7849954335 |
| 264 | SONU SAINI              | GOVIND SAINI           | 04-Jul-99  | 9414554207  | 7339940031 |
| 265 | SUDHA YADAV             | SURESH KUMAR YADAV     | 15/08/2003 | 9549660128  | 6378339110 |
| 266 | SUJATA KUMARI MEENA     | MOOL CHAND MEENA       | 01-Jan-00  | 8302892913  | 8619489298 |
| 267 | SULOCHANA ATAL          | SHANKAR LAL ATAL       | 02-Feb-00  |             | 9530386447 |
| 268 | SUMAN DHAKA             | DALU RAM DHAKA         | 11-Dec-02  | 9829931763  | 8740053173 |
| 269 | SUMAN MEENA             | HARI NARAYAN MEENA     | 01-Jan-99  |             | 9414943375 |
| 270 | SUMAN SAINI             | GANPAT RAM SAINI       | 07-Mar-93  | 8529589583  | 8949751069 |
| 271 | SUMAN SANKHLA           | RAMNIWAS SANKHLA       | 05-Apr-99  | 6367294750  | 8949438411 |
| 272 | SUMAN YOGI              | MOOL CHAND YOGI        | 22-Apr-01  |             | 8690558828 |
| 273 | SUNITA                  | GOPI RAM               | 05-Jan-02  | 94143740065 | 8949360704 |
| 274 | SUNITA VERMA            | SOHAN LAL VERMA        | 10-Dec-97  |             | 9782157500 |
| 275 | SURABHI SAIN            | VINOD KUMAR SAIN       | 12-Oct-98  |             | 7073166310 |
| 276 | SURBHI SHARMA           | SHRAWAN KUMAR SHARMA   | 03-03-2002 | 9829446808  |            |
| 277 | SUSHILA MEENA           | RAMRATAN MEENA         | 14-Jul-90  | 8104250308  | 9887861298 |
| 278 | SUSHMA SHEKHAWAT        | ANOOP SINGH SHEKHAWAT  | 01-Jun-01  | 8690470939  | 7611088052 |
| 279 | TANNU SHREE KALA        | PREM KUMAR KALA        | 01-Dec-01  | 6377010093  | 9829562570 |
| 280 | TARA MEENA              | KANA RAM MEENA         | 05-Feb-03  | 7850823289  | 9887250301 |
| 281 | TEENA SAINI             | MANNA LAL SAINI        | 14-Apr-99  |             | 7220985680 |
| 282 | TIMIR JYOTI             | VIJAY KUMAR YADAV      | 10-Mar-98  | 8107508673  | 9166209677 |
| 283 | TULSI                   | KHETA RAM              | 15-Jun-04  | 8875323063  | 9587062458 |
| 284 | TULSI NAYAK             | KANHAIYA LAL NAYAK     | 22-Aug-02  |             | 8209108517 |
| 285 | TWINKLE SHARMA          | MALIRAM SHARMA         | 14/08/1998 | 8209397284  | 8171306406 |
| 286 | URMILA KUMARI           | GOPI KISHAN            | 02-Jun-03  |             | 9660615314 |
| 287 | USHA                    | SAHI RAM               | 03-Jun-00  | 7976984162  | 9511320307 |
| 288 | VARSHA CHOUDHARY        | BHAVA RAM              | 15-Jul-03  | 9460093798  | 8619332427 |
| 289 | VARSHA SHARMA           | KAILASH CHAND SHARMA   | 12-Oct-01  | 9079021170  | 8078620082 |
| 290 | VARSHA SINGH            | JAY SINGH NARUKA       | 17-Jan-01  |             | 9610803162 |
| 291 | VIDHYA PANDOR           | LAXMAN LAL PANDOR      | 10-Mar-01  |             | 9887019592 |
| 292 | VIDYA KUMAWAT           | CHHITAR MAL KUMAWAT    | 05-Aug-02  | 7737313883  | 8955734482 |
| 293 | VIMLA BAI               | RADHESHYAM             | 06-Sep-96  |             | 7851878120 |
| 294 | VINEETA KUMARI          | BRAJ MOHAN             | 01-May-04  | 9829411808  | 7296951419 |
| 295 | VISHAKHA KUMARI BIJARNI | VIKRAM SINGH BIJARNIYA | 06-Dec-02  | 6378527509  | 9530160456 |
| 296 | YOGITA BUGALIA          | VIDHYADHAR BUGALIA     | 12-Nov-96  |             | 8955773486 |
| 297 | SUMAN SHARMA            | LAXMI NARAYAN SHARMA   | 18/03/2002 | 8690034988  | 9660329753 |

*Lepele*  
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# PRE UNIVERSITY PAPER

*Spence*  
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This question paper contains 3 printed pages.

Roll No. ..

**B.Ed. (Part-I)**

**B.Ed.-EPC-2/9452**

**B.Ed. (Part-I) Examination, 2021**

Paper-B.Ed.-EPC-2

**DRAMA & ART IN EDUCATION**

Time Allowed : 2 Hours

समय : 2 घण्टे

Maximum Marks : 35

अधिकतम अंक : 35

Note :

- (1) Write your roll number on question paper before start writing answers of questions.
- (2) Attempt any **seven** questions from Section-A carrying 2 marks each and **three** questions from Section-B carrying 7 marks each. In all ten questions are to be attempted.

सूचना :

- (1) प्रश्नों के उत्तर लिखने से पूर्व प्रश्न-पत्र पर रोल नम्बर अवश्य लिखिए।
- (2) खण्ड-अ में से किन्हीं सात प्रश्नों के उत्तर दीजिए, प्रत्येक प्रश्न के 2 अंक हैं तथा खण्ड-ब में से तीन प्रश्नों के उत्तर दीजिए, प्रत्येक प्रश्न के 7 अंक हैं। इस प्रकार कुल दस प्रश्नों के उत्तर देने हैं।

**SECTION-A (खण्ड-अ)**

1. Write the definition of Art.  
कला की परिभाषा लिखिए।
2. Write the two name of Famous Indian Sculpturist.  
भारत के प्रसिद्ध दो मूर्तिकारों के नाम लिखिए।

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3. Define Rangoli.

रंगोली को परिभाषित कीजिए।

4. What is the meaning of Texture?

पोत से आप क्या समझते हैं?

5. Define the 'Collage Painting'.

कोलाज् पेंटिंग को परिभाषित कीजिए।

6. Define the 'Shruti' and 'Swar'.

'श्रुति' और 'स्वर' को परिभाषित कीजिए।

7. Write the definition of 'Drama'.

नाटक की परिभाषा लिखिए।

#### SECTION-B (खण्ड-ब)

8. What is the importance of Creativity in education? Explain it.

शिक्षा में सृजनात्मकता का क्या महत्व है? स्पष्ट कीजिए।

OR (अथवा)

Write the detail on any two :

(a) Rajasthani sangeet

(b) Youtube

(c) Mandana

(d) Puppets art.

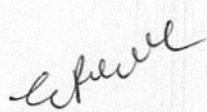
किन्हीं दो पर विस्तार से लिखिए :

(अ) राजस्थानी संगीत

(ब) यूट्यूब

(स) माण्डना

(द) कठपुतली कला।

  
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9. Write the detail on any two famous folk dance if Rajasthan.

राजस्थान के किन्हीं दो प्रसिद्ध लोकनृत्य पर विस्तार से लिखिए।

OR (अथवा)

Write the detail on any two famous classical dance of India.

भारत के किन्हीं दो प्रसिद्ध शास्त्रीय नृत्य के बारे में विस्तार से लिखिए।

10. Explain the uses of ICT in drama and art in education. Explain it.

नाटक व कला शिक्षण में अधिगम सूचना व संप्रेषण तकनीकी का क्या प्रयोग है? स्पष्ट कीजिए।

OR (अथवा)

Write the detail on "Importance of art in education".

'शिक्षा में कला की महत्ता' को विस्तार से लिखिए।

\*\*\*\*\*

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# BIYANI GIRLS B.Ed. COLLEGE

## B.Ed. (Two Year) (PART FIRST) EXAMINATION, 2017

Paper - EPC-2

### Drama and Art in Education

Time : 2:00 Hrs.

M.M. : 50

Attempt all questions from Section A carrying 2 marks each and all questions from Section B, carrying 10 marks each.

खण्ड 'अ' में से सभी प्रश्नों (प्रत्येक के 2 अंक) तथा खण्ड 'ब' में से सभी प्रश्नों (प्रत्येक के 10 अंक) के उत्तर दीजिये।

#### SECTION A (खण्ड अ)

1. What is the relation of Art, Literature and Education with Creativity ?  
सृजनात्मक का कला, साहित्य एवं शिक्षा से क्या संबंध है?
2. Describe the 'Phad'.  
'फड़' क्या है? वर्णित कीजिये।
3. What is the difference between Classical and Folk Dance ?  
शास्त्रीय और लोक नृत्य में क्या अन्तर है?
4. Describe the uses of ICT in drama ?  
ICT का ड्रामा में क्या उपयोग है?
5. What is the difference between Swang and Notanki ?  
स्वांग और नौटंकी में क्या अन्तर है?
5. Explain the importance of puppets.  
कठपुतली का महत्व स्पष्ट कीजिये।
7. What is the relevance of celebrating sports day in schools ?  
विद्यालयों में खेल दिवस मनाने की उपयोगिता क्या है?
8. What is the relevance of celebrating sports day in schools ?  
विद्यालयों में खेल दिवस मनाने की उपयोगिता क्या है?
9. Define the concept of Aesthetic and write its importance in human life?  
सौन्दर्यबोध को परिभाषित कर मानव जीवन में इसका महत्त्व लिखिये।

What do you mean by 'Rangoli' ? Describe its importance instructions.  
'रंगोली' से आप क्या समझते हैं? इसके आवश्यक निर्देशों का वर्णन कीजिये।

#### SECTION B (खण्ड ब)

Write folk dance. Describe any Indian Folk Dance.

नृत्य को समझाइये। भारत के किसी लोक नृत्य का वर्णन कीजिये।

*C. K. G. G.*

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# EVALUATION REPORT

*Excm*

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BIYANI GIRLS B.Ed. COLLEGE

बीएड प्रथम वर्ष परीक्षा 2023-2024

प्रश्नपत्र- ई.पी.सी -2

शिक्षा में नाटक एवं कला

समय 2 घंटे

अधिकतम अंक 35

खंड अ में से किन्हीं 7 प्रश्नों के उत्तर दीजिए प्रत्येक प्रश्न के 2 अंक हैं

खंड ब में से 3 प्रश्नों के उत्तर दीजिए प्रत्येक प्रश्न के 7 अंक हैं।

खण्ड -अ

1. कला शिक्षण में सौंदर्य बोध से क्या अभिप्राय है? समझाइए?
2. सत्यम शिवम सुन्दरम अन्योन्याश्रित है स्पष्ट कीजिये।
3. उपयोगी कला तथा संरचनात्मक कला में भेद स्थापित कीजिए।
4. संक्षिप्त टिप्पणी लिखी है। शिक्षा के द्वारा कला एवं सौंदर्य बोध का रूपांतरण।
5. अवलोकन करते समय किन किन बातों का ध्यान रखना चाहिए?
6. नाटक का अर्थ एवं सम्प्रत्यय स्पष्ट कीजिए।
7. त्रिआयामी रचनात्मक कार्यों से आप क्या समझते हैं? लिखिए।
8. विभिन्न कलाओं का संक्षिप्त परिचय देते हुए चित्रकला का अन्य कलाओं से संबंध की विवेचना कीजिए।
9. प्रदर्शनकारी कला एवं अधिगम में संबंध स्थापित कीजिए।
10. शिक्षण अधिगम प्रक्रिया में दृश्य कला का उपयोग बताइए।

खण्ड -ब

1. सौंदर्यशास्त्र की अर्थ एवं अवधारणा को स्पष्ट कीजिए। पाश्चात्य एवं भारतीय विचार को के अनुसार सौंदर्यशास्त्र एवं सौंदर्य को परिभाषित कीजिये।

or

संगीत का परिचय दीजिए, ध्वनि स्वर सप्तक व अलंकार को समझाइए।

2. नाटक के विभिन्न प्रकार कौन कौन से हैं, समझाइए?

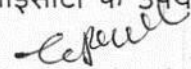
Or

सात शास्त्रीय नृत्य शैलियों का सामान्य परिचय प्रस्तुत कीजिये।

3. कठपुतली से क्या अभिप्राय है? इसके प्रकारों तथा बनाने की विधि की विवेचना कीजिए।

Or

नाटक एवं कला शिक्षा में सूचना एवं संप्रेषण तकनीकी आईसीटी के उपयोग पर विस्तार से लिखिए।



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## B.Ed.Part-1 EPC-2 (2023-25)

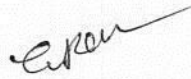
## Student Marks List (201-297 )

| S.No. | Name of Students     | max. marks | obtained | %     |
|-------|----------------------|------------|----------|-------|
| 201   | PRIYANKA MEENA       | 35         | 15       | 42.86 |
| 202   | PRIYANKA MEENA       | 35         | absent   | 0     |
| 203   | PRIYANKA PRAJAPAT    | 35         | 15       | 42.86 |
| 204   | PRIYANKA RANI        | 35         | 15       | 42.86 |
| 205   | PRIYANKA SINGH       | 35         | 16       | 45.71 |
| 206   | PUSHPA               | 35         | 13       | 37.14 |
| 207   | RADHA KUMARI         | 35         | 20       | 57.14 |
| 208   | RAJKARANTA MEENA     | 35         | absent   | 0     |
| 209   | RAJSHREE KHANGAROT   | 35         | 17       | 48.57 |
| 210   | RASHMI SHARMA        | 35         | absent   | 0     |
| 211   | RAVINA KUMARI MEENA  | 35         | 18       | 51.43 |
| 212   | RAVINA KUMARI MEENA  | 35         | 15       | 42.86 |
| 213   | RAVINA MEENA         | 35         | 20       | 57.14 |
| 214   | REENA KUMARI         | 35         | 20       | 57.14 |
| 215   | REENA KUMARI BANJARA | 35         | 19       | 54.29 |
| 216   | REKHA SEERVI         | 35         | absent   | 0     |
| 217   | REKHA VERMA          | 35         | 20       | 57.14 |
| 218   | RENU KUMARI GURJAR   | 35         | 18       | 51.43 |
| 219   | RENU KUMARI SAINI    | 35         | absent   | 0     |
| 220   | RENUKA KALKHAR       | 35         | 18       | 51.43 |
| 221   | RESHMA CHOUDHARY     | 35         | 15       | 42.86 |
| 222   | RINKI TANGORIA       | 35         | absent   | 0     |
| 223   | RINKU VERMA          | 35         | 19       | 54.29 |
| 224   | ROSHNI GARG          | 35         | 15       | 42.86 |
| 225   | RUCHIKA ACHERA       | 35         | absent   | 0     |
| 226   | RUCHIKA KALASUA      | 35         | absent   | 0     |
| 227   | SAKSHI               | 35         | 25       | 71.43 |
| 228   | SAMREEN PARVEEN      | 35         | 20       | 57.14 |
| 229   | SANA SALEEM          | 35         | 23       | 65.71 |
| 230   | SANJU KHOKHAR        | 35         | 20       | 57.14 |
| 231   | SANTOSH              | 35         | 28       | 80    |
| 232   | SANTOSH MEENA        | 35         | absent   | 0     |
| 233   | SAPANA BAIRWA        | 35         | absent   | 0     |
| 234   | SAPANA GURJAR        | 35         | absent   | 0     |
| 235   | SAPNA MEENA          | 35         | absent   | 0     |
| 236   | SARANDHA DUBEY       | 35         | 19       | 54.29 |
| 237   | SARIKA GURJAR        | 35         | 15       | 42.86 |
| 238   | SEEMA GURJAR         | 35         | 17       | 48.57 |
| 239   | SEEMA MEENA          | 35         | 21       | 60    |
| 240   | SEEMA MEENA          | 35         | 18       | 51.43 |
| 241   | SEEMA MEENA          | 35         | absent   | 0     |
| 242   | SHAHEEN ALI          | 35         | 19       | 54.29 |
| 243   | SHAHIN BANO          | 35         | 20       | 57.14 |
| 244   | SHALINI MEENA        | 35         | 25       | 71.43 |
| 245   | SHALU MEENA          | 35         | 20       | 57.14 |
| 246   | SHALU SAINI          | 35         | 27       | 77.14 |
| 247   | SHANTI MEENA         | 35         | 23       | 65.71 |

|     |                           |    |        |       |
|-----|---------------------------|----|--------|-------|
| 248 | SHIKHA SHARMA             | 35 | 24     | 68.57 |
| 249 | SHILPI CHAURASIA          | 35 | absent | 0     |
| 250 | SHIVANI GURJAR            | 35 | absent | 0     |
| 251 | SHIVANI YADAV             | 35 | absent | 0     |
| 252 | SHOBHA KANWAR             | 35 | 18     | 51.43 |
| 253 | SHWETA SHUKLA             | 35 | absent | 0     |
| 254 | SHWETA SINGH CHOUHAN      | 35 | 17     | 48.57 |
| 255 | SIDDHI JHALANI            | 35 | 29     | 82.86 |
| 256 | SIMRAN SAINI              | 35 | absent | 0     |
| 257 | SONAM                     | 35 | 27     | 77.14 |
| 258 | SONAM KUMARI MEENA        | 35 | 17     | 48.57 |
| 259 | SONIYA SHARMA             | 35 | 18     | 51.43 |
| 260 | SONU KUMARI               | 35 | 19     | 54.29 |
| 261 | SONU KUMARI SAINI         | 35 | 17     | 48.57 |
| 262 | SONU MEENA                | 35 | 13     | 37.14 |
| 263 | SONU PRAJAPAT             | 35 | 20     | 57.14 |
| 264 | SONU SAINI                | 35 | absent | 0     |
| 265 | SUDHA YADAV               | 35 | 20     | 57.14 |
| 266 | SUJATA KUMARI MEENA       | 35 | 19     | 54.29 |
| 267 | SULOCHANA ATAL            | 35 | 23     | 65.71 |
| 268 | SUMAN DHAKA               | 35 | absent | 0     |
| 269 | SUMAN MEENA               | 35 | absent | 0     |
| 270 | SUMAN SAINI               | 35 | 15     | 42.86 |
| 271 | SUMAN SANKHLA             | 35 | 21     | 60    |
| 272 | SUMAN SHARMA              | 35 | absent | 0     |
| 273 | SUMAN YOGI                | 35 | 20     | 57.14 |
| 274 | SUNITA                    | 35 | 20     | 57.14 |
| 275 | SUNITA VERMA              | 35 | 17     | 48.57 |
| 276 | SURABHI SAIN              | 35 | 20     | 57.14 |
| 277 | SURBHI SHARMA             | 35 | 21     | 60    |
| 278 | SUSHILA MEENA             | 35 | 14     | 40    |
| 279 | SUSHMA SHEKHAWAT          | 35 | absent | 0     |
| 280 | TANNU SHREE KALA          | 35 | 16     | 45.71 |
| 281 | TARA MEENA                | 35 | 21     | 60    |
| 282 | TEENA SAINI               | 35 | 13     | 37.14 |
| 283 | TIMIR JYOTI               | 35 | 25     | 71.43 |
| 284 | TULSI                     | 35 | 20     | 57.14 |
| 285 | TULSI NAYAK               | 35 | 24     | 68.57 |
| 286 | TWINKLE SHARMA            | 35 | 28     | 80    |
| 287 | URMILA KUMARI             | 35 | absent | 0     |
| 288 | USHA                      | 35 | 20     | 57.14 |
| 289 | VARSHA CHOUDHARY          | 35 | absent | 0     |
| 290 | VARSHA SHARMA             | 35 | 20     | 57.14 |
| 291 | VARSHA SINGH              | 35 | 19     | 54.29 |
| 292 | VIDHYA PANDOR             | 35 | 21     | 60    |
| 293 | VIDYA KUMAWAT             | 35 | 17     | 48.57 |
| 294 | VIMLA BAI                 | 35 | 13     | 37.14 |
| 295 | VINEETA KUMARI            | 35 | 16     | 45.71 |
| 296 | VISHAKHA KUMARI BIJARNIYA | 35 | 30     | 85.71 |
| 297 | YOGITA BUGALIA            | 35 | absent | 0     |



# LIST OF ACADEMICALLY WEAK, AVERAGE & STRONG STUDENTS

  
PRINCIPAL  
BIYANI GIRLS B.ED. COLLEGE  
SEC.-3, VIDHYADHAR NAGAR, JAIPUR

**B.Ed.Part-1 EPC-2 (2023-25)**  
**Student marks list (Below Average )**

| S.No. | Name of Students | max. marks | obtained | %     |
|-------|------------------|------------|----------|-------|
| 1     | PUSHPA           | 35         | 13       | 37.14 |
| 2     | SONU MEENA       | 35         | 13       | 37.14 |
| 3     | TEENA SAINI      | 35         | 13       | 37.14 |
| 4     | VIMLA BAI        | 35         | 13       | 37.14 |

**B.Ed.Part-1 EPC-2 (2023-25)**  
**Student marks list (Average achiever )**

| S.No. | Name of Students     | max. marks | obtained | %     |
|-------|----------------------|------------|----------|-------|
| 1     | PRIYANKA MEENA       | 35         | 15       | 42.86 |
| 2     | PRIYANKA PRAJAPAT    | 35         | 15       | 42.86 |
| 3     | PRIYANKA RANI        | 35         | 15       | 42.86 |
| 4     | PRIYANKA SINGH       | 35         | 16       | 45.71 |
| 5     | RADHA KUMARI         | 35         | 20       | 57.14 |
| 6     | RAJSHREE KHANGAROT   | 35         | 17       | 48.57 |
| 7     | RAVINA KUMARI MEENA  | 35         | 18       | 51.43 |
| 8     | RAVINA KUMARI MEENA  | 35         | 15       | 42.86 |
| 9     | RAVINA MEENA         | 35         | 20       | 57.14 |
| 10    | REENA KUMARI         | 35         | 20       | 57.14 |
| 11    | REENA KUMARI BANJARA | 35         | 19       | 54.29 |
| 12    | REKHA VERMA          | 35         | 20       | 57.14 |
| 13    | RENU KUMARI GURJAR   | 35         | 18       | 51.43 |
| 14    | RENUKA KALKHAR       | 35         | 18       | 51.43 |
| 15    | RESHMA CHOUDHARY     | 35         | 15       | 42.86 |
| 16    | RINKU VERMA          | 35         | 19       | 54.29 |
| 17    | ROSHNI GARG          | 35         | 15       | 42.86 |
| 18    | SAMREEN PARVEEN      | 35         | 20       | 57.14 |
| 19    | SANJU KHOKHAR        | 35         | 20       | 57.14 |
| 20    | SARANDHA DUBEY       | 35         | 19       | 54.29 |
| 21    | SARIKA GURJAR        | 35         | 15       | 42.86 |
| 22    | SEEMA GURJAR         | 35         | 17       | 48.57 |
| 23    | SEEMA MEENA          | 35         | 18       | 51.43 |
| 24    | SHAHEEN ALI          | 35         | 19       | 54.29 |
| 25    | SHAHIN BANO          | 35         | 20       | 57.14 |
| 26    | SHALU MEENA          | 35         | 20       | 57.14 |
| 27    | SHOBHA KANWAR        | 35         | 18       | 51.43 |
| 28    | SHWETA SINGH CHOUHAN | 35         | 17       | 48.57 |
| 29    | SONAM KUMARI MEENA   | 35         | 17       | 48.57 |
| 30    | SONIYA SHARMA        | 35         | 18       | 51.43 |
| 31    | SONU KUMARI          | 35         | 19       | 54.29 |
| 32    | SONU KUMARI SAINI    | 35         | 17       | 48.57 |
| 33    | SONU PRAJAPAT        | 35         | 20       | 57.14 |
| 34    | SUDHA YADAV          | 35         | 20       | 57.14 |
| 35    | SUJATA KUMARI MEENA  | 35         | 19       | 54.29 |
| 36    | SUMAN SAINI          | 35         | 15       | 42.86 |
| 37    | SUMAN YOGI           | 35         | 20       | 57.14 |

*e.p.s.*  
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|    |                  |    |    |       |
|----|------------------|----|----|-------|
| 38 | SUNITA           | 35 | 20 | 57.14 |
| 39 | SUNITA VERMA     | 35 | 17 | 48.57 |
| 40 | SURABHI SAIN     | 35 | 20 | 57.14 |
| 41 | SUSHILA MEENA    | 35 | 14 | 40    |
| 42 | TANNU SHREE KALA | 35 | 16 | 45.71 |
| 43 | TULSI            | 35 | 20 | 57.14 |
| 44 | USHA             | 35 | 20 | 57.14 |
| 45 | VARSHA SHARMA    | 35 | 20 | 57.14 |
| 46 | VARSHA SINGH     | 35 | 19 | 54.29 |
| 47 | VIDYA KUMAWAT    | 35 | 17 | 48.57 |
| 48 | VINEETA KUMARI   | 35 | 16 | 45.71 |

**B.Ed.Part-1 EPC-2 (2023-25)**

**Student marks list (Good achiever )**

| S.No. | Name of Students | max. marks | obtained | %     |
|-------|------------------|------------|----------|-------|
| 1     | SAKSHI           | 35         | 25       | 71.43 |
| 2     | SANA SALEEM      | 35         | 23       | 65.71 |
| 3     | SEEMA MEENA      | 35         | 21       | 60    |
| 4     | SHALINI MEENA    | 35         | 25       | 71.43 |
| 5     | SHANTI MEENA     | 35         | 23       | 65.71 |
| 6     | SHIKHA SHARMA    | 35         | 24       | 68.57 |
| 7     | SULOCHANA ATAL   | 35         | 23       | 65.71 |
| 8     | SUMAN SANKHLA    | 35         | 21       | 60    |
| 9     | SURBHI SHARMA    | 35         | 21       | 60    |
| 10    | TARA MEENA       | 35         | 21       | 60    |
| 11    | TIMIR JYOTI      | 35         | 25       | 71.43 |
| 12    | TULSI NAYAK      | 35         | 24       | 68.57 |
| 13    | VIDHYA PANDOR    | 35         | 21       | 60    |

**B.Ed.Part-1 EPC-2 (2023-25)**

**Student marks list (Outstanding achiever )**

| S.No. | Name of Students | max. marks | obtained | %     |
|-------|------------------|------------|----------|-------|
| 1     | SANTOSH          | 35         | 28       | 80    |
| 2     | SHALU SAINI      | 35         | 27       | 77.14 |
| 3     | SIDDHI JHALANI   | 35         | 29       | 82.86 |
| 4     | SONAM            | 35         | 27       | 77.14 |
| 5     | TWINKLE SHARMA   | 35         | 28       | 80    |

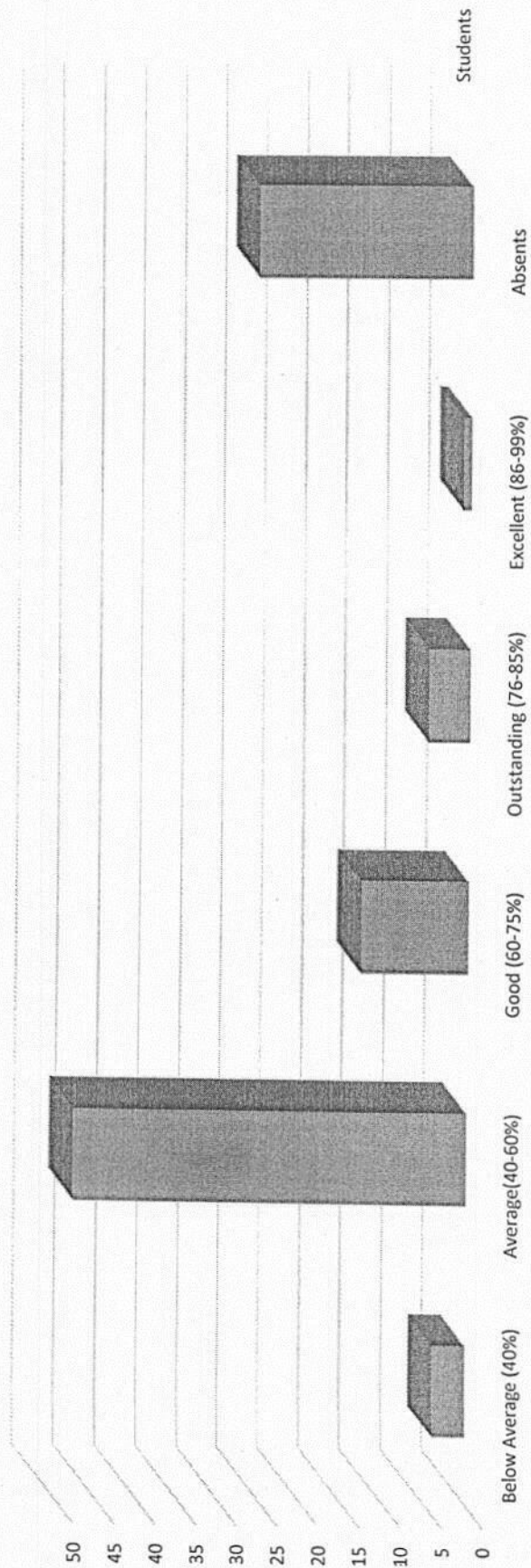
**B.Ed.Part-1 EPC-2 (2023-25)**

**Student marks list (Excellent achiever )**

| S.No. | Name of Students          | max. marks | obtained | %     |
|-------|---------------------------|------------|----------|-------|
| 1     | VISHAKHA KUMARI BIJARNIYA | 35         | 30       | 85.71 |

*Signature*  
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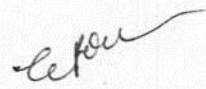
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# ACTION PLAN

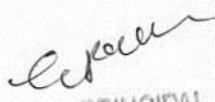


PRINCIPAL

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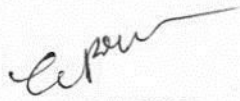
## ACTION PLAN

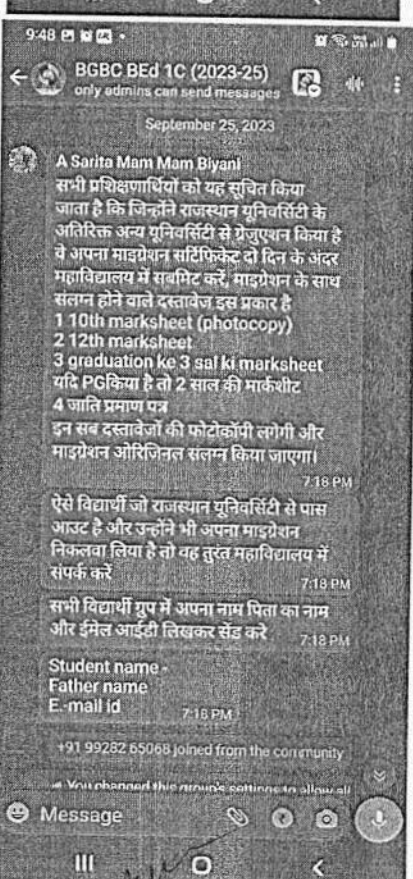
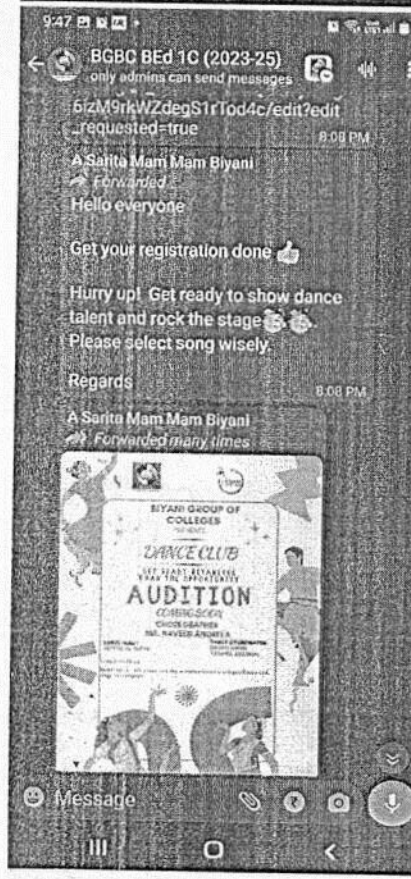
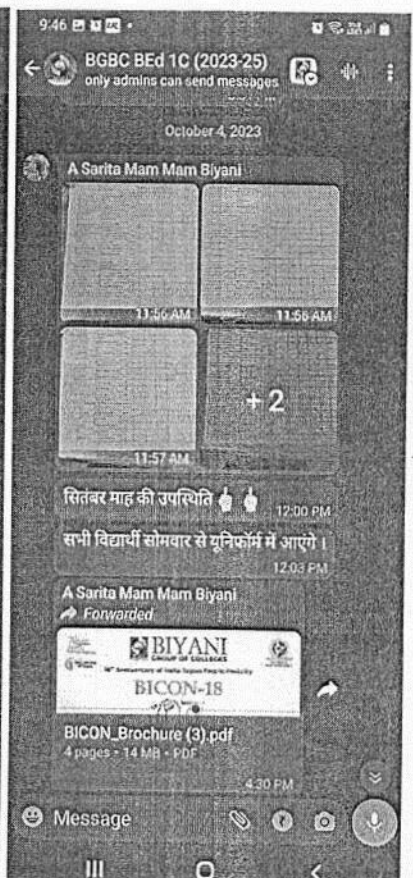
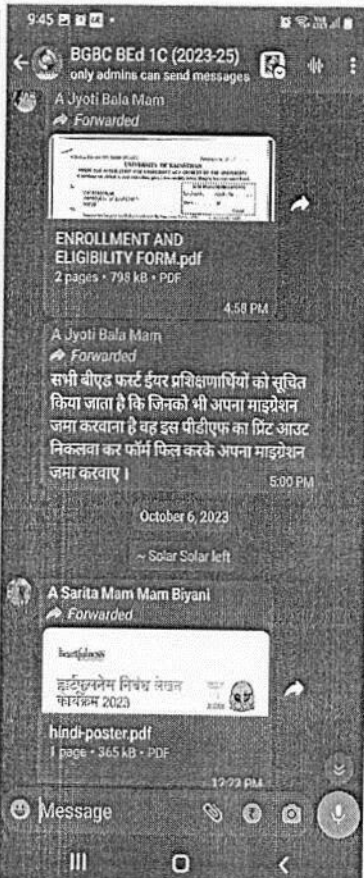
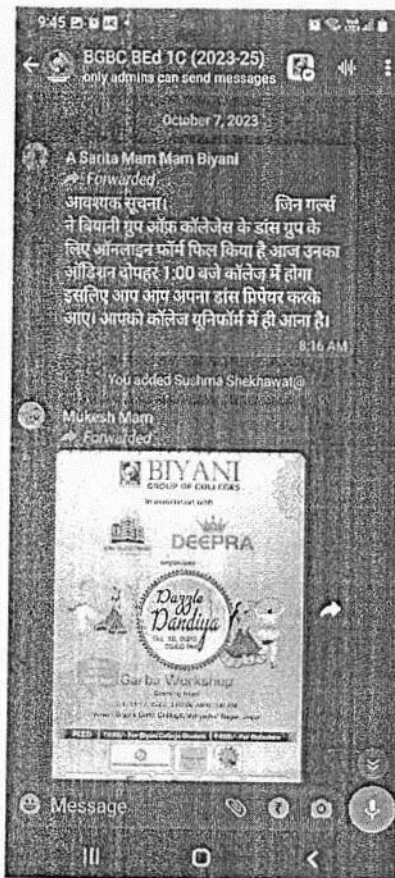
- ✓ We arranged remedial classes for weak students so that their results could be improved.
- ✓ Explained them about their capabilities and made aware about future objectives.
- ✓ Informed the absent students by calling them and instructed them to remain regular. After that, three warning letters were sent to their homes.

  
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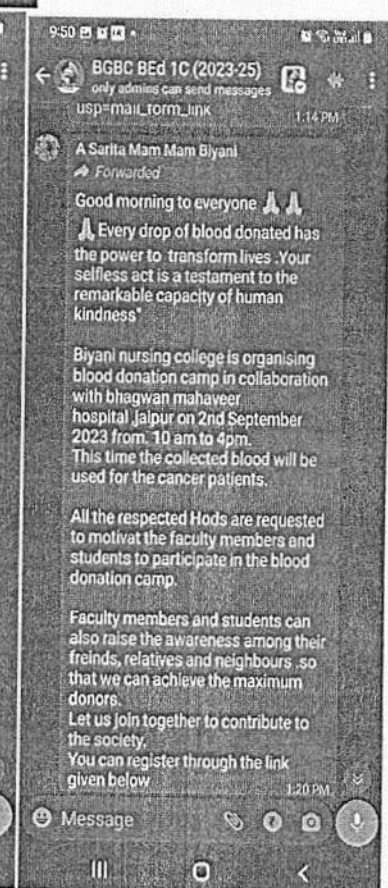
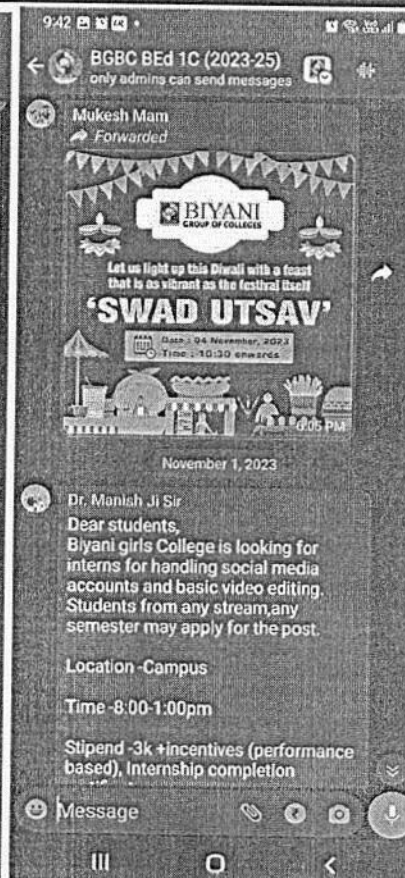
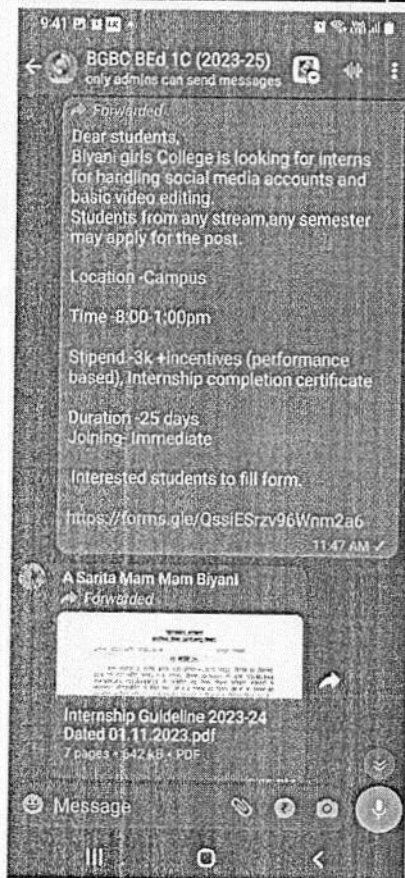
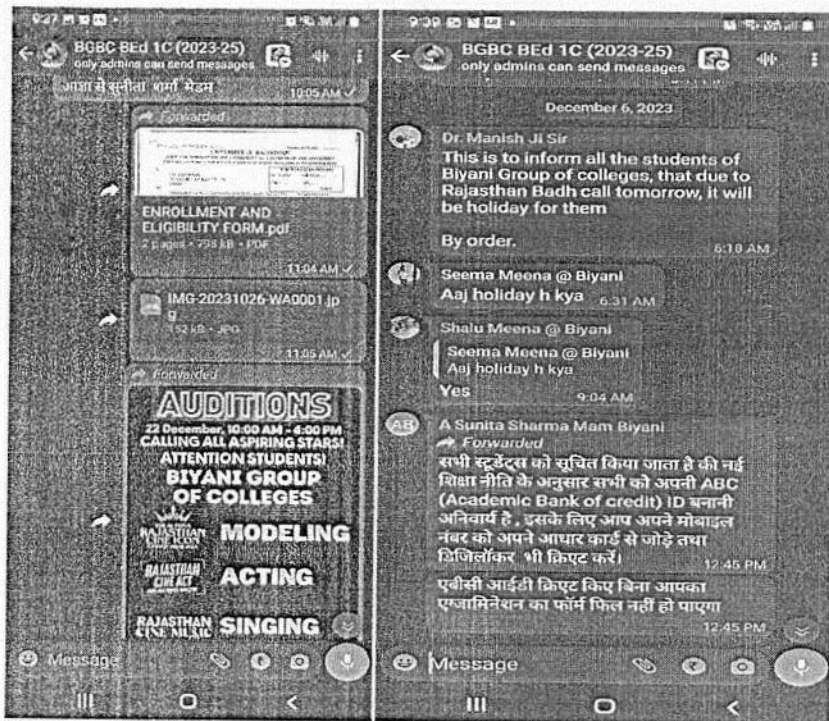
# ALL NOTICES

  
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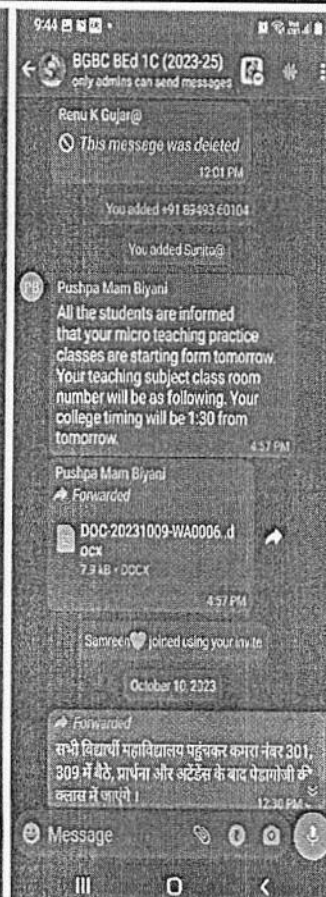
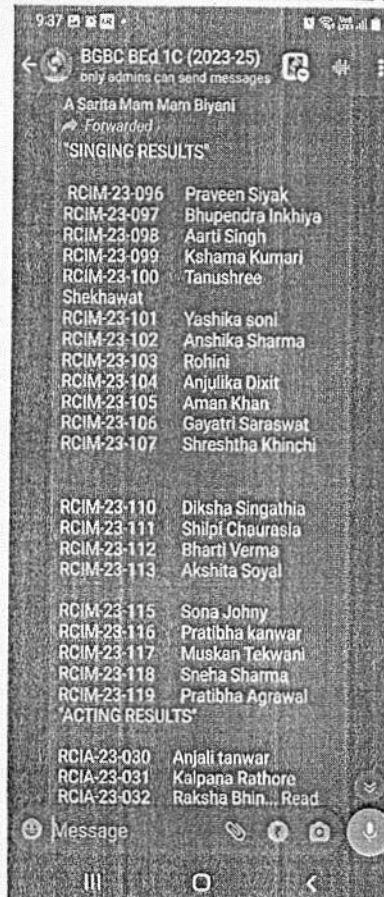
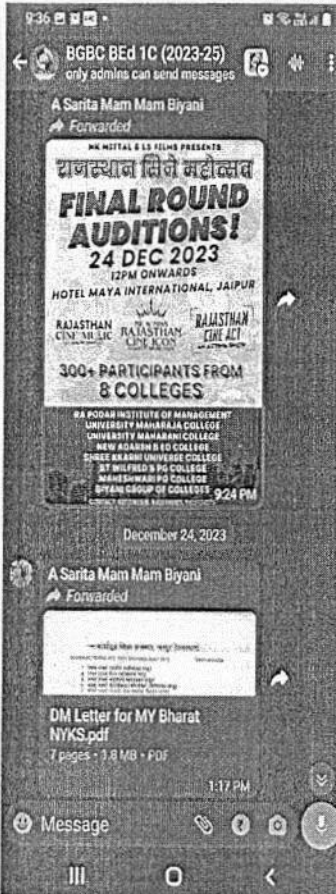
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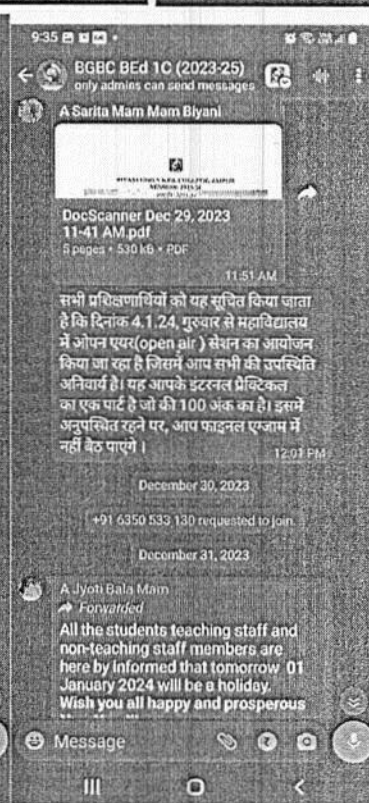
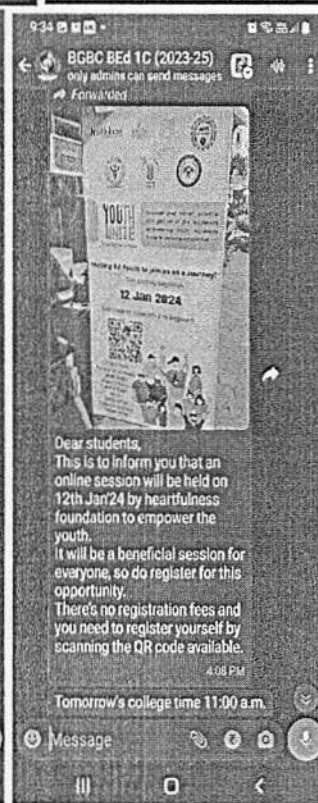
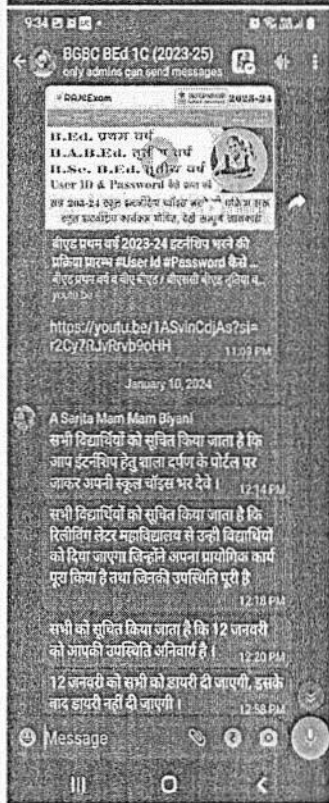
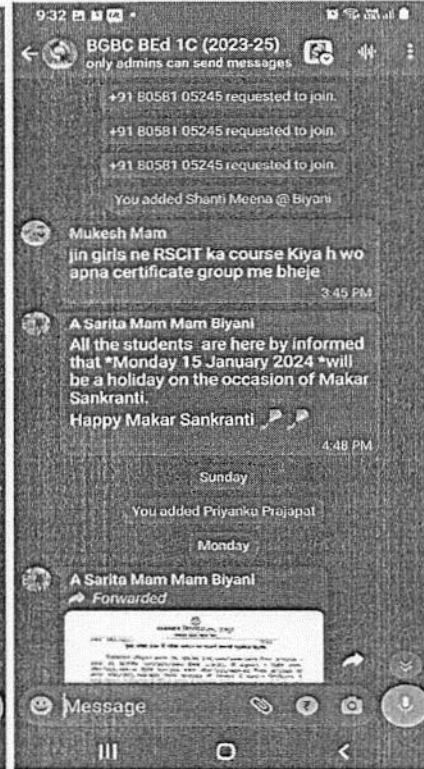
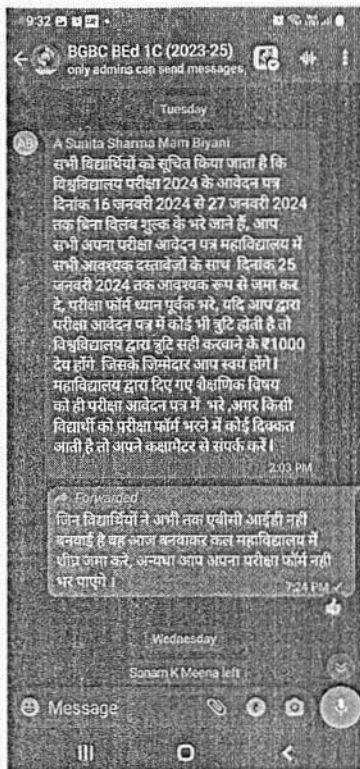
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VIDHYADHAR NAGAR, JAIPUR

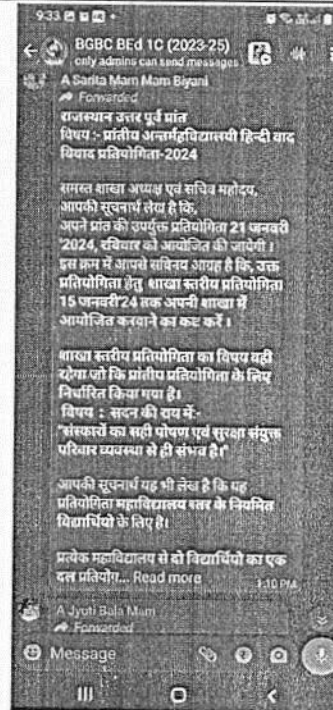
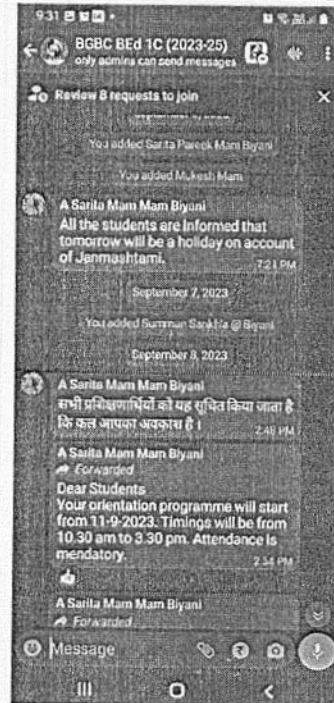




*Apar*  
**PRINCIPAL**  
 BIYANI GIRLS B.ED. COLLEGE  
 3 VIDHYADHAR NAGAR, JAIPUR



Digitally signed by  Michael J. Smith  
Designation:  Michael J. Smith  
Date: 2024.01.12 2:48:02 IST  
12:48:02 IST



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