

Syllabus

DEPARTMENT OF EDUCATION
BACHELOR OF EDUCATION (B. Ed.)
Two Year Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute

(Deemed to be University under section 3 of UGC Act, 1956)

Ladnun-341306 (Raj.)

2017

Price: Rs.

BACHELOR OF EDUCATION (B.ED.) PROGRAMME

Two Years Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

Introduction :

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will be a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish in an environment that promotes value and technology based society.

Duration: The B.Ed. programme is full time two years programme.

Eligibility: A candidate who has passed B.Ed. degree from any recognized university and qualified PTET conducted by the Rajasthan Government for that year as per guideline of State Government.

Objectives:

- ❖ To develop professionalism in teacher Education Programme.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainee

Programme Outcome of B.Ed. (2 Years Programme)

The Department of education runs the B.Ed. programme which is recognized by NCTE, New Delhi since 2005. The programme has very specific outcomes to spread educational thought, child psychology, creative pedagogy with modern information communication technology. Now a days teacher has to deal with classroom like multilingual, multicultural and multi religions in nature. Diverse socio-culture, economic and linguistic varieties are in the classrooms. The aspiration levels of the students have changed considerably under the hazard influences of Technological revolution and globalization. In this programme mainly a good platform to share learning in varying levels of cognitive, affective and psychomotor abilities.

The programme encompasses with valued education, yoga, and personality development for fullest development of the child. Both theoretical and practical and combined for providing a good knowledge for child's integrated personality.

As per the latest curriculum frame work NCFTE-2009 it spreads the knowledge and understanding of theory and practical in teacher education programme by in corporating the socio-cultural context of education giving more emphasis on the field experience of students teachers in this course with internship.

Enhancing professional capacities are the basis ingredients of the B.Ed. programme for preparing value based and dynamic teachers for the society and nation.

Programme Specific Outcomes (PSO) of B.Ed. (2 Year programme)

After completion of the B.Ed. programme the pupils teachers shall able to:

1. Develop the knowledge, understanding and skill in teaching & learning.
2. Foster professionals in teachers education.
3. Motivate students for all round development.
4. Enhance competent & skill for employability balance mental health.
5. Spread the thought of creativeness and positive thinking.
6. Train about ICT and yoga for balanced personality.
7. Produce teacher trainees for the society
8. Apply innovative teaching pedagogy in class room

1. Title and Commencement

These regulations shall be called the Jain Vishva Bharati Institute (Deemed-to-be) University, Ladnun Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Post-Graduate and Under-Graduate Programmes. These regulations was adopted from academic year 2015-2016.

2. Definitions

- 2.1 "Programme" is used for a fixed educational programme in place of Degree. A Post-Graduate Programme shall be of four semester's duration and a normal under-graduate programme shall be of four semester's period.
- 2.2 "An Academic Year" consists of two semester's. Each semester consists of different papers of four units. Each unit with have 6 weeks for academic work.

- 2.3 “Course” is a component of programme i.e. in CBCS, papers will be referred to as courses. Each course is identified by a unique course Code. Every course may not be of equal weightage. Each course, in addition of having a curriculum will have learning objectives and learning outcome. A Course may be designed to involve Lectures/Tutorials/Laboratory Work/Field Work/Project Work/Vocational Training/Viva-voce etc or combination of some of these. Every course offered will have three components associated with the teaching learning process of the Course. Namely (I) Lecture – L (II) Tutorial-T (III) Practical’s –P. Where
- L- Stands for Lecture session.
- T- Stands for Tutorial session consisting of participatory discussion/self study/desk work/brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in Lecture classes.
- P- Stands for practice session and it consists of hands on experience/laboratory experiments/field experiments/case studies that equip students to acquire much required skill component. In terms of credit, every one hour session of L (per week) amounts to I credit per semester and minimum of two hour session of T or P (per week) amounts to I credit per unit over a period of one course of 24 weeks for teaching-learning process (inclusive of teaching and examination). A course shall have one, two or all three components. That means a course may have only lecture component or only practical component or combination of any two or all the three components.
- The total credit earned by a student at the end of the semester upon successfully completing the course is L+T+P. The credit pattern of the course is indicated as L:T:P

Different categories of courses are as follows:

- **Core Course**

A Course which should compulsorily be studied by candidate as a core requirement is termed as core course.

 - (a) Core-Compulsory is a course which has to be studied compulsorily as a part of core requirement so as to get degree in concerned discipline.
 - (b) Core Elective or Core allied is a course that supports / strengthens the core compulsory.
 - **Elective Course**

It is a course which can be chosen from pool of courses. The course may be specific / specialized / supportive or advanced to the discipline of study.

 - (a) Generic Elective Course add generic proficiency to the students and they are for the said discipline of study
 - (b) Open Elective courses are from the pool of courses that are interdisciplinary and or multidisciplinary.
 - **Foundation Course**

It is a course that aims to improve proficiency and skill of the student.

 - (a) Compulsory Foundation Course add generic proficiency to the students belonging to all disciplines of study.
 - (b) Elective Foundation Courses are value based and aimed at man making education.
- 2.4 A module means a course having independent entity.
- 2.5 ‘Unit’ means a course having independent part in a course.
- 2.6 “Credit” means the unit by which the course work is measured. It defines the quantum of contents/syllabus prescribed for the course. It also determines the number of hours of instructions

required per week. In these regulations one credit means one hour of direct teaching work or two hours of practical work/field work per week for 20 weeks in a semester.

- 2.7 “Grade Letter” is an index to indicate the performance of student in a particular course. It is arrived at by transformation of actual marks secured by a student in a said course. Grade letters are O,A,B,C,D,E,F.
- 2.8 “Grade Point” is the weightage allotted to each grade letter depending on the range of marks awarded in a course.
- 2.9 “Credit Points” refers to the product of “Number of credit assigned to the course” and the grade point secured for the same course.
- 2.10 “Semester Grade Point Average” (SGPA) is an index of a student’s performance in a given semester. It is the ratio of the “Total credit points earned by students in all courses at the semester” and the “Total number of credit assigned to the courses” in the semester.
- 2.11 “Cumulative Grade Point Average” (CGPA) refers to the cumulative grade point average of SGPA and is computed based on the following formula.

$$\text{CGPA} = \frac{\text{Sum of all Credit Points of Entire Programme}}{\text{Sum of Credits up to the end of Programme.}}$$

3. Credit Framework for Normal under Graduate Level Course

- 3.1 The normal graduation programme have 20 credits per each course and per semester making total credits for whole programme as 80. The distribution of credits or weightage of core, elective and Foundation courses may be as follows:

Distribution of Credits for Semester is as follows:				
Semester	I	II	III	IV
Credits	20	20	20	20

4. Credit and Teaching Hours.

- 1 Credit = 1 hour Teaching
 1 Credit = 2 hour of Practical / Fieldwork
 4 Credit Course needs four hour Student Teacher contact in a week.

5. **Units and Course** : A theory course shall have Four units.

6. Credits and Marks

- 1 Credit = 25 marks

7. Grading

Grade Points	Description	% of Marks	Division	Grade
10	Outstanding	90% - 99%	First	O
9	Excellent	80% - 89%	First	A
8	Very Good	70% - 79%	First	B
7	Good	60% - 69%	First	C
6	Fair	50% - 59%	Second	D
5	Average	36% - 49%	Pass	E
4	Dropped	Below 36%	Fail	F

8. Performance Evaluation (Calculation)

SGPA = ECG/EC for a Semester

G is grade and C is Credit of Course.

Cummulative Grade Point Average (CGPA) for entire course

CGPA = ECG/EC for all semester taken together.

The total credits cover the core, elective, field work or extension activities, soft skills etc.

GPA is calculated at the end of each term after grades have been processed and after any grade has been updated or changed.

Some criteria are to be followed for individual assignment / Quizzes/Test/Unit Test/ Tutorials/ Practical/ Projects/ Seminar.

The teacher should convert his/her marking in to the quality points and letter grade.

9. Scheme of Examination

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/examination calendar notified by the Institute.
3. Each theory paper will be valued as per marks division given in the prospectus which will include semester end theory exam. Practical (wherever applicable) and continuous internal assessment (CIA).
4. CIA will include the following components :

▪ Attendance regularity	10 marks
▪ Class Tests	05 marks
▪ Assignments	10 marks
▪ Class Presentation/Seminar	05 marks
Total	30 marks

- For UG students to pass a semester, a student has to secure a minimum of 40% marks in aggregate and minimum of 36% marks in individual theory papers. A student has to pass in written examination.

10. Evaluation Panel:

Internship Evaluation Panel:

Pre-Internship and Post Internship

- HOD of the concerned Department
- Departmental Supervisor/School Head Master/Principal of the School/Nominated School Teacher

Final Lesson Panel: (Two Teaching Subject)

- ❖ HOD of the concerned Department
- ❖ Internal/ External subject expert

EPC Evaluation Panel:

Theory/Practical and viva-voce Examination Panel will be :

- HOD of the concerned Department.
- Internal Subject Expert.

Bachelor of Education (B.Ed)

Semester I

Distribution of Papers, Marks and Credits

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 101	Childhood and Growing Up	CC	4	30	70	100
BED 102	Contemporary India and Education	CC	4	30	70	100
BED 103	Language Across the curriculum	CC	4	30	70	100
BED 104	Understanding Discipline and Subjects	Any one CE	4	30	70	100
BED 105	Innovative Methods					
JVB101	Jain Culture and LifeValue	FC	4	30	70	100
		Total	20	150	350	500

B.ED

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 201	Assessment for Learning	CC	4	30	70	100
BED 202	Learning and Teaching	CC	4	30	70	100
BED 203	Pre-Internship	CC	4	100 Pre Internship		100
BED 204	Hindi	Pedagogy of a school subject Any two CE	4	30	70	100
BED 205	English					
BED 206	Sanskrit					
BED 207	History					
BED 208	Civics					
BED 209	Social Science					
BED 210	Economics					
BED 211	Geography					
BED 212	Home Science					
BED 213	Chemistry					
BED 214	Physics					
BED 215	Mathematics					
BED 216	General Science					
BED 217	Biology					
BED 218	Commercial Practice	CE	4	30	70	100
BED 219	Book-keeping					
		Total	20	120	380	500

**B. Ed.
Semester III**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 301	Post Internship	CC	16	160	160 Internship+ 120+120=240 Practical (Final Lesson in two school subjects)	400
JVB 301	Critical Understanding of ICT	FC	2	15 Practical	35	50
JVB 302	Yoga and Preksha Meditation	FC	2	15 Practical	35	50
		Total	20	30	470	500

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 401	Gender, School and Society	CC	4	30	70	100
BED 402	Reading& Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva-Voce	50
BED 403	Drama & Arts in Education (EPC)	CC	2	15	35 Practical & Viva Voce	50
BED 404	Knowledge and Curriculum (part-A)	Any one	4	30	70	100
BED 405	Knowledge and Curriculum (part-B)	CC				
BED 406	Creating an Inclusive school	CC	4	30	70	100
BED 407	Optional Course 1. Environmental Education	Any one CE	4	30	70	100
BED 408	2. Health and Physical					
BED 409	3. Guidance and Counseling					
BED 410	4. Distance Education					
BED 411	5. Additional Course (Any one)					
	5.1 Hindi					
	5.2 English					
	5.3 Sanskrit					
	5.4 History					
	5.5 Civics					
	5.6 Social Science					
	5.7 Economics					
	5.8 Geography					
	5.9 Home Science					
	5.10 Chemistry					
	5.11 Physics					
	5.12 Mathematics					
	5.13 General Science					
	5.14 Biology					
	5.15 Commercial Practice					
	5.16 Book-keeping					
		Total	20	150	350	500

- EPC- Enhancing Professional Capacities
- CIA-Continuous Internal Assessment
- CC- Core Compulsory
- CE - Core Elective
- FC- Foundation Course

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED101	Childhood and Growing Up	CC	4	30	70	100

Objectives:

- ❖ Teacher trainees can aware about concept, methods & applications of Educational Psychology.
- ❖ To aware the trainees about concept and developmental dimensions of childhood.
- ❖ Trainees got informed about imagination, creativity & interests at school level.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- ❖ To aware about the process of human development
- ❖ To build sensitivity towards childrens' needs and capabilities within their socio-cultural context

Course Contents:

UNIT-I Educational Psychology and Development

- a) Educational Psychology : Concept, Methods & Applications
- b) Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations
- c) Indian Psychology : Concept and its implication
- d) Growth & Development
- e) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

- a) Childhood : Its concept & characteristics
- b) Childhood : Physical, Mental, Emotional, Social & Moral Development
- c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
- d) Childhood : Activities for Personality Development
- e) Childhood : Language Development

UNIT-III Adolescence and Its Development

- a) Adolescence : Its Meaning & Characteristics
- b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
- c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
- d) Adolescence : Activities for Personality Development
- e) Adolescence : Related Problems & Remedies
- f) Guidance & Counselling services in schools

UNIT-IV Learner : Psychological Dimensions & New Trends

- a) Personality : Concept, Types & Measurement
- b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
- c) Creativity : Meaning, Development & Measurement
- d) Adjustment : Concept, Process & Mechanism
- e) Mental Health : Concept, Components & Scope

Assignment & Practical Works: (Any Two)

- Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One Assignment Workrelated to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

Learning Outcomes: After completion of this course students would able to:

- ❖ Utilize the knowledge of Educational Psychology for school education.
- ❖ Apply the concept of Growth & Development in teaching field.
- ❖ Plan various activities to fostering imagination, creativity & interests at school level.
- ❖ Know about various aspects related to Cognitive, Emotional & Social development of learner.
- ❖ Diagnose related problems of Adolescence & remedies through Guidance & Counselling services.

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Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED102	Contemporary India and Education	CC	4	30	70	100

Objectives:

- ❖ To know the concept and nature of Education.
- ❖ To know the social mobility and social skill.
- ❖ To understand the various committee and commission.
- ❖ To educate about the recent policies of Education.

Course Contents:

Unit-I Concept and Nature of Education

- a) Education : Concept, Nature, Objectives and Functions
- b) Role and problems of education in nation building
- c) Current educational provisions of education in India (One year)
- d) Educational thoughts of Indian thinkers (Vivekanand and Mahatma Gandhi)

Unit-II Social Aspects of Education

- a) Sociology in education : Concept, Functions and Contribution
- b) Social change : Meaning, Definition, Factors and Effects of Education
- c) Social mobility
- d) Education and culture
- e) Role of education in development of social skills.

Unit-III Progressive Development of Education in Terms of Commissions and Committees

- a) Characteristics of ancient, medieval and british period of education.
- b) Radhakrishna Commission of Education (1948)
- c) Mudaliyer Commission of Education (1952)
- d) Kothari Commission of Education(1964)
- e) National education policy (1968 and 1986)
- f) Revised national education policy (1992)

Unit : IV Programmes for Education

- a) Issues and problems in prevailing education system at National and State level
- b) Right to Education Act 2009
- c) Sarva Shiksha Abhiyan and Mid day Meal Programme
- d) Rashtriya Madhyamik Shiksha Abhiyan
- e) Education as related to social equity and equality of educational opportunities

Assignment & Practical Works: (Any Two)

- Write the educational contribution of Any one Indian Thinker.
- Prepare a Assignment Work on how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.

- Concept of education in Emerging Indian Society as relevant to school children's
- Development of moral attitude through self management

Learning Outcomes: After completion of this course students would able to:

- ❖ Know social aspects of education and develop educational perspective.
- ❖ Solve prevailing problems of education in India.
- ❖ Understand the purpose, function and Role of education in nation building.
- ❖ Understand knowledge of the Indian education system as it has evolved from the past, as it is today.
- ❖ Understand the concept, principle of sustainable development and core concept of educational thinkers.
- ❖ Know social equity and equality of educational opportunities.

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Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED103	Language Across the curriculum	CC	4	30	70	100

Objectives:

- ❖ To understand the various mode of language like reading, wirting, speaking and listining.
- ❖ To develop the skill of oral and written language.
- ❖ To acquainte with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- ❖ To develop the Vocabulary Building and Language Problems & its Remedies
- ❖ To develop the vocabulary and language proficiency and related remedies.

Course Contents:

Unit -I Language acquisition and development

- a) Language : Concept, Meaning and Nature
- b) Language usages : Written, Oral, Role Playing with Communication
- c) 3 Language Policy : First (Mother tongue)
: Second (Foreign language)
: Third (Religious or classical language)
- d) Language development : From childhood to Adult stages

Unit -II Language Skills

- Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
- Narrative Text vs. Expository text
- LSRW (Listening, Speaking, Reading, Writing)
- Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction

- Expression : Public Speech, Lecture, Debating
- Multilingualism in classroom
- Summarizing and Reflection
- Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

- New Structure and building of vocabulary
- Learning new vocabulary and Diagnostic Language Errors
- Language Phonemes & Identification of Sound Errors
- Remedial Programme for Language Development

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature and use of language.
- ❖ Develop the idea of Multilingualism in class room teaching.
- ❖ Create the sense of language and its flavor.
- ❖ Inculcate language skills among trainees.
- ❖ Evaluate skills creative writing and expression.
- ❖ Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ Develop ornamental use of vocabulary in different curriculum.

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Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 104	Understanding Discipline and Subjects	Any one CE	4	30	70	100
BED 105	Innovative Methods					

BED 104 : Understanding Discipline and Subjects

Objectives:

- ❖ To make aware the students about the disciplines and its characteristics.
- ❖ To give Introduction of Kalidas, Tulsidas and Shakespeare
- ❖ To understand the scientific idea of science education.
- ❖ To apply the thought of social science language in their day to day life.

Course Contents:**Unit- I Language and Disciplines**

- a) Meaning of discipline
- b) Characteristics of a discipline
- c) Inter- disciplinary approach

Unit- II Language and Disciplines

- a) History of language development (Hindi, Sanskrit and English)
- b) Language technology
- c) Language lab
- d) Phonetics science
- e) Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline

- a) History and game cricket
- b) History of woman empowerment
- c) New trends cultural in society
- d) Political socialization
- e) Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines

- a) Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
- b) Science and sound
- c) Nutrition and balanced diet
- d) Human diseases
- e) Electricity and light

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work.
- Write a short note on Importance of Language in teacher.
- Read and review an article.
- Prepare a report on creative writing.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand language of various discipline.
- ❖ Develop expression of various language areas.
- ❖ Acquire scientific study of language phonetics.
- ❖ Know the scientific idea of science education.
- ❖ Apply the thought of social science language in their day today life.
- ❖ Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

References :

1. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publising House co. Ltd.
2. Richards, J.C. of Rodgers, T.S. (2009), Approachas and Methods in Language Teaching, Cambrige, C.U.P.
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4. विज्ञान पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
5. संस्कृत पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
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7. हिन्दी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

Semester - I
BED 105 : Innovative Methods

Objectives:

- ❖ To introduce students about the concepts of innovations in teaching.
- ❖ To understand the idea of various subject methods.

Course Contents:

Unit- I Concept of Innovation.

- a) Innovation : Meaning, Definition
- b) Characteristics of Innovation
- c) Methods : concept, Objective
- d) Methods Characteristics and Utility

Unit- II Methods of Social science

- a) Time line method
- b) Source method
- c) Biographical method
- d) Socialized Recitation method

Unit- III Methods of Science

- a) Demonstration method
- b) Experimental/ Laboratory method
- c) Heuristic method
- d) Project method

Unit- IV Methods of Language

- a) Lecture method
- b) Inductive and Deductive
- c) Supervised study method
- d) Brain Storming

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge of various innovative methods.
- ❖ Understand the idea of methods.

References :

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा

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5. Philips, Lewis (1971), Educational Television Guide Book N.Y. : Mc.Graw
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Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB101	Jain Culture and Life Value	FC	4	30	70	100

Objectives:

- To describe the concept of Jain Culture
- To list the different types of Jain Life Values

Unit I: Jain History and Culture

- Antiquity of Jainism
- Teerthankar Lord Rishabha and Mahavira
- Jain Religious Schools, Orders and Sects
- Characteristics of Jain Culture

Unit II: Jain Ethics and Metaphysics

- Three Jewels (Ratnatraya)
- Code of Conduct of Ascetics (Shramanachar) and Householder (Shravakachar)
- Jain way of Life
- The Nine Truths
- Six Substances
- Cosmology : Jain Perspective

Unit III: Science of Living and Value Development

- Science of Living a new way of Education
- Seven Parts of Science of Living
- Science of Living and Value Development
- Non-violence and its training
- Non-absolutism and its application
- Anuvrat Movement and Morality

Unit IV: Preksha Meditation and Management

- Aim and Objective of Preksha Meditation
- Time Management
- Goal Management
- Health Management
- Stress Management
- Addiction Free Management

Outcomes:

- The students would develop on non- absolute approach.
- Can apply the knowledge of Jain life values into scientific research.

SUGGESTED READING

- Acharya Mahaprajna, Jain Darshan Manan Aur Mimansa, Adarsh Sahitya Sangh, Churu, 1977.
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- Jain, Jyoti Prasad, Religion and Culture of the Jains, Bharatiya Gyanpeeth, 1999.
- Bhaskar, Bhagchand Jain, Jain Dharma ka Maulik Itihas (Vol 1 & 2), Samyakgyan Pracharak Mandal, Jaipur, 1974.
- Shastri Nemichandra, Tirthankara Mahaveer aur Unki Acharya Parampara (Vol.I), Acharya Shantisagar Chani Granthmala, 1992.
- Samani Riju Prajna, Jain Itihas aur Sanskriti, Jain Vishva Bharati Institute, Ladnun, 2007.
- Samani Riju Prajna, Jain Tattva Mimansa aur Achara Mimansa, Jain Vishva Bharati Institute, Ladnun, 2015.
- Samani Riju Prajna, Jain Darshan ke Pramukh Siddhanta, Jain Vishva Bharati Institute, Ladnun, 2015

Semester - II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED201	Assessment for Learning	CC	4	30	70	100

Objectives:

- ❖ To describe the role of assessment in education.
- ❖ To distinguish among measurement, assessment and evaluation.
- ❖ To explain different forms of assessment that aid student learning.
- ❖ To use wide range of assessment tools, techniques and construct these appropriately.
- ❖ To evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ To calculate item difficulty and discrimination power of a test item.
- ❖ To prepare a good achievement test on any school subject.
- ❖ To realize the importance of continuous and comprehensive evaluation in the process of students learning.

Course Contents :

Unit I - Assessment and Evaluation in Education

- a) Concept of measurement, assessment and evaluation
- b) Types, Need, scope and relevance of evaluation
- c) Principles of assessment and evaluation
- d) Test, scale and measurement
- e) Types of scale : nominal, ordinal, interval and ratio

Unit II - Tools and Techniques of Assessment and Evaluation

- a) Characteristics of a good measuring instrument
- b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
- c) Types of test items and its construction : subjective test items and objective test item
- d) Diagnostic test construction and preparation of remedial materials
- e) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment

- a) Continuous and Comprehensive Evaluation
- b) Marking system vs Grading system
- c) Semester system (C B C S) Choice Based Credit System
- d) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation

- a) Measure of Central Tendency:
 - Mean
 - Median
 - Mode
- b) Measure of variability
 - Range
 - Quartile Deviation
 - Average Deviation
 - Standard Deviation

Assignment & Practical Works: (Any Two)

- Prepare an achievement test of any school subject of secondary school.
- Write one Assignment Workwith in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the role of assessment in education.
- ❖ Distinguish measurement, assessment and evaluation.
- ❖ Explain different forms of assessment that aid student learning.
- ❖ Use wide range of assessment tools, techniques and construct these appropriately.
- ❖ Evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ Calculate item difficulty and discrimination power of a test item.
- ❖ Prepare a good achievement test on any school subject.
- ❖ Realize the importance of continuous and comprehensive evaluation in the process of students learning.

References:

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremnt. New Delhi: Vikas Publishing House Pvt. Lt..
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.
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8. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
10. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
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13. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
14. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
15. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

Semester-II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED202	Learning and Teaching	CC	4	30	70	100

Objectives:

- ❖ To acquire the basic knowledge of learning and Teaching.
- ❖ To understand the implications of education.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of education.

Course Contents:

Unit -I Basics of Learning

- a) Learning : Concept, Nature and Characteristics
- b) Factors Affecting Learning
- c) Laws and Types of Learning
- d) Cognitive Learning- Piaget, Bruner
- e) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.

- a) Trial and Error theory
- b) Classical conditioning theory
- c) Operant conditioning theory
- d) Insight theory of Learning
- e) Social Learning theory (Bandura)

Unit-III Concept variables and models of Teaching

- a) Teaching : concept, Nature and characteristics
- b) Variables of Teaching and their functions
- c) Factors Affecting Teaching and Teaching process

- d) Relationship between teaching and Learning
- e) Teaching model- concept, functions, sources and elements

Unit-IV Theories and Application of Teaching

- a) Levels of Teaching - memory, understanding and Reflective
- b) Teaching theories-concept, need, types and utility
- c) Analyzing Teaching in Diverse classrooms
- d) Teaching as a complex activity
- e) Teaching as a profession

Assignment & Practical Works: (Any Two)

- One Assignment Work on any topic related with above Unit.
- One Practical Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would be able to:

- ❖ Acquire knowledge and understanding of learning and Teaching.
- ❖ Understand the theories of learning.
- ❖ Develop the skill of active engagement of students in teaching learning activity.
- ❖ Investigate differences and connections between learning in school and learning outside school.
- ❖ Inculcate the knowledge of teaching and its process.
- ❖ Understand learners, learning process and school.

References:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
2. Beckett Chris (2004) Human Growth & Development, Sage Publications.
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17. Sarafino Edward P., (1994), Health Psychology, Biopsychosocial Interactions
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22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.
23. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
25. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
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Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 203	Pre-Internship	CC	4	100	Pre Internship	100

Pre-internship distribution (4 Weeks)

Objectives:

- ❖ To acquire the knowledge of internship.
- ❖ To understand skill focused teaching.
- ❖ To develop ability of comprehensive school teaching.
- ❖ To understand and organize various school activities.

Sr. No. Contents

1. **Skills Focused Teaching**
 - Introduction
 - Questioning
 - Black Board
 - Reinforcement
 - Stimulus Variation
 - Communication
 - Personality Development etc.
2. **Comprehensive School Teaching**
 - Demonstration Lesson Plan
 - Lesson based on Various Approaches Method, such as --
 - Co-operative Learning
 - Activities Based Approach
 - Team Teaching
 - Project Method
 - Brain Storming
 - Task Based
 - Programme Instruction etc.
3. Unit Plan, Blue Print, Achievement Test and Use of Teaching Aids
4. School Activities

- Physical
- Cultural
- Literaty
- Yoga Exceress

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of internship.
- ❖ Understand skill focused teaching.
- ❖ Develop ability of comprehensive school teaching.
- ❖ Understand and organize various school activities

Semester-II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 204	Hindi	Pedagogy of a school subject (Any two) CE	4	30	70	100

Objectives:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्रदान करना।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कराना।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान देना।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

विषय वस्तु :

इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध

- (अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- (ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- (स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- (द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण-दोष

इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा भाषा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण

- (अ) वर्ण विचार, शब्द विचार, वाक्य विचार
- (ब) श्रवण, उच्चारण एवं वर्तनी
- (स) वाचन (सस्वर एवं मौन वाचन),
- (द) अभिव्यक्ति (लिखित एवं मौखिक)

इकाई : तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन

- (अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
- (ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)
- (स) विभिन्न विधाओं पर पाठ योजना निर्माण
- (द) इकाई योजना एवं नील पत्र निर्माण
- (य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

इकाई : चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

- (अ) अभिक्रमित अनुदेशन विधि
- (ब) आगमन–निगमन विधि
- (स) दल शिक्षण
- (द) हरबर्टीय पद्धति
- (य) प्रायोजना विधि
- (र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

सत्रीय कार्य – (किसी दो विषय पर)

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।
- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्हीं दो विशिष्ट लेखों की समीक्षा करना
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वीं)।
- हिन्दी विषय की किसी भी विधा पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

Learning Outcomes:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का प्राप्त कर सकेंगे।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान प्राप्त कर सकेंगे।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान प्राप्त कर सकेंगे।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सकेंगे।

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Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED 205	English	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To know about various basics of grammar.
- ❖ To explain the place of English language in India.
- ❖ To describe English as a Second language in the multi -lingual country like India.
- ❖ To explain different methods of teaching English.
- ❖ To develop the lesson and its planning.
- ❖ To apply different teaching skills in the class room.

Course contents:

Unit- I Basic English Grammar & it's Application

- a) Parts of speech
- b) sentence pattern, Types
- c) Tense and verb patterns
- d) Preposition
- e) Voice change

Unit - II Place, importance and objectives of English as a second language:-

- a) Importance of English language: comprehension of English and mother tongue based learning.
- b) Position of English: Pre & post Independence in India.
- c) Status of English in Indian school curriculum
 - Second language
 - First language
- d) English language teaching: problems & issues
 - Library language
 - Window on the world
 - Medium of instruction
- e) Aims and objectives teaching English at different levels.

Unit- III Methods, Approaches and Strategies and Lesson Planning:

- a) Grammar-cum-Translation method
- b) Direct method , Audio- lingual and Bilingual method
- c) Structural approach and Communicative approach
- d) Collaborative learning and Dramatization.
- e) Unit plan and Micro plan, Lesson planning ,Blue print and Achievement test

Unit- IV Developing Language skill and Lesson Planning

- a) Teaching Prose, Poetry, Story and Grammar.
- b) Strategies of Teaching Skill: Listening, Reading, Speaking and Writing.
- c) Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias)
- d) Concept Mapping

Assignment & Practical Works: (Any Two)

- List of structural items included in the text book at the secondary stage.
- Preparation of 5 word cards, 5 Picture cards and 5 puzzles.
- Enlist 50 innovative words with lexical interpretation.
- Prepare an audio/video recording for English Pronunciation

Learning Outcomes: After completion of this course students would able to:

- ❖ Know about various basic application of grammar
- ❖ Explain the place of English language in India.
- ❖ Describe English as a Second language in the multi -lingual country like India.
- ❖ Explain different methods of teaching English.
- ❖ Apply different teaching skills in the class room.
- ❖ Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 206	Sanskrit	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण का विकास करना।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- ❖ संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग करना।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

विषय वस्तु :

इकाई – प्रथम –संस्कृत शिक्षण के सिद्धान्त, कौशल व उद्देश्य

- संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता
- संस्कृत शिक्षण के सिद्धान्त एवं सूत्र
- संस्कृत शिक्षण के उद्देश्य एवं अपेक्षित व्यवहारगत परिवर्तन
- भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन
- संस्कृत शिक्षण में दृश्य-श्रव्य सामग्री

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान

- शब्द रूप – अकारान्त, इकारान्त, उकारान्त
- धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लम् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)
- संधि –
 - अच् सन्धि – इकोयणचि, एचोऽयवायाव :, अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि
 - हल् सन्धि – स्तोः श्चुर्नाश्चुः, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिको वा, तोर्लिः
 - विसर्ग सन्धि – ससजुषोरुः, हशि च, रो रि, विसर्जनीयस्य सः
- समास – अव्ययीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुव्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह

इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाएँ

- गद्य शिक्षण
- पद्य शिक्षण
- व्याकरण शिक्षण
- रचना शिक्षण (पत्र, निबन्ध, कहानी)

इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन

(अ) संस्कृत शिक्षण की विधियों का अध्ययन

- प्रत्यक्ष विधि
- संग्रन्थन विधि
- आगमन निगमन विधि
- विश्लेषणात्मक विधि
- अनुवाद विधि/भण्डारकर विधि

(ब) इकाई योजना

(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विधा पर शैक्षिक पाठ्यक्रम का आलेखन।
- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

Learning Outcomes:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास कर सकेंगे।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास कर सकेंगे।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण का विकास कर सकेंगे।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग कर सकेंगे।
- ❖ संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग कर सकेंगे।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकेंगे।

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 207	History	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the aim and objectives of teaching history at different levels of the secondary stage.
- ❖ To apply different approach to organize history
- ❖ To understand the types of evaluation of teaching history
- ❖ To develop classroom skills to apply different methods and approaches of teaching history at the secondary stage.
- ❖ To develop the skill to plan for instruction and the instructional support materials.
- ❖ To develop the skill related to diagnostic testing and remedial teaching.

Course Contents:

Unit- I Meaning, Nature and Curriculum of Teaching History

- a) Concept and Objective of Teaching History of the Secondary Stage.
- b) Correlation of History with other school subject.
- c) Principle of Curriculum Teaching History.
- d) Different Approach to Organizing History Curriculum, Chronological , Biographical, Topical , Concentric.

Unit- II Methods and planning in Teaching History

- a) Lesson plan and Unit plan
- b) Story Telling, Biographical, Source, Time-line, Supervised, and Project Method
- c) History Teacher-professional growth in change's
- d) Teaching Aids- meaning, Type's and importance

Unit- III Evaluation of Teaching History

- a) Concept of Evaluation
- b) Purpose of Evaluation in Teaching History
- c) Types of Evaluation (Essay Types, short Answer Types and Objective Types)
- d) Blue-Print & Construction of Achievement Test in History

Unit- IV Innovative Methods in Teaching History

- a) Programmed instruction method.
- b) Team-Teaching
- c) Panel discussion
- d) Field trip

Assignment & Practical Works: (Any Two)

- Historical study of a place of Local Important
- An Essay on any current Issue
- Critical Appraisal of any of the History Text books Prescribed for the Secondary level
- Preparing a Scrap-book on Any one aspect of History and Culture
- Report writing of a freedom fighter/Social work and the Historical Personality of 20th Century at your locality based on interview
- One Assignment Workon any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature, scope and importance of learning history at secondary.
- ❖ Explain aim and objectives of teaching history at different levels of the secondary stage.
- ❖ Develop knowledge about the basic principles governing the construction of history curriculum and develop the ability history curriculum
- ❖ Organize Co-curricular activities and community resources for promoting history learning.
- ❖ Develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
- ❖ Understand the skill to plan for instruction and the instructional support , materials.
- ❖ Develop the skill needed for diagnostic testing and remedial teaching.

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 208	Civics	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To explain the role of civics to promote International Understanding.
- ❖ To understand Planning-Annual Plan, Unit Plan, & Daily Lesson Plan.
- ❖ To prepare different methods of teaching civics.
- ❖ To apply various Fundamental Principles of Formulation Curriculum in Civics
- ❖ To develop competencies related to teaching of civics.

Course Contents:

Unit- I Theoretical Perspective of Civics Teaching

- a) Meaning & Development of Civics.
- b) Nature, Scope & Developing Critical Thinking about Civics.
- c) Role of Civics in Promoting International Understanding.
- d) Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary, Secondary & High Secondary.

Unit- II Planning of teaching & Evaluation

- a) Planning-annual Plan, Unit Plan, & Daily Lesson Plan.
- b) Audio Visual Aids.
- c) Innovation
- d) Evaluation (different types of test, setting, question paper, blue print, scoring key).

Unit- III Methods of teaching Civics

- a) Lecture Method
- b) Project Method
- c) Problem Solving Method
- d) Programme Learning
- e) Team Teaching
- f) Discussion Method, Demonstration

Unit- IV Curriculum Planning & Activities

- a) Selection & Organization Content at Various Levels
- b) Fundamental Principles of Formulation Curriculum in Civics
- c) Characteristics of a good Text Book
- d) Planning a Civics Studies Room

Assignment & Practical Works: (Any Two)

- Write an essay on any political problem.
- One Assignment Work solve.
- A critical study of Any one aspect of the constitution or one of its amendments.

- Make five different teaching materials using different type of teaching aids.
- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the role of civics.
- ❖ Understand the Planning of teaching & Evaluation.
- ❖ Prepare Fundamental Principal of Formulation Curriculum.
- ❖ Develop competencies in teaching of civics.

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 209	Social Science	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand the meaning of social science and correlate with modern social science .
- ❖ To understand the different approaches and organizing Social Science
- ❖ To prepare students for panel discussion , seminar and workshop
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.
- ❖ To develop the classroom skills and use of techniques for teaching of social science.
- ❖ To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.

Course Contents:

Unit -I Meaning nature and scope of social science

- a) Historical Development of Social Science
- b) Modern Concept, Nature and Scope of Social Science
- c) Importance of Teaching Social Science at Different Levels of Secondary
- d) Correlation of Social Science with Other School Subject

- e) Aims and Objectives of Teaching Social Science at Different Level

Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching

- a) Different Approaches to Organizing Social Science
- Chronological
 - Biographical
 - Concentric
- b) Characteristics of Good Text Book
- c) Planning a Social science Room
- d) Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
- e) Planning for Teacher of Social science
- Annual plan
 - Unit plan
 - Lesson plan

Unit - III Methods of Teaching Social Science

- a) Story telling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.
- b) Team Teaching
- c) Panel Discussion , Seminar and Workshop
- d) Field Trips
- e) Programmed Instruction

Unit - IV Use of Instruction Material and Evaluation in the Social Science

- a) Audio- Visual Equipment :- Use of Slide Projector OHP, Epidiascope, Television and Computer.
- b) Teaching Aids of Various kinds, their Effective Use in Class Room (Models, Black-board, Map, Graphs, Time Chart , Films, Coins and Puppet .
- c) Concept, Importance and Purpose of Evaluation in Social Studies.
- d) Construction of Blue Print and Achievement Test in Social Science

Assignment & Practical Works: (Any Two)

- Studying historical monuments available locally and writing report on it
- Prepare a scrape book on any social issue
- Studying any social problem and write a report of the same
- Two abstracts of articles published in news papers journal on currents social issues
- Assignment Work any two topic
- Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)
- Construction , administration and interpretation an achievement test of any ;standard of school
- Make 2 different teaching materials using different type of teaching (e.i. Charts, at as model & power point etc) at school social science subject
- Write film script

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the need for learning social science .
- ❖ Understand the place of social science in the secondary school curriculum.
- ❖ Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ Critically examine the social science syllabus and text books.
- ❖ Develop the classroom skills needed for teaching of social science.
- ❖ Develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- ❖ Acquire the ability to develop instructional support materials.
- ❖ Review the text –book of social science (secondary level).

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 210	Economics	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country’s Economy.

- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10.To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

Course Contents:

UNIT-I Concept of Economics

- a) The Place of Economics in School Curriculum.
- b) Aims and Objectives of Teaching Economics at the Secondary Level
- c) Instructional Objectives, Behavioural Objectives, Measurable and Non-measurable Objectives, Behavioural Statements of Objectives for Various Learning Points and Lessons.

UNIT-II Principle of Curriculum Planning

- a) Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.
- b) Curriculum Planning and Activities.
- c) Evaluation of Text-books in Economics at the School Level:
 - Criteria of Good Text-book
 - Assignments, Exercises, Glossary and Summary in the Text
- d) Maxims and Principles of Class-room Teaching.
- e) Class-room Observation.

UNIT-III Planning and Methods of Teaching Economics

- a) Lecture Method.
- b) Project and Problem Solving Method.
- c) Discussion Method.
- d) Inductive and Deductive Method.
- e) Unit and Daily Lesson Plannings
- f) Teacher's Role and Attitude

UNIT-IV Instruction Material and Evaluation in Economics

- a) Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.
- b) Importance and Concept of Evaluations,
- c) Evaluation Devices- Essay type. Short answer Type and Objectives Type Test.
- d) Blu Print
- e) Preparation, Administration and Scoring of Unit Test.

Assignment & Practical Works: (Any Two)

- Preparation of two teaching aids related to subject. (PPT Transparency)
- Review of two published papers related to subject.
- Review of a text-book at school level.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the basic of Economics.
- ❖ Understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ Organize group activities and projects in the subject.
- ❖ Use of various methods of teaching Economics.
- ❖ Acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ Appropriate attitudes towards the country's Economy.
- ❖ Adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ Framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 211	Geography	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the modern concept of Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.

- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.

Course Contents:

Unit- I Concept and Objectives

- a) Development of Geography, Modern concept and new trends of Geography.
 - Its place in schools curriculum.
 - Its importance in day to day life and International understanding
- b) Correlation of Geography with other school subjects.
- c) Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT- II Curriculum planning in Geography

- a) Principles of curriculum construction in Geography and its critical appraisal
- b) Basic Principles for selection and organization of content according to learners level.
- c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
- d) Evaluation of text book in Geography.

UNIT- III Methods, Planning for teaching and role of teacher

- a) Annual plan,
- b) Unit plan methods,
- c) Daily lesson plan
- d) Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.
- e) Qualities, Role and professional growth of Geography teacher

UNIT-IV Use of Instructional Material and Evaluation in Geography

- a) Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography
- b) Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus.
- c) Evaluation of achievements in Geography.
- d) Construction of achievement test.
 - Different types of tests, their merits and limitations, (Essay type. short, answer and objective type.)
 - Blue- Print, preparation of question paper and item analysis.

Assignment & Practical Works: (Any Two)

- Prepare a scrap book on Geographical articles and news.
- Preparation of maps, charts and models for physical Geography
- Develop some lesson plan based on new methods and approaches.
- Write one or two article or abstract related to the current issues of Geography

- Critical appraisal of geography syllabus at secondary level.
- Construction of objective type test items.
- Collection of news paper cuttings related to Geographical issues.
- Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
- Practical demonstration of the ability to use some weather instruments.
- Prepare a report on visit to some place of Geographical interest.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the modern concept of Geography and its correlation with other school subjects.
- ❖ Explain co-curriculum activities in geography.
- ❖ Prepare various teaching plans.
- ❖ Explain different teaching aids.

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 212	Home Science	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the Concept, Nature and Scope of Home science.
- ❖ To provide knowledge related to pedagogical concept like aims, objectives, approaches, methods, blue print and assessment.
- ❖ To stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Course Contents:

Unit- I Theoretical Perspective of Home Science

- a) Concept, Nature and Scope of Home science
- b) Correlation of Home science with other school subjects in context of resolving problems related to family and community
- c) Vocational skill Development through Home science teaching
- d) Aims and objectives of Home science teaching

Unit- II Planning, Curriculum & Evaluation

- ❖ Planning : Concept, Types and Significance
- ❖ Criteria of Curriculum Development : Individualized, Interdisciplinary and Special issue oriented
- ❖ E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, Specific institute related to textile, designing & health
- ❖ Co- curricular activities : Group Discussion, Exhibition, Excursion etc
- ❖ Blue print construction, Continuous & Comprehensive Evaluation in Home science

Unit- III Approaches and methods : Concept, Process, Scope and limitations :

- a) Constructivist approach
- b) Problem solving method
- c) Project method
- d) Experimental method
- e) Dalton method and Dramatization

Unit- IV Measurement and Evaluation

- a) Concept of Measurement and Evaluation
- b) Criteria of good Evaluation
- c) Preparation of Blue Print
- d) Diagnostic test and Remedial learning material
- e) Continuous and Comprehensive Evaluation

Assignment & Practical Works: (Any Two)

- Prepare a survey report for vocational skill development through Home science at college level
- Experimental works in food/clothing/textiles/household gadgets in context of teaching and learning
- Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report
- Construct a project related to recent problem in local area
- Develop a diagnostic test for students and plan remedial works for them
- Prepare two lesson plan based on Constructivist/ experimental approach for students

Learning Outcomes: After completion of this course students would able to:

- ❖ Organize co- curricular activities like Group Discussion, Exhibition, Excursion etc. at school level.
- ❖ Stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ Develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Analyze school syllabus of the subject in relation to its applicability in local situations

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 213	Chemistry	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To develop a broad understanding of the principles and procedures used in modern science specially in chemistry.
- ❖ To develop essential skill for practising modern science education.
- ❖ To understand aims and objectives of chemistry.
- ❖ To gain ability for critically evaluate the existing syllabus of science.
- ❖ To prepare achievement test and diagnostic test.
- ❖ To enable him to organize co-curricular activities related to science.
- ❖ To appreciate the contribution of world scientist in connection with historical development of chemistry.

Course Contents:

UNIT-I Nature and Scope

- a) Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects
- b) Values of Teaching Chemistry
- c) Scientific Attitude, Scientific Literacy
- d) Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.
- e) Globalisation and Chemistry

UNIT-II Curriculum planning and activities

- a) Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum
- b) Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library

- c) Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

UNIT-III Methods and approaches of teaching

- a) Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method
- b) Panel Discussion. Seminars and Workshop Laboratory Method.
- c) Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips
- d) Laboratory- Lay out Plans, Equipments, Furniture, Maintenance of Records, Repair, Care and Improvisation of Apparatus, Safety measures in Laboratory

UNIT-IV

- a) Planning for Teaching and Role of Teachers. Annual Plan, Content analysis, Pedagogical Analysis
- b) Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach- Behaviourist Contribution
- c) Evaluation - Criteria of good Evaluation Concept of Evaluation, Types of Test Items : Objective, Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test
- d) Achievement and Diagnostic Test

Assignment & Practical Works: (Any Two)

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understanding Importance of Chemistry and correlate it with other subjects
- ❖ Acquaint with the Modern Trends in Chemistry.
- ❖ Gain ability for critically evaluate the existing syllabus of science.
- ❖ Prepare achievement test and diagnostic test.
- ❖ Organize co-curricular activities related to science.

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 214	Physics	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To appreciate the contribution of eminent physicist in connection with the development of the subject.
- ❖ To familiar with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- ❖ To plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- ❖ To develop scientific attitude and provide training in scientific method to their student.
- ❖ To write objectives in behavioural term content analysis and content mapping .
- ❖ To develop yearly plan, unit plan and lesson plan.
- ❖ To plan, equip and organize physics practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and classroom situation.
- ❖ To prepare test paper for theory and practical work.

Course Contents:

Unit- I Nature Scope & Curriculum

- a) Nature of science and physics, major milestones in the development of physics
- b) Aims, objectives and values of teaching physics at secondary and senior secondary level
- c) Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience
- d) Correlation of physics with other school subjects and its role in daily life
- e) Critical appraisal of the prescribed syllabus of physics (at senior secondary, secondary level of Rajasthan and CBSE board)

Unit- II Planning for Instruction and Role of Teachers

- a) Writing of objectives in behavioural terms, content analysis.
- b) Developing yearly, unit and daily lesson plan.
- c) Teachers role in training students in scientific method and in development of scientific attitude.
- d) Qualities, responsibilities and professional growth of physics teacher.
- e) Creativity among students.

Unit- III Methods and Approaches of Teaching Physics

- a) Demonstration method, Heuristic method, Inductive-Deductive method.
- b) Laboratory method, Project method, problem solving method, assignment method.

- c) Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT
- d) Co-curricular activities like science club, science fairs and field trip.
- e) Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

Unit- IV Evaluation

- a) Types of test items.
- b) Construction of various test items.
- c) Preparation of blue print and achievement test.
- d) Diagnosis and remedial teaching in physics, enrichment material.
- e) Evaluation and practical work in physics.

Assignment & Practical Works: (Any Two)

- Planning of an out of class activity to use local environment to teach physics.
- Life sketch of any two modern physicists.
- Essay related to a topic prescribed in the paper .
- Case study of Any one senior secondary lab of physics.
- Conducting and reporting three experiments useful at secondary level.
- Description of design of any improvised apparatus.

Learning Outcomes: After completion of this course students would able to:

- ❖ Appreciate the contribution of eminent physicist in connection with the development of the subject.
- ❖ Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- ❖ Plan curriculum at the secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- ❖ Develop scientific attitude and provide training in scientific method to their student.
- ❖ Write objectives in behavioural term content analysis and content mapping .
- ❖ Develop yearly plan, unit plan and lesson plan.
- ❖ Plan, equip and organize physics practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and classroom situation.

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1. Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 215	Mathematics	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand and appreciate the uses and significance of Mathematics in daily life
- ❖ To learn various approaches of teaching mathematics and use them judiciously.
- ❖ To know the methods of planning instruction for the classroom.
- ❖ To prepare curricular activities and organize the mathematics Laboratory.
- ❖ To appreciate and organize activities to develop aesthetics of mathematics.
- ❖ To give competence in teaching different mathematics topic effectively

Course Contents:

Unit- I Concept meaning and objectives of mathematics.

- a) Concept, meaning and nature of mathematics
- b) History of mathematics
- c) Contribution of Indians and western mathematics.
- d) Aims and objectives of teaching mathematics
- e) Blooms taxonomy relating to the teaching objectives in mathematics (cognitive Affective, psychomotor domain)

Unit- II Methods and approaches of teaching mathematics.

- a) Inductive vs. Deductive
- b) Analytical vs. synthesis
- c) Heuristic, Project, drill, assignment and supervised study, Laboratory method.
- d) Lesson planning, Unit plan and Yearly plan for mathematics teaching.
- e) Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

Unit- III Planning for instruction and curriculum.

- a) Curriculum development principle for the secondary and senior secondary level.
- b) Teaching of Arithmetic, algebra and Geometry
- c) Text book in mathematics, Quality of good book in mathematics.
- d) Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.
- e) Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

Unit- IV Evaluation in teaching mathematics:

- a) Academic testing – objective vs. subjective type test.

- b) Diagnostic evaluation in mathematics.
- c) Preparation of blue print and achievement test.
- d) Preparations of standardized vs. teacher made test in mathematics.
- e) Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

Assignment & Practical Works: (Any Two)

- Preparation of detailed plan about development of mathematics laboratory or mathematics club.
- Life sketch of any two Mathematicians.
- Essay related to a topic prescribed in above paper.
- Prepare a case study of slow learner in mathematics or gifted child in mathematics.
- Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand and appreciate the uses and Significance of Mathematics in daily life
- ❖ Use various approaches of teaching mathamethics and use them judiciously.
- ❖ Understand the methods of planning instruction for the classroom.
- ❖ Prepare curricular activities and organize the mathematics Laboratory.
- ❖ Appreciate and organize activities to develop aesthetics of mathematics.
- ❖ Give competence in teaching different mathematics topic effectively

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 216	General Science	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To develop the knowledge about science and its nature.
- ❖ To acquire the knowledge about contribution of eminent Indian scientists.
- ❖ To aware about the aims, objectives and construction of curriculum.
- ❖ To develop understanding aout co-curricular activities, methods of teaching and preparation of test paper.

Course Contents:**UNIT- I Concept and Nature of General Science**

- a) Science : concept, nature and scope
- b) Correlation of science with other subjects
- c) General Science and its importance in school curriculum.
- d) Inquiring influence of science on man and environment.
- e) Scientist and their professional achievement.

UNIT- II Aims Objectives and Curriculum

- a) Writing aims and objectives in behavioural term.
- b) Developing yearly, unit and daily lesson plan.
- c) Principle of curriculum construction in General Science.
- d) Teachers role in training students in scientific method and scientific attitude.
- e) Professional growth of General Science teacher.

UNIT-III Methods of Teaching General Science

- a) Lecture method, Demonstration method
- b) Inductive-deductive method
- c) Project method, problem solving method
- d) Laboratory method, Assignment method
- e) Heuristic method

UNIT- IV Activities and Evaluation

- a) Science laboratory
- b) Teaching aids in General science- OHP, LCD Projector , Television.
- c) Co curricular activities, Science club, Science fair
- d) Evaluation : concept and importance
- e) Preparation of blue print and test paper construction.

Assignment & Practical Works: (Any Two)

- Make a list of practicals related to secondary science curriculum.
- Essay related to one topic prescribe in the paper.
- Preparation of a comprehensive field trip to plan for a group of twenty students.
- Make a list of local resources useful in teaching general science to the students.
- Make a visit at any senior secondary science laboratory of a school and prepare a report.
- Conducting and reporting three experiments useful at secondary level.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- ❖ Contribution of eminent Indian scientists in connection with the development of the subject.
- ❖ Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
- ❖ Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- ❖ Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
- ❖ Develop a broad understanding of the principles and procedures used in modern science education.

- ❖ Prepare test paper for evaluation.

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 217	Biology	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To acquire the knowledge of nature and scopes of Biology.
- ❖ To develop understanding the principles of curriculum, planning and E-resources in Biology.
- ❖ To develop awareness about various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ To develop knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ To aware about construction of blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

Course Contents:

Unit- I Theoretical Perspective of Biology

- a) Meaning , Nature and Scope of Biological science and its branches
- b) Historical Development of Biological science
- c) Development of values through Biology teaching
- d) Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge

- e) Developing and significance of Scientific Temper through activities
- f) Aims and Objectives of Biological teaching
- g) Writing Objectives in Behavioral terms and Content analysis

Unit- II Curriculum and Planning

- a) Concept and principles of curriculum
- b) Models and approaches related to curriculum organization
- c) Recent curriculum innovations in context of National Curriculum Framework (NCF)
- d) Planning : Concept, Types and Importance
- e) Co- Curricular activities- Excursion, Science fair, Science club
- f) E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

Unit- III Methods and Approaches

- a) Herbertian & Constructivist approach (Five 'E' model)
- b) Co- operative learning approach
- c) Inquiry training model & its application
- d) Problem solving approach
- e) Inductive and Deductive methods
- f) Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

Unit- IV Measurement and Evaluation

- a) Concept of Measurement and Evaluation
- b) Criteria of good Evaluation
- c) Preparation of Blue Print
- d) Diagnostic test and Remedial learning material
- e) Continuous and Comprehensive Evaluation in biology

Assignment & Practical Works: (Any Two)

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learn different contents in classroom
- Prepare the report on environmental problems in local area and resolving issues through scientific project.
- Poster Presentation/ Drama on various issues related to community awareness about biodiversity/ environmental problems/ waste management.
- Organization of exploratory activities to develop scientific attitude and temper

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of nature and scopes of Biology.
- ❖ Understand the principles of curriculum, planning and E-resources in Biology.
- ❖ Know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ Apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ Construct blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

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Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 218	Commercial Practice	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To acquire the basic understanding in the field of commerce education.
- ❖ To develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ To develop the ability to critically evaluate existing school syllabus and text book.
- ❖ To impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- ❖ To develop the ability of preparing an achievement test.
- ❖ To develop commercial efficiency among students.

Course Contents:

Unit - I Concept of teaching commerce

- a) Meaning, nature and scope of commerce education.
- b) Aims, objectives and values of teaching commerce at senior secondary level.
- c) The place of commerce in education.
- d) Qualities of commerce teacher , role and professional growth.

Unit - II Planning of Teaching Commerce

- a) Unit plan and daily lesson plan.
- b) Maxims of teaching.
- c) Devices of teaching commerce.
- d) Classroom observation

Unit -III Methodology of Teaching Commerce

Modern Methods of Teaching Commerce :

- Analytic & Synthetic method
- Socialised Recitation Method
- Team teaching
- Programmed instruction method
- Project Method

Unit - IV Instructions Material and Evaluation in Commerce Education

- a) Importance of teaching aids for effective instruction commerce education.
- b) Different audio-visual equipment and material used commerce education.
- c) Evaluation in commerce importance, type of tests essay, short answer and objective type.
- d) Blue print.
- e) Construction of Achievement Test.

Assignment & Practical Works: (Any Two)

- Content Related subject topic
- Preparation any two teaching aids (Model, P.P.T.,

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the basic understanding in the field of commerce education.
- ❖ Develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ Develop the ability to critically evaluate existing school syllabus and text book.
- ❖ Apply impart knowledge about the methods and devices of teaching commerce and to develop the skill of using the same.
- ❖ Prepare an achievement test.
- ❖ Usw commercial efficiency among students.

References :

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2. Gortside .L. (1970), Teaching business subject, the modern approach made and printed in great Britain by the Garden press Ltd. Leteworth , Hert ford shire
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4. Khan , M.S., The teaching of commerce, sterling publishers (p) Ltd. Jullundar -3
5. Neeb W.B. (1965), modern business practice, The Ryerson press Toronto
6. Rai B.C. 1986 method of teaching commerce, prakashan Kendra luck now
7. Rao seema (1995), Teaching of commerce, anmol publication Pvt.
8. Singh , I. B. vanijaya ka adhyayan laxmi narayan aggarwal, agra
9. सिंह एवं सिंह : वाणिज्य शिक्षण

Semester II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 219	Book-keeping	Pedagogy of a school subject Any two CE	4	30	70	100

Objectives:

- ❖ To acquire the basic understanding of teaching of Book-keeping and Accountancy.
- ❖ To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ To develop the ability to critically evaluate the existing school curriculum of Book-Keeping.
- ❖ To impart knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- ❖ To give information about appropriate methods and devices of teaching particular topics for book-keeping.
- ❖ To develop necessary skill in preparation of using various teaching aids.

Course Contents:**Unit- I Meaning and scope of Book-keeping and Accountancy**

- a) Meaning and scope of book-Keeping and Accountancy. its value and Importance in Social Life.
- b) Aims and objectives of teaching Book-keeping and accountancy at senior secondary level.
- c) Teachers Role and Attitude.

Unit - II Planning of Teaching Book-keeping and Accountancy

- a) Unit plan
- b) Lesson plan
- c) Annual plan
- d) Maxims and principle of classroom teaching
- e) Classroom observation

Unit- III Teaching Approches and methods of Teaching Book-keeping and Accountancy

- a) Teaching Approches of Book-keeping and Accountancy
- b) Journal Approach, Ledger Approach
- c) Cash book Approach, Equation approach
- d) Text book-keeping and accountancy their importance Criteria for selection of text book. Reference book and Journal.
- e) Various methods of teaching book-keeping and accountancy – project, problems solving, Lecture-cum-demonstration method, team Teaching Program learning method.

Unit- IV Instruction Material and Evaluation in Book-keeping and Accountancy

- a) Audio-visual aids in teaching Book-Keeping and accountancy computer. (tally) Internet
- b) Evaluation of students performance
- c) Blue Print
- d) Construction of Achievement Test

Assignment & Practical Works: (Any Two)

- Content related to subject topic
- Any one subject topic

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the basic understand of teaching of Book-keeping and Accountancy.
- ❖ Develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ Critically evaluate the existing school curriculum of Book-Keeping.

- ❖ Impart Knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- ❖ Apply appropriate methods and devices of teaching particular topics for Book – Keeping.
- ❖ Prepare achievement and diagnostic Tests.
- ❖ Develop necessary skill in preparation of using various teaching aids.

References :

1. Agarwal. J.C.: Teaching of Commerce.
2. Boynton Lewis D: Methods of teaching Book –Keeping. South Western publication Co. Cincinnati. Ohio.
3. Gupta and Gupta: Intermediate Book-Keeping and Accounts. Agra Book Store. Agra (Hindi and English Version)
4. Harvey: Ways to teach Book – Keeping and Accounting.
5. J.N.Vaish : Book- Keeping and Accounts. Part 1 and 2 (Hindi and English version)
6. Parikh. Dr. A.K.M.: Lesson Planning in Indian school. Sbda Sanchar. Ajmer.
7. Selby: The teaching of Book- Keeping
8. Tonne: Pohem and Freeman : Method of teaching Business Subject. Gregg Pub... Dir., Mc Graw Hill Book Co., Inc. New York.
9. Vermain A Musselma and J.Marshall Hanna: Teaching Book-Keeping and Accountancy, Gregg Pub., Div., Me Graw Hill Book Co. Inc. New York.
10. Williams: Principles of Teaching applied in Book-Keeping and Accounts Sir Isaac Pitaman. London.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BED301	Post Internship distribution	CC	16	160 Intership+120+120=240 Practical (Two Subjects final lesson)		400

Objectives:

- ❖ To develop unit plan and lesson plan
- ❖ To write objective in behavioural terms
- ❖ To observe the lessons of the school teachers.
- ❖ To prepare schedule of various activities for studetns.
- ❖ To organize different co-curricular activities in the school.
- ❖ To prepare blue pring and test paper for different classes.

Post Internship distribution (16 Weeks)

- | Sr. No. | Contents |
|---------|--|
| 1. | Regular Practice Teaching including - Unit Plan and Blue Print
(At least Each Subject of 25 lessons) |
| 2. | Observation |
| 3. | Block Teaching <ul style="list-style-type: none"> ○ School Admission ○ Time Table |

- Morning Assembly
- Classroom Management
- Organization of Various Activities
- Physical Activities
- Cultural Activities
- Literary Activities
- Yoga Exercises
- Field Trips/Picnic
- Conducting of Meeting
- Maintenance of Garden/School
- Action Research
- Preparation of Register
- Library Management
- Other Work of School
- Swachhata Abhiyan
- S. U. P. W.
- Education Tour

4. Final Lesson (Two teaching subject)

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop unit plan and lesson plan
- ❖ Write objective in behavioural terms
- ❖ Observe the lessons of the school teachers.
- ❖ Prepare schedule of various activities for students.
- ❖ Organize different co-curricular activities in the school.
- ❖ Prepare blue print and test paper for different classes.

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 301	Critical Understanding of ICT	FC	2	15 Practical	35	50

Objectives:

- ❖ To explain the concept of ICT in education.
- ❖ To develop skills in using MS Office applications for education.
- ❖ To use internet efficiently to access information and communicate with others.
- ❖ To understand the applications of E-learning in education.

Course Contents:

Unit - I MS Office

- a) MS- word (Text management)
- b) Power Point (Preparation of Slide)
- c) Smart Class
- d) E - Learning

Unit - II Internet and Multimedia

- E-mail, Chat
- Searching, Downloading and Uploading
- Multimedia and its Education Uses.
- Mobile Banking

Assignment & Practical Works: (Any Two)

- Prepare one Assignment Work on any topic related to above units.
- Prepare power point presentation on Any one topics related to School content/ B.Ed. Syllabus.

Learning Outcomes: After completion of this course students would be able to:

- ❖ Explain the concept of ICT in education.
- ❖ Develop skills in using MS Office applications for education.
- ❖ Use internet efficiently to access information and communicate with others.
- ❖ Understand the applications of E-learning in education.

References:

1. Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
2. Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
3. Khanna, S.D. and others; Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi, 1984.
4. Kulkarni, S.S., Introduction to Educational Technology, Oxford and IBH publishing co., 1986.
5. Sampath, K. Panner Selvam, A and Santhanam, S; Introduction to Educational Technology, Sterling publishers, New Delhi, 1990.
6. Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
7. Saxena N.R. & Swarup, Oberoi S. C.; Technology of Teaching, Surya Publication, Meerut, 1996.
8. Skinner, B, F.; Technology of Teaching, Appleton Century Crafts, New York, 1981
9. Thompson, James, J.; Instructional Communication, Van Nostrand Reinhold Co. New Jersey, 1969
10. Verma, Ramesh and others; Modern Trends in Teaching Technology; Anmol Publications Pvt. Ltd., New Delhi, 1990.
11. Computer for Education, Working paper Ist, NCET, 1967
12. मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा-कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.
13. सिंह, मया शंकर, 2007, शिक्षण तकनीक एवं शिक्षा के नूतन आयाम, अध्ययन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली-110002

Semester III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 302	Yoga and Preksha Meditation	FC	2	15 Practical	35	50

Objectives:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

अधिगम की उपलब्धि

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई-1 योग के प्रयोग

- (अ) योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता
- (ब) आसन : सूर्यनमस्कार, (अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पादहस्तासन, गरुड़ासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजंगासन, शलभासन, (स्थिति, विधि, लाभ)
- (स) प्राणायाम : सूर्यभेदी, चन्द्रभेदी, व अनुलोम विलोम
- (द) मुद्रा : ज्ञान मुद्रा, वीतराग मुद्रा
- (य) बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधर बन्ध

इकाई-2 प्रेक्षाध्यान

- (अ) प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य
- (ब) प्रेक्षाध्यान के सहायक अंगों का संक्षिप्त परिचय एवं महत्व
- (स) कायोत्सर्ग, अर्न्तयात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)
- (द) प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

सत्रीय कार्य : (कोई एक)

- विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।
- सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

सन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका – मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, शुभकरण सुराना
14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
20. Science of Living, Ed. Muni Mahendra Kumar

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 401	Gender, School and Society	CC	4	30	70	100

Objectives:

- ❖ To understand the modern concept of society, organization & gender sensitivity.
- ❖ To aware about the dimension of development of school administration.
- ❖ To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- ❖ To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I Role of Society & Organization in Gender sensitivity

- a) Gender Equity : Concept, Needs, Problem and solution
- b) Nature of Society
- c) Women Commission
- d) Right to Education

Unit- II Dimensions of Development of School

- a) Administration – Structure of Centre and State education.
- b) Head-Master – Merits, work, duties and leadership
- c) Ideal Teacher – Personality and Qualification
- d) Modern school , Library, Laboratory, and Hostel
- e) Outline of co-curricular activities in school

Unit- III Present Education & Society

- a) Role of education in different Areas (Family, school, and society).
- b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
- c) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school

- a) NGO – (meaning and Role)
- b) Role of present Social – worker
- c) Government Planning
- d) Role of Religious Organization

Assignment & Practical Works: (Any Two)

- Study of any one significant problem of a secondary school and prepare report detail – it's possible causes and solutions.
- Solve any one Assignment Work.
- Critically evaluate of the different activities of any one school.
- Case study of any N.G.O working in local area.

Learning Outcomes: After completion of this course students would able to:

- ❖ Sensitize students about different social & national level problems at school level.
- ❖ Remedies regarding gender discrimination, government schemes and Right to Education.
- ❖ Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
- ❖ Understanding relationship between education and society as well as NGO's.
- ❖ Utilize their administrative skill to manage different administrative activities at school level.

References :

1. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
2. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
3. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
5. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
8. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
9. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
10. वास्तव अजना (2016), महिला शिक्षा तथा कानून राखी प्रकाशन आगरा 2016

website

1. www.gender.com.ac.uk.
2. www.genderstudies.org.
3. www.genderparaddigm.com./publication/html

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 402	Reading& Reflecting on Texts (EPC)	CC	2	15	35 Practical &Viva-Voce	50

Objectives:

- ❖ To develop basic Communication Skills.
- ❖ To promote Creative Writing among students.
- ❖ To acquire the knowledge of art of Speaking.

Course Contents:

Unit- I Reading Comprehension

- a) Explain with stage of any self expression of any one guest.
- b) Enlist errors in reading among school students.
- c) Review of any one books with reading.
- d) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

- a) Recite 10 poem / verse/ stanza and write it.
- b) Prepare an action plan and organize accordingly.
- c) Proof reading.
- d) Prepare list of innovative vocabulary for speaking. (50 words).

Learning Outcomes: After completion of this course students would able to:

- ❖ Understnd Communication Skills.
- ❖ Promote Creative Writing among students
- ❖ Explain the art of speaking

Assignment & Practical Works: (Any Two)

- One Assignment Work on any topic related to above units.
- Prepare a plan and organize any two activities related to above units.
- Demonstrate different type of speaking.
- To identify the causes of ineffective speech and remedies for it.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical and Viva-voce	50

Objectives:

- ❖ To develop skills of role playing and acting.
- ❖ To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script

- a) Prepare a Drama for any Social issues (Class VI to XI)
- b) Role playing for different scene of Drama
- c) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)

- a) Mehendi, Drawing
- b) Rangoli/Model Preparation
- c) Poster Painting

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop skills of role playing and acting.
- ❖ Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Assignment & Practical Works: (Any Two)

- Prepare any one Assignment Work related to above units.
- Plan and organize any two activities related to above units.
- Prepare Arts and crafts with un usual material
- Prepare Fine Arts with paper
- Hand made Architecture
- Soft toys (Teddy bear)
- Dance Art
- Fine Arts/ Painting
- Skill of Playing musical instrument
- Food Shef
- Handicraft

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 404	Knowledge and Curriculum (part-A)	CC Any one	4	30	70	100
BED 405	Knowledge and Curriculum (part-B)					

BED 404 : Knowledge and Curriculum (part-A)**Objectives:**

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.

Course Contents:**Unit- I Knowledge and Curriculum Concept**

- a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
- b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
- c) Difference between old and new concepts of curriculum
- d) Principle of curriculum construction and Knowledge

Unit- II Bases of curriculum

- a) Sociological bases
- b) Scientific bases
- c) Philosophical bases
- d) Psychological bases

Unit- III Types of curriculum

- a) Activity centred and life centred curriculum
- b) Subject centred and core centred
- c) Experience centred and work based curriculum

d) Hidden Curriculum

Unit- IV National curriculum

- a) Concept and Characteristics of National curriculum
- b) Curriculum reform in India
- c) NCF-2005 (School education)
- d) NCFTE-2009(Teacher education)

Assignment & Practical Works: (Any Two)

- One Assignment Work on the topic related with the unit.
- Preparation of any one Assignment Work on curriculum .
- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the concept, objective and principles of curriculum.
- ❖ Develop the idea and bases of curriculum.
- ❖ Evaluate the relevancy of curriculum.
- ❖ Describe various approaches to curriculum construction.

Referances :

1. अग्निहोत्री, रवीन्द्र , आधुनिक भारतीय शिक्षा
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15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

BED 405 : Knowledge and Curriculum (part-B)

Objectives:

- ❖ To develop ideas of philosophical bases of curriculum
- ❖ To various Sociological bases of curriculum
- ❖ To develop various psychological bases of curriculum
- ❖ To develop Educational New Trends of curriculum

Course Contents:

Unit- I Philosophical bases of curriculum development

- a) Idealism, Naturalism, Pragmatism and curriculum
- b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
- c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

Unit- II Sociological basis of curriculum development

- a) Social change and curriculum
- b) Social Mobility and curriculum
- c) Social development and curriculum
- d) Culture and curriculum

Unit- III Psychological bases of curriculum development

- a) Structuralism and curriculum
- b) Behaviourism and curriculum
- c) Associationism and curriculum
- d) Gestaltism and curriculum

Unit- IV Educational New Trends of curriculum

- a) Skill and curriculum
- b) Values and curriculum
- c) NCF-2005(School Education)
- d) NCFTE-2009(teacher Education)

Assignment & Practical Works: (Any Two)

- Preparation of One Assignment Work.
- One abstracts of Educational New trends article published in some standard Journals
- Preparation of curriculum Design (any subject related)
- Curriculum frame work for B.Ed. programme.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe various philosophical bases of curriculum
- ❖ Understand various Sociological bases of curriculum
- ❖ Acquire various psychological bases of curriculum
- ❖ Develop Educational New Trends of curriculum

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1. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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12. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 406	Creating an Inclusive school	CC	4	30	70	100

Objectives:

- ❖ To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- ❖ To identify and address diverse needs of all learners
- ❖ To familiarize with the trends and issues in inclusive education
- ❖ To develop an attitude to foster inclusive education
- ❖ To develop and understanding of the role of facilitators in inclusive education
- ❖ To prepare teachers for inclusive schools

Course Contents:

Unit- I Introduction to Inclusive Education

- a) Meaning, Objective , Need and Types of Inclusive Education
- b) Principles of Inclusive Education
- c) Soluation and challenge of Inclusive Education
- d) ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

- a) Legislation for inclusive education- National policy of disabilities 2006
- b) Sarva Shiksha Abhiyan (2002)
- c) NGO
- d) RTE-2009

Unit- III Exceptional Child and Special Educational

- a) Exteptional Child : Meaning and Types
- b) Mentally Retared Child
- c) Physically Handicapped Child
- d) Hearing Impaired Child
- e) Visually Handicapped Child
- f) Emotionally Disturb Child

Unit- IV Special Educational Need (SEN) of learners in Inclusive School

- a) Speech Defective Childern
- b) Language Handicapped Child
- c) Learning Disadvantage Child
- d) Parents of Exceptional Childern
- e) Guidance of Exceptional Childern

f) Special School (Building Co-curricular Activities)

Assignment & Practical Works: (Any Two)

- One Assignment Work
- Write a One Article of Disabilities Child
- Case study of disabilities child
- Write a report of evaluation process in inclusive school

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand of the concept and philosophy of inclusive education in the context of education for all.
- ❖ Identify and address diverse needs of all learners
- ❖ Describe the trends and issues in inclusive education
- ❖ Apply the attitude to foster inclusive education
- ❖ Develop and understanding of the role of facilitators in inclusive education
- ❖ Prepare teachers for inclusive schools

Suggested Readings:

1. Ahuja,A, Jangira, N.K. (2002) : "Effective Teacher Training, Co-operative Learnin Based pproach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 407	Optional Course 1. Environmental Education	Any one CE	4	30	70	100

BED 407 : Environmental Education

Objectives:

- ❖ To understand the problems of concerning environment through multi disciplinary approach.
- ❖ To develop the skill of planning and organizing ecological activities in the schools.
- ❖ To create consciousness about environment among the adult learners.
- ❖ To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:**UNIT- I Concept Of Environment**

- a) Meaning , Scope, Importance
- b) Eco-System – Characteristic Qualities
- c) Inter- Dependence In Environment
- d) Natural Resources
- e) Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

- a) Meaning, Importance and Objective
- b) Scope of Environmental Education
- c) Need for Public Awareness as a subject
- d) Multi-disciplinary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

- a) Air Pollution
- b) Water Pollution
- c) Soil Pollution
- d) Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

- a) Global Issue (Global Warming, Climate Change, Depletion of Ozone Layer and Energy Crisis)
- b) Different Aspects Related To Environmental Conservation.
- c) Environmental Preservation & Improvement (At National & International Level)
- d) National Environment Policy

Assignment & Practical Works: (Any Two)

- Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults.
- One Assignment Work solve.
- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

Learning Outcomes: After completion of this course students would able to:

- ❖ Students are able to understand the problems concerning environment through multi disciplinary approach.
- ❖ Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- ❖ Students are able to create Environment Consciousness among the adult learners.
- ❖ Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ Students are able to conduct local surveys, arrange field trips Environmental games and hobbies

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 408	2. Health and Physical	Any one CE	4	30	70	100

Objectives:

- ❖ To develop the organic system of the body.
- ❖ Development of understanding and appreciation of the techniques and strategies of sports
- ❖ To develop correct health habits.
- ❖ Attainment of knowledge of proper health procedure as related with physical exercise.
- ❖ The physical education program will allow the students to participate in developmentally appropriate activities.

Course Contents:

Unit- I Concept of Health Education

- a) Meaning of Health education.
- b) Environmental factor which promote and affect In Health.
- c) Importance and objective of Health education.
- d) General Exercises in school.

Unit- II Environment and Science of Living and Yoga

- a) Importance of water to life and our environment.
- b) Science of Living and yoga.
- c) Role of Individual in improvement of sports environment.
- d) Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

- a) Meaning and Importance of physical Education
- b) Balanced Diet and Nutrition : Macro and Micro Nutrients
- c) First Aid

Unit- IV History of Volleyball & Kabbadi

- a) Historical Development of Volleyball
- b) Measurement and Rule of Volleyball
- c) Historical Development of Kho-Kho
- d) Measurement and Rule of Kabbadi

Assignment & Practical Works:

- Write a Term paper on a topic given in the course
- Skill of any one Team Game of choice from the given List

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the organic system of the body.
- ❖ Understand and appreciation of the techniques and strategies of sports
- ❖ Aware about correct health habits.
- ❖ Attain knowledge of proper health procedure as related with physical exercise.

Suggested Readings:

1. Thorburn, M. (2000), Physical Education-Intermediate Course Notes, Leckie & Leckie Publisher.
2. कमलेश एवं संगरल, शारीरिक शिक्षा में शिक्षण विधियां, विनोद पब्लिकेशन, लुधियाना।
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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 409	3. Guidance and Counseling	Any one CE	4	30	70	100

Objectives:

- ❖ To educateion about the basics concept, nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.
- ❖ To make enable about the importance of educational and vocational guidance.
- ❖ To give knowledge of role and responsibilities of guidance workers in school.
- ❖ To understand the nature and types of guidance service & with reference to school education.
- ❖ To understand the concept, nature and types of counseling.

Course Contents:**Unit- I Basics of Guidance**

- a) Meaning and Nature of Guidance.
- b) Aims and Principles of Guidance.
- c) Types of Guidance
- d) Importance of Guidance in schools for individual and for society.
- e) Process of Guidance.

Unit- II Basics of Counseling

- a) Meaning, Nature and Principles of counseling
- b) Types of Counseling.
- c) Distinction between Guidance and Counseling.
- d) Role and Responsibilities of Guidance workers in school.
- e) Qualities of a good guidance programme.

Unit- III Area of Guidance

- a) Educational guidance
- b) Vocational guidance
- c) Personal guidance
- d) Guidance Implication in the current Indian scenario.
- e) Problems of guidance in India.

Unit- IV Guidance Services

- a) Introduction to Guidance Services.
- b) Individual Inventory Service
- c) Information Service
- d) Cumulative Record
- e) Placement Services
- f) Follow up Service

Assignment & Practical Works: (Any Two)

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- ❖ Describe aims objective of educational and vocational guidance.
- ❖ Understand importance of educational and vocational guidance.
- ❖ Identify nature and types of guidance service & with reference to school education.
- ❖ Understand the concept, nature and types of counseling.

Suggested Readings:

1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
4. Sharma, Shashi Prabha (2005), Career Guidance and Counseling (Principles and Technique), Kanishka Publishers, New Delhi.
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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 410	4. Distance Education	Any one CE	4	30	70	100

Objectives:

- ❖ To provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ To provide an efficient and less expensive education.
- ❖ To provide education facilities to all qualified and willing persons.
- ❖ To provide opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- ❖ To provide education facilities to those individuals who look upon education as a life-long activity.

Course Contents:

Unit-I Theoretical Prospective of Distance Education

- a) Meaning and Definition of Distance Education.
- b) Characteristics of Distance Education
- c) Distance education as a discipline.
- d) Need for establishing Distance Education as a discipline.

Unit-II Scenario of Distance Education Institutes

- a) State wise situation of Distance Education Institutes in India.
- b) Objectives of Indira Gandhi National Open University.
- c) Main Theoretical Bases of Distance Education.
- d) Theory of Independent study by CHARLES WEDEMEYER.

Unit-III Essential Elements of Developing in Distance Education

- a) Essential Elements of Developing curriculum in Distance education.
- b) Different services provided by Sanchar Kendra IGNOU.
- c) Non- Print Instructional media in Distance Education: Educational RADIO.
- d) Major educational Television projects in Distance education.

Unit-IV Counseling for Distance Learners

- a) Organizing counseling Services for Distance Learners.
- b) Various Types of Tele - Conferencing.
- c) Format of the Text in Distance Education.
- d) Distance Learners and Counseling

Assignment & Practical Works:

- Write any one term paper on a topic within the content.
- Make the list of Distance Education programme of various universities in India.

Learning Outcomes: After completion of this course students would be able to:

- ❖ Provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ Understand an efficient and less expensive education.

- ❖ Explain education facilities to all qualified and willing persons.
- ❖ Identify the opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.

Suggested Readings:

1. Datt, Ruddar (1985), Distance Education in India, Open School, New Delhi
2. Hillard, R. I., Writing for T.V. and Radio, N.Y. Hastings House
3. Parmaji, S. (1984), Distance Education, Sterling Publication, New Delhi
4. यादव, सियाराम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.1 Hindi	Any one CE	4	30	70	100

Objectives:

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान देना।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्रदान करना।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान देना।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान देना।
- ❖ हिन्दी के विभिन्न व्याकरणिय घटकों का ज्ञान देना।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान देना।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी देना।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्रदान करना।

विषय वस्तु:

इकाई : प्रथम – काव्य के घटक तत्त्व

- (अ) काव्य के गुण : माधुर्य, ओज एवं प्रसाद
- (ब) अलंकार – शब्दालंकार, अर्थालंकार, श्लेष, यमक, अनुप्रास, उपमा, रूपक, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति, विभावना, भ्रान्तिमान।
- (स) रस का स्वरूप, रस के अवयव, श्रृंगार रस, हास्य रस, करुण रस, रौद्र रस, वीर रस, भयानक रस, वीभत्स, अद्भुत रस, शान्त रस, वात्सल्य रस, भक्ति रस।
- (द) छन्द-दोहा, चौपाई, कवित्त, सोरठा एवं सवैया।

इकाई : द्वितीय – शिक्षण विधियों का परिचय

- (अ) सूक्ष्म शिक्षण – सम्प्रत्यय एवं प्रमुख कौशलों का परिचय।
- (ब) वाचन विधि
- (स) व्याख्या विधि
- (द) अनुवाद विधि

इकाई : तृतीय – व्याकरणिय घटक

- (अ) अनुवाद : अर्थ एवं प्रकार
- (ब) शब्द शक्तियों के भेद, उदाहरण
- (स) संज्ञा, सर्वनाम एवं कारक का अर्थ एवं प्रकार
- (द) सन्धि, समास एवं विशेषण का अर्थ एवं प्रकार

इकाई – चतुर्थ – हिन्दी साहित्यकारों का संक्षिप्त परिचय एवं उनका विशिष्ट अवदान :-

- (अ) तुलसीदास,सूरदास, कबीरदास एवं रसखान
- (ब) प्रेमचन्द, जयशंकर प्रसाद, हजारी प्रसाद द्विवेदी, मन्नू भंडारी
- (स) महादेवी वर्मा, सूर्यकान्त त्रिपाठी निराला
- (द) रामधारीसिंह दिनकर, हरिवंशराय बच्चन

सत्रीय कार्य (निम्न में से कोई दो)

- कक्षा सातवीं की पुस्तक 'बाल-महाभारत' अथवा कक्षा आठवीं की पाठ्य पुस्तक 'भारत की खोज' की समीक्षा करना।
- हिन्दी विषय की वर्तमान स्थिति की दशा एवं दिशा पर रिपोर्ट लिखना।
- अपनी पसन्द की कोई पांच-पांच कहानी अथवा कविताओं का संकलन करना एवं उनका प्रस्तुतिकरण।
- माध्यमिक या उच्च माध्यमिक की हिन्दी विषय की पाठ्य पुस्तक में विभिन्न कहानियों का नाट्य रूपान्तरण करना।
- 'हमारा संकलन' स्क्रैप बुक/पुस्तिका का निर्माण करना, जिसमें विभिन्न समाचारपत्रों, पत्रिकाओं, प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों, प्रसिद्ध खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय एवं विशेष उपलब्धि का सचित्र वर्णन।

Learning Outcomes: इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न व्याकरणिक घटकों का ज्ञान प्राप्त कर सकेंगे।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान प्राप्त कर सकेंगे।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्राप्त कर सकेंगे।

सन्दर्भ ग्रन्थ :

1. अवधेश अरुण, (2001), हिन्दी भाषा का स्वरूप, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
3. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
4. कुमार, योगेश, (2004), आधुनिक हिन्दी शिक्षण, ए.पी. एवं पब्लिशिंग कॉर्पोरेशन, नई दिल्ली।
5. कुशवाहा, पुष्पलता, सक्सैना, कनक (2009), हिन्दी शिक्षण, आस्था प्रकाशन, जयपुर।
6. दुग्गल एवं वर्मा, (1982), हिन्दी शिक्षण, आर्य बुक डिपो, दिल्ली।
7. नाथ, देवेन्द्र, राष्ट्र भाषा हिन्दी की समस्याएँ एवं समाधान।
8. पाण्डेय, रामशक्ल, (2008), हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
9. पारीक, सुधीर, टेलर लाल गोपाल (2008), पद्यान्जलि माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर।
10. भाई, योगेन्द्रजीत, (2007), हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
11. रमन, बिहारीलाल, (1990), हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ।
12. शर्मा, मन्जू, जैन, बनवारी लाल, (2007), हिन्दी शिक्षण, शिक्षा प्रकाशन, जयपुर।

13. शर्मा, लक्ष्मी नारायण, (2001), हिन्दी संरचना का अध्ययन—अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा।
14. शर्मा, लक्ष्मी नारायण, (2004), भाषा की शिक्षण विधियाँ एवं पाठ नियोजन, विनोद पुस्तक मंदिर, आगरा।
15. सत्तिगेरी, के. आय (2006), नूतन हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
16. सिंह, निरंजन कुमार (2008), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
17. सिंह, सावित्री (2001), हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.2 English	Any one CE	4	30	70	100

Objectives:

- ❖ To acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ To develop Understanding of English text
- ❖ To apply the Content knowledge through preparing lesson plan in English Language
- ❖ To explain the idea of assessment of English teaching
- ❖ To describe the Knowledge of diagnostic test and Remedial instruction in English teaching

Course Contents:

Unit- I Language production and phonology

- a) Language acquisition
- b) Organs of speech
- c) Elements of Speaking
- d) Phonology sound system: Vowel, Diphthongs and Consonants)

Unit -II Understanding Language Text

- a) Text book Vs Reference books
- b) Analysis of a Text book
- c) Quality of good text book

Unit-III Lesson plan and teaching learning materials (TLM)

- a) Strategies : Language games, Puzzles, role playing.
- b) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
- c) Use of LCD ,OHP, Linguaphone , online Classes, Hand outs

Unit-IV Assessment of English Language

- a) Diagnostic Evaluation
- b) Remedial instruction
- c) Errors in English (Oral vs. Witten)
- d) Types of test in English teaching(Subjctive Vs Objective types)

Assignment & Practical Works: (Any Two)

- Review of a English Text book
- Prepare a PPT on any topic of English teaching for Secondary School.

- Prepare a PPT on any topic of English teaching for Secondary school.
- Prepare some Phonological words in each Sound in English.(Vowels (12), Diphthongs (8) and Consonants (24)

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ Develop Understanding of English text
- ❖ Apply the Content knowledge through preparing lesson plan in English Language
- ❖ Explain the idea of assessment of English teaching
- ❖ Describe the Knowledge of diagnostic test and Remedial instruction in English teaching

References:

1. Bansal, R.K. and Harrison, J.B. (1972), Spoken English for Indians, Madras: Orient Longman Ltd.
2. Baruah, T.C. (1985), The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.
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6. Gimson A.C. (1980), An Introduction to the Pronunciation of English, London: Edward Arnold.
7. Hornby, A.S. (1998), Guide to-Patterns and Usage in English O.U.P
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10. Paliwal, A.K. (1998), English Language Teaching, Jaipur: Surbhi Publication.
11. Palmer, H.L. (1964-65), The Principles of Language study, London: O.U.P.
12. Quirk, Randolph and Greenbaum, (1973), A University Grammar of English, London.
13. Richards J, C. and Rodgers.T.S (1985), Approaches and Methods in Language Teaching, Cambridge C.U.P.
14. Roach, Peter, (1991), English Phonetics and Phonology. Cambridge, C.U.P.
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16. Venkateshwaran, S (1995), Principles of Teaching English, Vikas Publishing House Pvt. Ltd., Delhi
17. Willis, Jane (1997), Teaching English Through English, O.U.P.

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.3 Sanskrit	Any one CE	4	30	70	100

Objectives:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान करना।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त करना।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास करना।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन करना।

विषयवस्तु :

इकाई – प्रथम – संज्ञा, प्रत्यय, उपसर्ग एवं अवयवों का ज्ञान ।

- संज्ञा प्रकरण – उच्चारणस्थानानि प्रयत्नाः (आभ्यन्तर, बाह्य), अल्पप्राणः, महाप्राणः, घोषः ।
- प्रत्यया – क्त, क्तवतु, शतृ, शानच्, तुमुन्, अनीयर, ण्वुल्, क्त्वा, ल्यप्, तरप्, तमप् ।
- अव्ययानां प्रयोग – उच्चैः, पुनः, शनैः, नमः, खलु, धिक्, प्रातः, कदा, विना, श्व, ह्यः ।
- उपसर्गा – प्र, परा, अप्, सम, दुर्, आ, अति, प्रति, सु, परि, अधि ।

इकाई – द्वितीय – कारक, छन्द एवं अलंकारों का सामान्य ज्ञान ।

- कारक – प्रातिपादिकार्थ लिङ्ग-परिमाण-वचन मात्रे प्रथमा । कर्तुरीप्सिततमं कर्म, अभितः परितः । समयानिकषा हा प्रतियोगेऽपि । कर्तृकरणयोस्तृतीया, येनाङ्गविकार । कर्मणा यमभिप्रैति स संप्रदानम्, रूच्वर्थानां-प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः । ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः ।, आधारेऽधिकरणम्, यतश्चनिर्धारणम् । षष्ठीशेषे, कर्तृकर्मणोः कृतिः ।
- छन्दा – अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम् ।
- अलंकार – अनुप्रास, यमकम्, उपमा, रूपकम्, सन्देह, दृष्टान्त, अतिशयोक्ति, वक्रोक्ति, उत्प्रेक्षा ।

इकाई – तृतीय – भारतीय संस्कृति एवं संस्कृत रचनाकारों का संक्षिप्त परिचय ।

- भारतीय संस्कृति – वर्ण व्यवस्था, आश्रम व्यवस्था एवं षोडश संस्कार ।
- महाकाव्य कवि – भारवि, श्रीहर्ष एवं बाल्मीकि ।
- गद्य काव्य कवि – दण्डी एवं बाणभट्ट ।
- नाट्य कवि – कालिदास एवं भवभूति ।

इकाई – चतुर्थ – शिक्षण विधियाँ ।

- दण्डान्वय विधि
- खण्डान्वय विधि
- स्वाध्याय निर्देशित पद्धति
- स्पष्टीकरण विधि

सत्रीय कार्य एवं प्रायोगिक कार्य– (किसी दो विषय पर)

- कक्षा 10 की संस्कृत पाठ्यपुस्तक की समीक्षा करना ।
- पाठ्यक्रम के किसी एक इकाई के एक प्रकरण को विस्तार से समझाइये ।
- कक्षा 8 की पाठ्यसामग्री से कठिन शब्दों की सूची तैयार करना एवं उनका अर्थ ग्रहण (कम से कम 30 शब्द) ।
- 20 श्लोकों का कंठस्थीकरण ।
- संस्कृत में मानव शरीर के अंगों के नाम ।
- किन्हीं 15 घरेलू सामग्रियों के संस्कृत में नाम ।

Learning Outcomes:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे ।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान कर सकेंगे ।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त कर सकेंगे ।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास कर सकेंगे ।

- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन कर सकेंगे।

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.4 History	Any one CE	4	30	70	100

Objectives:

- ❖ To understand ancient history on the basis of political, social and economic conditions.
- ❖ To develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- ❖ To acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ To evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

Course Contents:

Unit- I Concept and Revolution of National Freedom

- a) Concept of History
- b) Main places of Sindhu-Ghati sabbhyata (Harappa, mohen- jodora , kalibanga, lothal)
- c) Revolution of National Freedom (Revolution of Asahayog Andolen, Bharat Chhodo Andolen, Savinay Avagya Andolen)
- d) The Russian Revolution of 1917

Unit- II Historical perspectives of ancient period.

- a) Political and economic history from the mauryan to the gupta period.
- b) Issue in social history, Including caste and class.
- c) A history of Vedic & Jainism Religious. (A brief review).
- d) A history of Shaivism & Buddhism religious. (A brief review).

Unit- III Historical perspectives of medieval and modern India.

- Structure of agrarian relation in the 16th 17th centuries.
- Architecture & political system during Vijay nagar period.
- Ideas and practices of the bhakti-sufi saints.
- Medieval society through travelers account's.(Alberuni & Ibn-batuta)

Unit- IV Historical perspectives of modern India.

- East India Company, Revenue Settlement's.
- Representations of 1857.
- The Nature of Gandhian politics.
- Industrial revolution.

Assignment & Practical Works: (Any Two)

- Archaeological report on a main site.
- Historical story(Two)
- Planning, organization and report writing on seminar.
- Picture of 1857 (Scrab-Book)
- Prepare a Historical model/Historical Democracy

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand ancient history on the basis of political, social and economic conditions.
- ❖ Develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- ❖ Acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ Evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.5 Civics	Any one CE	4	30	70	100

Objectives:

- ❖ To identify political views among students.
- ❖ To acquaint the content knowledge of political science.
- ❖ To comprehend the dynamic political status and issues of our country.
- ❖ To develop reasoning ability among students for various competitive exam.
- ❖ To enable the pupil teacher to review the text-book of civics content (Secondary level).

Course Contents:**Unit- I Political Thought**

- Socialism
- Marxism
- Gandhism
- Dr.Bheem Rao Ambedakar

Unit- II Indian Constitution & Political Involvement

- Indian Constitution
- Democracy
- Political Group
- Political socialization

Unit- III Political Problems and Organization

- Terrorism, political crime, corruption
- International organization (DAKSHE, SARK, U.N.O.)
- Election commission of India
- NCW (National commission for women)

Unit- IV Current Political Scenario

- Recent governing member and central, state level ministry
- Fundamental rights and duties
- Lok Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad
- President, Prime Minister, Governor, Chief Minister

Assignment & Practical Works: (Any Two)

- One Assignment Worksolve class 11 & 12
- Write an essay on any political problem.
- Study the causes of political problem and write a report of the same.
- Write an essay, story; poem can be created to tell moral values to litigants.
- Prepare scrap book of political news.
- Write any two abstracts related to political issues.

Learning Outcomes: After completion of this course students would able to:

- ❖ Identify political views among students.
- ❖ Acquaint the content knowledge of political science.
- ❖ Comprehend the dynamic political status and issues of our country.
- ❖ Develop reasoning ability among students for various competitive exam.
- ❖ Enable the pupil teacher to review the text-book of civics content (Secondary level).

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.6 Social Science	Any one CE	4	30	70	100

Objectives:

- ❖ To understand Social Science on the basis of political, social and economic conditions.
- ❖ To develop the idea of Society, Social group, Community Marriage.

- ❖ To acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- ❖ To evaluate the Indian Social Issue.

Course Contents:

Unit-1 Meaning and Concept of Sociology

- a) Development of Sociology
- b) The meaning of Sociology
- c) Subject matter of Sociology
- d) Sociology and Social Science

Unit -II Society

- a) Society - Meaning and Need
- b) Social group- Meaning and Types [Primary and Secondary]
- c) Community- Meaning, Characteristics Concept of community
- d) Marriage- Aims and Types of Hindu marriage

Unit -III Social Change in Indian Society

- a) Social change
- b) Family
- c) Cast and class- meaning and Changes in Caste and Class
- d) Regionalism

Unit -IV Indian Social Problems

- a) Culture-definition, Characteristics, Lack of Culture
- b) Communalism
- c) Poverty
- d) Corruption

Assignment & Practical Works: (Any Two)

- Write an article on current Social issue.
- Prepare Assignment Workany two subject topic.
- Prepare a case study of Any one local problem.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand Social Science on the basis of political, social and economic conditions.
- ❖ Develop the idea of Society, Social group, Community Marriage.
- ❖ Acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- ❖ Evaluate the Indian Social Issue.

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.7 Economics	Any one CE	4	30	70	100

Objectives:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country's Economy.
- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

Course Contents:

Unit- I Meaning and Concept of Micro and Macro Economics

- a) Micro Economics
- b) Macro Economics
- c) Concept of National Income

Unit- II Demand and Supply and Money

- a) Basic concept of Demand and supply
- b) Consumer Equilibrium
- c) Definition of Money, Its Function
- d) Functions of Commercial Bank
- e) Functions of Central Bank

Unit- III Indian, Foreign Trade and Economics Planning

- a) Indian Foreign Trade - Direction and Trends
- b) Concept of Globalization, Privatization and Liberalization
- c) Economic Planning in India
- d) Poverty in India
- e) Unemployment in India

Unit- IV Method and Evaluation in Economics

- a) Programmed Instruction Methods

- b) Team Teaching
- c) Computer assisted Instruction (CAI)
- d) Lecture cum Demonstration Method
- e) Evaluation in Economics

Assignment & Practical Works:

- Preparation a Assignment Works Any one subject topic.
- Review of two published papers related to subject

Learning Outcomes: After completion of this course students would able to:

- ❖ Help the students to acquire the basic understanding in the field of Economics.
- ❖ Enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ Enable ability to organize group activities and projects in the subject.
- ❖ Understand to use of various methods of teaching Economics.
- ❖ Enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ Develop in the students appropriate attitudes towards the country's Economy.
- ❖ Develop in the student an adequate sense of awareness about Economic issues of the country and an outlook of problem solving through analysis and application of the theory of Economics.
- ❖ Develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.8 Geography	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the modern concept of Geography.
- ❖ To understand the aims and objectives of teaching Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.
- ❖ To prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

Course Contents:

Unit- I Motion of the Earth

- a) Latitudes, Longitudes
- b) Interior of the Earth
- c) Origin of continents and oceans, sudden movements
- d) Atmosphere, Composition, Insulation, Pressure belts, winds
- e) Ocean Currents and Tides

Unit- II Indian Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

Unit-III Rajasthan Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

Unit- IV Practical Work in Geography

- a) Definition, Scope and Development of Cartography
- b) Technique, Materials, Tools of Map Making
- c) Map
- d) Scale
- e) Representation of Statistical Data

Assignment & Practical Works:

- Assignment Work any two topic subject related
- Any two map making

Learning Outcomes: After completion of this course students would be able to:

- ❖ Understand the modern concept of Geography.
- ❖ Describe aims and objectives of teaching Geography.
- ❖ Prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ Prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ Critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ Apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ Arrange field trips and local surveys.
- ❖ Prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.9 Home Science	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the Concept, Nature and scope of Home Science.
- ❖ To explore different ways of creating learning situations for different concepts of Home Science.
- ❖ To facilitate the development of scientific attitude in learner.
- ❖ To provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ To ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ To stimulate curiosity, skills and creativity in Home Science.

Course Contents:

Unit- I Development and Childhood Care

- a) Home Science Education : Meaning, Definition & Scope, History and Objectives
- b) Concept of Human Development & Growth
- c) Life span stages and Types of Development
- d) Reproductive health and Child Care

Unit- II Nutrients and Dietary Management

- a) Food : Definition, functions and classification
- b) Nutrients and their composition, sources and functions
- c) Balanced diet with nutrition for pregnancy and different stages of development
- d) Methods of cooking for healthy food
- e) Dietary management during different diseases

Unit- III Resource Management and Clothing

- a) Resource Management, Budgeting, Saving and Investment in family
- b) Fibers - types and properties, Yarn construction, Marketing, Principles of clothing construction
- c) Preparation of fabrics Cutting-Layout, Pinning, Marking and Cutting
- d) Fashion Terminology and Fashion cycle

Unit- IV Housing and Women

- a) House planning and furnishing
- b) Financial and legal consideration for housing
- c) Consumer Aids and consumer protection
- d) Women Empowerment : Guidance and Counseling ; Welfare Organizations

Assignment & Practical Works: (Any Two)

- Data collection for various problems in local community like as nutritional, health issues, consumer awareness and Women Empowerment etc
- Prepare and implement a project related to various community problems
- Plan and organize an exhibition related to Handicrafts, latest fashionable costumes
- Make and demonstrate dye samples/block printing samples/knitting and embroidery
- Prepare and perform a drama (group) related to local issues and awareness

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the Concept, Nature and scope of Home Science.
- ❖ Explore different ways of creating learning situations for different concepts of Home Science.
- ❖ Facilitate the development of scientific attitude in learner.
- ❖ Provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ Ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ Stimulate curiosity, skills and creativity in Home Science

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1. Choudhary, M. & Mogra R. (1999), A Manual on Human Nutrition, Department of Food and Nutrition, College of Home Science, Udaipur
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9. शैरी, जी. पी. (1995), पोषण एवं आहार विज्ञान, विनोद पुस्तक मंदिर, आगरा
10. सिसोही, सरिता (1997), आधुनिक गृह विज्ञान भाग – 2, कक्षा 12वीं, फ्रैंकी पब्लिशिंग हाउस, नई दिल्ली

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.10 Chemistry	Any one CE	4	30	70	100

Objectives:

- ❖ To gain the knowledge of Chemistry for secondary and senior secondary level.
- ❖ To improve the various skills of student teachers in practical work.
- ❖ To understand the practical and theoretical description of various content.
- ❖ To solve different problems related with the content of chemistry.
- ❖ To know importance and use of course content.
- ❖ To plan, equip and organize chemistry practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situations.
- ❖ To develop scientific attitude and provide training in scientific method to their students.

Course Contents:

Unit- I Chemical Properties

- a) Chemical Equation
- b) Chemical Equilibrium
- c) Types of Chemical Reactions
- d) Acid and Base
- e) Chemical Change

Unit- II Metal and Non Metals

- a) Metal
- b) Nonmetal
- c) Chemical Properties of Metal
- d) Hydrogen
- e) Water

Unit- III Carbon

- a) Bonding in Carbon
- b) Saturated and Unsaturated Carbon Compound
- c) Nomenclature of Carbonic Compound
- d) Chemical Properties of Carbon Compound
- e) Coal and Petroleum

Unit- IV Periodic Table

- a) Periodic Table and Atoms
- b) Atoms and Molecules
- c) Atomic Mass and Mole Concept
- d) Atomic Models
- e) Isotopes and Isobars

Assignment & Practical Works: (Any Two)

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments useful at secondary level.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of Chemistry for secondary and senior secondary level.
- ❖ Improve the various skills of student teachers in practical work.
- ❖ Understand the practical and theoretical description of various content.
- ❖ Solve different problems related with the content of chemistry.
- ❖ Know importance and use of course content.
- ❖ Plan, equip and organize chemistry practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and class room situations.
- ❖ Develop scientific attitude and provide training in scientific method to their students

Suggested Readings:

1. रसायन विज्ञान, (2014) भाग-1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. रसायन विज्ञान, (2014) भाग-2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
3. रसायन विज्ञान, (2014) भाग-1, कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
4. रसायन विज्ञान, (2014) भाग-1, कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.11 Physics	Any one CE	4	30	70	100

Objectives:

- ❖ To gain the knowledge of concepts of physics.
- ❖ To improve the various skills of student teachers in practical work.
- ❖ To understand the practical and theoretical description of various content.
- ❖ To able for solving different problems related with the content of physics.
- ❖ To plan, equip and organize physics practical in the laboratory.

Course Contents:

Unit- I Electric field

- a) Electric charge
- b) Conductor and non conductor
- c) Charge through induction
- d) Characteristics of electric charge
- e) Coulomb's law

Unit- II Optics

- a) Mirror reflection, refraction
- b) Spherical mirror
- c) Total internal reflection
- d) Lens
- e) Power of lens

Unit- III Characteristics of matter

- a) Elasticity of solids
- b) Stress
- c) Pressure
- d) Viscosity
- e) Surface energy and surface tension

Unit- IV Gravitation and Energy

- a) Gravitation
- b) Work
- c) Energy
- d) Power
- e) Sound

Assignment & Practical Works: (Any Two)

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments based on above topics.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of physics for secondary and senior secondary level.
- ❖ Improve the various skills of student teachers in practical work.
- ❖ Understand the practical and theoretical description of various content.
- ❖ Solve different problems related with the content of physics.
- ❖ Plan, equip and organize physics practical in the laboratory

Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. भौतिकी, (2014) भाग 1, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.12 Mathematics	Any one CE	4	30	70	100

Objectives:

- ❖ To gain the knowledge of Mathematics.
- ❖ To know different methods for solve mathematical problems.
- ❖ To understand the mathematics formulas and use them appropriately.
- ❖ To solve various types of mathematical problems

Course Contents:

Unit- I Number System

- a) Irrational numbers
- b) Real numbers and their decimal expansions
- c) Operation on real numbers
- d) Laws of exponents for real number
- e) Fundamental theorem of arithmetic

Unit- II Plane Geometry

- a) Angles and lines at a point

- b) Angles made by a transversal with two lines
- c) Classification of triangles on the basis of sides and angles
- d) Square, Rectangle and Circle
- e) Congruence of triangles

Unit- III Algebra

- a) Linear equations (in two variables)
- b) Polynomials in one variable
- c) Zeros of a polynomial
- d) Factorization of polynomial
- e) Quadratic equation

Unit- IV Trigonometry

- a) Introduction
- b) Trigonometric ratio
- c) Trigonometric ratio of various angles
- d) Surface area
- e) Statistics –mean, mode , median

Assignment & Practical Works: (Any Two)

- Preparation of a term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of Mathematics.
- ❖ Know the different methods for solve mathematical problems.
- ❖ Understand the mathematics formulas and use them appropriately.
- ❖ Solve various types of mathematical problems

Suggested Readings:

1. गणित, (2014), कक्षा 7 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.13 General Science	Any one CE	4	30	70	100

BSE 710 : 5.4. General Science

Objectives:

- ❖ To develop knowledge of General Science for secondary and Senior Secondary level
- ❖ To improve various skills of student teachers in practical work
- ❖ To understand the practical and theoretical description of various content
- ❖ To solve different problems related with the content of science
- ❖ To make student teachers to know importance and use of course content
- ❖ To plan, equip and organize physics practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situation.
- ❖ To develop scientific attitude and provide training in scientific method to their students.

Course Contents:

Unit- I Matter in Our Surroundings

- a) Matter
- b) States of matter
- c) Change in state of matter
- d) Mixture and solution
- e) Physical and chemical changes

Unit- II Atoms and Molecules

- a) Laws of chemical combination
- b) Molecule
- c) Atom
- d) Chemical formula
- e) Mole concept

Unit- III Motion

- a) Displacement
- b) Velocity
- c) Acceleration
- d) Force
- e) Laws of motion

Unit- IV Atomic Structure

- a) Atomic structure
- b) Chemical bonding (Ionic bond and covalent bond)
- c) IUPAC nomenclature
- d) Periodic table
- e) Acid - base concept

Assignment & Practical Works: (Any Two)

- Preparations of term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic
- Conducting and reporting three experiments based on above topics.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of General Science for secondary and Senior Secondary level
- ❖ Improve various skills of student teachers in practical work
- ❖ Understand the practical and theoretical description of various content
- ❖ Different problems related with the content of science
- ❖ Make student teachers to know importance and use of course content
- ❖ Plan, equip and organize physics practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and class room situation.
- ❖ Develop scientific attitude and provide training in scientific method to their students.

Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
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6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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10. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
12. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा

Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.14 Biology	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the various concepts related to Biology.
- ❖ To facilitate the development of Scientific Temper in learner.
- ❖ To provide critical and analytical knowledge to student teacher.
- ❖ To enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.

- ❖ To develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- ❖ To stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

Course Contents:

Unit- I Growth and Development

- a) Cell structure and cell cycle (Mitosis, Meiosis).
- b) Tissues : Types and functions, Internal structure of Monocot and Dicot root, Secondary Growth process, Tissue culture
- c) Taxonomy of plants, Structure of flower, Floral formula & Floral diagram.
- d) Photosynthesis: Pigment, Light & Dark reaction, C3 and C4 cycle, Calvin cycle & affecting factors, Crassulacean acid Metabolism

Unit- II Reproduction and Genetics

- a) Reproduction : Types, System, Procedure and Reproductive health issues in animals
- b) Genetics and Evolution: Molecular basis, Mendelism, Gene cloning, Gene transfer
- c) Embryology - Stages and Growth, Organogenesis and Test tube baby
- d) Biotechnology : Recombinant DNA technology, Gene mapping

Unit- III Physiology and Regulation

- a) Respiration : Types, System and process in animals, Glycolysis, Kerb cycle, Oxidative phosphorylation and Fermentation
- b) Human physiology : Various system, Related process (Digestion, Circulation, Excretion)
- c) Regulation in Animals : Nervous system, Endocrine system

Unit- IV Biodiversity and New Trends

- a) Neo Darwinism, Palentogical & Morphological evidences, Hardy-winberg law.
- b) Biodiversity and Ecology : Types of pollution, Global Warming, Alnino effect, Ecological Pyramids, Bio-geo-chemical cycles
- c) Community and Diseases : Malaria, AIDS, Polio, Cancer, malnutrition etc
- d) New Trends and contribution of Eminent Indian Scientist in Biology

Assignment & Practical Works: (Any Two)

- Preparation of planning with concept mapping and teaching learning process belongs to five topics in any above unit
- Solve an examination question paper
- Make a power point presentation based on any above topic in units
- Prepare a report related to diseases in local area and organize a awareness campaign in school

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the various concepts related to Biology.
- ❖ Facilitate the development of Scientific Temper in learner.
- ❖ Provide critical and analytical knowledge to student teacher.
- ❖ Enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- ❖ Develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- ❖ Stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

Suggested Readings:

1. Gregaire, L., Gallagher, P. (1992), Life Science, SMD Educational, Publishers, Leiden, The Netherlands.
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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.15 Commercial Practice	Any one CE	4	30	70	100

Objectives:

- ❖ To help the students to acquire the basic understanding in the field of commerce education.
- ❖ To develop the ability to sensitize and equip student teachers to handle issues related to business organization and concerns in responsible manner.
- ❖ To impart knowledge about the methods and devices of teaching.
- ❖ To develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ To develop commercial efficiency among students.

Course Contents:

Unit- I Business Organization

- a) Nature and aims of Business organization.

- b) Forms of business organization, public private and global.
- c) Business service and emerging modes of business.
- d) Social and economic issues and concerns of the present day Indian society.
- e) Business organization, finance and types of business.

Unit- II Nature of Management

- a) Meaning and nature of management
- b) Level of management
- c) Co-ordination
- d) Principle of management

Unit- III Environment of Business Organization

- a) Meaning and importance of environment of business organization.
- b) Planning-meaning, importance and process
- c) Organization-concept, importance and types
- d) Staffing, need, process, Resource

Unit- IV Direction

- a) Concept and importance of direction
- b) Supervision
- c) Motivation
- d) Leadership
- e) Communication
- f) Control

Assignment & Practical Works:

- Content related to subject topic.
- Analysis two or article from news paper, T.V., Radio or Journal related business organization and management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Able to help the students to acquire the basic understanding in the field of commerce education.
- ❖ Develop the ability to sensitize and equip student teachers to handle issues related to business organization and concerns in responsible manner.
- ❖ Impart knowledge about the methods and devices of teaching.
- ❖ Develop the ability to plan curriculum and instructions in commerce at school level.
- ❖ Develop commercial efficiency among students

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Semester IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BED 411	5. Additional Course (Any one) 5.16 Book-keeping	Any one CE	4	30	70	100

Objectives:

- ❖ To acquire the basic understand of teaching of Book-keeping and Accountancy.
- ❖ To develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ To develop the ability to critically evaluate the existing school curriculum of Book-keeping.
- ❖ To impart knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- ❖ To apply appropriate methods and devices of teaching Particular topics for Book-keeping.
- ❖ To prepare achievement and diagnostic Tests.
- ❖ To develop necessary skill in preparation of using various teaching aids.

Course Contents:

Unit- I Meaning and concept of Book-keeping and Accountancy

- a) Meaning and Theory Base of Book-keeping and Accountancy
- b) Recording of Business Transactions
- c) Bank Reconciliation statement: need and Preparation
- d) Trial balance and Rectification of Errors
- e) Depreciation, Provision and Reserves
- f) Bill of Exchange.

Unit- II Company Accounts

- a) Meaning, characteristics, classification of company
- b) Capital structure of a company
- c) Disclosure of share capital in company's balance sheet
- d) Issue of shares, process of issue of shares
- e) Debenture-issue and redemption

Unit- III Financial Statements of a Company

- a) Meaning, nature, objectives and type of financial statements
- b) Characteristics, importance, and format of balance sheet
- c) Analysis of financial statements
- d) Accounting ratios
- e) Cash flow statement

Unit- IV Accounting for Partnership

- a) Meaning and basic concepts
- b) Reconstitution of partnership-Admission of partner
- c) Reconstitution of partnership-Death and retirement of partner
- d) Dissolution of partnership firm

Assignment & Practical Works:

- Content related to subject topic.
- Analysis news items from news Paper, T. V, Radio etc to write a report on Accountancy / banking related issues and concern of the present day Indian Society.

Learning Outcomes: After completion of this course students would able to:

- ❖ Able to acquire the basic understand of teaching of Book-keeping and Accountancy.
- ❖ Develop the ability to plan curriculum and instruction in Book-keeping and Accountancy.
- ❖ Develop the ability to critically evaluate the existing school curriculum of Book-keeping.
- ❖ Impart knowledge of the methods and devices of teaching Book-keeping and to develop the skill of using the same.
- ❖ Able to apply appropriate methods and devices of teaching Particular topics for Book-keeping.
- ❖ Prepare achievement and diagnostic Tests.
- ❖ Apply necessary skill in preparation of using various teaching aids.

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Syllabus

DEPARTMENT OF EDUCATION Master of Education (M.Ed.)

Two Year Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute

(Deemed to be University under section 3 of UGC Act, 1956)

Ladnun-341306 (Raj.)

2017

Master of Education (M.Ed.)

Two Years Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

1. Introduction :

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will be a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish an environment that promotes value and technology based society.

The purpose of M.Ed. is prepare learners for higher level functions in education including teacher education who would develop understanding of all contemporary concerns of education like : curriculum planning and development, educational planning and management, research in education, evaluation, guidance, educational technology, science of living, yoga and preksha meditation, ICT, Inclusive Education and Gender Education.

Duration:

The M.Ed. programme is full time two years programme.

Eligibility:

A candidate who has passed B.Ed. degree from any recognized university and qualified PMET conducted by the Rajasthan Government for that year as per guideline of State Government.

Objectives:

- ❖ To develop professionalism in teacher Education Programme.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainees.

Programme Outcome of M.Ed.

The department of education runs the M.Ed. programme which is recognized by NCTE, New Delhi since 2007. The programme has the specific outcomes for preparing masters in the field of education. The M.Ed. course needs to spell out the vision of school education and teachers education, which should be central focus. Every learner has his/her unique way of learning. The learners would require freedom to explore, enquire and investigate. This would require development of certain abilities like critical thinking, problem solving, logical reasoning and meaning making. The process of learning is facilitate by the teachers and teacher-educators. In order to create such a situation a lot of diversity in pedagogy, andragogy, assessment school organization, creation of an enabling learners environment and community involvement would require. The vision of the school is characterized by constructivist view of education and learning knowledge in education basically refers in individual development in terms of knowledge, understanding, skill, competencies and value orientation. The form of individual development is society, specific or more appropriately in specific context of democratic, secular, socialist and egalitarian society.

The program is devise a social arrangement through which individual engage themselves in knowing, acquiring skills, competencies and values. Education tries to ensure that the use of knowledge and life competence is based on human values and norms of the society. This program aims to ensure students regarding research on the basis of dissertation work with proper field internship work.

Programme Specific Outcomes (PSO) of M.Ed. (2 Year programme)

After completion of the M.Ed. programme the pupils teachers shall able to:

1. Prepare Masters in the field of education.
2. Develop creative thinking, teaching competencies and moral values among trainees.
3. Foster professionalism in teacher education programme.
4. Diaspora as creative research work and research attitude among trainees .
5. Enhance cognitive, affective, and psychomotor domain of the teacher education.
6. Establish relationship between theory and practical's in term of internship in the field of education .

7. Provide scientific attitude, employability, skill based training, and self-assessment among trainees.

1. Title and Commencement

These regulations shall be called the Jain Vishva Bharati Institute (Deemed-to-be) University, Ladnun Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Post-Graduate and Under-Graduate Programmes. These regulations were adopted from academic year 2015-2016.

2. Definitions

2.1 "Programme" is used for a fixed educational programme in place of Degree. A Post-Graduate Programme shall be of four semester's duration and a normal under-graduate programme shall be of four semester's period.

2.2 "An Academic Year" consists of two semester's. Each semester consists of different papers of four units. Each unit will have 6 weeks for academic work.

2.3 "Course" is a component of programme i.e. in CBCS, papers will be referred to as courses. Each course is identified by a unique course code. Every course may not be of equal weightage. Each course, in addition of having a curriculum will have learning objectives and learning outcome.

A Course may be designed to involve Lectures/Tutorials/Laboratory Work/Field Work/Project Work/Vocational Training/Viva-voce etc or combination of some of these.

Every course offered will have three components associated with the teaching learning process of the Course. Namely (I) Lecture – L (II) Tutorial-T (III) Practical's –P. Where L- Stands for Lecture session.

T- Stands for Tutorial session consisting of participatory discussion/self study/desk work/brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in Lecture classes.

P- Stands for practice session and it consists of hands on experience/laboratory experiments/ field experiments/case studies that equip students to acquire much required skill component.

In terms of credit, every one hour session of L (per week) amounts to I credit per semester and minimum of two hour session of T or P (per week) amounts to I credit per unit over a period of one course of 24 weeks for teaching-learning process (inclusive of teaching and examination).

A course shall have one, two or all three components. That means a course may have only lecture component or only practical component or combination of any two or all the three components.

The total credit earned by a student at the end of the semester upon successfully completing the course is L+T+P. The credit pattern of the course is indicated as L:T:P

Different categories of courses are as follows:

- **Core Course**

A Course which should compulsorily be studied by candidate as a core requirement is termed as core course.

(a) Core-Compulsory is a course which has to be studied compulsorily as a part of core requirement so as to get degree in concerned discipline.

(b) Core Elective or Core allied is a course that supports / strengthens the core compulsory.

- **Elective Course**

It is a course which can be chosen from pool of courses. The course may be specific / specialized / supportive or advanced to the discipline of study.

(a) Generic Elective Course add generic proficiency to the students and they are for the said discipline of study

(b) Open Elective courses are from the pool of courses that are interdisciplinary and or multidisciplinary.

- **Foundation Course**

It is a course that aims to improve proficiency and skill of the student.

(a) Compulsory Foundation Course and generic proficiency to the students belonging to all disciplines of study.

(b) Elective Foundation Courses are value based and aimed at man making education.

2.4 A module means a course having independent entity.

2.5 'Unit' means a course having independent part in a course.

2.6 "Credit" means the unit by which the course work is measured. It defines the quantum of contents/syllabus prescribed for the course. It also determines the number of hours of instructions required per week. In these regulations one credit means one hour of direct teaching work or two hours of practical work/field work per week for 20 weeks in a semester.

2.7 "Grade Letter" is an index to indicate the performance of student in a particular course. It is arrived at by transformation of actual marks secured by a student in a said course. Grade letters are O,A,B,C,D,E,F.

2.8 "Grade Point" is the weight age allotted to each grade letter depending on the range of marks awarded in a course.

2.9 "Credit Points" refers to the product of "Number of credit assigned to the course" and the grade point secured for the same course.

2.10 "Semester Grade Point Average" (SGPA) is an index of a student's performance in a given semester. It is the ratio of the "Total credit points earned by students in all courses at the semester" and the "Total number of credit assigned to the courses" in the semester.

2.11 "Cumulative Grade Point Average" (CGPA) refers to the cumulative grade point average of SGPA and is computed based on the following formula.

$$\text{CGPA} = \frac{\text{Sum of all Credit Points of Entire Programme}}{\text{Sum of Credits up to the end of Programme.}}$$

3. Credit Framework for Normal Post Graduate Level Course

3.1 The normal Post Graduate Programme have 20 credits per each course and per semester making total credits for whole programme as 88. The distribution of credits or weightage of core, elective and Foundation courses may be as follows:

Distribution of Credits for Semester is as follows:				
Semester	I	II	III	IV
Credits	22	22	22	22

4. Credit and Teaching Hours.

1 Credit = 1 hour Teaching

1 Credit = 2 hour of Practical / Fieldwork

4 Credit Course needs four hour Student Teacher contact in a week.

5. Units and Course : A theory course shall have Four units.

6. Credits and Marks

1 Credit = 25 marks

7. Grading

Grade Points	Description	% of Marks	Division	Grade
10	Outstanding	90% - 99%	First	O
9	Excellent	80% - 89%	First	A
8	Very Good	70% - 79%	First	B
7	Good	60% - 69%	First	C
6	Fair	50% - 59%	Second	D
5	Average	36% - 49%	Pass	E
4	Dropped	Below 36%	Fail	F

8. Performance Evaluation (Calculation)

SGPA = ECG/EC for a Semester

G is grade and C is Credit of Course.

Cummulative Grade Point Average (CGPA) for entire course

CGPA = ECG/EC for all semester taken together.

The total credits cover the core, elective, field work or extension activities, soft skills etc.

GPA is calculated at the end of each term after grades have been processed and after any grade has been updated or changed.

Some criteria are to be followed for individual assignment / Quizzes/Test/Unit Test/ Tutorials/ Practical/ Projects/ Seminar.

The teacher should convert his/her marking in to the quality points and letter grade.

A. Continuous Internal Assessment-

The CIA comprises of attendance, participation in co-curriculum activities and group discussion etc. The marks distribution will be as follows-

(1) Attendance - 5 marks

(2) Participation in co-curriculum activities, Prayer, Behaviour of candidate, etc.) - 5 marks

(3) Group discussion/Presentation/desk work - 10 marks

- For PG students to pass a semester, a student has to secure a minimum of 40% marks in aggregate and minimum of 36% marks in individual theory papers. A student has to pass in written examination.

Master of Education (M. Ed.)
Semester I
Distribution of Papers, Marks and Credit

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 101	Psychology of Learning and Development	CC	4	30	70	100
MED 102	History and Political Economy	CC	4	30	70	100
MED 103	Education Studies	CC	4	30	70	100
MED 104	Introduction to Research Method	CC	4	30	70	100
MED 105	Communication and Expository Writing & Self Development (ISB)	CC	2	50 Practical & Viva-Voce		50
JVB 101	Jain Culture and Life Value	FC	4	30	70	100
Total			22	150	400	550

M.ED

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 201	Philosophy of Education	CC	4	30	70	100
MED 202	Sociology of Education	CC	4	30	70	100
MED 203	Teacher Education - I	CC	4	30	70	100
MED 204	Dissertation (ISB)	CC	2	50 Practical & Viva-Voce		50
MED 205	Internship in T E I	CC	4	Internship 100		100
JVB 201	Value Education and Spirituality	FC Any one	4	30	70	100
JVB 202	Informational Technology and Computer Application					
JVB 203	Preksha Meditation and Self Management					
JVB 204	The Use of English					
JVB 205	Non-Violence and Peace					
JVB 206	Social Work :Themes & Practice					
JVB 207	Introduction to Prakrit					
Total			22	120	430	550

M. Ed.
Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 301	Research Methods and Advanced Statistics	CC	4	30	70	100
MED 302	Curriculum Studies	CC	4	30	70	100
MED 303	Dissertation (ISB)	CC	2	50 Practical & Viva-Voce		50
MED 304	Internship	CC	4	100 Internship		100
MED 305	Specialization on course I Area A Elementary Education - I	(Any one) CE	4	30	70	100
MED 306	Area B Secondary & Senior Secondary Education - I					
MED 307	Specialization on course II Area A Elementary Education - II	(Any one) CE	4	30	70	100
MED 308	Area B Secondary & Senior Secondary Education -II					
		Total	22	120	430	550

M. Ed.
Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 401	Teacher Education - II	CC	4	30	70	100
MED 402	Academic Writing (ISB)	CC	2	50 Practical & Viva-Voce		50
MED 403	Dissertation	CC	4	30	70 (Viva-Voce-35 & Evaluation 35)	100
MED 404	Specialization on courses - I Area (a) : Educational Administration and Managements Principles of Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	30	70	100
MED 405	Area (b) Educational Technology Principles of Educational Technology					
MED 406	Area (c) Measurement and Evaluation Principles of Measurement and Evaluation					
MED 407	Specialization on courses - II Area (a) : Educational Administration and Managements Educational Administration and Management Practice	Choose any one area which will comprise of three papers CE	4	30	70	100
MED 408	Area (b) Education Technology Innovative Methods and Techniques in Educational Technology					
MED 409	Area (c) Measurement and Evaluation Tools and Techniques of Evaluation in Education					
MED 410	Specialization on courses - III Area (a) : Educational Administration and Management Modern Trends in Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	30	70	100
MED 411	Area (b) Education Technology Educational Technology and Computer Application					
MED 412	Area (c) Measurement and evaluation New Trends in Educational Assessment and Statistics					
Total			22	150	400	550

Note:

IS B (Inter Semester Break),
CIA (Continuous Internal Assessment),
CC (Core Compulsory)
CE (Core Elective)

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 101	Psychology of Learning and Development	CC	4	30	70	100

Objectives:

- ❖ To understand the concept and process of Educational Psychology.
- ❖ To understand relationship between Education and Psychology.
- ❖ To understand the teaching learning process, cognitive process and intelligence.
- ❖ To understand and assess personality, learning and classroom implications and management.
- ❖ To acquaint the learner with the process and assessment of creativity, adjustment and mental problems.

Course Contents:

Unit -I Educational Psychology and Development of Learning

- a) Educational Psychology : Concept, Nature, characteristics and methods
- b) Process of Growth and Development : Physical, Intellectual, Emotional and Social
- c) Development of Concept formation, Logical Reasoning, Problem solving and creative thinking, Language development
- d) Individual differences – determinants, role of heredity and environment, Implications of Individual differences for organizing educational programmes

Unit -II Learning

- a) Concept, factors and theories of Learning : E.L. Thorndike, Pavlov, B.F. Skinner, Kohler
- b) Constructivism & Learning
- c) Cognition and Learning : Tolman, Hull, Lewin
- d) Transfer of Learning and its theories

Unit -III Intelligence, Creativity and Motivation

- a) Concept, theories, types and assessment of Intelligence
- b) Concept, components to fostering creativity and creative thinking
- c) Motivation: Concept and theories
- d) Cognitive Development : Piaget, Bruner, Gagne, Ausubel
- e) Psychology for Gifted and Slow Learners

Unit -IV Personality, Adjustment and Mental Problems

- a) Personality-Type and Trait theories & its measurement
- b) Mental Health and hygiene-process of adjustment, conflicts and defence mechanism
- c) Sex education

Term Paper: (Any one)

- Administer any one standardized Psychological Test
- Prepare any two term paper based on the Psychological content in the syllabus
- Prepare a psychological test
- Prepare a report on contribution of any two psychologists

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the concept and process of Educational Psychology.
- ❖ Understand Cognition and Learning.
- ❖ Explain the concept, components to fostering creativity and creative thinking.
- ❖ Understand about the mental health and hygiene-process of adjustment, conflicts and defence mechanism.

Suggested Reading:

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Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 102	History and Political Economy	CC	4	30	70	100

Objectives:

- ❖ To deliver the Knowledge of the Indian Education System - past and today
- ❖ To help the student to acquire the basic understanding in the field of Economy
- ❖ To develop an ability to Conduct Various sureys in Economies and organize Field trips
- ❖ To understand the Concept , Scope & nature of Political Science

Course Contents:

Unit- I Historical prospective of Education

- a) Ancient Period - (2500BC-1200AD)
- b) Maderial period - (1200-1757)
- c) British period - (1757-1947)
- d) Contribution of Indian Educational thinkers
(Vivekananda, Mahatma Gandhi)

Unit- II Political Ideology and Education

- a) Democracy – Meaning, Values, Main Features of Democratic Education
- b) World Problems and Terrorism – Cause, Impact on Society and Remedies through Education
- c) Relationship between Politics & Education in India
- d) Education for Protection of Human Rights

Unit- III Economics of Education

- a) Meaning, Scope, Importance of Economies of Education
- b) Role of education in economic development
- c) Education as an investment and consumption
- d) Education policies for SC/ST/OBC/Minority/Women's/ Tribes,/Disabled.

Unit- IV Impact of Economic Political Ideology on Education

- a) Impact of individualism
- b) Impact of Socialism, Secularism
- c) Impact of Vocationalism
- d) Significance of Educational Economic Development.

Term Paper: (Any one)

- Prepare a Structure of Education Since an Ancient Period to the Present Time.
- Classification of moral Duties and fundamental rights (Prepare a Structure).
- Prepare one term paper on topic.
- Case Study Of Economically under developed Student.
- Report on fund to education in present five year plan.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the Prospective Teacher of the Indian Education System.
- ❖ Understand Indian Economy.

- ❖ Conduct Various surveys in Economies and organize Field trips
- ❖ Describe the Concept , Scope & nature of Political Science

Suggested Reading:

1. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
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13. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 103	Education Studies	CC	4	30	70	100

Objectives:

- ❖ To enable the students to understand the meaning concepts, aims and objectives of education
- ❖ To acquaint the learners with the role of family , society and school
- ❖ To acquaint the learners with the current problems of Indian education
- ❖ To enable the learners to understand the role of NCERT, NCTE, UGC , NIEPA etc.
- ❖ To acquaint the students with the objectives, curriculum and examination system of pre-primary, secondary stages of education

Course Contents:

Unit- I Meaning, Concept and Function of Education

- a) Meaning, Concept of Education.
- b) Aims and Objectives of Education.
- c) Function of Education.
- d) Role of family, Society and school in Education.

Unit- II Education development in India

- a) Radha Krishnan commission (1948-49).
- b) Secondary education Mudaliar Commission (1952-1953).
- c) Kothari education commission (1964-1966).
- d) National Education policy (1986).
- e) Modification of New Education policy (1992).

Unit- III Agencies of education

- National council for Teacher Education (NCTE).
- National Council of Educational Research and Training (NCERT).
- University Grants Commission (UGC).
- College teacher for Education (CTE).

Unit- IV Current Problems

- Women Empowerment.
- Human Rights in Education.
- Peace education.
- Values Education.

Term Paper : (Any one)

- Three abstract of Educational articles published in some standard journals.
- Make a presentaiton based on any one topic of the course.
- Any one education studies through survey method in the society.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain Education Meaning and its Concept
- ❖ Understand various commission and education policies.
- ❖ Acquaint the learners with the current problems of Indian education
- ❖ Acquent to various agencies of education in India.
- ❖ Understand current problem of society.

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Semester I

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 104	Introduction to Research Method	CC	4	30	70	100

Objectives:

- ❖ To develop and understanding about the concept of research in Education and its relevancy.
- ❖ To develop skill in preparing a good research proposal and research design.
- ❖ To include the idea of different bases of research in the field of Education.
- ❖ To impart the sense of scientific attitude in research.
- ❖ To understand about the use of different types of research tools and techniques.
- ❖ To develop skill in analyzing quantitative and qualitative research .
- ❖ To appraise critically about research work in Education field.

Course Contents:

Unit-I Concept of Education at Research

- Meaning ,Nature ,Scope, Needs & Purpose of Educational Research
- Types of Research : Fundamental/ Basic, Applied and Action Research
- Formulation of Research Problems and questions

- d) Area for identify Research Problems(Philosophical, Sociological, Psychological and new Trends)
- e) Framing Hypothesis

Unit- II Research Method in Education

- a) Scientific Inquiry and Experimental method
- b) Descriptive Research Method
- c) Historical Research Method
- d) Field Survey and Field Notes
- e) Ex- post- Facto Research/ Causal - Comparative Research
- f) Ethnography Research Methods
- g) Pilot Study

Unit-III Literature Study

- a) Concept ,Needs and objectives of Literature Study
- b) Sources of Literature
- c) Types of Literature (Indian & Abroad)
- d) Rationale of the Literature of Study
- e) Research Variables

Unit-IV Sample and Data Collection

- a) Concept of Sample, Statistics, Population and Parameter
- b) Characteristics a good sample
- c) Types of Sampling (Random, Stratified, Cluster, Purposive, Quota. Snow-ball, Multi - stages sampling.
- d) Tools and Techniques of Data Collection : Questionnaire, Observation, Rating Scale. Check-List , Interview Schedule, Task- Analysis, Focus-Group Design, Socio-Metric- Techniques
- e) Research Report writing and bibliography Reference/ style of writing

Term paper : (Any one)

- Write one term paper.
- Prepare a Research based Article of any problems of Education.
- Prepare a Research Design / Research proposal with Reference to Current Educational problems.
- Construct a Literature Review/ book Review of any reference.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand various types of research and formulation of research problems.
- ❖ Explain scientific inquiry and various research methods.
- ❖ Understand the concept, source and types of literature.
- ❖ Understand the quality of sample data and its uses with different techniques

Suggested Reading:

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Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 105	Communication and Expository Writing & Self Development (ISB)	CC	2	50	Practical & Viva-Voce	50

Objectives:

- ❖ To develop effective communication
- ❖ To develop expository writing
- ❖ To develop self development and confidence
- ❖ To develop self values

UNIT-I Communication and Expository writing

1. Concept and process of communication
2. Effective communication

3. Barrier in communication
4. Precise writing of three article
5. Writing article on current problem

UNIT II : Self Development

1. Identification of self values developed in your life.
2. Inculcate humanitarian values through yoga and Preksha dhyam.
3. Self introspection and extrospection.
4. Enlist good conduct of any five great personalities and compare them with your conduct.
5. Prepare self appraisal report.
6. Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand about the communication and writing methods
- ❖ Identify self development, introspection and extrospection
- ❖ Prepare their self appraisal report

Term Paper: (Any one)

1. Writing in communication
2. Style of writing
3. Mode of Communication
4. Concept, characteristics and needs of self.
5. Self mental ability (Memory, imagination and Reflection) practice for fostering these activities.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB101	Jain Culture and LifeValue	FC	4	30	70	100

Objectives:

- To describe the concept of Jain Culture
- To list the different types of Jain Life Values

Unit I: Jain History and Culture

- Antiquity of Jainism
- Teerthankar Lord Rishabha and Mahavira
- Jain Religious Schools, Orders and Sects
- Characteristics of Jain Culture

Unit II: Jain Ethics and Metaphysics

- Three Jewels (Ratnatraya)
- Code of Conduct of Ascetics (Shramanachar) and Householder (Shravakachar)
- Jain way of Life
- The Nine Truths
- Six Substances
- Cosmology : Jain Perspective

Unit III: Science of Living and Value Development

- Science of Living a new way of Education
- Seven Parts of Science of Living

- Science of Living and Value Development
- Non-violence and its training
- Non-absolutism and its application
- Anuvrat Movement and Morality

Unit IV: Preksha Meditation and Management

- Aim and Objective of Preksha Meditation
- Time Management
- Goal Management
- Health Management
- Stress Management
- Addiction Free Management

Outcomes:

- The students would develop on non- absolute approach.
- Can apply the knowledge of Jain life values into scientific research.

SUGGESTED READING

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- Samani Riju Prajna, Jain Tattva Mimansa aur Achara Mimansa, Jain Vishva Bharati Institute, Ladnun,2015.
- Samani Riju Prajna, Jain Darshan ke PramukhSiddhanta, Jain Vishva Bharati Institute, Ladnun, 2015

Semester II

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED201	Philosophy of Education	CC	4	30	70	100

Objectives

- ❖ To enable the student to understand the nature and functions of philosophy of education
- ❖ To acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
- ❖ To develop the ability to make comparison between different philosophies and their educational implications.
- ❖ To stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.

Course Contents:

Unit- I Philosophical Foundation of Education

- a) Meaning and Nature of Philosophy.
- b) Relationship of Education and Philosophy.
- c) Branches of Philosophy - Metaphysics, Epistemology, Axiology and their implication for Education.
- d) National Values as enshrined in the Indian Constitution and their educational implication.

Unit- II Indian Schools of Philosophy

- a) Sankhya educational philosophy.
- b) Vedanta educational philosophy.
- c) Geeta and Upanishad educational philosophy.
- d) Buddhism and Jainism educational philosophy.

Unit- III Philosophical Contribution of Indian Educational thinkers

- a) Swami Vivekanand
- b) Ravindra Nath Tagore
- c) Mahatma Gandhi
- d) Maharshi Arvind
- e) Acharya Tulsi, Acharya Mahapragya & Acharya Mahasraman

Unit- IV Western Philosophical Foundation of Education

- a) Idealism
- b) Naturalism
- c) Pragmatism
- d) Realism
- e) Existentialism

Term Paper : (Any one)

- Preparation of one term paper with PPT.
- Three abstracts of Philosophical article published in some standard journals.
- Make a presentation based on any one topic of the course.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature and functions of philosophy of education
- ❖ Acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
- ❖ Critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.
- ❖ Develop the ability to make comparison between different philosophies and their educational implications.
- ❖ Do independent thinking and a deeper insight into the philosophical roots of educational problems.
- ❖ Stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.

References:

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2. पाण्डेय, रामशक्ल (2008), शिक्षा दर्शन, अग्रवाल पब्लिकेशन्स, निर्भय नगर, गैलाना रोड, आगरा
3. पाण्डेय, रामशक्ल, कपूर बीना (2007), शिक्षा के दार्शनिक आधार, प्रकाशन विनोद पुस्तक मंदिर, आगरा

4. त्यागी, जी.एस.डी. (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा
5. भाटिया, के. के. (2006), शिक्षा का दर्शनशास्त्रीय स्वरूप, कल्याणी पब्लिशर्स, लुधियाना
6. पाठक, पी. डी., त्यागी जी. एस. डी. (2005), शिक्षा के दार्शनिक सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
7. Brigge, Morris-L. Educational Philosophies for Teachers, Charles E Merrill Publishing Co., Columbus
8. Brubacher, John S, Modern Philosophies of Education, Mc Grawhill Book company Inc, New York
9. Butler J. Donald, Four Philosophies and their practices in Education and religion Harper

Semester II

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED202	Sociology of Education	CC	4	30	70	100

Objectives:

- ❖ To develop on global perspective and help in solving the prevailing problems of education in India.
- ❖ To understand concept and process of Educational Sociology, Social Organization and Social Sub-system
- ❖ To understand relationship between education and social sub-system and education and social change.
- ❖ To know issues of equality, excellence and inequalities in education.
- ❖ To know the constraints of society in India.

Course Contents:

Unit: I Sociology and Education.

- a) Education and Sociology
- b) Meaning and Nature of Educational Sociology
- c) Sociology of education
- d) Education as a social subsystem
- e) Education in present Emerging Indian Society

Unit: II Sociological Impact/Agencies of Education.

- a) Education and the family
- b) Education and the Community
- c) Education and modernization
- d) Education and Culture
- e) Education and Democracy

Unit: III Social Change and Mobility

- a) Socialization of the child
- b) Social change - Meaning and nature
- c) Social stratification
- d) Social mobility
- e) Social Control

Unit: IV Issue Related to Socialization of Education

- a) Education as related to social equity and equality of educational opportunities

- b) Education of socially and economically disadvantaged section of the society with special reference to scheduled castes and scheduled tribes, women and rural population
- c) Solutions of social problems in modern India (Unemployment cultural pollution and indiscipline through survey method)

Term Paper : (Any one)

- Preparation of one Sociological term paper.
- Three abstracts of Sociological article published in some standard journals.
- Make a presentation based on any one topic of the course.
- Prepare a report on any social problem through survey method in the society.

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop on global perspective and help in solving the prevailing problems of education in India.
- ❖ Understand concept and process of Educational Sociology, Social Organization and Social Sub-system
- ❖ Establish relationship between education and social sub-system and education and social change.
- ❖ Identify the issues of equality, excellence and inequalities in education.
- ❖ Know the constraints of society in India.

References:

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3. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड, नई दिल्ली
4. पाठक पी.डी. (2008), भारतीय शिक्षा और उसकी समस्याएं, विनोद पुस्तक मंदिर, आगरा
5. पाठक एवं त्यागी (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
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8. औदित्य हिमांशु (2007), शिक्षा और उदीयमान भारतीय समाज, आस्था प्रकाशन, दिल्ली
9. पाण्डेय, रामशकल (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. त्यागी जी.एस. डी. (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा
11. सरयू चौबे (2005), शिक्षा के समाज शास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
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13. Hanseu, D.A. et. Al, (1967), On Education : Sociological Perspective, John Wiley and Sons., New York.
14. Kneller , G. F. (1965), Education Anthropology, John Wiley and Sons, New York.
15. Durkheim, E. (1965), Education and Sociology of Education, The Free Press of Glenoce, New York.

Semester II

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED203	Teacher Education - I	CC	4	30	70	100

Objectives:

- ❖ To acquaint the concept, objectives and principles of Teacher education with its historical perspectives.
- ❖ To acquaint the problems and issues related to the Teacher Education.
- ❖ To acquaint essentials of Teacher Education.
- ❖ To understand about the development of teacher education curriculum in India, various organizational, patterns in India.
- ❖ To understand about the various aspects of supervision and feed back.

Course Content:**Unit- I Concept and Structure of Teacher Education.**

- a) Meaning, Nature and Scope of the Teacher Education.
- b) Aims and Objectives of Teacher education at different level.
- c) Need and Importance of Teacher education.
- d) Type of Teacher education institution.
- e) Research in Teacher education.
- f) Issues and Problems of Teacher education.

Unit- II Historical development of teacher education in India.

- a) Vedic period
- b) Buddha period
- c) Muslim period
- d) British period
- e) After Independence

Unit- III Teacher Education as a profession.

- a) Teaching as a profession
- b) Professional growth of teacher education
- c) Quality of teacher education institute.
- d) Teacher's professional organizations.
- e) Curriculum at the different stages of teacher education.

Unit- IV Pre Service and In Service teacher education

- a) Need of Pre-service Teacher education different level
- b) Need of In-service Teacher education different level.
- c) Various programmes of in-service teacher education (Orientation and refresher course for teachers).
- d) Role of different institutions for pre-service and in service teacher education.
- e) Role of distance education pre-service and in-service teacher education programme.

Term paper :(Any one)

- One term paper on any topic related with the about unit.
- A review of a research Article in teacher Education and write Implication for Practitioner.
- Supervision of B. Ed. practice lesson at least ten lesson of students and prepare a report.
- Make a presentation based on any one topic of the above course.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint with the concept, objectives and principles of Teacher education with its historical perspectives.
- ❖ Understand problems and issues related to the Teacher Education.
- ❖ Acquaint with essentials of Teacher Education.
- ❖ Development of teacher education curriculum in India, various organizational, patterns in India.
- ❖ Explain the various aspects of supervision and feed back.

References:

1. सेन, अमृत, (2008), अध्यापक शिक्षा, इंडियन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली।
2. अग्निहोत्री, रविन्द (2007), आधुनिक भारतीय शिक्षा की समस्याएं और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
3. जोशी दिनेश सिंह, मेहता चतरसिंह, (2007), शिक्षक प्रशिक्षण के सिद्धान्त एवं समस्याएं, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
4. भट्टाचार्य जे.सी. (2007), अध्यापक शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा।
5. रूहेला, एस. पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन, आगरा
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11. Mukherjee, S.N. (1968), Education of Teachers in India (Vol. I). S. Chand & Co. Delhi,
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Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 204	Dissertation (ISB) (Quantitative)	CC	2	50 Practical & Viva-Voce		50

Objectives:

- ❖ To develop the research design
- ❖ To develop various research steps
- ❖ To understand the various research methods and techniques

Research design (Quantitative)

1. Selection of research problem
2. Review of related literature
3. Definition of related concepts
4. Objectives of research
5. Formation of hypothesis
6. Limitation of research
7. Research methodology and design

- 7.1 Selection of Research method
- 7.2 Population, sample and sampling
- 7.3 Variable
- 7.4 Selection of tools and techniques
- 7.5 Statistical methods
- 8. Procedure of Data collection, classification and tabulation
- 9. Importance of the study

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the research design
- ❖ Understand various research steps
- ❖ Explain the various research methods and techniques

References

- Classification of chapter.

Semester II

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED205	Internship in T E I	CC	4		100 Internship	100

Objectives:

- ❖ To understand the function of college
- ❖ To develop research steps

Internship in Teacher Education Institute

1. Understanding the Admission Process
2. Analysis of Time table
3. Morning Assembly
4. Class Management
5. Various Co-curriculum Activities.
6. Study departmental Meeting
7. Study the Library Process of the Institute Education.
8. Prepare an Action Research on any New Educational Problems
9. Regulation 2014 (B.Ed, M.Ed, B.Sc-B.Ed and B.A- B.Ed) Any One Report

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the function of school.
- ❖ Develop various research steps
- ❖ Explain the various research methods and techniques

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 201	Value Education and Spirituality	FC Any one	4	30	70	100

Objectives:

- ❖ To understand the need of value oriented education.
- ❖ To understand the process of contemplation for value development.
- ❖ To understand the non-violence and culture of peace.
- ❖ To understand the cardinal principles of Jainism.

Unit-I Value Education

- Challenges of Modern Education system and need of value education.
- Values-meaning, definitions, different views and classifications of values.
- Social duties, Responsibilities and Human Rights.

Unit- II Socio Ethical Life Style:

- Social Ethics and Jain Concepts.
- Panch Mahavrat- Ahimsa, Satya, Acharya, Bmrahmcharya & Aparigrah.
- Tri Ratna- Samyak Darshan, Gyana & Charitra.
- Anekantvada

Unit- III Development of Social Harmony.

- Peace and Its Relevance in social harmony.
- Social Harmony through Conflict Management.
- Training in Non-violence.

Unit-IV Enhancement of Values in behavior-

- Development of Moral Values: Contemplation of honesty, self-discipline and Non-violence
- Contemplation of mental balance, will power and patience for development of mental values.
- Development of Emotional & Spiritual Values.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the need of value oriented education.
- ❖ Discuss the process of contemplation for value development.
- ❖ Explain the non-violence and culture of peace.
- ❖ Understand the cardinal principles of Jainism.

Suggested Reading

- Structure of Values, Mukharjee RK (1955).....
- Devatma' Value Education: 4 supplements to present education. Arora K. NCET, New Delhi 1999.
- Helping students ascend the steps of value education. A. Dutta. (2004)
- Values and Ethics in School Education, Luther, M. (2001) New Delhi Mc Grow Hill.
- Value Development in Higher Education, Mukhopadhyaya M. (Eds.) 2004)
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- Value Education: Theory and Practice, Dr. N.L. Gupta, Krishna Brothers, Ajmer, 1986.
- अमूर्त चिन्तन- आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनू 2001
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- विश्वशांति एवं अहिंसा प्रशिक्षण, डॉ. बच्छराज दूगड़, जैन विश्व भारती संस्थान, लाडनू 2001
- जैन धर्म में अहिंसा, वशिष्ठ नारायण सिंहा, वाराणसी।
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- अहिंसा दर्शन, डॉ. अनेकान्त कुमार जैन, श्री लालबहादुरशास्त्री सं. विद्यापीठ, नई दिल्ली।

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
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JVB 202	Informational Technology and Computer Application	FC Any one	4	30	70	100
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Objectives:

- ❖ To understand the value of Information Technology.
- ❖ To understand the computer application.

Course Contents (Term End Theory Exam):

Unit I: Introduction to Computers and Windows

- Application of Computers
- Block Diagram of Computer
- Input and Output devices
- Types of software
- Introduction to Operating system: Windows
- Functions of operating system
- How you can Fast your Computer or Maintenance of computer

Unit II: Concept of MS Word and MS Excel and its application

- MS Word Window Layout
- Creating and Formatting Documents
- Editing Documents
- Working with Tables.
- Mail Merge, Macro Recording, Thesaurus, Printing Document (How to Use Page-Setup Before Printing)
- Introduction to Excel and its Applications
- Concept of workbook and worksheet
- Layout of Worksheets
- Use of basic formula and functions
- Sorting, Filtering and charts
- Report Generation (Pivot Table)
- Security or Protecting Worksheets

Unit III: Introduction & Application of MS-PowerPoint

- PowerPoint Slide Creation
- Slide Layout
- Views
- Adding content to slide- Text, Graphics, Sound, Video
- Applying Slide Transition
- Custom Animation
- Slide Show
- Working With Image or ClipArt (how you edit clipart image)

Unit IV: Internet

- Introduction to internet
- ISP (Internet Services Providers)
- About Modem, Type of Internet Connection
- Web browser – its functions

- Concept of search engine, What is surfing
- Social Networking site/How to pay online bill/How to book tickets online/How to use Paytm
- Website and its types
- Searching, downloading and uploading
- Basic concepts of sending and receiving E-mail
- Blog uses and creation of blog
- How to Create Simple web page (or Personal web page)

Course Contents (Practical) :

- Creating document in MS-Word like Advertisement, Letter, Tables, Charts etc.
- Creation of Simple Worksheet like Mark sheet, Pay slip using MS-Excel.
- Creation of Power Point Presentation on various themes.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint the fundamentals of the IT.
- ❖ Understand MS-Windows
- ❖ Familiar with MS-PowerPoint, MS-Word, MS-Excel and create their own blog.

Suggested Reading/Website

1. http://www.tutorialspoint.com/computer_fundamentals/index.htm
2. <http://www.gcflearnfree.org/office>
3. Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014
4. Introduction to Computer by Peter Norton, Tata Mc Graw hill
5. Introduction to Computer by Gary B Shelly

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 203	Preksha Meditation and Self Management	FC Any one	4	30	70	100

Objectives:

- ❖ To understand historical development of Preksha Meditation.
- ❖ To understand the components, spiritual-scientific basis, objectives and benefits of Preksha Meditation.
- ❖ To introduce the practicals & process of Preksha Meditation.

Unit-I Preksha Meditation - I

Preksha Meditation: nature, *upsampada*, main, supportive and specific components.

Kayotsarga (Relaxation with self awareness): objectives, spiritual and scientific basis and benefits.

Internal Trip (*Antaryatra*): objectives, spiritual and scientific basis and benefits.

Unit-II Preksha Meditation – II

Perception of Breathing: objectives, spiritual and scientific basis, types and benefits.

Perception of Body: objectives, spiritual and scientific basis and benefits.

Unit-III Preksha Meditation - III

Perception of Psychic Centres: objectives, spiritual and scientific basis and benefits.

Psychic Colour Mediation (*Leshya Dhyana*): objectives, spiritual and scientific basis and benefits.

Contemplation (*Anupreksha*): objectives, spiritual and scientific basis and benefits.

Unit-IV Self Management through Preksha Meditation

Personality development and Preksha Meditation.

Health management and Preksha Meditation.

Stress Management and Preksha Meditation.

Memory and Preksha Meditation.

Time management and Preksha Meditation.

Emotional management and Preksha Meditation.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the general concept of Preksha Meditation and the components of it.
- ❖ Practice and instruct the method of Preksha Meditation.
- ❖ Describe spiritual and scientific basis of each component of Preksha Meditation.
- ❖ Identify the benefits of Preksha Meditation practice.
- ❖ Understand the mechanism of personality development through Preksha Meditation.
- ❖ Develop Preksha Meditation module for self management.

SUGGESTED READING

- 1 प्रेक्षा पुष्प – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनू, 2003।
- 2 अपना दर्पण अपना बिम्ब – युवाचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 1991।
- 3 प्रेक्षाध्यान : सिद्धात और प्रयोग – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनू।
- 4 प्रेक्षाध्यान : व्यक्तिव विकास – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनू।
- 5 जीवन विज्ञान की रूपरेखा – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनू, 1996।
- 6 जीवन विज्ञान, प्रेक्षाध्यान एवं योग – संपा. समणी डॉ. मल्लीप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, 2009।
- 7 Mirror of the Self – Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1995.
- 8 Preksha Dhyana – Theory & Practice, Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1994.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 204	The Use of English	FC Any one	4	30	70	100

Objectives:

- ❖ To help them learn how to form correct sentences.
- ❖ To acquaint them with various types of sentence.
- ❖ To enable them to express their ideas using English correctly.

- ❖ To enrich their vocabulary.
- ❖ To help their transform sentences in different ways.

Course Description: The Use of English is a course designed to familiarize the students with basic tenants of English language comprising both grammar and composition.

Unit I: Basic Sentence Patterns and Transformation.

Unit II: Time, Tense and Concord.

Unit III: Voice, Narration and Modal Auxiliaries.

Unit IV: Writing Skills. (Letter, Application, Précis, Report and Essay Writing.)

Learning Outcomes: After studying this course/paper the learners will certainly be able to wake correct sentences.

- ❖ The learners can differentiate between sentences in active and passive voice , direct and indirect speech .
- ❖ The learners can use tenses correctly.
- ❖ They will be able to use modal verbs appropriately.
- ❖ They will learn how to write letters, applications and paragraphs/essays.
- ❖ By doing this practice their vocabulary and writing skill will improve.
- ❖ If they speak and write English correctly their confidence will increase.

SUGGESTED READING

- Green, David. *Contemporary English Grammar Structure and Composition*. Laxmi Publications; Second edition (2015)
- Hornby, A.S. *A guide to Patterns and Uses*. Oxford University Press, New Delhi.
- Swan, Michael. *Practical English Grammar*. Oxford University Press, New Delhi.
- Harit, S.K. *Communication Skills and English Grammar*. Associated Book Company, Jodhpur.
- Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publications.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 205	Non-Violence and Peace	FC Any one	4	30	70	100

Objectives:

- ❖ To understand the philosophical and historical development of non-violence.
- ❖ To understand the components and techniques of training in Non-violence.
- ❖ To know about conflicts and its solution.
- ❖ To know about applied aspects of non-violence
- ❖ To understand environmental issue and way out
- ❖ To make a common mindset for world peace.

Unit- I Violence: Concept, types, impact
Non-violence- Philosophical and Historical Interpretation,
Applied aspect, Training in Non-violence

Unit-II Conflict – Cause, Forms, Impact
Conflict Resolution-Diplomatic, Gandhian and
Anekantik Techniques.

Unit-III Human Nature Relationship
Environmental Problems.
Ethical Aspects.

Unit – IV World Peace
Threat to Global Peace
Initiative For Peace Making

Learning Outcomes: After completion of this course students would able to:

- ❖ The subject of non-violence and peace are relevant in this present era. In this course we will be aware of the various types of violence and non-violence.
- ❖ The applied form of non-violence and training in nonviolence are the significant characteristics of this programme.
- ❖ Conflicts are the part of life, with this programme student will be aware of various types of conflict and their resolution through diplomatic, Gandhian and Anekantik Technique. We are living in nature and our survival depends only on the well-being of nature. Now the globe is converted in a village, and our reach to any part of world is very easy. But, at the same time there several threats what world peace is facing students will becomes aware of the threats to world peace and initiatives of peace making.

SUGGESTED READING

- विश्वशांति एवं अहिंसा प्रशिक्षण– प्रो. बच्छराज दूगड़,
- गांधी दर्शन, शांति एवं मानवाधिकार, डॉ. अनिलधर, जैनविश्वभारती संस्थान, लाडनूँ
- पर्यावरण अध्ययन, डॉ. सतिन्द्र सिंह
- Anekant the Third Eye, Acharya Mahapragya.
- Towards a Nonviolent Future, S.L. Gandhi(Ed.), Anuvibha, Jaipur, 2015
- Peace Studies, The Discipline and Dimensions Ashu Pasricha, 2003

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 206	Social Work :Themes & Practice	FC Any one	4	30	70	100

Objectives:

- ❖ To acquire a clear understanding of Social Work Concept
- ❖ To gain knowledge about Social Work Practice Methods.
- ❖ To Understand Scope and Settings of Social Work Practice

Unit -I : Concept of Social Work

Social Work: Concept, Objectives, Nature and Scope, Basic Concepts of Social Work: Social Security, Social Reform, Social Service and Social Development, Social Sciences and Social Work.

Unit-II : Practice Methods of Social Work - I

Social Case Work: Meaning, Objectives and Principles, Social Group Work: Meaning, Objectives, Principles and Skills, Community Organisation: Meaning, Objectives and Principles

Unit-III : Practice Methods of Social Work – II

Social Welfare Administration: Meaning, Principles and Agencies, Social Work Research: Meaning, Objectives and Steps, Social Action: Meaning and Strategies

Unit-IV Social Work Settings and Scope

Scope of Social Work Practice: Children, Youth, Women, Aged, Weaker Section

Social Work Practice with Different Settings: Health Care, Industrial, Educational, Correctional

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire a clear understanding of Social Work Concept
- ❖ Gain knowledge about Social Work Practice Methods.
- ❖ Understand Scope and Settings of Social Work Practice

Suggested Readings:

1. डॉ. सिंह, सुरेन्द्र, मिश्र पी.डी., समाज कार्य, इतिहास दर्शन प्रणालियां, न्यू रॉयल बुक कम्पनी,, लखनऊ, 2004।
2. मदन, जी.आर., समाज कार्य, विवेक प्रकाशन, दिल्ली, 1996।
3. डॉ. कुमार, गिरीश, समाज कार्य का क्षेत्र, महात्मा गांधी मार्ग, लखनऊ, यू.पी., 1996
4. शास्त्री, राजाराम, समाज कार्य, उत्तर प्रदेश हिन्दी विकास संस्थान, हिन्दी भवन , महात्मागांधी मार्ग, लखनऊ, 1989।
5. कृपालसिंह सूदन, समाजकार्य सिद्धान्त एवं अभ्यास, नव ज्योती सिमिरन पब्लिकेशन, लखनऊ, 2004
6. मिर्जा आर. अहमद, समाजकार्य : दर्शन एवं प्रणालियां, उत्तर प्रदेश हिन्दी विकास संस्थान, लखनऊ, 1990
7. सुरेन्द्र सिंह एवं आर.बी.एस.वर्मा : समाज कार्य के क्षेत्र, यू रॉयल बुक कम्पनी, लखनऊ, 2002.
8. Healy, Karen Social Work Practices, London: Sage Publications.2000
9. Surendra Singh and others (2013): Encyclopedia of Social Work in India (Five Volumes).

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 207	Introduction to Prakrit	FC Any one	4	30	70	100

उद्देश्य—

1. विद्यार्थियों का प्राकृत भाषा का सामान्य परिचय करवाना।
2. प्राकृत साहित्य का सामान्य परिचय करवाना।
3. आगमों में प्रमुख उत्तराध्ययनसूत्र के माध्यम से आगमों की शैली एवं व्यावहारिक पक्ष का अध्ययन करवाना।

नोट: प्रत्येक इकाई 15 अंक की है।

इकाई – प्रथम : उत्तराययन सूत्र – अध्याय 1 (गाथा 1–20)

इकाई – द्वितीय : उत्तराययन सूत्र – अध्याय 1 (गाथा 25–48)

इकाई – तृतीय : प्राकृत भाषा का सामान्य परिचय

प्राकृत की उत्पत्ति एवं विकास, प्रमुख प्राकृतों की सामान्य विशेषताएँ (मागधी, अर्द्धमागधी, शौरसेनी, महाराष्ट्री एवं अपभ्रंश)

इकाई – चतुर्थ : प्राकृत साहित्य का इतिहास

श्वेताम्बर एवं दिगम्बर आगम साहित्य, प्राकृत काव्य (महाकाव्य, खण्डकाव्य, ऐतिहासिक काव्य) कथा एवं चरित साहित्य, प्राकृत गद्य एवं चम्पू साहित्य, प्राकृत सट्टक एवं प्राकृत व्याकरण साहित्य।

उपलब्धियाँ–

1. इससे विद्यार्थियों का प्राकृत भाषा का ज्ञान होगा।
2. प्राकृत साहित्य की जानकारी के साथ-साथ जैन आगमिक परम्परा का भी ज्ञान होगा।
3. हमारी संस्कृति से विद्यार्थी परिचित होगी।

संदर्भ ग्रंथ :

1. उत्तरज्झयणाणि – हिन्दी अनुवाद एवं व्याख्या साहित, संपादक आचार्यश्री महाप्रज्ञ, जैन विश्व भारती, लाडनू
2. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास, नेमिचन्द्र शास्त्री, तारा प्रकाशन, वाराणसी
3. प्राकृत साहित्य का इतिहास, डॉ. जगदीश चन्द्र जैन, चौखम्बा प्रकाशन, वाराणसी
- 4- Introduction to Prakrit, A.C. Woolner
- 5- History of Prakrit Literature, Hardev Bahar

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED301	Research Methods and Advanced Statistics	CC	4	30	70	100

Objectives:

- ❖ To convey the essential characteristics of a set data by representing in tabular and graphical forms.
- ❖ To compute relevant measures of average and measures of variation.
- ❖ To spell out the characteristics of normal probability of distribution.
- ❖ To examine relationship between and among different types of variables of a research study.
- ❖ To calculate the Significant between two sets of independent and correlated samples.
- ❖ To test the hypotheses based on sample Statistics.

Course Contents:

Unit -I Introduction to Educational Statistics

- a) Concept of Statistics (Meaning , Needs and Importance.)
- b) Data- types, Sources of Educational Data.
- c) Scales of measurement –Nominal, Ordinal, Interval and Ratio.

Unit-II Descriptive Statistics

- a) Measure of Central Tendency :
 - Mean
 - Median
 - Mode
- b) Measure of Variability
 - Range
 - Average Deviation (AD)
 - Quartile Deviation (QD)
 - Standard Deviation (SD)
- c) Measure of Relative Positions
 - Percentile & Percentile Rank
 - Quartile
 - Decile's
 - Standard Score (Z) and T- Score

Unit- III Test Construction and Data Analysis

- a) Research Tool : Teacher Made and Standardized
- b) Standardization Procedures of Test.
 - Reliability
 - Validity
- c) Graphical representation of Data
 - Histogram
 - Frequency Polygon
 - Ogive
 - Pie-chart
- d) NPC (Normal Probability Curve)
- e) Skewness and Kurtosis
- f) SPSS in Research

Unit- IV Inferential Statistics

- a) Sampling Error, Level of Significance and Null Hypothesis.
- b) Type –I Error, and Type-II Error
- c) Testing of Hypothesis(one-tail and Two- tail)
- d) Parametric- Test
 - T-test
 - F/ANOVA test (One way, Two way ANOVA)
 - ANCOVA (Analysis of Co-Variance)
- e) Non- Parametric test
 - Chi – Square(x^2) Test and its uses
 - U- Test
 - Sign test, Rank test and Median Test
- f) Correlation : Concept and Type
 - Rank- order Correlation
 - Product- Movement Correlation

Term Paper : (Any One)

- Write any one term paper with examples and solution.
- Calculate Reliability and Validity of any Teacher made test.
- Prepare a calculation sheet on SPSS Package.

NOTE- Calculator allowed in Examination

Learning Outcomes: After completion of this course students would able to:

- ❖ Convey the essential characteristics of a set data by representing in tabular and graphical forms.
- ❖ Compute relevant measures of average and measures of variation.
- ❖ Spell out the characteristics of normal probability of distribution.
- ❖ Examine relationship between and among different types of variables of a research study.
- ❖ Calculate the Significant between two sets of independent and correlated samples.
- ❖ Test the hypotheses based on sample Statistics.

Suggested Reading :

1. गैरेट, हेनरी ई. व बुडवर्थ, आर.ए. संशोधित संस्करण (2016), शिक्षा एवं मनोविज्ञान में सांख्यिकी के प्रयोग, कल्याणी पब्लिसर्स, B-1 राजेन्द्र नगर, लुधियाना-141008
2. भटनागर, आर.पी. भटनागर, ए.बी., भटनागर व अनुराग भटनागर (2014), शिक्षा अनुसंधान, प्रक्रिया, प्रकार एवं सांख्यिकी आधार, आर.लाल बुक डिपो, मेरठ
3. सिंह, गया व राय अनिल कुमार (2013) शैक्षिक अनुसंधान की विधियां, आर. लाल बुक डिपो, मेरठ

4. Ferguson, G.A. (1971), Statistical Analysis in Psychology and Education, Kogakusna, Tokyo : McGraw-Hill.
5. Garrett, H.E. (1971), Statistical in Psychology and Education, New Delhi: Paragon International Publisher.
6. Guilford, J.P. & Fruchter, B. (1981), Fundamental Statistical in Psychology and Education, New York: McGraw-Hill.
7. Mangal, S.K. (2008), Statistical in Psychology and Education, New Delhi: Prentice Hall of India Private Limited.
8. Seigel, S. & Castel Ian N.J. (1988), Non-parametric statistics for the Behavioural Science. Singapore: Graw-Hill Book Co.
9. McCall, R. (1993), Fundamental Statistics for the Behavioural Science. New York: Harcourt Brace.
10. Ravid, Ruth. (2000), Practical Statistics for Education. New York: University Press of America

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED302	Curriculum Studies	CC	4	30	70	100

Objectives:

- ❖ To define Curriculum and its concept
- ❖ To identify the components of Curriculum
- ❖ To describe the various Principles of Curriculum Construction
- ❖ To describe various approaches to curriculum construction
- ❖ To explain and compare various types of curriculum
- ❖ To describe various guiding principles for selection and organization of Learning Experiences
- ❖ To differentiate Formative and Summative Evaluation
- ❖ To explain various tools used in Curriculum Evaluation

Course Contents :

Unit -I Meaning and Concept of Knowledge and Curriculum Development :-

- a) Define Knowledge and Curriculum
- b) Concept of Curriculum : Official Curriculum and Hidden Curriculum.
- c) Components of Curriculum : Objectives, Content, Learning Experiences and Evaluation.
- d) Bases of Curriculum Development : Philosophical, Sociological and Psychological.
- e) New Trends in Curriculum Development : -
 - NCF 2005 for School Education.
 - NCFTE 2009 for Teacher Education.

Unit-II Curriculum Development and Design

- a) Basic principles of curriculum development
- b) Models of curriculum development : -
 - Scientific technical models and non - scientific non - technical models, system analysis
 - Saylor, Alexander and Lewis: administrative model (Deductive model)
 - Taba model (Inductive model/ Grassroots model)
 - Tyler model
- c) Types of Curriculum Design :
 - Child Centered /Learner Centered
 - Activity Centered

- Community Centered
- Experience Centered
- Problem Centered and Core curriculum
- Spiral Curriculum
- Designing with Local Specific need Curriculum

Unit -III Curriculum Implementation

- a) Rationale of Curriculum Development
- b) Role of State for Making Curriculum
- c) Curriculum as Process and Practice
- d) Relation Ship between Power, Ideology and Curriculum
- e) Differentiate between Curriculum and Syllabus

Unit-IV Curriculum Evaluation

- a) Concept and purpose
- b) Types of curriculum Evaluation:
 - Formative
 - Summative
- c) Assessment criterion of curriculum:
 - Time
 - Local need
 - Relevancy
 - Cost and design of tools

Term Paper : (Any one)

- Prepare one term paper with related to content.
- Construct any one curriculum model with in the content.

Learning Outcomes: After completion of this course students would able to:

- ❖ Define Curriculum and its concept
- ❖ Identity the components of Curriculum
- ❖ Describe the various Principles of Curriculum Construction
- ❖ Apply various approaches to curriculum construction
- ❖ Explain and compare various types of curriculum
- ❖ Describe various guiding principles for selection and organization of Learning Experiences
- ❖ Differentiate Formative and Summative Evaluation
- ❖ Explain various tools used in Curriculum Evaluation

References:

1. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
2. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi
3. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
5. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
6. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का अतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,
8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
10. सक्सैना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 303	Dissertation (ISB) Research design(Qualititve)	CC	2	50	Practical & Viva-Voce	50

Objectives:

- ❖ To understand the Research Desing and its quantitative
- ❖ To understand various Research Method

Selection of research problem

1. Background and rationale
2. Review of related literature
3. Definition of related concepts
4. Objective of research
5. Importance of research
6. Limitation of research
7. Research method
8. Sources of data
9. Collection of data
10. Criticism of Data
11. Interpretation of data

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand various research design
- ❖ Describe the quantitative methods

References -

Classification of Chapter.

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED304	Internship	CC	4	100	Internship	100

Internship Work (4 Week)

Objective:

- ❖ To know various teaching methods and their use in classes
- ❖ To prepare innovative lesson on different methods

- Class Teaching in B.Ed./B.A.-B.Ed./B.Sc.-B.Ed./B.A./B.Sc. College
- Class Supervision
- Morning Assembly

Prepare Innovate lesson (any four methods)

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand various teaching methods used in class
- ❖ Prepare the innovative lesson on different methods
- ❖

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED305	Any one Area Specialization on course I Area A Elementary education I	CE	4	30	70	100

Objectives:

- ❖ To understand the concept and History of Primary Education.
- ❖ To understand the problems of Primary Education.
- ❖ To understand the curriculum, evaluation pattern and different activities of Primary Education.
- ❖ To understand the recent plans or scheme of central and state govt. for Primary Education.
- ❖ To provide the solution of different problems of Primary Education.

Course Contents:

Unit - I History of Primary Education

- a) Concept of Primary Education.
- b) Primary Education : Origin and Development.
- c) Compulsory Primary Education : History and Development
- d) Objective of Primary Education

Unit - II Problems of Primary Education

- a) Wastage and Staganation
- b) Single Teacher School
- c) School Building and Other Facilities
- d) Lack of Proper Guidance

Unit - III Activities in Primary Education

- a) Right to Education Act - 2009 : Review
- b) Review the Recent Curriculum of Primary Education
- c) Recent Evaluation System of Primary Education
- d) Different Activities Organized in Primary Education

Unit - IV Recent Govt. Schemes for Primary Education

- a) Provisions for Primary Education in Recent Five Year Plan
- b) Recent Rules and Provision of State Govt. for Primary Education
- c) Measures of Quality Enhancement in Primary Education
- d) Organization and Execution of Mid-day-meal Programme

Term Paper : (Any one)

- Prepare a term paper on a given topic of your syllabus.
- Review any two recent articles on Primary Education.
- Observe a Primary School, prepare detail report and suggest the solution of its problems.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the concept and History of Primary Education.
- ❖ Describe the problems of Primary Education.
- ❖ Understand curriculum, evaluation pattern and different activities of Primary Education.
- ❖ Acquaint with recent plans or scheme of central and state govt. for Primary Education.
- ❖ Provide the solution of different problems of Primary Education

References:

1. Dash, B. N. (2014), History of Education in India, Dominant Publishers & Distributors, New Delhi
2. पारीक, मथुरेश्वर, सिडाना, अशोक (2008), भारतीय शिक्षा की समस्याएँ एवं नई प्रवृत्तियाँ, शिक्षा प्रकाशन, जयपुर।
3. अग्निहोत्री, रविन्द्र (2007), आधुनिक भारतीय शिक्षा और समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
4. जौहरी एवं पाठक (2007), भारतीय शिक्षा का इतिहास, विनोद पुस्तक मंदिर, आगरा।
5. अग्रवाल, बी. डी. (2005), आधुनिक भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
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8. प्राथमिक शिक्षक, त्रैमासिक पत्रिका, एन. सी. ई. आर. टी., नई दिल्ली।
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Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED306	Area B Secondary and Senior Secondary Education I	CE	4	30	70	100

Objectives:

- ❖ To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ To promote positive environmental and health practice.
- ❖ To enhance enjoyment in learning.
- ❖ To developmentally Society, Morality, Physically and Spirituality.
- ❖ To develop into a responsible and socially well adjusted person.

Course Contents:

Unit - I Secondary Educations : Before and After

- a) Introduction of Secondary Education.
- b) Secondary Education before Independence.
- c) Secondary Education after Independence.
- d) Development of Secondary Education.

Unit - II Problems & Their Solution of Secondary Education

- a) Aimlessness, Student Indiscipline.
- b) Dearth of Money, Absence of Community Life.
- c) Defective curriculum and Examination System.
- d) Immense increase in Non Government School.

Unit - III Objective of Secondary Education

- a) Secondary Education Commission 1952-53.
- b) Education Commission 1964-66.
- c) Reasons & Purposes for setting up the education Commission.
- d) Education Policy after independence.

Unit - IV Suggestion & Recommendation of the Commission

- a) Education structure and standards.

- b) Equalization of Educational Opportunities.
- c) School curriculum and Science Education.
- d) Teaching Methods, Guidance & Evaluation.

Term Paper : (Any one)

- Write a term paper on a topic given in course.
- Prepare a structure of different policy.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ Promote positive environmental and health practice.
- ❖ Enhance enjoyment in learning.
- ❖ Explain developmentally Society, Morality, Physically and Spirituality.
- ❖ Develop into a responsible and socially well adjusted person.

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3. सिंह, कर्ण (2006) भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर-खीरी।
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6. गुप्ता, एस.पी. (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद।
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8. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
9. कबीर, हुमायूँ, स्वतंत्र भारत में शिक्षा, राजपाल एण्ड सन्स, दिल्ली।
10. पाण्डेय, रामशकल, भारतीय शिक्षा की समस्यायें, आगरा।
11. मलैया, विद्यावती, भारतीय शिक्षा की समस्याएँ एवं प्रवृत्तियाँ, मैकमिलन कम्पनी ऑफ इण्डिया, दिल्ली।
12. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, खण्ड 44-45, अंक - 3-4।
13. रावत, प्यारे लाल, प्राचीन व आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन्स, आगरा।
14. रावत, प्यारे लाल, भारतीय शिक्षा का इतिहास, रामप्रसाद एण्ड सन्स, आगरा।
15. सिंघल, महेश चन्द्र, भारतीय शिक्षा की वर्तमान समस्या, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
16. सैयेदन, के. जी., शिक्षा शास्त्र (साइंस ऑफ ऐजुकेशन), राजकमल प्रकाशन, दिल्ली।
17. अग्निहोत्री रविन्द्र, भारतीय शिक्षा की वर्तमान समस्या, रिसर्च पब्लिकेशन्स, दिल्ली।

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED307	Any one Area Specialization on course II Area A Elementary Education II	CE	4	30	70	100

Objectives:

- ❖ To develop knowledge and understanding of the elementary education, its need and significance.
- ❖ To acquaint the students with the quality concern and administration of elementary education at different levels.
- ❖ To understand the policy perspective on ECCE in India and world.
- ❖ To develop insight for quality dimensions i.e. curriculum, pedagogy and programmes for elementary education.
- ❖ To develop skills for research and evaluation in ECCE and training.

Course Contents:

Unit -I Early childhood care : Policies and perspectives

- a) Early childhood care and Education : Concept, Objectives, Need and Significance
- b) Historical perspective and basic provision for children & schools
- c) ECCE : Indian and Global perspectives in light of recent reports
- d) ECCE : Basic administrative structure and quality concern in USA, UK & India

Unit -II Curriculum and Pedagogy

- a) Curriculum for Elementary Education : Characteristics and Importance
- b) Types of Curriculum : Montessori, Kindergarten and Balwari
- c) Curricular approaches & principles : Activity based, Child centered, Inclusive using Story telling, Role play, Puppetry, Musical and Rhythmic exercises etc.

Unit - III Programmes and Strategies

- a) Administration and Role of NCERT, SIERT and DIET for ECCE
- b) Panchayatiraj and Community involvement in planning and management for elementary education
- c) Role and services of NGO's like Bharati Foundation and Azim Premji foundation

- d) National and State level programmes for Girl childhood Education, Residential schools for girls and teacher empowerment

Unit -IV Training, Research and Evaluation

- a) Need and Significance of personnel involved in ECCE
- b) Status & Nature of Training programmes : pre-service and in-service- critical evaluation, issues and problems
- c) Areas of research studies in Elementary Education and problem solving through Action Research
- d) Recent trends in elementary education for training & skill development

Term Paper : (Any one)

- Study and prepare a report on present status of Elementary Education at State/Regional/ District level.
- Reflection on literature on quality concern and service of one western country (through Internet and Journals etc.)
- Review of past two years innovative programmes in Elementary Education

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge and understanding of the elementary education, its need and significance.
- ❖ Acquaint the students with the quality concern and administration of elementary education at different levels.
- ❖ Understand the policy perspective on ECCE in India and world.
- ❖ Develop insight for quality dimensions i.e. curriculum, pedagogy and programmes for elementary education.
- ❖ Develop skills for research and evaluation in ECCE and training.

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6. World Bank, (2004), Reaching out to the Child : An Integrated Approach to Child Development, Oxford University Press, New Delhi
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Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED308	Area B Secondary and Senior Secondary Education II	CE	4	30	70	100

Objectives:

- ❖ To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ To promote positive environmental and health practice.
- ❖ To enhance enjoyment in learning.
- ❖ To developmentally Society, Morality, Physically and Spirituality.
- ❖ To develop into a responsible and socially well adjusted person.

Course Contents:

Unit - I Teacher Education for Secondary and Higher Secondary Level

- a) Teacher Education for Secondary Level.
- b) Teacher Education for Higher Secondary Level.
- c) Teacher Education for Higher Secondary Level -Vocational System.

Unit - II In Service Teacher Education & Methods

- a) In Service Teacher Education for Secondary Level .
- b) Methods of in-service Teacher Education for Secondary Level.
- c) Board of Education, Rajasthan.
- d) CBSE

Unit - III Curriculum , Control, Administration, Examination, Evaluation of Secondary Education

- a) Curriculum of Secondary Education.
- b) Co-curriculum activities in secondary education
- c) Role of ICT for secondary education
- d) Control and Administration of Secondary Education.
- e) Examination, Evaluation in Secondary Education.

Unit - IV Vocationalisation, Expansion of Secondary Education

- a) Vocationalisation of Secondary Education
- b) Type of secondary schools.
- c) Expansion of Secondary Education.
- d) Quality of secondary education institutions
- e) Career counseling at secondary schools

Term Paper : (Any One)

- Write a term paper on a topic given in the course.
- Critically evaluate of the teaching methods of any one school.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ Promote positive environmental and health practice.
- ❖ Enhance enjoyment in learning.
- ❖ Developmentally Society, Morality, Physically and Spirituality.
- ❖ Develop into a responsible and socially well adjusted person

References:

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10. मलैया, विद्यावती, भारतीय शिक्षा की समस्याएँ एवं प्रवृत्तियाँ, मैकमिलन कम्पनी ऑफ इण्डिया, दिल्ली।
11. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, खण्ड 44-45, अंक - 3-4।
12. रावत, प्यारे लाल, प्राचीन व आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन्स, आगरा।
13. रावत, प्यारे लाल, भारतीय शिक्षा का इतिहास, रामप्रसाद एण्ड सन्स, आगरा।
14. सिंघल, महेश चन्द्र, भारतीय शिक्षा की वर्तमान समस्या, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
15. सैयेदन, के. जी., शिक्षा शास्त्र (साइंस ऑफ ऐजुकेशन), राजकमल प्रकाशन, दिल्ली।
16. अग्निहोत्री रविन्द्र, भारतीय शिक्षा की वर्तमान समस्या, रिसर्च पब्लिकेशन्स, दिल्ली।
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18. कबीर, हुमायूँ, स्वतंत्र भारत में शिक्षा, राजपाल एण्ड सन्स, दिल्ली।

Semester IV

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 401	Teacher Education-II	CC	4	30	70	100

Objectives:

- ❖ To acquaint the concept, aims and organizing the student teaching
- ❖ To understand the place of practice teaching and its principles in teacher education.
- ❖ To know various patterns of student teaching, their methods of organization and evaluation.
- ❖ To understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
- ❖ To understand various techniques and methods of evaluation of student teaching.
- ❖ To know various innovative instructional methods used in teacher education programme.
- ❖ To know latest researches done in the field of teacher education and student teaching.

Course Contents:

Unit- I Student Teaching and its Pattern

- a) Concept of student teaching.
- b) Objectives of student teaching.
- c) Scope and importance of student teaching.
- d) Problems of Student teaching in institutions preparing teachers.
- e) Practice teaching and off campus programme.

Unit- II Training in Teaching Skills

- a) Teaching models (concept attainment & inquiry training model, garjiya model)
- b) Microteaching programme for training of teaching skill
- c) Lesson plan for student teacher
- d) Planning the practice teaching programme
- e) Supervision of practice teaching programme

Unit- III Instruction Methods and Agencies of Teacher Education and Teacher Behavior

- a) Instruction methods in teacher education (seminars, workshop, Panel discussion)
- b) Role of Nation level agencies of teacher education (NCTE, NUEPA, NCERT, UGC, NAAC)
- c) Role of State level agencies of teacher education (SCERT, IASE, CTE, DIET)
- d) Maintenance of school records of student performance
- e) Teacher behavior (flanders interaction)

Unit-IV Evaluations of Teacher Education Programme

- a) Concept of evaluations in teacher education programme
- b) Importance of evaluation in education
- c) Types of evaluations

d) Internship programme

Term Paper :(Any one)

- One term paper on any topic related with the about unit.
- Prepare a report on latest rules & regulation of any one educational agency.
- Study of the annual report SCERT/NCERT/RIE to identify various programmes for professional development of teacher education.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint the concept, aims and organizing the student teaching
- ❖ Understand the place of practice teaching and its principles in teacher education.
- ❖ Know various patterns of student teaching, their methods of organization and evaluation.
- ❖ Understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
- ❖ Understand various techniques and methods of evaluation of student teaching.
- ❖ Know various innovative instructional methods used in teacher education programme.
- ❖ Know latest researches done in the field of teacher education and student teaching.

References:

1. सेन, अमृत (2008), अध्यापक शिक्षा, इंडियन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली।
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3. जोशी दिनेश सिंह (2007), मेहता चतरसिंह, शिक्षक प्रशिक्षण के सिद्धान्त एवं समस्याएं राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
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5. रूहेला, एस. पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन, आगरा।
6. सिंह, मयाशंकर (2007), अध्यापक शिक्षा गुणात्मक विकास अध्ययन पब्लिशर एण्ड डिस्ट्रीब्यूटर, दिल्ली।
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13. Stinnet. T.M. (1965), The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi
14. Pires, S.A. (1958), Better Teacher Education, Delhi University, Delhi
15. Rugg. H. (1952), Training of Teachers, Harper Bros.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 402	Academic Writing (ISB)	CC	2	50	Practical & Viva-Voce	50

Objective:

- ❖ To develop the academic writing

- ❖ To develop research work writing
- ❖ To participate in seminar and workshop

UNIT I General Writing

- a) Prepare a base review (any reference book)
- b) Script/Story (Drama)
- c) Prepare two content lesson of B. Ed. syllabus. (any two)

UNIT II Research Work Writing

- a) Prepare an Article on current topic.
- d) Present a Seminar paper (National/State/International)
- e) Prepare a desertation summary

Learning Outcomes: After completion of this course students would able to:

- ❖ Write on research
- ❖ Understand the concept of seminar and workshop

Term Paper: (Any one)

Prepare a term paper on any topic related with above unit.

Semester IV

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 403	Dissertation	CC	4	30	70 (Viva-Voce-35 & Evaluation 35)	100

Objective:

- ❖ To prepare for practical work
- ❖ To get the knowledge of field work and related problems.

Dissertation: Each candidate for the M.Ed. degree is required to investigate a research problem in the field of education and submit a dissertation embodying the results of his/her investigation.

Viva-Voce Board : The Viva-Voce board will consist of the following two persons:

- The External Examiner
- The Head of the Department

Learning Outcomes: After completion of this course students would able to:

- ❖ Do practical work independently
- ❖ Understnd and knowledge of field work problems

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
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MED 404	Specialization on courses - I Area (a) : Educational Administration and Managements Principles of Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	30	70	100
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Objectives:

- ❖ To develop the fundamental perspective of the theoretical tenants of administration and management.
- ❖ To understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
- ❖ To know and analyze the causes and types of role conflicts in organization and resolve them.
- ❖ To be acquainted with the procedure of decision making and scientific management.
- ❖ To make the students with new trends and techniques of educational management.

Course Contents:

Unit -I Educational Administration and Management

- a) Concept, Nature, Scope and Development of Administration and Management.
- b) Historical Development and Contribution.
- c) Modern Development : Scientific Management Approach, System Approach, Situational Approach.
- d) Competency Concept of Graft, Administrative Behaviour - Halpin

Unit -II Educational Organization

- a) Meaning and principles of Educational Organization.
- b) Organizational Behaviour & Climate - Maslow's theory of needs and job satisfaction.
- c) Organizational Development : Structural patterns, Analysis of factors affecting the organization.

Unit -III Educational Leadership and Decision Process

- a) Concept, Types and Styles of Educational Leadership.
- b) Models of Leadership : Ohio State model, Managerial Greid Model.
- c) Concept, Types and styles of Decision making.
- d) Models and Process of Decision making.

Unit -IV Educational schemes and agencies

- a) Educational Administration Policies : Post 1986 Development.
- b) Centrally sponsored schemes and Role of state level Educational Administration.
- c) Various agencies related to Educational Administration at state and National level and their functions.

Term Paper : (Any one)

1. Prepare a report on recent state/central level schemes related to education and their administration.
2. Prepare a report on any agency related to educational administration at state/National level and its major functions.
3. Prepare ppts on historical development and important contribution related to principles of educational administration and management.

4. Prepare ppts on survey report related to organizational climate of any educational institute and their related remedies.

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the fundamental perspective of the theoretical tenants of administration and management.
- ❖ Understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
- ❖ Know and analyze the causes and types of role conflicts in organization and resolve them.
- ❖ Acquainted with the procedure of decision making and scientific management.
- ❖ Make the students with new trends and techniques of educational management

References:

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8. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
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Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
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MED 405	Area (b) Educational Technology Principles of Educational Technology	Choose any one area which will comprise of three papers CE	3	30	70	100
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Objectives:

- ❖ To acquaint the students with the concept, definition and Scope of educational technology.
- ❖ To acquaint the students with the system approach, communication process and content analysis.
- ❖ To enable the students to understand about the principles of programmed learning.
- ❖ To acquaint the student about the role of instructional technology.
- ❖ To acquaint the student about the teaching model.

Course Contents:

Unit - I Concept of Educational Technology

- a) Educational Technology: Concept, its definition, nature, scope.
- b) Forms of educational technology: teaching technology, instructional technology and behavior technology.
- c) Approaches of educational technology: Hardware Software and System approach.

Unit-II Communication & its Process

- a) Communication in education, communication process, types, communication in teaching learning.
- b) Comparative study of memory, understanding and reflective level of teaching.
- c) Content analysis.

Unit- III Models of Teaching Technology

- a) Teaching Models: Concept, characteristics.
- b) Glasser's Basic Training Model.
- c) Creativity Teaching Model.

Unit-IV Programme Learning Approaches

- a) Programmed Learning: Meaning, characteristics, principles.
- b) Types of programmed learning: Linear and branching.
- c) Advantages and limitations of programmed learning.

Term Paper : (Any one)

- Preparation and administration of programmed learning materials (at least 20 frames) or Development of a computer programme on a topic.
- Preparation of any two low cost teaching aid/ PPT Preparation

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand with the concept, definition and Scope of educational technology.
- ❖ Explain system approach, communication process and content analysis.
- ❖ Describe about the principles of programmed learning.
- ❖ Understand about the role of instructional technology.
- ❖ Acquaint about the teaching model.

Suggested Reading:

1. मित्तल, सन्तोष (2008), शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
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3. अग्रवाल जे. सी. (2007), शैक्षिक तकनीकी तथा प्रबंध के मूलतत्त्व, विनोद पुस्तक मंदिर, आगरा।
4. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, जयपुर : शिक्षा प्रकाशन।
5. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा।
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12. Green, E.J.(1960),The Learning Process & Programmed Instruction. NY.Holt, 1968, Rinehart & Winston Inc.
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Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 406	Area (c) Measurement and Evaluation Principles of Measurement and Evaluation	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To understand the meaning and basic concepts of measurements and Evaluation.
- ❖ To differentiate between measurement and evaluation.
- ❖ To acquaint the students with new trends in examination reforms.

- ❖ To develop critical thinking the students to understand the process of test development and their standardization.

Course Contents :

Unit : I Concept of Measurement and Evaluation

- a) Measurement: Physical vs. Psychological and Educational Measurement
- b) Differentiate between Measurement and Assessment
- c) Types of Evaluation
 - Placement Evaluation
 - Formative Evaluation
 - Summative Evaluation
 - Diagnostic Evaluation
 - Prognostic Evaluation

Unit : II Measurement of Learning and Achievement

- a) Norm-referenced Test vs. criterion reference Test
- b) Scale, Test, T-score, Z-score
- c) Construction of an Achievement Test
 - Blue print
 - Try out of the test
 - Item-analysis
 - Difficulty Level, Discrimination Power Index

Unit : III Standardization of Test

- a) Standardization Procedures for a test administration, Scoring and reporting
- b) Teacher made Test vs. Standardised Test
- c) Quality of a good Test
 - Validity
 - Reliability
 - Objectivity
 - Norms

Unit : IV Assessment of Validity , Reliability and Norms

- a) Concept, definition of validity, reliability and norms
- b) Types of validity, reliability and norms
- c) Determining degree of reliability and validity
- d) Factors affecting validity and reliability
- e) Relationship between validity and reliability

Term Paper : (Any one)

- Construct, Try out and done item analysis of a teacher made test.
- Calculating Reliability of a test with using any methods.
- Establishing validity of a test with using any methods

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the meaning and basic concepts of measurements and Evaluation.
- ❖ Differentiate between measurement and evaluation.
- ❖ Acquaint the students with new trends in examination reforms.

- ❖ Develop critical thinking the students to understand the process of test development and their standardization.

Suggested Reading:

1. Ferguson , George A.(1971), Statistical Analysis in Psychology and Education. MC-Graw Hill Kegakusha Ltd.
2. Anastasi, A. (1970), psychological Testing, Macmillan New Delhi.
3. Gailford,J.P.& Frutcher,B (1970), Fundamental Statistics in psychology and education MC Graw-Hill Kagakush Ltd.
4. Grounlund, N. E. (1968) Measurement and exaluation in Teaching Macmillan co.
5. Cronbach, L. J. (1960), Essential psychological Testing, New York: Harper
6. Bloom,B.S. (1956), Taxonomy of Objectives "Cognitive Domain", Logman,New York.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 407	Specialization on courses - II Area (a) : Educational Administration and Managements Educational Administration and Management Practice	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To acquaint the knowledge of different Education Administrative Structure in India.
- ❖ To know about various procedures of Educational Supervision an Co-ordination.
- ❖ To develop understanding of the concept and forms of Educational Management.
- ❖ To gain knowledge about the concept and principal of Financial Management.
- ❖ To assess the understanding about different Contemporary Trends in Educational Management.

Course Contents:

Unit- I Educational Administrative Structure in India

- a) Concept, need, Characteristics, Principles, Functions, Scope, Educational administration and Educational Management.
- b) Level : Panchayat and Zilla Parishad, District.
- c) Level : State and Central
- d) Control and Pressures on Educational Administration.

Unit- II Educational Supervision and Co-ordination

- a) Concept, need, Scope of Supervision
- b) Procedure and Process of Supervision
- c) Co-ordination - Concept, Need, Scope

Unit- III Communication in Educational Administration and Management

- a) Concept, need, scope
- b) Types and forms
- c) Process and Function
- d) Delimitation

Unit- IV Educations Financial Management and Contemporary Trends in Educational Management

- a) Concept, need, scope, Types, Principles Financial Management.
- b) Budget, Concept, need, types, process.
- c) T.O.M. Total Quality Management.
- d) Time Management

Sessional Works: (Any one)

- Prepare a case study report of the organizational climate of a school.
- Prepare a financial budget report of a particular school.
- Prepare a two term paper of the content P.P.T.
- Abstracts of two recent articles related to Educational Administration and Management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint the knowledge of different Education Administrative Structure in India.
- ❖ Know about various procedures of Educational Supervision an Co-ordination.
- ❖ Develop understanding of the concept and forms of Educational Management.
- ❖ Gain knowledge about the concept and principal of Financial Management.
- ❖ Assess the understanding about different Contemporary Trends in Educational Management

References:

1. मिश्रा महेन्द्रकुमार (2008), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, यूनिवर्सिटी बुक हाऊस (प्रा.) लि., जयपुर
2. सुखिया उस. पी. (2008), विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर आगरा
3. प्रसाद केशव (2008), विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
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16. Ranganathavi, Snehlata (1996), Educational Reform and Planning Challenge. Kanishka Pub. New Delhi
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20. Nwankwo, John I. (1982), Educational Administration, Theory and Practice, Vikas Pub. House, New Delhi
21. Tanner, C. Kenneth, Willams Eart J. (1981), Educational Planning and Decision making, Lexington Books Massachusetts
22. Martin John. Rich. (1972), Conflict and Decision analyzing Educational issues. Harper & Row pub.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 408	Area (b) Education Technology Innovative Methods and Techniques in Educational Technology	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To understand the idea of Methods, Techniques and Models of Teaching Technology.
- ❖ To develop knowledge of Various Teaching Methods and Techniques.
- ❖ To acquire the knowledge of new trends in teaching technology.
- ❖ To apply teaching for effective and innovative class room teaching.

Course Contents:

Unit - I Concept of Innovation and Objective

- a) Innovation : Meaning, Definition and Characteristics.
- b) Methods : Concept, Characteristics and Utility.
- c) Components of Instructional Process: Objectives, Concept and Methods.
- d) Formulation objective domains of behaviour :
 - Cognitive
 - Affective
 - Psychomotor

Unit - II Principal Methods of Teaching

- a) Democratic Methods : (Concept, Merits and Limitation)
 - Project
 - Laboratory
 - Excursion
 - Group Discussion
 - Problem Solving
 - Programme Learning
 - Brain Storming
 - Review Methods
 - Hueristic Method
 - Co-operative Learning Methods

- b) Auto-cratic methods (Concept, Merits and Limitation)
 - Demonstration
 - Team Teaching

Unit - II Innovative Techniques of Teaching Technology

- Video - conferencing
- Questioning
- Illustration
- Exposition
- Comparison
- (CAI) Computer Assisted Instruction)
- Reflective dialogue
- Online classes/E-learning

Unit -IV Models of Teaching Technology

- a) Interaction Analysis (Flander's)
- b) Social Learning Models (Bandura)
- c) Advance Organizer Teaching Model (David Ausubel)
- d) Developmental Teaching Model (Jean- Piaget)

Term Paper: (Any one)

- Write one term paper.
- Prepare a lesson plan with using any innovative methods.
- Prepare a Teaching model with examples

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the idea of Methods, Techniques and Models of Teaching Technology.
- ❖ Develop knowledge of Various Teaching Methods and Techniques.
- ❖ Acquire the knowledge of new trends in teaching technology.
- ❖ Apply teaching for effective and innovative class room teaching.

References:

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
4. Hillard R.I. (1973), Writing for T.V. and Radio N.Y.Hastings House
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6. Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 409	Area (c) Measurement and Evaluation Tools and Techniques of Evaluation in Education	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To understand the process and performance through using various types of test items.
- ❖ To acquaint the knowledge of preparing tools like Check list, Rating scales, Questionnaires etc.
- ❖ To develop understanding about various Evaluation procedures
- ❖ To obtain the knowledge of objectives in Evaluation
- ❖ To know preparation of achievement and diagnostic tests and complete question paper.

Course Contents:

Unit : I Role of Testing of Non-Testing Techniques in Educational Evaluation

- a) Purpose and Function of Testing in School
- b) Interpretation of Raw Score to Standard Score
- c) Types of psychological Tools
 - Questionnaires
 - Check list
 - Rating Scale
 - Interest inventories
 - Sociometric techniques
 - Interview Schedule

Unit : II Taxonomy of Evaluation and Objectives

- a) B.S.Bloom's Taxonomy of Objectives
 - Cognitive Domain
 - Affective Domain
 - Psychomotor Domain
- b) Oral Test vs. Written Test
- c) Speed Test vs. Speeded Test
- d) Objective vs. Subjective Test
- e) Objective based Evaluation Procedure

Unit : III Measurement of Psychological Trait

- a) Intelligence test
- b) Personality Inventories
- c) Attitude Scale (Likert and Thurston Scale)
- d) Measurement of creativity (Verbal vs Non-verbal)

Unit : IV Uses and Limitations of Test Norms

- a) Item Analysis -Purpose and Procedure
- b) Discrimination Power & Difficulty Index-methods of calculation
- c) Distractor Factor and its needs in a test

- d) Types of Norms: Age, Grade, Percentile, T and Z Score norms
- e) Types of Scale
 - Cardinal Scale
 - ordinal Scale
 - Interval Scale
 - Ratio Scale

Term paper : (any one)

- Write any two term paper in the content
- Prepare any one questionnaire for a test.
- Develop a Check List or Interview Schedule.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the process and performance through using various types of test items.
- ❖ Acquint the knowledge of preparing tools link Check list, Rating scales, Questionnaires etc.
- ❖ Develop understanding about various Evaluation procedures
- ❖ Obtain the knowledge of objectives in Evaluation
- ❖ Know preparation of achievement and diagnostic tests and complete question paper.

Suggested Reading:

1. Grounland, N.E. (2003), Educational Measurement & Assessment in Education, Macmillan co. (8th Edition)
2. Ferguson, George (1971), A Statistical Analysis in Psychology and Education (3rd Edition), Mc.Graw hill, New Delhi
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Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 410	Specialization on courses - III Area (a) : Educational Administration and Management Modern Trends in Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To develop an insight into modern perspectives and trends of Educational Administration and Management.

- ❖ To acquire the knowledge of Educational Management at different levels through scientific management.
- ❖ To develop the managerial skills through data analysis, planning proposals and decision making process.
- ❖ To develop knowledge of accreditation process, finance management and its application.
- ❖ To understand the planning procedure, human resource management and some new trends.

Course Contents:

Unit- I Educational Management and Its Levels

- a) Educational Management - Concept, Scope and Characteristics of good management
- b) Difference between Educational Administration and Education Management
- c) Management at different levels - Elementary, Secondary and Higher Education
- d) Scientific Management through PERT, CPM and PPBS

Unit - II Resource Management

- a) Resources : Types, Scope and Need in Organization
- b) Human resource management : Staff recruitment and cadre management policies and practices
- c) Performance appraisal, Grievance redressal mechanism & Teacher's union
- d) Conflict Management : Types of Conflict, Getzel's theory and Conflict management

Unit - III Planning and Financial Management

- a) Educational planning : Concept, Types and Approches
- b) Appraisal and Analysis of Educational Data, formulation of policy and planning proposal
- c) Finance Management : Process of financing, Types of Educational Expenditure, Monitoring, Accounting and Auditing
- d) Resource Mobilization & Finance, Project Analysis, Criteria for allocation of funds

Unit - IV Evaluation and Accreditation

- a) Evaluation of Educational Management : Summative & Formative
- b) Accreditation & Appraisal of Institute : Objective, Guidelines & Types
- c) Administration - plan & non plan schemes and provisione at central and state level
- d) Educational management information system (EMIS), Project management information system (PMIS)

Term Paper : (Any one)

- Prepare a report related to performance appraisal of any educational administrative unit.
- Prepare a review report for educational Programmes at state level.
- Prepare a critical report for human resouce development programmes in any organization.
- Prepare PPTs related to summative and formative evaluation structures of educatinal management evaluation.
- Prepare PPTs for monitoring and auditing related to observation for finacial management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop an insight into modern perpectives and trends of Educational Administration and Management.
- ❖ Acquire the knowledge of Educational Management at different levels through scientific management.

- ❖ Develop the managerial skills through data analysis, planning proposals and decision making process.
- ❖ Develop knowledge of accreditation process, finance management and its application.
- ❖ Understand the planning procedure, human resource management and some new trends

References:

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Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 411	Area (b) Education Technology Educational Technology and Computer Application	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ Students will become aware of various ICT trends.
- ❖ Students will be able to use computer for their studies and get the general introduction about windows operating system.
- ❖ Students can create presentation and use MS Word for their text formatting
- ❖ Students will know how to create simple marksheet and will be able to use Internet for their study purpose.

Course Contents:

Unit - I I C T in Education

- a) ICT : Concept, Characteristics, Importance
- b) Challenges for ICT
- c) Multimedia Approaches :
 - Video conferencing
 - Online classes
 - Smart Classes

Unit - II Introduction to Computers and Windows Operating System

- a) Introduction to Computers
 - Definition , Application & Block Diagram of Computer
 - Computer Memory, Hardware & Software
 - I/O Devices
- b) Introduction to Windows OS
 - Features of Windows OS
 - Basic Components of Windows OS- Desk Top, Task Bar, System Tray, Icons, Control Panel, File & Folder Management

Unit - III Introduction to MS-Word & Ms-Power Point

- a) Introduction to MS-Word
 - An overview of the basics of word processing
 - Editing and Formatting Documents
 - Use spell check , grammar check & Thesaurus
 - Creating Tables
 - Introduction to Ms-PowerPoint
 - Creating an effective presentation using power point

Unit - IV Introduction to MS-Excel & Internet

- a) Introduction to MS-Excel
 - Creating an excel worksheet
 - Using formula & functions

- Creating Charts & Graphs
- b) Introduction to Internet
 - Introduction to Internet, Web Browser and Search Engine
 - Surfing the Net using search engines and download
 - Email

Term Paper : (Any one)

- Write one term paper.
- Prepare a P P T lesson with any concept of this paper.

Learning Outcomes: After completion of this course students would able to:

- ❖ Aware of various ICT trends.
- ❖ Use computer for their studies and get the general introduction about windows operating system.
- ❖ Create presentation and use MS Word for their text formatting
- ❖ Know how to create simple marksheet and will be able to use Internet for their study purpose.

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Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 412	Area (c) Measurement and evaluation New Trends in Educational Assessment and Statistics	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To grasp the holistic idea about Educational Assessment.
- ❖ To enhance skill of new trends in education.
- ❖ To apply and diagnose the learning errors of evaluation.
- ❖ To develop the knowledge and basic use of statistics in education.
- ❖ To create innovation in examination system (CBCS).

Course Contents:

Unit - I New Trends in Education

- a) Grading System Vs. Marking System.
- b) Continuous and Comprehensive Evaluation (CCE)
- c) Question Bank and Examination Reforms.
- d) Use of Computer in Evaluation and open book system of Examination.
- e) Semester System and Choice Based Credit System. (CBCS)

Unit - II Diagnostic Test and Remedial Instruction

- a) Needs of Educational Diagnosis in Elementary and Secondary Schools.
- b) Purpose of Diagnostic Test
- c) Preparation Diagnostic Test
- d) Remedial Instruction : Concept, Procedure and Needs.
- e) Preparation of Remedial Test

Unit - III Measure of Central Tendency

- a) Mean and its uses
- b) Median and its uses
- c) Mode of and uses

Unit - IV Measure of Variability

- a) Range
- b) Quartile Deviation
- c) Average Deviation
- d) Standard Deviation

Term Paper : (Any one)

- Prepare a diagnostic test or remedial material.
- Write a short notes about new trends of Evaluation in Education.
- Collection and prepare a question bank (minimum five years).
- Choose a problem and calculate Mean, Median, Mode and Standard in the same problems.

Learning Outcomes: After completion of this course students would able to:

- ❖ Grasp the holistic idea about Educational Assessment.
- ❖ Enhance skill of new trends in education.
- ❖ Apply and diagnose the learning errors of evaluation.
- ❖ Develop the knowledge and basic use of statistics in education.
- ❖ Ceate innovation in examination system (CBCS).

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Syllabus

DEPARTMENT OF EDUCATION

**Bachelor of Arts-Bachelor of Education
(B.A- B. Ed.)**

Four Years Integrated Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute
(Deemed to be University under section 3 of UGC Act, 1956)
Ladnun-341306 (Raj.)

2017

Price: Rs.

Bachelor of Arts-Bachelor of Education (B.A- B.ED.)

Four Years Integrated Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005 and B.A. B.Ed programme has started from October 2016. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

1. Introduction :

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will be a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish in an environment that promotes value and technology based society.

Duration: The B.A. B.Ed programme is full time four years Integrated programme.

Eligibility: A candidate who has passed senior secondary from any recognized Board and qualified entrance test conducted as per guideline of State Government.

Objectives:

- ❖ To give the subject knowledge of graduation level.
- ❖ To develop professionalism in teacher Education Programme.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainees.

Programme Outcome of B.A.-B.Ed. (4 Years Integrated Programme)

The department of education runs the B.A.-B.Ed. programme which is recognized by NCTE, New Delhi since 20015. The programme has very specific outcomes to spread educational thought with creative skills in integrated approach enlighten, emancipated and empowered teachers leads the nation towards strong and global teachers and expected to create social cohesion, national integration, international understanding for prospective society.

This programme boost out the global dynamic values and ethics for teacher trainees. Teachers are backbone of the society, so preparing teachers itself a tedious job for the teacher educators in the field of education. ICT, yoga education, liberal education, skill training, inclusive parameter of institution are the basis ingredients of the innovative integrated programme. Both theoretical and practical knowledge with high standard of internship field work are the beauty of this teacher education programme. Practice makes an individual perfect and needful, so through this programme, more practice work shall be provided for teacher trainees more creative and dexterous for the highly upgraded scientific society.

Programme Specific Objectives (PSO) of B.A.-B.Ed. (4 Years Integrated programme)

After completion of the B.A.-B.Ed. programme the pupil's teachers shall able to:

1. Give a proper training in integrated teacher education in graduate level.
2. Develop skills, attitude, knowledge among trainees.
3. Envisage integrated approach with ICT and creative pedagogy among trainees..
4. Motivate creative and rational thinking among teacher trainees.
5. Foster sound moral and ethical values for personality development among trainees.
6. Apply educational innovation and new strategies of teacher education.
7. Promote about liberal education in teacher education programme.

Scheme of Examination

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/ examination calendar notified by the Institute.
3. Each Theory paper will be valued as per marks division given in the prospectus which will include semester end Theory exam. Practical (wherever applicable) and continuous internal assessment (CIA).

4. CIA will include the following components :
- | | |
|------------------------------|-----------------|
| ▪ Attendance regularity | 10 marks |
| ▪ Class Tests | 05 marks |
| ▪ Assignments | 10 marks |
| ▪ Class Presentation/Seminar | 05 marks |
| Total | 30 marks |

For UG students to pass a semester, a student has to secure a minimum of 40% marks in aggregate and minimum of 36% marks in individual theory papers. A student has to pass in written examination.

Evaluation Panel:

CIA Concerned Two Subject teacher nominated by the HOD of the Department.

Internship Evaluation Panel:

- ❖ Pre-Internship and Post Internship
 - HOD of the concerned Department
 - Departmental Supervisor/School Head Master/Principal of the School/Nominated School Teacher

Final Lesson Panel: (Two Teaching Subject)

- ❖ HOD of the concerned Department
- ❖ Internal/External Subject Expert

EPC Evaluation Panel:

Theory/Practical and viva-voce Examination Panel will be :

- HOD of the concerned Department.
- Internal Subject Expert.

(B.A. - B.E.d.)**Semester I**

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 101	Childhood and Growing Up	CC	4	30	70	100
BAE 101	Hindi Literature	Any Three CE	4	30	70	100
BAE 102	English Literature					
BAE 103	Sanskrit Literature					
BAE 104	History					
BAE 105	Political Science	CE	4	30	70	100
BAE 106	Sociology	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 107	Geography					
BAE 108	Economics					
BAE 109	Home Science					
JVB 101	Jain Culture and LifeValue	FC	4	30	70	100
		Total	20	150	350	500

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 201	Assessment For Learning	CC	4	30	70	100
EDU 202	Learning And Teaching	CC	4	30	70	100
BAE 201	Hindi Literature	Any Three CE	4	30	70	100
BAE 202	English Literature					
BAE 203	Sanskrit Literature					
BAE 204	History					
BAE 205	Political Science	CE	4	30	70	100
BAE 206	Sociology	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 207	Geography					
BAE 208	Economics					
BAE 209	Home Science					
		Total	20	150	350	500

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 301	Understanding Discipline and Subjects	Any one CE	4	30	70	100
EDU 302	Innovative Methods					
BAE 301	Hindi Literature	Any Three CE	4	30	70	100
BAE 302	English Literature					
BAE 303	Sanskrit Literature					
BAE 304	History					
BAE 305	Political Science	CE	4	30	70	100
BAE 306	Sociology	CE	4	30	50+20 (Only Geography Practical) 70	
BAE 307	Geography					
BAE 308	Economics					
BAE 309	Home Science					
JVB 301	Critical Understanding of ICT	FC	2	15 Practical	35	
JVB 302	Yoga and Preksha Meditation	FC	2	15 Practical	35	50
		Total	20	150	350	500

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 401	Gender, School and Society	CC	4	30	70	100
EDU 402	Reading and Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva-Voce	50
EDU 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical & Viva-Voce	50
BAE 401	Hindi Literature	Any Three CE	4	30	70	100
BAE 402	English Literature					
BAE 403	Sanskrit Literature					
BAE 404	History					
BAE 405	Political Science	CE	4	30	70	100
BAE 406	Sociology	CE	4	30	50+20 (Only Geography Practical) 70	
BAE 407	Geography					
BAE 408	Economics					
BAE 409	Home Science					
		Total	20	150	350	

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 501	General English	CC	4	30	70	100
EDU 502	Contemporary India and Education	CC	4	30	70	100
BAE 501	Hindi Literature	Any Three CE	4	30	70	100
BAE 502	English Literature					
BAE 503	Sanskrit Literature					
BAE 504	History					
BAE 505	Political Science	CE	4	30	70	100
BAE 506	Sociology	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 507	Geography					
BAE 508	Economics					
BAE 509	Home Science					
		Total	20	150	350	500

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 601	General Hindi	CC	4	30	70	100
EDU 602	Pre- Internship	CC	4	100 Pre- Internship		100
BAE 601	Hindi Literature	Any Three CE	4	30	70	100
BAE 602	English Literature					
BAE 603	Sanskrit Literature					
BAE 604	History					
BAE 605	Political Science	CE	4	30	70	100
BAE 606	Sociology	CE	4	30	50+20 (Only Geography Practical) 70	100
BAE 607	Geography					
BAE 608	Economics					
BAE 609	Home Science					
		Total	20	120	380	500

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 701	Creating and Inclusive Education	CC	4	30	70	100
EDU 702	Language Across the Curriculum	CC	4	30	70	100
BAE 701	Hindi	Pedagogy of a School Subject Any two CE	4	30	70	100
BAE 702	English					
BAE 703	Sanskrit					
BAE 704	History					
BAE 705	Civics					
BAE 706	Social Science					
BAE 707	Economics					
BAE 708	Geography					
BAE 709	Home Science	CE	4	30	70	100
BAE 710	Optional Course Environmental Education	Any one CE	4	30	70	100
BAE 711	Health and Physical					
BAE 712	Guidance and Counseling					
BAE 713	Distance Education					
BAE 714	5. Additional Course (Any one)					
	5.1 Hindi					
	5.2 English					
	5.3 Sanskrit					
	5.4 History					
	5.5 Civics					
	5.6 Social Science					
	5.7 Economics					
	5.8 Geography					
	5.9 Home Science					
		Total	20	150	350	500

Semester VIII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU-801	1. Knowledge and Curriculum (Part-A)	Any one CC	4	30	70	100
EDU-802	Knowledge and Curriculum (Part-B)					
EDU-803	Post Internship	CC	16	160 Internship+ 120+120=240 Practical (Two Subjects final lesson)		400
		Total	20	30	470	500

EPC- Enhancing Professional Capacities

CIA-Continuous Internal Assessment

CC- Core Compulsory

CE - Core Elective

EC-Elective course

FC- Foundation Course

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU101	Childhood and Growing Up	CC	4	30	70	100

Objectives:

- ❖ To aware teacher trainees about concept, methods & applications of Educational Psychology.
- ❖ To aware the trainees about concept and developmental dimensions of childhood.
- ❖ Trainees got informed about imagination, creativity & interests at school level.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- ❖ To aware about the process of human development
- ❖ To build sensitivity towards childrens' needs and capabilities within their socio-cultural context

Course Contents:

UNIT-I Educational Psychology and Development

- a) Educational Psychology : Concept, Methods & Applications
- b) Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations
- c) Indian Psychology : Concept and its implication
- d) Growth & Development
- e) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

- a) Childhood : Its concept & characteristics
- b) Childhood : Physical, Mental, Emotional, Social & Moral Development
- c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
- d) Childhood : Activities for Personality Development
- e) Childhood : Language Development

UNIT-III Adolescence and Its Development

- a) Adolescence : Its Meaning & Characteristics
- b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
- c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
- d) Adolescence : Activities for Personality Development
- e) Adolescence : Related Problems & Remedies
- f) Guidance & Counselling services in schools

UNIT-IV Learner: Psychological Dimensions & New Trends

- a) Personality : Concept, Types & Measurement
- b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
- c) Creativity : Meaning, Development & Measurement
- d) Adjustment : Concept, Process & Mechanism
- e) Mental Health : Concept, Components & Scope

Assignment & Practical Work (Any Two)

- Prepare a short term Project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One Assignment Work related to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

Learning Outcomes: After completion of this course students would able to:

- ❖ Utilize the knowledge of Educational Psychology for school education.
- ❖ Apply the concept of Growth & Development in teaching field.
- ❖ Plan various activities to fostering imagination, creativity & interests at school level.
- ❖ Know about various aspects related to Cognitive, Emotional & Social development of learner.
- ❖ Diagnose related problems of Adolescence & remedies through Guidance & Counselling services.

Suggested Readings:

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Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 101	Hindi Literature भक्ति काव्य	Any Three CE	4	30	70	100

उद्देश्य—

1. भक्तिकालीन काव्य एवं कवियों से परिचित करवाना।
2. विभिन्न साहित्यकारों की काव्यशैलियों से परिचित करवाना।

इकाई I

1. भक्तिकाल काव्य का इतिहास, प्रेरक परिस्थितियों, काव्य धाराएँ एवं उनकी प्रवृत्तियाँ एवं विशेषताएँ।

इकाई II

1. कबीर – कवि परिचय, पद व्याख्याएँ (1–10 पद्य)।
2. जायसी— कवि परिचय, सिंहल द्वीप वर्णन खण्ड (2,5,6,11,12,13,14)।
3. सूरदास – कवि परिचय, विनय के पद।
4. इकाई से सम्बन्धित कवियों की काव्यगत विशेषताओं से सम्बन्धित प्रश्नोत्तर।

इकाई III

1. तुलसीदास – कवि परिचय, बाललीला वर्णन एवं धनुष यज्ञ की पद व्याख्याएँ।
2. रसखान – कवि परिचय, (क्रमशः 1–12 व 22वाँ पद)।
3. मीरा बाई – कवयित्री परिचय, मीरा पदावली (क्रमशः 1,2,3,4,5,6,9,10,13,14,16,18,20,22,24) पद व्याख्याएँ।
4. इकाई से सम्बन्धित कवियों एवं कवयित्री की काव्यगत विशेषताओं से सम्बन्धित प्रश्नोत्तर।

इकाई IV

1. काव्य का इतिहास
2. काव्य का अर्थ, परिभाषाएँ, काव्य गुण,
3. अलंकार – अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, भ्रान्तिमान
4. शब्द शक्तियाँ

उपलब्धियाँ—

1. भक्तिकालीन साहित्य से प्रेरणा प्राप्त कर जीवन में आध्यात्मिक मार्ग पर अग्रसर होंगे।
2. विभिन्न साहित्यकारों की लेखन शैली से परिचित होकर स्वयं की लेखन शैली विकसित कर सकेंगे।
3. भक्तिकालीन साहित्य की जानकारी प्राप्त कर भावी प्रतियोगिता परीक्षाओं के लिये स्वयं को तैयार कर सकेंगे।

पाठ्यपुस्तक

1. भक्तिकालीन काव्य साहित्य, लेखक— कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास— संपादक डॉ नगेन्द्र, डॉ हरदयाल, मयूर पेपर बैक्स नोएडा।
2. हिन्दी साहित्य का इतिहास—आचार्य रामचंद्र शुक्ल नागरी प्रचारिणी सभा काशी।
3. हिन्दी साहित्य की भूमिका—आचार्य हजारी प्रसाद द्विवेदी, हिन्दी ग्रंथ रत्नाकर मुंबई।
4. कबीर ग्रथावली, संपादक श्यामसुंदरदास
5. जायसी –पद्मावत, संपादक, आचार्य रामचन्द्र शुक्ल

6. मीरा ग्रंथावली संपादक कल्याण सिंह शेखावत
7. रसखान ग्रंथावली संपादक विद्यानिवास मिश्र
8. सूरदास – संपादक – आचार्य रामचन्द्र शुक्ल
9. गोस्वामी तुलसीदास – रामचन्द्र शुक्ल
10. कबीर – हजारी प्रसाद द्विवेदी
11. हिन्दी साहित्य का सुगम इतिहास – हरेराम पाठक
12. हिन्दी साहित्य का सुबोध इतिहास – बाबू गुलाबराय
13. हिन्दी साहित्य का संवेदना एवं विकास – रामस्वरूप चतुर्वेदी

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 102	English Literature (Poetry and Drama)	Any Three CE	4	30	70	100

Objectives:

1. To enable the students to understand Elizabethan and Romantic Poetry.
2. To make them aware about Indian Poetry.
3. To familiarize them with the dramatic art.
4. To acquaint them with some literary terms and Figures of Speech of these genres.

Unit I Four One Act Plays

Anton Chekhov :The Boor

William Stanley Houghton :The Dear Departed

Mc. Kinnel : Bishop's Candlesticks

John Galsworthy : The Little Man

Unit II Poems from Poet's Pen: (Ed.) Homi p Dustoor. Oxford University Press

Shakespeare : All the World's a Stage

James Shirley: Death the Leveller

Alexandar Pope : From An Essay on Man

Alfred Lord Tennyson : The Charge of the Light Brigade

William Wordsworth : The Solitary Reaper

James Leigh Hunt : About Ben Adam

Unit III Poems from **Indian Poetry in English.**

R. N. Tagore : Where the Mind is Without Fear

Sarojini Naidu : Indian Weavers

P. Lal : The Lecturer

Unit IV: Literary Terms and Figures of Speech: Alliteration, Simile, Metaphor, Pun, Personification, Paradox, Oxymoron, Antithesis, Heroic Couplet, Transferred Epithet, Sonnet, Lyric, Ballad, and Rhyme.

Learning Outcomes:

1. The students can understand poetry, One-Act Play and Drama.
2. They can learn the difference between the Figures of Speech and Literary Terms.

Suggested Reading :

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. Paper-I: Poetry and Drama, Jain Vishva Bharti Institute, Ladnun, 2016.
4. Poet's Pen: (Ed.) Homi P Dustoor. Oxford University Press.
5. Contemporary Indian Poetry in English: (Ed.) Saleem Peerandina. MacMillan, New Delhi.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 103	Sanskrit Literature (संस्कृत व्याकरण एवं साहित्य) (लघुसिद्धांत कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. स्वरों एवं व्यंजनों का सामान्य ज्ञान करवाना ।
2. शब्दों की सन्धि एवं सन्धि विच्छेद का अभ्यास करवाना ।
3. लघु कथाओं से संस्कृत भाषा का अभ्यास करवाना ।

1. लघुसिद्धांत कौमुदी

संज्ञा, संधि, सुबन्त प्रकरण (अजन्त पुल्लिंग तक) सूत्र (1-215)

2. रचनानुवाद कौमुदी (पाठ 1 से 10)

3. सुप्रभातम्

4. अभिधान चिन्तामणि छठां काण्ड (श्लोक 1 से 30)

उपलब्धियाँ—

1. स्वरों के ज्ञान से उच्चारण शुद्धि होगी ।
2. संस्कृत भाषा को बोलने व समझने का अभ्यास होगा ।
3. लेखन कला का विकास होगा ।

पाठ्युस्तक / संदर्भ ग्रंथ—

1. लघु सिद्धान्त कौमुदी, श्रीवरदराजकृत, संपादक—महेश सिंह, कुशवाहा, चौखम्बा विद्या भवन, दिल्ली।
2. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी।
3. सुप्रभातम्, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं।
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी।
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे।

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 104	History (प्राचीन भारत का इतिहास) (प्रारंभ से 1206 ई. तक)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को प्राचीन भारतीय इतिहास का ज्ञान प्रदान करना।
2. विभिन्न कलाओं की मुख्य विशेषताओं से परिचित करवाना।
3. विद्यार्थियों के प्राप्त इतिहास के ज्ञान को प्रतियोगी परीक्षाओं के लिये उपयोगी बनाना।

इकाई—1

प्राचीन भारतीय इतिहास की जानकारी के प्रमुख स्रोत—पुरातात्विक, साहित्यिक एवं विदेशी यात्रियों के वृत्तान्त। जैन स्रोत—आगम ग्रन्थ। सिन्धुघाटी सभ्यता—खोज, विस्तारक्षेत्र, कालक्रम, नगर योजना, आर्थिक स्थिति, सामाजिक स्थिति एवं पतन।

इकाई —2

वैदिक सभ्यता मूल निवास, स्थान, राजनैतिक, आर्थिक एवं सामाजिक स्थिति। सोलह महाजनपदों का उदय। मौर्य वंश—चन्द्रगुप्त मौर्य का उदय एवं उपलब्धियां, अशोक का धम्म, नितियां, मौर्य प्रशासन, मौर्य साम्राज्य का पतन।

इकाई—3

सातवाहन वंश—गौतमी पुत्र शातकर्णी की उपलब्धियाँ। कृषाण वंश—कनिष्क प्रथम की उपलब्धियाँ। सातवाहन—कृषाणकालीन सांस्कृतिक अध्ययन। गुप्तवंश का इतिहास, (चन्द्रगुप्त प्रथम, समुन्द्रगुप्त, चन्द्रगुप्त द्वितीय, कुमारगुप्त, स्कन्दगुप्त) राजनीतिक इतिहास एवं प्रशासन।

इकाई—4

गुप्तकालीन संस्कृति (इतिहास का स्वर्णकाल)—कला, साहित्य, एवं विज्ञान की उन्नति। गुप्तोत्तर भारत—हर्षवर्धन की राजनीतिक एवं सांस्कृतिक उपलब्धियां। राजपूत राज्यों के पतन के उत्तरदायी कारण। विग्रहराज चौहान, भोज परमार।

उपलब्धियाँ—

1. विद्यार्थी गौरवशाली प्राचीन भारतीय इतिहास को जान पायेंगे।
2. स्थापत्य कला का तुलनात्मक अध्ययन कर पायेंगे।
3. इतिहास का ज्ञान प्राप्त कर प्रतियोगी परीक्षाओं में सफलता प्राप्त कर पायेंगे।

पुस्तक / संदर्भ ग्रंथ:

1. झा, द्विजेन्द्र एवं के.एम., श्रीमाली—प्राचीन भारत का इतिहास, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
2. शर्मा, कृष्णगोपाल, शर्मा, मुरारीलाल एवं जैन, हुकुमचंद—भारत का इतिहास, अजमेरा बुक कम्पनी।

3. पाण्डे, डॉ. विमल चन्द्र—प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास, सेन्ट्रल पब्लिशिंग हाऊस, इलाहाबाद ।
4. थापर, रोमिला—भारत का इतिहास, राजकमल प्रकाशन, नई दिल्ली ।
5. श्रीवास्तव, कृष्णचन्द्र—प्राचीन भारत का इतिहास तथा संस्कृति, यूनाईटेड बुक डिपो, इलाहाबाद ।
6. Basham, A.L. – A cultural history of India.
7. Kosambi, D.D. – An Introduction to the study of Indian History

Objects:

1. Imparting Knowledge of ancient Indian history to students.
2. Familiarize yourself with the main features of various arts.
3. Making knowledge of history gained by students useful for competitive examination.

Unit-I

Major Sources of information of ancient Indian history, Description of archaeological literary and foreign travelers. Jain Source Agam Granth. Indus Valley civilization search, extension zone, chronology, city scheme, economic conditions, social and collapse.

Unit-2

Vedic civilization origin, place, political, economic and Social status. Sixteen rise of Mahajanapadas. Rise of maurya dynasty, Chandragupta maurya and achievement, Ashoka's Dham, Policies, maurya administration, Fall of mauryan empire.

Unit-3

Achievements of Satavahana dynasty gautami putra shatkarni. Achievements of Kushan dynasty Kanishka First. Culture study of Satvahan-Kushanakalin. History of gupta dynasty (Chandragupt-I, Samundragupta, Chandragupta-II, Kumargupta, Sakandgupta) the secret of political history and administration.

Unit-4

Development of Gupta's culture, (Golden Period) art, literature and Science. Political and cultural achievements of Vardhan Dynasty(Harshvardhan). Causes of the fall of Rajput states. Vignaraj Chouhan-IV, Bhojparmar.

Learning Outcomes:-

1. Student will get to know glorious ancient Indian History.
2. Will be able to do a comparative study of architectures.
3. By Acquiring knowledge of history will be able to succeed in competitive examination.

Reference Book

1. Jha, K.M. Shrimali, Ancient history-Delhi University.
2. Dr. V.C. Pandey, Political and cultural history of Ancient history.
3. Thaper, Romila, Bharat ka Itihas, Rajkamal, Delhi
4. Basham, A.L. – A cultural history of India.
5. Kosambi, D.D. – An Introduction to the study of Indian History

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 105	Political Science (राजनीति विज्ञान के मूल आधार)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को राजनीति विज्ञान के आधारभूत सिद्धान्तों की जानकारी देना।
2. विद्यार्थियों को राजनीति विज्ञान की विभिन्न अवधारणाओं से परिचित करवाना।
3. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई—1 राजनीति शास्त्र: अर्थ, क्षेत्र, राजनीति शास्त्र की अध्ययन पद्धतियाँ, व्यवहारवाद, उत्तर—व्यवहारवाद।

इकाई—2 राज्य : राज्य के मूल तत्व, राज्य के कार्य, राज्य विकास के विभिन्न सिद्धान्त: दैवी सिद्धान्त, शक्ति सिद्धान्त, सामाजिक संविदा सिद्धान्त, विकासवादी सिद्धान्त, सम्प्रभुता की अवधारणा : सम्प्रभुता का स्वरूप, सम्प्रभुता के मूल तत्व, सम्प्रभुता सिद्धान्त की आलोचना।

इकाई—3 राजनीतिक आधुनिकीकरण, राजनीतिक विकास, राजनीतिक दल एवं दवाब समुह, सरकार के अंग: व्यवस्थापिका, कार्यपालिका एवं न्यायपालिका, एकात्मक एवं संघात्मक प्रणाली, संसदीय एवं अध्यक्षीय प्रणाली।

इकाई—4 राजनीतिक विचारधाराएँ: उपयोगितावाद, आदर्शवाद, समाजवाद, मार्क्सवाद, लोक कल्याणकारी राज्य, गाँधीवाद एवं सर्वोदय, अणुव्रती समाज की रूपरेखा

उपलब्धियाँ—

3. विद्यार्थी राजनीति विज्ञान के आधारभूत सिद्धान्तों को जान सकेंगे।
2. विभिन्न अवधारणाओं के तुलनात्मक अध्ययन से वैज्ञानिक दृष्टिकोण का विकास कर सकेंगे।
3. परम्परागत एवं आधुनिक राजनीतिक सिद्धान्तों की जानकारी प्राप्त कर सकेंगे।

पाठ्यपुस्तकें/संदर्भ ग्रंथ—

1. G. Catlin : A Study of the Principles of Politics, London and New York, Oxford University Press, 1930.
2. Sir, E. Barker : Principles of Social and Political Theory, Calcutta, Oxford University, Press, 1976.
3. M. Carnoy : The State and Political Theory, Princeton NJ, Princeton University, Press, 1984.
4. N.P. Barry : Introduction to Modern Political Theory, London, Macmillan, 1995.
5. आर.सी. अग्रवाल—राजनीति शास्त्र के मूल आधार, एस. चांद एण्ड कम्पनी, नई दिल्ली।
6. ए.सी. कपूर—राजनीति विज्ञान के सिद्धान्त, एस. चांद एण्ड कम्पनी, नई दिल्ली।
7. बी.आर. पुरोहित—राजनीति विज्ञान के मूल सिद्धान्त, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

8. पुखराज जैन—राजनीति के मूल आधार, साहित्य भवन पब्लिकेशन्स, आगरा।
9. बी.एल. फड़िया—राजनीति विज्ञान के मूल आधार, कॉलेज बुक हाउस, जयपुर।

Objectives :-

1. To Provide the knowledge of fundamental of political Science to students.
2. To acquaint student with the various political concepts.
3. To enhance the logical power of students

UNIT-I : Political Science: Meaning, Areas, Approaches to study of political science, behaviorism, post behaviorism.

UNIT-II : State: Basic elements of state, Function of State, various theory of state development divine theory, power theory, Social-Contract theory, Developing theory, Concept of sovereignty: nature of Sovereignty, Element of Sovereignty, Criticism of Sovereignty

UNIT-III : Political Modernization, Political Development, Political Parties and Pressure groups. Organ of Government: Legislature, Executive and Judiciary.

UNIT-IV : Political Ideologies: Utilitarianism, Idealism, Socialism, Marxism, Welfare State, Gandhian and Sarvodaya, The Format of Anuvrat Society.

Learning outcomes :-

1. Students will be able to know about the fundamentals of political science.
2. Students will be able to inculcate the scientific attitude of comparative study.
3. Students will be able to know about the traditional and modern political theories.

Reference Books:

1. Dr. Iqbal narayan- Principles of political science
2. Dr. B.R. Purohit-Principle of political science (Rajasthan, Hindi Granth Academy, Jaipur)
3. Dr. A.D. Ashirvadam- Political theories
4. Dr. Virkeshwar Prasad Singh- Basic Principles of political science
5. Dr. B.M. Sharma and Chandra Hirawat-Principles of Political Science.
6. Herald. G. loski-A grammer of politics(Hindi version)
7. A. Appadoraya- Substance of politics (Hindi version)
8. S.P. Verma, Modern Political Theory
9. S.L. Verma, आधुनिक राजनैतिक विचारधाराएं

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 106	Sociology (Principles of Sociology)	Any Three CE	4	30	70	100

Objectives:

- To enable the students to understand the meaning, nature and origin of sociology.
- To acquaint the learners with the concept of culture, society, community, institution, social structure.
- To enable the learners to understand the dynamics in sociology.
- To enable the learners to understand the theories of social change.

Unit - I Introduction to Sociology

- ❖ Origin of Sociology
- ❖ The Meaning and Nature of Sociology.
- ❖ The Sociological Perspective, The Scientific and Humanistic Perspective Study.
- ❖ The use of Sociology, Introduction of Applied Sociology

Unit - II Basic Concepts in Sociology

- ❖ Basic Concept : Culture, Society, Community, Institution, Association, Social Structure, Social Group, Status and Role

Unit - III Dynamics in Sociology

- ❖ Socialization - Meaning and Theories (Sigmund Freud, G. H. Mead)
- ❖ Relation between Individual and Society
- ❖ Social Stratification : Meaning and Forms and Theories (Functional and Marxist)
- ❖ Social Mobility : Meaning and Forms

Unit - IV Theories of Social Change

- ❖ Social Control : Norms/Values, Types and Agency
- ❖ Social Change : Meaning and Type (Linear and Cyclical)
- ❖ Social Change : Theories of Ogburn, Sorokin and Karl Marx

Learning Outcomes: After completion the course student would be able to:

- Understand the meaning, nature and origin of sociology.
- Acquaint the learners with the concept of culture, society, community, institution, social structure.
- Learn the dynamics in sociology.
- Understand the theories of social change.

Reference :

1. आहुजा, राम एवं आहुजा, मुकेश 2008, समाजशास्त्र विवेचना एवं परिप्रेक्ष्य, पावत पब्लि. जयपुर,
2. दोषी, एस.एल. एवं जैन, पी. सी., 2006, समाजशास्त्र, नई दिशाएँ, जयपुर, रावत पब्लिकेशन्स,
3. सिंघी, नरेन्द्र कुमार एवं गोस्वामी, वसुधाकर 2007, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. सिंह, जे.पी. 2008, समाजशास्त्र : अवधारणाएँ एवं सिद्धान्त, प्रेंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली

5. सिंह, जे.पी. 2008, आधुनिक भारत में सामाजिक परिवर्तन, प्रेंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
6. Beteille, Andre Zooz : Sociology : Esay on Approach and Method, New Delhi, OUP
7. GiddensAnthony 2005, Sociology, London, Polity Press.
8. Rawat, H.K. 2007, Sociology, Basic Concepts, Rawat Publications, Japur
9. Rawat, H.K. 2013, Contemporary sociology, Basic Concepts, Rawat Publ., Japur
10. Schaefer, Richard T. and Rober P. Lamm 1999, Sociology, New Delhi, Tata Mac Graw Hill.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 107	Geography (Physical Geography)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectives:

1. To make aware of physical Geography in Detail.
2. Knowledge about interior layers of Earth.
3. Deep Knowledge about all the layers of Atmosphere.

Unit-I

- a. Definition and scope of physical Geography.
- b. Origin of the earth: Tidal Hypothesis of James Jeans and Big Bang theory.
- c. Interior of the earth: Structure, Composition & Zones.
- d. Origin of the continent and oceans: Wegner's Theory of Continental drift and Plate tectonics.

Unit- II

- a. Theories of mountain building: Geosynclines Origin Theory of Kober.
- b. Isostasy: Concept and Views of Airy and Pratt.
- c. Weathering: Physical, Chemical and Biological
- d. Drainage pattern and Cycle of erosion: Davis & Penck.

Unit - III

- a. Composition and Structure of the atmosphere.
- b. Atmospheric temperature: Insulation and heat budget.
- c. Air masses: Source region and classification of air masses.
- d. Climate Classification by W. Koppen.

Unit - IV

- a. Relief of the Ocean basins.
- b. Distribution of Temperature and Salinity of oceans.
- c. Ocean Currents and Tides.
- d. Coral reefs: Conditions of growth, types and origin according to Darwin and Murray.

PRACTICAL

- a. Scale: Plain, Diagonal, Comparative.
- b. Enlargement, Reduction & Combination of maps.
- c. Representation of Relief.
- d. Weather Instruments: Thermometer, Barometer, Hygrometers, Rain gauge & Wind vane.
- e. Weather symbols and interpretation of Indian weather maps.
- f. Chain tape survey.

Learning Outcomes: After completion the course student would be able to:

1. Knowledge about three branches of physical Geography: Geomorphology, Climatology and Oceanography.
2. Get Aware about the reasons of many natural disasters & knowledge to overcome that.
3. Get aware about the atmosphere in which they are living.

Reference:

1. सविन्द्रसिंह : भौतिक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर
2. शर्मा एच.एस. : "भौतिक भूगोल" पंचशील प्रकाशन, जयपुर
3. चतुर्भुज मामोरिया एवं जैन : भौतिक भूगोल एवं जीव मण्डल, साहित्य भवन आगरा
4. वीरेन्द्र सिंह चौहान : भौतिक भूगोल, रस्तोगी पब्लिकेशन्स, मेरठ
5. उपाध्याय एल.एन. : भौतिक भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 108	Economics (Salient Features of Indian Economy)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the students teacher to acquire the basic understanding in the field of Economics.
- ❖ To enable the students teacher to acquire the Indian Economics.
- ❖ To enable the students teacher to understand the main features of Indian agriculture.
- ❖ To enable the students teacher to understand the need for industrialisation in India.

Unit - I Introduction of Indian Economy

- ❖ Characteristics of Indian Economy
- ❖ Problems of poverty and inequality
- ❖ Human resource - population growth and population policy

Unit - II Main features of Indian agriculture

- ❖ Factors affecting cropping pattern and productivity in India.
- ❖ Recent measures for agricultural development relating to irrigation.
- ❖ Finance and marketing green revolution: New agriculture strategy and modernisation of agriculture.

Unit - III Need for Industrialisation in India

- ❖ Small scale and cottage industries problems and measures for their development
- ❖ Industrial and licensing policies in India
- ❖ Function of the Reserve Bank of India

Unit - IV Changes in Indian Economy

- ❖ Major changes in India's commodity export and imports since 1951 with regard to value
- ❖ Composition and direction, liberalization and Economic reforms.
- ❖ Main heads of revenue and items of expenditure of central government.

Learning Outcomes: After completion the course student would be able to:

- ❖ Acquire the basic understanding in the field of Economics.
- ❖ Understand the Indian Economics.
- ❖ Understand the main features of Indian agriculture.
- ❖ Understand the need for industrialisation in India.

Reference:

1. रुद्रदत्त एवं के. पी. एस. सुन्दरम : भारतीय अर्थव्यवस्था (हिन्दी एवं अंग्रेजी) एस. चन्द, नई दिल्ली
2. लक्ष्मी नारायण, नाथुरामका : भारतीय अर्थ व्यवस्था, रमेश बुक डिपो, जयपुर
3. Mishra, S. K. and Puri, V. K. : Indian Economy, Himalya Publishing House, N. Delhi

4. Agarwal, A. N., Indian Economy, Vikas Publishing Co. N. Delhi
5. Government of India Economic Survey (Hindi & English)
6. Government of India : Five Year Plan (Latest)

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 109	Home Science (Food and Nutrition)	Any Three CE	4	30	70	100

Objective:

- Concept and classification of food, nutrients, vitamins and energy metabolism.
- Meal planning for families and individuals.
- Nutritional requirements, related problems and need based dietary guidelines.
- Methods of cooking, their advantages & disadvantages and effect on nutritive value and improving methods to maintain nutritional quality of foods.
- Difference between normal and therapeutic nutrition.
- Recommended dietary allowances and their effect on health.

Unit - I Nutrition and Energy Metablism

- a) Concept and Types of Nutrition
- b) Classification and Functions of Food
- c) Functions , sources, Effect of deficiency & Daily allowances of :
Macro nutrients: Carbohydrates, Proteins & Fats
Micro Nutrients: Minerals, Calcium, Iron, Iodine, Fluorine, Vitamins
- d) Energy Metabolism: Measurement of Energy, BMR and factors affecting BMR, Energy requirement and factors affecting energy requirement, Water Balance

Unit - II Food, Diet and Dietary Guidlines

- a) Basic terminology used in food preparation
- b) Basic Food Groups, Food Composition, Nutritional Contribution & Selection Factors for the following : Cereals & Millets, Pulses, Fruits, Vegetables, Milk & Milk Products, Nuts & Oil seeds, Meat, Fish & Poultry, Eggs, Sugars, Condiments & Spices
- c) Role of Beverages and appetizers in diet : a) Stimulating b) Refreshing c) Nutrition
- d) Meal planning: Goals, Factors & Significance
- e) Nutritional requirements, related problems and dietary guidelines for: Pregnancy, Lactation, Infancy, Childhood, Adolescents, Adults and Elderly person

Unit - III Cooking and Nutritional Quality

- a) Methods of cooking, their advantages & disadvantages and effect on nutritive value- Retention of Nutritive value of foods during preparation, Food Adulteration – meaning & common adulterants in food, Food poisoning
- b) Improving Nutritional Quality of Foods: Germination, Fermentation, Supplementation, Substitution, Fortification & Enrichment

- c) Role of Convenience food : Ready to use foods, Protein Supplements

Unit - IV Therapeutic Nutrition and related problems

- Therapeutic Nutrition: Modification of normal diet to therapeutic diet
- Dietary management for obesity, underweight, diseases of the gastrointestinal tract-Diarrhoea, Constipation, Indigestion, Fever, Jaundice, Diabetes, Hypertension
- Nutritional problems of public health importance and their management: Protein Energy Malnutrition, Anemia, Fluorosis, Vitamin A deficiency, Iodine deficiency disorder

Practicals

Methods of cooking

- Preparation of any four dishes using the following methods: Boiling, Steaming, Simmering, Frying (Shallow and deep), Baking, Roasting
- Preparation of Beverages, Cereal cookery, Legumes and pulses, Dry and baked vegetables, milk and milk products, Soups, salads
- Savory food preparation and sweets

Learning Outcomes: After completion the course student would be able to:

- Classification of food, nutrients, vitamins and energy metabolism.
- Explain Meal planning for families and individuals.
- Understand Nutritional requirements, related problems and need based dietary guidelines.
- Explain Methods of cooking, their advantages & disadvantages and effect on nutritive value and improving methods to maintain nutritional quality of foods.
- Difference between normal and therapeutic nutrition.
- Recommended dietary allowances and their effect on health.

References Books:

- Srilakshmi, B. (2011) Dietetics, New Age International Publishers, New Delhi
- Srilakshmi, B. Food Science, New Age International Publishers, New Delhi
- Swaminathan, MS(2010) Aahar evam Poshan, NR Brothers, My Hospital Marg, Indore
- Bamji MS, Krishnaswamy K, Brahman GNV (2009) Text book of Human Nutrition, 3rd Edition, Oxford and IBH publishing co. Pvt. Ltd.
- Chadha R and Mathur P (2015) Nutrition: A Lifecycle Approach, Orient Black Swan, Delhi
- Wardlaw and Insel MG, Insel PM (2004) Perspectives in Nutrition, Mosby
- Khanna K, Gupta S, Seth R, Mehna R, Rekhi T (2004) The Art and Science of Cooking: A practical manual, Elite Publishing House Pvt. Ltd.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 101	Jain Culture and LifeValue	FC	4	30	70	100

Objectives:

- To describe the concept of Jain Culture
- To list the different types of Jain Life Values

Unit I: Jain History and Culture

- Antiquity of Jainism
- Teerthankar Lord Rishabha and Mahavira
- Jain Religious Schools, Orders and Sects
- Characteristics of Jain Culture

Unit II: Jain Ethics and Metaphysics

- Three Jewels (Ratnatraya)
- Code of Conduct of Ascetics (Shramanachar) and Householder (Shravakachar)
- Jain way of Life
- The Nine Truths
- Six Substances
- Cosmology : Jain Perspective

Unit III: Science of Living and Value Development

- Science of Living a new way of Education
- Seven Parts of Science of Living
- Science of Living and Value Development
- Non-violence and its training
- Non-absolutism and its application
- Anuvrat Movement and Morality

Unit IV: Preksha Meditation and Management

- Aim and Objective of Preksha Meditation
- Time Management
- Goal Management
- Health Management
- Stress Management
- Addiction Free Management

Outcomes:

- The students would develop on non- absolute approach.
- Can apply the knowledge of Jain life values into scientific research.

- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihasa aura sanskriti, By Dr Samani Riju Prajna, JVBU, Ladnun
- Jain Tattva mimansa aura Achara Mimansa, By Dr Samani Riju Prajna, JVBU, Ladnun

SUGGESTED READING

- Acharya Mahaprajna, Jain Darshan Manan AurMimansa, Adarsh Sahitya Sangh, Churu, 1977.
- Shastri, Kailashchandra, Jain Dharm, Bharatvarshiya Digamber Jain Sangh, UP,1985.
- Jain, Jyoti Prasad, Religion and Culture of theJains,Bharatiya Gyanpeeth, 1999.
- Bhaskar, Bhagchand Jain, Jain Dharma ka Maulik Itihas (Vol 1 & 2), Samyakgyan Pracharak Mandal,Jaipur,1974.
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara (Vol.I), Acharya Shantisagar Chani Granthmala,1992.
- Samani Riju Prajna, Jain Itihas aur Sanskriti, Jain Vishva Bharati Institute,Ladnun,2007.
- Samani Riju Prajna, Jain Tattva Mimansa aur Achara Mimansa, Jain Vishva Bharati Institute, Ladnun,2015.
- Samani Riju Prajna, Jain Darshan ke PramukhSiddhanta,
- Jain Vishva Bharati Institute, Ladnun, 2015

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 201	Assessment For Learning	CC	4	30	70	100

Objectives:

- ❖ To describe the role of assessment in education.
- ❖ To distinguish among measurement, assessment and evaluation.
- ❖ To explain different forms of assessment that aid student learning.
- ❖ To use wide range of assessment tools, techniques and construct these appropriately.
- ❖ To evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ To calculate item difficulty and discrimination power of a test item.
- ❖ To prepare a good achievement test on any school subject.
- ❖ To realize the importance of continuous and comprehensive evaluation in the process of students learning.

Course contents:

Unit I - Assessment and Evaluation in Education

- a) Concept of measurement, assessment and evaluation
- b) Types,Need, scope and relevance of evaluation
- c) Principles of assessment and evaluation
- d) Test, scale and measurement
- e) Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation

- a) Characteristics of a good measuring instrument
- b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test

- c) Types of test items and its construction : subjective test items and Objectivess test item
- d) Diagnostic test construction and preparation of remedial materials
- e) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment

- a) Continuous and Comprehensive Evaluation
- b) Marking system vs Grading system
- c) Semester system (C B C S) Chioce Based Credit System
- d) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation

- a) Measure of Central Tendency:
 - Mean
 - Median
 - Mode
- b) Measure of variability
 - Range
 - Quartile Deviation
 - Average Deviation
 - Standard Deviation

Assignment & Practical Work (Any Two)

- Prepare an achievement test of any school subject of secondary school.
- Write two Assignment Work with in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the role of assessment in education.
- ❖ Distinguish measurement, assessment and evaluation.
- ❖ Explain different forms of assessment that aid student learning.
- ❖ Use wide range of assessment tools, techniques and construct these appropriately.
- ❖ Evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ Calculate item difficulty and discrimination power of a test item.
- ❖ Prepare a good achievement test on any school subject.
- ❖ Realize the importance of continuous and comprehensive evaluation in the process of students learning.

References:

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremnt. New Delhi: Vikas Publishing House Pvt. Lt..
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objectives. New York: Longman Green and Company.
4. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.

5. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
6. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
10. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for EffEctive Instruction. Boston: Allyn and Bacon.
11. Hopkins, KD. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
12. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
13. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
14. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
15. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 202	Learning And Teaching	CC	4	30	70	100

Objectives:

- ❖ To acquire the basic knowledge of learning and Teaching.
- ❖ To understand the implications of educaiton.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of educaiton.

Course Contents:

Unit -I Basics of Learning

- a) Learning: concept, Nature and characteristics.
- b) Factors Affecting Learning.
- c) Laws and Types of Learning.
- d) Cognitive Learning- Peaget, Bruner.
- e) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.

- a) Trial and Error theory.
- b) Classical conditioning theory.
- c) Operant conditioning theory.

- d) Insight Theory of Learning.
- e) Social Learning theory (Bandura)

Unit-III Concept variables and models of Teaching

- a) Teaching: concept, Nature and characteristics.
- b) Variables of Teaching and their functions.
- c) Factors Affecting Teaching and Teaching process.
- d) Relationship between teaching and Learning.
- e) Teaching model- concept, functions, sources and elements.

Unit-IV Theories and Application of Teaching

- a) Levels of Teaching - memory, understanding and Reflective.
- b) Teaching theories-concept, need, types and utility.
- c) Analyzing Teaching in Diverse classrooms.
- d) Teaching as a complex activity.
- e) Teaching as a profession.

Assignment & Practical Work

- One Assignment Work on any topic related with above Unit.
- One Practical Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would be able to:

- ❖ Acquire knowledge and understanding of learning and Teaching.
- ❖ Understand the theories of learning.
- ❖ Develop the skill of active engagement of students in teaching learning activity.
- ❖ Investigate differences and connections between learning in school and learning outside school.
- ❖ Inculcate the knowledge of teaching and its process.
- ❖ Understand learners, learning process and school.

References:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
2. BEckett Chris (2004) Human Growth & Development, Sage Publications.
3. Browne, J.D. (1970), Development of Educational Technology in college of Education, Councils in Education Press.
4. Cooper, I.M. (1960), Classroom Teaching Skills, D.C. Heathco, Toronto, 1960.
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9. Kulkarni, S.S. (1986), Introduction to Educational Technology, Oxford and IBH publishing co.
10. Kumar, K.L. (1997), Educational Technology, New Age International, Pub., New Delhi.

11. Lindzey, G. & Aronson, E. (Eds.) (1969). Handbook of Social psychology, Addison Wesley, New York.
12. Mohanthy Jagannath; Educational Technology, Deep and Deep Pub., New Delhi.
13. Rai and Rai, EffEctive Communication, Himalaya Pub., Delhi 2001.
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16. Rao, Usha, Educational Technology, Himalaya Pub. House, Bombay, 1994.
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18. Saraswathi, T. (2003) –Cross-cultural PerspEctive in Human Development, Sage Publication
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21. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिर्स हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली.
22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.
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24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम–शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
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26. सुरेश भटनागर, (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा,

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 201	Hindi Literature (कथा साहित्य)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को नवीन गद्य विधा, उपन्यास एवं कहानी से परिचित कराना।
2. विद्यार्थियों में कहानी लेखन कौशल विकसित करना।

इकाई I

1. हिन्दी कहानी का इतिहास (उद्भव एवं विकास)।
2. हिन्दी उपन्यास का इतिहास (उद्भव एवं विकास)।

इकाई II

1. उपन्यास : महाभोज – लेखिका मन्नू भण्डारी
2. महाभोज लेखिका का सामान्य परिचय, उपन्यास की महत्वपूर्ण व्याख्याएँ एवं सम्बन्धित प्रश्नोत्तर

इकाई III : कहानियाँ—

1. गुल्ली डण्डा – मुंशी प्रेमचन्द
2. ममता – जयशंकर प्रसाद
3. सेव और देव – अज्ञेय
4. परदा – यशपाल

5. परमात्मा का कुत्ता – मोहन राकेश
6. इकाई में सम्मिलित सभी कहानियों की महत्वपूर्ण व्याख्याएँ तथा प्रश्नोत्तर

इकाई IV : कहानियाँ—

1. बिरादरी बाहर – राजेन्द्र यादव
2. अकेली – मन्नू भण्डारी
3. झुटपुटा – भीष्म साहनी
4. फेन्स के इधर और उधर – ज्ञान रंजन
5. बर्ड – स्वयं प्रकाश
6. इकाई में सम्मिलित सभी कहानियों की महत्वपूर्ण व्याख्याएँ तथा प्रश्नोत्तर

उपलब्धियाँ—

1. विद्यार्थी उपन्यास एवं कहानी साहित्य की विस्तृत जानकारी प्राप्त कर हिन्दी कहानियों की विभिन्न लेखन शैलियों से परिचित हो सकेंगे।
2. विद्यार्थी स्वयं कहानी लेखन का अभ्यास कर सकेंगे।

पाठ्यपुस्तक :

1. कहानी एवं उपन्यास, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भग्रंथ

1. कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
2. हिन्दी उपन्यास: लक्ष्मीसागर वार्ष्णेय, राधाकृष्ण प्रकाशन नई दिल्ली
3. हिन्दी कहानी: स्वरूप और संवेदना—राजेन्द्र यादव, नेशनल पब्लिशिंग हाउस नई दिल्ली
4. कहानी: नई कहानी—नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
5. हिन्दी साहित्य का इतिहास, नगेन्द्र, मयूर पेपर बैक्स, नोएडा
6. हिन्दी कहानी: अन्तरंग पहचान—रामदरश मिश्र नेशनल पब्लिशिंग हाउस नई दिल्ली
7. हिन्दी उपन्यास: एक अंतर्यात्रा—रामदरश मिश्र राजकमल प्रकाशन नई दिल्ली
8. कथाकार वृंदावन लाल वर्मा—शशिभूषण सिंहल, हरियाणा साहित्य अकादमी चंडीगढ़
9. हिन्दी गद्य का इतिहास – डॉ. रामचन्द्र तिवारी
10. उपन्यास का विकास – मधुरेश
11. हिन्दी कहानी का इतिहास – गोपाल राय
12. हिन्दी उपन्यास का इतिहास – गोपाल राय

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 202	English Literature (Prose and Fiction)	Any Three CE	4	30	70	100

Objectives:

1. To enable students to understand stories and its forms.
2. To familiarize with prose and Narrative art.
3. To acquaint them with some literary terms of these genres.

Unit I : Stories from **A Choice of Short Stories.**

(Ed. Shakti Batra and PS Sidhu. OUP.)

Pearl S. Buck : The Refugee

C Rajagopalachari : The Nose-Jewel

Khushwant Singh : The Interview

Kartar Sinbgh Duggal : Miracle

P. Padmaraju : Cyclone

R. N. Tagore : The Baboos of Nayanjore

Mulk Raj Anand : The Lost Child

HH Munro (Saki) : Dusk

Unit II: English Essays

Of Studie : Francis Bacon

Charles Lamb : Dream Children: A Reverie

Oliver Goldsmith : On National Prejudices

G.K. Chesterton : On the Pleasures of No Longer Being Very Young

Unit III: George Orwell : **Animal Farm.** Orient Longman.

Unit IV: Literary Terms and Figures of Speech: Essay, Elements of Short Story, Myth, Legend, Folk Tale, Aphoristic Style,

Outcomes:

1. The students can understand Essay, Short Story and Novel.
2. They can learn the difference between the Figures of Speech and Literary Terms.

Suggested Reading :

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
3. *A Choice of Short Stories*. (Ed.) Shakti Batra. OUP, New Delhi.
4. *Forms of English Prose*. Oxford University Press, New Delhi.
5. Orwell, George. *Animal Farm*. Orient Longman.
6. Abraham, M. H. *A Glossary of Literary Terms*. MacMillan, New Delhi.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 203	Sanskrit Literature (संस्कृत व्याकरण एवं साहित्य) (लघु सिद्धांत कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. शब्दों के स्त्रिलिङ्गी प्रत्ययों का ज्ञान करवाना।
2. अव्ययों का ज्ञान करवाना।
3. शेषुषी में व्याकरण एवं साहित्य का समन्वयात्मक ज्ञान करवाना।

इकाई—1 लघु सिद्धांत कौमुदी

1. सुबन्त (अजन्त स्त्रीलिङ्ग से सुबन्त तक)
2. अव्यय प्रकरण (सू. 216–372)
3. स्त्री प्रकरण (सू. 1244–1272)

इकाई—2 रचनानुवाद कौमुदी (पाठ 11 से 20)**इकाई—3 शेषुषी, छन्द एवं अलंकार**

1. अनुवाद
2. लघुत्तरात्मक प्रश्न
3. श्लोक रचना
चयनित छन्द— अनुष्टुप, इन्द्रव्रजा, उपेन्द्रव्रजा, शिखरिणी
चयनित अलंकार— अनुप्रास, यमक, श्लेष, उपमा एवं दृष्टान्त

इकाई—4 अभिधान चिन्तामणि (श्लोक 31 से 60)

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ—

1. स्त्रिलिङ्ग शब्दों के निर्माण की प्रक्रिया का ज्ञान होगा।
2. अव्ययों का सामान्य ज्ञान होगा।

3. सरल संस्कृत संभाषण का अभ्यास होगा।

पाठ्य पुस्तक/संदर्भ ग्रंथ :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. शेमुषी, युवाचार्य महाश्रमण, जैन विश्व भारती, लाडनूं
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
6. संस्कृत वाक्य रचना बोध, लेखक—आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
7. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
8. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
9. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 204	History (भारतीय संस्कृति के मूलाधार)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को भारतीय संस्कृति की विशेषताओं से परिचित करवाना।
2. बौद्ध एवं जैन धर्म के सिद्धान्तों एवं शिक्षाओं को समझाना।
3. वर्ण, आश्रम, पुरुषार्थ, संस्कार आदि के महत्त्व को समझाना।
4. कालिदास, तुलसीदास, राजाराममोहनराय, महात्मा गांधी, आचार्य तुलसी, आदि की उपलब्धियों से परिचित करवाना।

इकाई—1

भारतीय संस्कृति की मुख्य विशेषताएं, सिंधु धर्म की मुख्य विशेषताएं, भगवान महावीर का जीवन परिचय एवं प्रमुख शिक्षायें, महात्मा गौतम बुद्ध का जीवन एवं शिक्षाएं। वैदिक धर्म की मुख्य विशेषताएं।

इकाई—2

वर्ण व्यवस्था, आश्रम व्यवस्था, पुरुषार्थ चतुष्टय, 16 संस्कार—उपनयन एवं विवाह संस्कार के विशेष संदर्भ में, प्राचीन काल में शिक्षा के केन्द्र— तक्षशिला और नालन्दा। रामायण एवं महाभारतकालीन भारतीय संस्कृति।

इकाई—3

कालीदास एवं तुलसीदास का जीवन एवं उनकी रचनाएँ। मौर्यकालीन कला की मुख्य विशेषताएं, गुप्तकालीन मन्दिर स्थापत्य कला एवं प्रमुख मंदिर, जैन कला की विशेषताएं। मुगल स्थापत्य एवं राजपुत चित्रकला की प्रमुख विशेषताएं।

इकाई—4

भक्ति आंदोलन और उसका भारतीय संस्कृति पर प्रभाव, महात्मा गांधी का अहिंसा एवं सत्याग्रह की विचारधारा। आचार्य तुलसी का जीवन परिचय एवं उनके सामाजिक, सांस्कृतिक विचारों का योगदान। आर्य समाज एवं ब्रह्म समाज का प्रमुख सामाजिक एवं धार्मिक क्षेत्र में योगदान।

उपलब्धियाँ

1. विद्यार्थी भारतीय संस्कृति की विशेषताओं को समझकर उनको आत्मसात् कर अपने व्यक्तित्व का विकास कर सकेंगे।
2. बौद्ध और जैन धर्म की शिक्षाओं को समझकर उनको अपने जीवन में अपनाकर अपने व्यक्तित्व का विकास एवं आदर्श समाज की स्थापना में योगदान कर पायेंगे।
3. कालिदास, तुलसीदास, राजाराममोहनराय, आचार्य तुलसी, रविन्द्रनाथ टैगोर आदि के जीवन से प्रेरणा प्राप्त कर पायेंगे।

पाठ्यपुस्तक /संदर्भ ग्रंथ :

1. भारतीय संस्कृति के मूलाधार-शर्मा एवं व्यास, पंचशील प्रकाशन, जयपुर
2. भारतीय संस्कृति का इतिहास-कालीशंकर
3. भारतीय कला-के.डी. वाजपेयी
4. भारतीय कला-वासुदेव शरण अग्रवाल, पृथ्वी प्रकाशन, वाराणसी
5. भारतीय संस्कृति-एस.एल. नागौरी, बोहरा प्रकाशन, जयपुर

Objects:

1. To introduce students to the characteristics of Indian culture.
2. To explain the principles and teachings of Buddhism and Jainism.
3. Explain of importance of varna, Ashram, Purushartha, sanskar etc.
4. Kalidas, tulsidas , rajaram mohan rai, M.K. Gandhi, Acharya tulsi etc.

Unit-I

To introduce salient feature of Indian culture, Salient feature of Sindu religion, Introduction and life of Lord Mahaveer life and teaching of Gautam buddh. Salient feature of Vadic Religion.

Unit-II

Varna system, Asharam System, Purusharth, Sixteen Sanskar, centers of education in ancient time with special reference to Upananayan and Marring Ceremony. Takshshila and Nalanda. Indian culture of Ramayan and Mahabharat.

Unit-III

The life of Kalidas and Tulsidas and their compositions. Main Features of Mauryas arts. Gupta Temples, architecture and major temple feature of jain arts. Mugul architecture and Rajput painting.

Unit-IV

Bhakti movement and its impacts on Indian cultures, mahatma Gandhi, Ahinsha and Satyagrah ideology. The introduction of the life of Acharya Tulsi and contribution of his social and culture ideas. The major social and religious field of the Arya Samaj and Brhama Samaj

Learning Outcomes:-

1. By understanding the characteristics of Indian culture, students will be able to develop their personality by assimilating them.
2. By Understanding the teaching of Buddhist and jainism, they will be able to contribute to their individual development and establishment of and ideal society and adopting them in their lives.
3. Kalidas, Tulsidas, Rajaram Mohan rai, Acharya Tulsi. Rabindranath will get it from life.

Reference Book

1. K.D. Vajpay, Indian Cultural.
2. Kalishankar - History of Indian cultural
3. V.S. Agrwal- Indian Cultural

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 205	Political Science (भारतीय राजनीतिक व्यवस्था)	Any Three CE	4	30	70	100

उद्देश्य—

1. भारतीय राजनीतिक व्यवस्था की जानकारी देना।
2. शासन की विभिन्न संस्थाओं से परिचित कराना।
3. भारत की वर्तमान बदलती राजनैतिक दशा एवं दिशा का बोध करवाना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई—1

संवैधानिक विकास : 1919—1935 तक, भारत शासन अधिनियम 1919 तथा भारत शासन अधिनियम, 1935 के अन्तर्गत शासन व्यवस्था एवं क्रियान्वयन, 1935—1947 की अवधि में भारतीय राष्ट्रीय आन्दोलन।

इकाई—2

भारतीय संविधान निर्मात्री सभा एवं भारतीय संविधान निर्माण प्रक्रिया, प्रस्तावना (Preamble) का स्वरूप, भारतीय संविधान की विशेषताएँ, मौलिक अधिकार एवं कर्तव्य, राज्य के नीति निर्देशक तत्व, भारतीय संघीय व्यवस्था

इकाई—3

राष्ट्रपति का पद एवं उसकी शक्तियाँ—सामान्य एवं आपातकालीन, प्रधानमंत्री एवं मन्त्री परिषद, लोक सभा एवं राज्य सभा : गठन एवं शक्तियाँ, सर्वोच्च न्यायालय : गठन एवं शक्तियाँ, न्यायिक पुनरावलोकन।

इकाई—4

राज्यपाल, मुख्यमंत्री एवं मन्त्री परिषद, भारत में संविधान संशोधन। चुनाव आयोग। भारतीय राजनीति की प्रमुख समस्याएँ—क्षेत्रीयतावाद, साम्प्रदायिकतावाद, जाति, भाषावाद, राष्ट्रीय एकीकरण।

उपलब्धियाँ—

1. ब्रिटिश सरकार के विभिन्न अधिनियमों की जानकारी प्राप्त कर सकेंगे।
2. शासन की विभिन्न संस्थाओं का तुलनात्मक अध्ययन कर सकेंगे।
3. केन्द्रिय स्तर से लेकर राज्यों की राजनीति की जानकारी प्राप्त कर सकेंगे।

पाठ्यपुस्तक /संदर्भ ग्रन्थ:

1. बी.एल. फडिया : भारतीय राजनीतिक व्यवस्था, साहित्य भवन पब्लिकेशन्स, आगरा।
2. डॉ. पुखराज जैन : भारत का राष्ट्रीय आन्दोलन एवं भारतीय संविधान, साहित्य भवन पब्लिकेशन्स, आगरा।।

3. बी.एल. फडिया : भारत का संविधान, साहित्य भवन पब्लिकेशन्स, आगरा।
4. H.Finer : Theory and Practice of Modern Government, London.
5. A.H. Brich : British System of Government.
6. पुखराज जैन—प्रमुख राजव्यवस्थायें, साहित्य भवन, पब्लिकेशन्स, आगरा।
7. बी.एल. फडिया : भारतीय शासन एवं राजनीति, साहित्य भवन पब्लिकेशन्स, आगरा।
8. आर.सी.अग्रवाल—विश्व के प्रमुख संविधान, एस.चान्द एण्ड कम्पनी, नई दिल्ली।
9. वीरकेश्वर प्रसाद सिंह—विश्व के प्रमुख संविधान, ज्ञानदा प्रकाशन, नई दिल्ली।

Objectives :-

1. To provide the knowledge of Indian Political System
2. To acquaint with the various governing institutions
3. To familiarize student with the changing contemporary scenario and direction
4. To enhance the logical power of students

UNIT-I : Constitutional Development: 1919 to 1935, Indian administrative Law 1919, 1935-Administrative System and Implementation, 1935-1947-Indian Struggle during this period.

UNIT-II : Indian Constitution Assembly and Indian Constitution making Process. Nature of Preamble Features of Indian Constitution, Fundamental Rights and Duties, Directive Principles of state, Indian Federal system.

UNIT-III : Position and Powers of Indian President, General and Emergency, Prime minister and Council of Ministers, Lok Sabha and Rajya Sabha : Composition and powers, Supreme Court- Composition and Powers, Judicial review.

UNIT-IV : Governor, Chief minister and Council of ministers, Constitutional Amendment in India, Election Commission. Major Challenges of Indian Politics- Regionalism, Communalism, Cast, Linguism, National Integration.

Learning outcomes :-

1. Students will be able to know the various acts of Indian Constitution.
2. Students will be able to study the comparative form of governing system.
3. Students will be able to know politics from state to central level.

Reference books:

1. R.C.Agrawal- Indian constitutional development and national struggle
2. M.V.Payali- Indian constitution
3. B.L.Phadia- Indian administration and politics
4. M.P.Ray- Indian administrative system
5. S.M. Jain- Indian administrative system

6. Rajani Kothari- Indian government and politics
7. J.C.Johari-Indian government and politics
8. R.S.Dharda- Forms of Indian Constitution and Implementation
9. Dharamchand Jain-Governer
10. D.D. Basu : The Introduction to Indian Constitution

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 206	Sociology (Indian Society)	Any Three CE	4	30	70	100

Objectivess:

- ❖ To enable the learners to sociological understanding of Indian Society.
- ❖ To enable the learners to understand the structure and compositions of Indian Society.
- ❖ To enable the learners to understand the basic Institutions of Indian Society
- ❖ To enable the learners to understand challenge and problems in Indian Society

Unit - I Sociological Understanding of Indian Society

- a) Textual and Field-view Traditions : G.S. Ghurge and M.N. Srinivas
- b) Civilization and the Marxiam Tradition : N.K. Bose and D.P. Mukerji
- c) Concept of Varna, Ashram, Dharma, Karma and Pursharth
- d) Cultural and Ethnic Diversity : Histotically Embedded Diversity in RespEct of Language and Religious Beliefs

Unit - II The Structure and Compositions of Indian Society

- a) Rural, Urban, Tribe
- b) Rural-Urban Linkages
- c) Weaker Section
- d) Dalits Women and Minoroties

Unit - III Basic Institutions of Indian Society

- a) Family
- b) Marriage
- c) Kinship
- d) Cast and Class : Meaning, Features
- e) Processes of Social Change : Sanskritization

Unit - IV Challenge and Problem Before Indian Society

- a) Casteism
- b) Communication
- c) Regionalism
- d) Crime Against Women and Chidrens

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain sociological understanding of Indian Society.
- ❖ Understand the structure and compositions of Indian Society.

- ❖ Understand the basic Institutions of Indian Society
- ❖ Understand challenge and problems in Indian Society

Reference :

1. Ahuja Ram, 1993, Indian Social System, Rawat Publications, Jaipur
2. Ahuja Ram 2002, Society and Society in India, Asia, Publishing House, Bombay
3. Ahuja Ram 2014, Social Problems in India, Rawat Publications, Jaipur
4. Atal Yogesh 2008, Changing Indian Society, Rawat Publications, Jaipur
5. Sharma K.L. 2007, Indian Social Structure and Change, Rawat Publications, Jaipur
6. आहुजा, राम 2009, भारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर
7. दोषी, एस.एल. 2009, भारतीय सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर
8. शर्मा के. एल. 2006, भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन्स, जयपुर
9. दोषी, एस.एल. एवं जैन पी.सी. 2002, भारतीय समाज, नेशनल पब्लिकेशन्स हाउस, जयपुर
10. पटेल, तुलसी 2011, भारत में परिवार : संरचना एवं व्यवहार, रावत पब्लिकेशन्स, जयपुर

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 207	Geography (Geography of Rajasthan)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectivess:

- ❖ Giving Deep Knowledge about climate conditions of Rajasthan.
- ❖ Knowledge about human resources of Rajasthan.
- ❖ Knowledge regarding industries of Rajasthan.

Unit-I

- a) Physiographic division of Rajasthan.
- b) Climate
- c) Drainage System
- d) Natural vegetation

Unit-II

- a) Soils of Rajasthan
- b) Agriculture: Type and Distribution of major crops
- c) Irrigation: Indira Gandhi Canal Project Chambal valley Project, Mahi Bajaj Sagar Project.
- d) Tourism in Rajasthan.

Unit- III

- a) Drought and Desertification
- b) Industries: Textile, Sugar, Cement, Marble and Granite, Fertilizers, Zinc and Copper Smelting,
- c) Power & Energy resource
- d) Trade & Transport Development of Tourism.

Unit- IV

- a) Population - number, growth, rural and urban male and female population, literacy status, occupational structure.
- b) Schedule tribes- Bhils, Meena and Garasias
- c) Settlement Pattern - Type and Building Materials.
- d) Rural/Urban Settlement Patterns.

Practical

- Representation of statistical data through diagrams: Multiple Bar Diagram, Simple Pyramid Diagrams : Rectangular Diagram, Wheel or Pie-Diagram, Spherical Diagrams, Play linear graph, Climograph.
- Measures of Central Tendency : Arithmetic mean, mode, median (Direct Method)

Learning Outcomes: After completion of the course student would be able to:

- ❖ Explain the climate conditions of Rajasthan.
- ❖ Understand about human resources of Rajasthan.
- ❖ Describe industries of Rajasthan.

Suggested Reading:

- T.S. Chouhan, राजस्थान का भूगोल, श्री उदयराम चौहान, विज्ञान प्रकाशन, नागौरियों का बास, गली नं. 01, जोधपुर
- R.L. Bhalla, राजस्थान का भूगोल, कुलदीप पब्लिकेशन, जयपुर।
- R.K. Gurjar, इन्दिरा गांधी नहर क्षेत्र का भूगोल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- Dr. H.M Saksena,(2015) राजस्थान का भूगोल राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 208	Economics (Economics Theory)	Any Three CE	4	30	70	100

Objectives:

- ❖ The enable the student to understand the Micro and Macro Economics
- ❖ The enable the student to understand the methods of Economics Analysis
- ❖ The acquaint the learner with the logical analysis, Interpretation of Demand, production and market

Unit-I Economics

- a) A logic of Choice, Positive and Normative approaches
- b) Macro and Micro Economics
- c) Methods of Economics Analysis - Inductive and Deductive: Statics and Dynamics

Unit-II Theory of Demand

- a) Law of Demand
- b) Utility Approach, Indifference Curve approach
- c) Elasticity of Demand : Price, Income and Cross Elasticity
- d) Revenue : Total Marginal and Average
- e) Consumer's Surplus

Unit-III Theory of Production

- a) Introduction, Laws of Returns to Factors and Returns to Scale
- b) Cost-short-run and long run
- c) Concept of Isoquants, Isocosts and Production Possibility Curves

Unit-IV Market

- The commodity Market- Market Demand and Market Supply, Price and put determination in perfect competition
- Simple and Discriminatory Monopoly, Monopolistic Competition, Chamberlin's Group Equilibrium
- The Factor Market - Marginal Productivity Theory of Distribution
- Rent-RECardian, Quasi-Rent and Modern Theories
- Profit : Dynamic Risk and Uncertainty Theories
- Wages : Meaning, Nominal and Real/Wage Rate Modern Theory of Wages

Learning Outcomes: After completion of this course students would be able to:

- ❖ Explain Micro and Macro Economics.
- ❖ Student able to explain Economics Analysis.
- ❖ Able to elaborate logical analysis, Interpretation of Demand, production and market.

References:

- Seth, M.L., Principles of Economics,
- Samuelson and Nordhaus : Economics, Latest English and Hindi Edition
- Hal, R. Varian : Intermediate MicroEconomics, W W Norton and Co. Fifth Edition
- D. Salvatore : Micro Economics, Harper Colline
- Ahuja H.L., Advanced Economics Theory; S.Chand and Company, New Delhi
- Left Witch, R. H.; Price system and Resource Allocation holt, Reinhart and Winston, 3rd Edition (Hindi & English)
- आहुजा, एच. एल. उच्चतर आर्थिक विद्वान्तए एस, चाँद एण्ड कम्पनी, नई दिल्ली
- नाथुरामका, लक्ष्मीनारायण रूव्याप्ति अर्थशास्त्र, रमेश बुक डिपो, जयपुर

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 209	Home Science (Family Resource Management)	Any Three CE	4	30	70	100

Objectives:

- ❖ To understand the meaning of resources management and concepts related to management.
- ❖ To apply managerial process to management of time, energy and money.
- ❖ To understand saving investment and credit pattern of family.
- ❖ To increase awareness about consumer problems, rights, responsibilities & protection laws.

Unit I Housing

- Housing and Family: Functions, needs & scope.
- Principles of house planning: aspect, prospect, grouping of room, roominess, privacy, orientation, flexibility, aesthetics Economy, ventilation services
- Site selection: Vegetation- size, soil type drainage, orientation
- Kitchen planning: planning, importance of counters, storage and heights

Unit II Interior designing

- Principles and elements of arts and design as related to interior decoration with specific reference to color and light
- Floor decoration with use of elementary art, Table setting & etiquettes
- Furniture: Types of furniture, selection, use and care

- d) Flower DEcoration: Basic equipments, vases and containers preparing plant material, shaping an arrangement

Unit III Resource management

- Meaning, definition and importance of home management
- Process of management : Planning, organization, implementation, controlling and evaluation
- Introduction to motivational factor: Meaning and types of values, goals, standards, dECision making
- Time management: Time cost, time norms, peak loads, work curve and rest periods, process of managing time
- Energy management: Process, body mEChanics, work simplification, Ergonomics

Unit IV Consumer problems and Waste management

- Consumer problems, rights and responsibilities
- Seeking redress to consumer problems with spECial reference to consumer courts
- Household waste & its management by 3R
- SelEction and care of household equipment related to waste management
- Swachh Bharat Abhiyaan: Goals, significance and programmes in reference to waste management

Assignment Work (Any one)

- To prepare a Project report related to techniques of waste management.
- To prepare a file related to patterns and furnishing of interior designing.
- To prepare a scrap book related to flower dEcoration and kitchen planning models.
- To prepare a Project report on different approaches of resource management.

Learning Outcomes: After completion of the course student would be able to:

- ❖ Understand the meaning of resources management and concepts related to management.
- ❖ Managerial process to management of time, energy and money.
- ❖ Understand saving investment and credit pattern of family.
- ❖ Increase awareness about consumer problems, rights, responsibilities & protEction laws.

References:

- Agarwal, S. (2009) Grih prabandh Manual, Shivam book house, Jaipur
- Birrel Verla Leone (1967) Colour and Design, A Basic text (Vol. I & II)
- Bryan, Lawson (1980) How designer think, ArchitEctural press Ltd.
- David H, Bangs Jr. The market planning guide, Gougotera publishing 3rd Ed.
- Don, Wellers(1974) Who buys- A study of the consumer
- Donnelly JH, Gibson JL and Ivancevich JM(1995) Fundamental of Management, Chicago
- Kale MG (1998) Management and human resources

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 301	Understanding Discipline and Subjects	Any one CE	4	30	70	100

Objectives:

- ❖ To make aware the students about the diciplines and its characteristics.
- ❖ To give Introduction of Kalidas, Tulsidas and Shakespeare
- ❖ To understand the scientific idea of science education.
- ❖ To apply the thought of social science language in their day to day life.

Course Contents:

Unit- I Language and Disciplines

- Meaning of discipline
- Characteristics of a discipline
- Inter- disciplinary approach

Unit- II Language and Disciplines

- History of language development (Hindi, Sanskrit and English)
- Language technology
- Language lab
- Phonetics science
- Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline

- History and game cricket
- History of woman empowerment
- New trends cultural in society
- Political socialization
- Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines

- Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
- Science and sound
- Nutrition and balanced diet
- Human diseases
- Electricity and light

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand language of various discipline.
- ❖ Develop expression of various language areas.
- ❖ Acquire scientific study of language phonetics.
- ❖ Know the scientific idea of science education.
- ❖ Apply the thought of social science language in their day today life.
- ❖ Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

References :

1. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publising House co. Ltd.
2. Richards, J.C. of Rodgers, T.S. (2009), Approchas and Methods in Language Teaching, Cambrige, C.U.P.
3. अंग्रेजी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
4. विज्ञान पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
5. संस्कृत पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
6. सामाजिक अध्ययन पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
7. हिन्दी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 302	Innovative Methods	Any one CE	4	30	70	100

Objectives:

- ❖ To introduce students about the concepts of innovations in teaching.
- ❖ To understand the idea of various subject methods.

Course Contents:

Unit- I Concept of Innovation.

- d) Innovation : Meaning, Definition
- e) Characteristics of Innovation
- f) Methods : concept, Objectives
- g) Methods Characteristics and Utility

Unit- II Methods of Social science

- f) Time line method
- g) Source method
- h) Biographical method
- i) Socialized RECitation method

Unit- III Methods of Science

- f) Demonstration method
- g) Experimental/ Laboratory method
- h) Heuristic method
- i) Project method

Unit- IV Methods of Language

- f) Lecture method
- g) Inductive and Deductive
- h) Supervised study method
- i) Brain Storming

Assignment & Practical Works : (Any Two)

- Write any one Assignment Work
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge of various innovative methods.
- ❖ Understand the idea of methods.

Suggested Readings:

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
4. Hillard R.I. (1973), Writing for T.V. and Radio N.Y. Hastings House
5. Philips, Lewis (1971), Educational Television Guide Book N.Y. : Mc.Graw
6. Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 301	Hindi Literature (रीति काव्य)	Any Three CE	4	30	70	100

उद्देश्य –

1. रीतिकालीन काव्य एवं कवियों से परिचित करवाना।
2. रीतिकालीन काव्य के विभिन्न रूपों की जानकारी करवाना।
3. रीतिकालीन कवियों की काव्य शैली से परिचित करवाना।

इकाई I

1. रीतिकालीन काव्य का इतिहास –नामकरण, सीमा निर्धारण, प्रवर्तक, प्रेरक परिस्थितियाँ, प्रमुख कवि एवं उनकी रचना, काव्य धाराएँ, काल की प्रमुख प्रवृत्तियाँ/विशेषताएँ।
2. केशवदास– कवि परिचय, (सरस्वती वंदना, राम वंदना, लंका हनुमान गमन, सीता दर्शन, सीता हनुमान संवाद, हनुमान रावण संवाद, हनुमान राम चर्चा)

इकाई II

1. बिहारी (दोहा सं.–1,2,4,8,9,11,14,15,16,17)
2. धनानन्द
3. देव – जीवन सारसुधा
4. इकाई में निर्धारित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ।

इकाई III

1. सेनापति (राम वंदना, ऋतु वर्णन, शृंगार वर्णन)
2. भूषण (शिवाजी शौर्य, छत्रशाल प्रताप वर्णन)
3. मतिराम (दानवीर महिमा, प्रकृति वर्णन)
4. इकाई में निर्धारित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ।

इकाई IV

1. वृन्द (वृन्द सतसई के पाठ्यपुस्तक में चयनित अंश)
2. रस निष्पत्ति
3. काव्य रीतियाँ (गौड़ी, वैधर्मी, पांचाली)
4. नायक नायिका भेद
5. इकाई में निर्धारित कवि का सामान्य परिचय एवं काव्यगत विशेषताएँ।

उपलब्धियाँ–

1. विद्यार्थी रीतिकालीन भाषा की कलात्मकता की गहराई को समझ सकेंगे।
2. विद्यार्थी शृंगारिक रचनाओं के पाठक बन कर स्वयं शृंगार रस लेखन का प्रयास कर सकेंगे।

पाठ्यपुस्तक :

1. रीतिकालीन काव्य साहित्य, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनूं

संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास— संपादक, डॉ नगेन्द्र, डॉ हरदयाल, मयूर पेपर बैक्स, नोएडा।
2. हिन्दी साहित्य का इतिहास—आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी।
3. हिन्दी साहित्य की भूमिका—आचार्य हजारी प्रसाद द्विवेदी, हिन्दी ग्रंथ रत्नाकर, मुंबई।
4. हिन्दी साहित्य का वैज्ञानिक इतिहास, (प्रथम एवं द्वितीय खण्ड), डॉ. गणपतिचन्द्र गुप्त
5. हिन्दी साहित्य का अतीत – विश्वनाथ मिश्र

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 302	English Literature (Poetry and Drama)	Any Three CE	4	30	70	100

Objectives:

- 1- To enable the students to understand poems.
- 2- To familiarize them with Romantic and Victorian Poetry, Indian Poetry and Drama.
- 3- To acquaint them with some literary terms of these genres.

Unit-I : Alan Mc. Connell Duff : Tiger's Eye..OUP.

Unit-II : Poems from Poet's Pen. Homi p. Dustoor. Oxford University Press, New Delhi

Matthew Arnold: Dover Beach

William Wordsworth : To A Skylark

Robert Browning : Prospice

Alfred Tennyson : Ulysses

Thomas Hardy : Weathers

Unit-III : Poems from Indian Poetry in English

Gieve Patel : Servants

Adil Jussawalla : A Bomb-site

Mamta Kalia : Tribute to Papa

Parthasarthy: Lines for a Photograph-R.

Unit IV: Literary Terms: Elegy, Sonnet, Ode, Epic, Dramatic Monologue, Comedy, Soliloquy, Aside.

Outcomes:

- 1- The students can understand the changing nature of Literature through ages.
- 2- They will become familiar with various forms of verse and dramatic art.

Suggested Reading:

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
3. Poet's Pen. Homi p. Dustoor. Oxford University Press, New Delhi.
4. *Paper I (Poetry)* Jain Vishva Bharti University, Ladnun.
5. Abraham, M. H. *A Glossary of Literary Terms*. MacMillan, New Delhi.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 303	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. नाटक एवं महाकाव्य की शैली का अवबोध करवाना।
2. कारक से शब्दरूप की विभक्तियों का ज्ञान करवाना।
3. समास के द्वारा शब्दों के निर्माण की विधि सिखाना।

इकाई 1. लघुसिद्धान्तकौमुदी

- क. कारक प्रकरण (सूत्र 888 से 903 तक)
- ख. समास प्रकरण (सूत्र 904 से 993 तक)
- ग. तद्धित प्रकरण (चातुरर्थिका तक) (सूत्र 994 –1064 तक)

इकाई 2. रचनानुवाद कौमुदी (पाठ 21 से 30)

इकाई 3. रघुवंशम् (द्वितीय सर्ग) एवं स्वप्नवासदत्तम्

रघुवंशम् — 1. चरित्र चित्रण 2. श्लोकार्थ

स्वप्नवासदत्तम् — 1. चरित्र चित्रण 2. अनुवाद 3. कथा सारांश

इकाई—4. अभिधान चिन्तामणि (छठा काण्ड, श्लोक 61 से 90)

उपलब्धियाँ—

1. नाटक पठन से संभाषण कला का ज्ञान होगा।
2. विभक्ति संबंधी ज्ञान में अशुद्धि नहीं रहेगी।
3. श्लोक रचना आदि में समास का कार्यकारी ज्ञान होगा।

पाठ्य पुस्तक/संदर्भ ग्रन्थ:

1. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006
2. रघुवंशम् द्वितीय सर्ग—महाकवि कालिदास संपादक—डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007
3. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
4. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी
6. लघु सिद्धान्त कौमुदी, महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
7. लघु सिद्धान्त कौमुदी, टीकाकार—राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
8. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
9. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, वाराणसी
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
11. कालू कौमुदी, मुनि चौथमल, जैन विश्व भारती, लाडनू

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 304	History (मध्यकालीन भारत का इतिहास)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को मध्यकालीन भारत के इतिहास से परिचित करवाना।
2. अकबर की महानता से परिचित करवाना।
3. मुगलकालीन कला से परिचित करवाना।

इकाई—I

भारत में तुर्की साम्राज्य की स्थापना—कुतुबुद्दीन ऐबक, इल्तुतमिश, रजिया सुल्तान। दिल्ली सल्तनत में बलबन की महत्त्वपूर्ण उपलब्धियाँ एवं योगदान, अलाउद्दीन खिलजी—साम्राज्य विस्तार, प्रशासनिक नीति, बाजार नियन्त्रण प्रणाली एवं जनता पर प्रभाव।

इकाई II

मोहम्मद बिन तुगलक की नवीन योजनाएं एवं प्रभाव, फिरोज तुगलक की धार्मिक एवं सार्वजनिक नीति, दक्षिण भारत में विजयनगर साम्राज्य का उत्थान, उपलब्धियां एवं पतन। सल्तनतकालीन प्रशासन।

इकाई III

मुगल साम्राज्य की स्थापना—बाबर, हुमाँयु। शेरशाह सूरी का उत्कर्ष एवं प्रशासन प्रबंध। अकबर—साम्राज्य विस्तार, सुदृढीकरण, राजपूत नीति, धार्मिक नीति का मूल्यांकन।

इकाई IV

मुगल दरबार में नूरजहां जुन्दा गुट की भूमिका। औरंगजेब की राजपूत नीति, दक्षिण नीति एवं असफलता के कारण। शिवाजी का उत्कर्ष एवं शासन प्रबंध।

मुगलकालीन—स्थापत्य कला, (शंहाजहाँ के विशेष सन्दर्भ में) शासन प्रबंध (मनसबदारी प्रथा) एवं मुगल साम्राज्य के पतन के कारण।

उपलब्धियाँ—

1. विद्यार्थी मध्यकालीन भारतीय इतिहास के प्राप्त ज्ञान का उपयोग प्रतियोगी परीक्षाओं में कर पायेंगे।
2. विद्यार्थी मुगलकालीन संस्कृति, शासन प्रबंध आदि से परिचित हो पायेंगे।
3. मुगल कला के विश्लेषणात्मक अध्ययन से विद्यार्थियों में कला के तुलनात्मक अध्ययन की क्षमता बढ़ेगी।

पाठ्यपुस्तक/सन्दर्भ ग्रंथ:

1. सेंगर, शैलेन्द्र— मध्यकालीन भारत का इतिहास, अटलांटिक पब्लिशर्स, जयपुर, 2005
2. भार्गव, डॉ. वी.एस.—मध्यकालीन भारतीय इतिहास, रिसर्च पब्लिकेशन, जयपुर।
3. वर्मा, हरिश्चन्द्र—मध्यकालीन भारतीय इतिहास, भाग—1 एवं 2, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
4. गुप्ता व पेमाराम—मध्यकालीन भारत का इतिहास, क्लासिक पब्लिकेशन हाउस, जयपुर

Semester-III

Objects:

1. Introduce students to the history of medieval India.
2. Introducing Akbar's greatness.
3. To Introduce you to Mughal Art.

Unit-I

Establishment of the Turke Empire in India- Qutubudin Aibak, Iltutmish, Razia Sultan, Balban's important achievements and contribution to the Delhi sultanate, Aludin Khilji-Empire expansion, administrative policy, market control system and impact on the people.

Unit-II

M.B. Tuglaq's new plans and effects, Firoz tughlaq's religious and public policy. The rise, achievements and decline of the Vijaynagar Empire in South India. Sultanate Administration.

Unit-III

Establishment of the Mugal Empire Babar, Humayun- Sher Shah Suri development and Administration. Akbar-Empire expansion, strengthening, Rajput policy, evaluation of religious policy.

Unit-IV

The role of Nurjahan Junta Function in the Mughal court. Aurangzeb's Rajput Policy, South Policy and Failure Reason. Shivaji's Rise and governance. Mughal period architecture and governance. The Decline of Mughal Empire.

Learning Outcomes:-

1. Student will be able to use the knowledge gained in medieval Indian history in competitive examination.
2. Student will be able to get acquainted with Mughal Culture, governance etc.
3. Comparative Study of art in students through analytical study of Mughal art. Capacity will increase.

Reference Book

1. Bhargav, V.S. - Medieval Indian History.
2. Verma, Harish Chandra - Medieval India
3. L.P. Sharma - medieval India

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 305	Political Science (भारतीय राजनीतिक विचारक)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को प्राचीन भारतीय राजनीतिक विचारकों की विचारधाराओं से अवगत करवाना।
2. विभिन्न विचारकों के दर्शन की प्रासंगिकता को समझाना।
3. विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

इकाई—1 मनु, कौटिल्य, महावीर

इकाई—2 राजा राम मोहनराय, दयानन्द सरस्वती, गोपाल कृष्ण गोखले

इकाई—3 बाल गंगाधर तिलक, अरविन्द घोष, डॉ.बी.आर. अम्बेडकर

इकाई—4 महात्मा गाँधी, जवाहरलाल नेहरू, सन्त तुलसी

उपलब्धियाँ—

1. विद्यार्थी प्राचीन विचारकों के दर्शन को जान पायेंगे।
2. विद्यार्थी प्राचीनकाल से लेकर आधुनिक काल तक विभिन्न विचारधाराओं का अध्ययन कर सकेंगे।
3. विद्यार्थी प्राचीन राज व्यवस्था एवं आधुनिक राज—व्यवस्था का तुलनात्मक अध्ययन कर सकेंगे।

पाठ्यपुस्तक/संदर्भ ग्रन्थ:

1. J. Bandhopadhyaya : Social and Political Thought of Gandhi, Bombay Alieid, 1969.
2. Jayaswal : Hindu Policy
3. Sharma R.S. : Political Ideas and Institutions in Ancient India.
4. Ghosal : History of Indian Political Ideas.
5. Verma V.P. : Modern Indian Political Ideas.
6. K. Damodarn : Indian Thought - A critical Survey, London, Asia Publishing House.
7. विश्वनाथ प्रसाद वर्मा—आधुनिक भारतीय राजनीतिक चिन्तन
8. पुरुषोत्तम नागर—आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
9. परमात्मा शरण—प्राचीन भारतीय राजनीतिक चिन्तन
10. पुखराज जैन—भारतीय राजनीतिक चिन्तन

Objectives :-

1. To acquaint students with the major political ideologies of Indian political thinkers
2. To familiarize with the relevancy of various thinkers philosophy
3. To carry out the study of different thinkers and enlarge new dimensions

UNIT I: Manu, Kautilya, Mahaveer**UNIT II:** Raja Rammohan Ray, Dayananda Saraswati, Gopal krushna Gokhale**UNIT III:** Bal Gangadhar Tilak, Arvind Ghosh, Dr.B.R.Ambedkar**UNIT IV:** Mahtma Gandhi, Jawaharlal Nehru, Saint Tulsi**Learning outcomes :-**

1. Students will be able to know ancient thinkers
2. Students will be able to know from the ancient to modern period ideologies.
3. Students will be able to compare ancient political system with that of modern political system

Reference: Books :

1. Dr. B.P.Verma – Modern Indian political and social thought
2. Dr. B.R.Purohit : Pratinidhi Indian Political Thinkers
3. Dr. Avasthi and Avasthi – pratinidhi Indian Political Thinkers
4. Shyam lal pandey – Bharatiya Rajshastra ke Praneta
5. Dr. Purshottam Nagar – Modern Indian Political and Social Thinkers (Rajasthan Hindi Granth Academy, Jaipur)
6. Parmatma Sharan – Political Thinkers and Institutions in Ancient India.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 306	Sociology (Social Research Method)	Any Three CE	4	30	70	100

Objectives:

- ❖ To develop and under standing about the concept of research in social science.
- ❖ To develop skill in pro paring a good research proposal and research design.
- ❖ To include the idea of different bases of research in the field of sociology.
- ❖ To Understand about the use of different types of research tools and techniques.
- ❖ To appraise critically about research work in social science field.

Unit - I Scientific Study of Social Phenomena

- ❖ The Scientific Method
- ❖ Steps in Social Research
- ❖ Objectives and Subjectivity in Social Science
- ❖ Positivism and Empiricism in Sociology
- ❖ Hypothesis : Meaning, Types

Unit - II Types of Research in Social Science

- ❖ Meaning, Scope and Significance of Social Survey and Social Research
- ❖ Types of Research :
 - Basic and Applied
 - Historical and Empirical
 - Descriptive, Exploratory, Experimental

Unit - III Research Methods and Techniques

- ❖ Quantitative and Qualitative Methods
- ❖ Quantitative Techniques : Observation, Case Study Content Analysis
- ❖ Qualitative Techniques : Survey, Questionnaire, Schedule and Interview

Unit - IV Classification and Presentation of Data

- ❖ Sources of Data : Primary and Secondary
- ❖ Tabular and Diagrammatic Presentation of Data : Tables, Graphs, Histograms
- ❖ Measures of central tendency : Mean, Mode, Median

Learning Outcomes: After completion the course students would be able to:

- ❖ Develop and understanding about the concept of research in social science.
- ❖ Develop skill in preparing a good research proposal and research design.
- ❖ Include the idea of different bases of research in the field of sociology.
- ❖ Understand about the use of different types of research tools and techniques.
- ❖ Appraise critically about research work in social science field.

Reference:

1. Bryman, Alan 1988 Quality and Quantity in Social Research, London, Unwin Hyman
2. Garrett, Henry 1981, Statistics in Psychology and Education, David McKay : Indian
3. Jayaram, N. 1989, Sociology, Methods and Theory, Madras, Macmillan
4. Kothari C.R., 1989, Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern
5. Young P.V., 1988, Scientific Social Surveys and Research

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 307	Geography (Human Geography)	Any Three CE	4	30	50+20 Practical) 70	100

Objectives-

1. To make students aware about human Geography.
2. To make aware about Population Distribution & Human Development.
3. To make students aware about schools & principles of Human Geography.

Unit-I

- Definition and scope of Human Geography.
- Its relation with other Subjects.
- Schools of Human Geography : determinism, possibilism and neo-determinism.
- Fundamental principles of Human Geography : Principle of activity, Principle of terrestrial unity.

Unit-II

- Races of man kind :- Criteria of classification and distribution according to G. Taylor
- Migration zone Theory by Griffith Taylor
- Factors of evolution of human races
- Tribes in the world, Habitat, Occupation & Social Organization : Pigmies, Bushmen, Eskimos and Khirgiz.

Unit-III

- Distribution of Tribes in India. Habitat, Economic Activities and Social Organization of Bhil, Naga, Toda and Santhal.
- Early Economic activities of mankind : Food gathering, Hunting, Fishing & Shifting cultivation.
- World distribution, Concept of over population, optimum population and zero population growth.
- Migration Internal and International, General laws of Migration

Unit-IV

- Concept of human development and population problems and policy of India.
- Rural, Urban settlement-origin of towns, patterns of cities.
- Functional classification of cities, zoning of cities, Christaller's theory.
- Urbanization and Problems : slums, town planning, concept and principles.

Practical :

- Methods of Relief Representation: Hachure', Contours, layer tint, BM, Spot height, Trachographic Method.
- Drawing of Profiles: Serial, Composites and Superimposed.
- Prismatic Compass Survey: Instrument required for prismatic compass survey
- Prismatic Compass Survey: Radiation and intersection method.
- Correction of closing error with Bowditch rule.

Outcomes-

- Having Knowledge of human geography & its principles, students can adjust & adapt themselves with different cultures prevailing.
- Comes to know about problems regarding overpopulation, migration & steps to solve them.
- Deep knowledge about people residing in urban & rural areas, their problems & solutions.

Suggested Readings :

- Blache Vidal de la: Manav Bhugol ke Siddhant (In Hindi)
- कौशिक, एस.डी. : मानव भूगोल के सरल सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ
- हूसैन, माजिद : मानव भूगोल, रावत पब्लिकेशन्स

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 308	Economics (Economics of Development and Planning in India)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable to understand the Economics of development.
- ❖ To enable to understand the Rostow's Theory of Historical stage of Growth.

- ❖ To enable to understand the Economics planing in mixed Economy.
- ❖ To enable to understand the Indian planning system.

Unit I Economic Development Meaning and Measurement

- a) Meaning of vicious circle
- b) Capital formation and Human Resource Development
- c) Resource Mobilization

Unit II Theories of Development

- a) Rostow's Theory of Historical Stage of Growth
- b) Balanced and Unbalanced Growth
- c) Choice of Technique : Capital intensive and Labour Intensive.

Unit III Economic Planning

- a) Meaning, Need, Objectives and relevance
- b) Planning under mixed Economy, Prerequisites of effEctive Planning
- c) The Indian Planning system : Planning commission Plan formulation and Evaluation.

Unit IV Appraisal of Planning in India

- a) Summary review of Achievements and Short coming with respEct to Agriculture and Industry.
- b) Changing Role of Public Sector
- c) Salient Feature of Current Five Year Plan of India.

Learning Outcomes: After completion the course students would be able to:

- ❖ Enable to understand the Economics of development.
- ❖ Understant the Rostow'n Theory of Historical stage of Growth.
- ❖ Enable to understand the Economics planing in mixed Economy.
- ❖ Understand the Indian planning system.

Reference :

1. Thirlwall, A.F. (2004), Growth & Development, wiled Palgave Mc. Millan.
2. Seth, M.L. : Theory and Practice of Economics Planning, S.Chand & Co. New Delhi.
3. Meir & Baldwin : Economics Development Theory, History & Policy.
4. Planning Commission, Government of India : Current five Year Plan
5. झिगन, एम.एल. रू विकास एवं नियोजन का अर्थशास्त्र, वृन्दा प्रकाशन, नई दिल्ली।
6. सेठ, एम.एल. : आर्थिक नियोजन के सिद्धान्त एवं व्यवहार एस.चांद एण्ड कम्पनी, नई दिल्ली

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 309	Home Science (Human Development)	Any Three CE	4	30	70	100

Objectives:

- To understand Concept, scope and foundation of human development
- To Different life span stages related to human development

- To Major developmental task, problems and support services related to human development
- To famalier with types of families and their related challenges in references to physical, motor and socio- emotional development

Unit I Human Development

- a) Concept , nature and scope of human development as a field of study
- b) Principles and stages of development
- c) Role of heredity, environment , learning, and maturation in development
- d) Factors affEcting development

Unit II Development in Adolescence : Development from conception to adolescence:

- a) Physical development
- b) Motor development
- c) Socio emotional development
- d) Language and cognitive development

Unit III Family and Developmental Tasks

- a) Importance and Objectivess of early childhood education, impact of deprivation and early stimulation
- b) Families: Concept, types and functions, changing roles and challenges faced by Indian families
- c) Understanding spECial children, their classification and related problems
- d) Major developmental tasks, achievements and problems of adulthood and aging

Unit IV Developmental stages and support system

- a) Early childhood care and its scope, problems and significance
- b) Adolescence: Activities for personality development at school, family and college level
- c) Need , care and support services for aging individuals
- d) Old age home & Day care center : Need, management and scope in society
- e) Guidance and counseling services in school and college for students

Practicals: Any two of the following:

- Anthropometric measurement of children from birth to 6 years plotting and interpretation of data as per WHO norms.
- Organizing and conducting play and creative activities of children in a nursery school.
- Focus group discussion with adolescents to understand their aspirations, educational and career choices.
- Prepare a scrap book on relevant issues of human development.
- Market survey of story books, toys and playing instruments in references to quality, cost, durability etc.

Learning outcomes : After studying this course students will able to learn-

- Concept, scope and foundation of human development
- Different life span stages related to human development
- Major developmental task, problems and support services related to human development
- Types of families and their related challenges in references to physical, motor and socio- emotional development

References:

1. Santrock JW (2007) Lifespan Development, Tata McGraw Hill New Delhi 3rd Ed.
2. Bee H (1995) The developing child, Harper Collins College Publisher
3. Berk L (2006) Child development, Allyn & Bacon. New York
4. Rice F (1992) Human Development: A Life Span Approach , Prentice Hall
5. Vidhya Bhusan and Sachdeva (2000) Introduction to Sociology

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 301	Critical Understanding of ICT	CF	2	15 Practical	35	50

Objectives:

- ❖ To explain the concept of ICT in education.
- ❖ To develop skills in using MS Office applications for education.
- ❖ To use internet efficiently to access information and communicate with others.
- ❖ To understand the applications of E-learning in education.

Course Contents:

Unit - I MS Office

- a) MS- word (Text management)
- b) Power Point (Preparation of Slide)
- c) Smart Class
- d) E - Learning

Unit - II Internet and Multimedia

- a) E-mail, Chat
- b) Searching, Downloding and Uploding
- c) Multimedia and its Education Uses.
- d) Mobile Banking

Assignment & Practical Works: (Any Two)

- Prepare one Assignment Workon any topic related to above units.
- Prepare power point presentation on Any one topics related to School content/ B.Ed. Syallbus.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the concept of ICT in education.
- ❖ Develop skills in using MS Office applications for education.
- ❖ Use internet efficiently to access information and communicate with others.
- ❖ Understand the applications of E-learning in education.

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1. Cooper, I.M., classroom teaching skills, D.C. Heathco, Toronto, 1960.
2. Coulson, J. E. (ed); Programme Learning and Computer Based Instruction, Wiley, New York, 1962
3. Khanna, S.D. and others; Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi, 1984.
4. Kulkarni, S.S., Introduction to Educational Technology, Oxford and IBH publishing co., 1986.
5. Sampath, K. Panner Selvam, A and Santhanam, S; Introduction to Educational Technology, Sterling publishers, New Delhi, 1990.
6. Sharma, R.A., Technology of Teaching, Loyal Book Depot Meerut, 1986.
7. Saxena N.R. & Swarup, Oberoi S. C.; Technology of Teaching, Surya Publication, Meerut, 1996.
8. Skinner, B, F.; Technology of Teaching, Appleton Century Crafts, New York, 1981
9. Thompson, James, J.; Instructional Communication, Van Nostrand Roinhold Co. New Jersey, 1969

10. Verma, Ramesh and others; Modern Trends in Teaching Technology; Anmol Publications Pvt. Ltd., New Delhi, 1990.
11. Computer for Education, Working paper Ist, NCET, 1967
12. मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा-कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 302	Yoga and Preksha Meditation	CF	2	15 Practical	35	50

Objectives:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई-1 योग के प्रयोग

- योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता
- आसन : सूर्यनमस्कार,(अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पादहस्तासन, गरुडासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजंगासन, शलभासन,(स्थिति, विधि, लाभ)
- प्राणायाम : सूर्यभेदी, चन्द्रभेदी, व अनुलोम विलोम
- मुद्रा : ज्ञान मुद्रा, वीतराग मुद्रा
- बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधरं बन्ध

इकाई-2 प्रेक्षाध्यान

- प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य
- प्रेक्षाध्यान के सहायक अंगों का संक्षिप्त परिचय एवं महत्व
- कायोत्सर्ग, अर्न्तयात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)
- प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

टर्म पेपर :(कोई एक)

- विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।
- सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

सन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ

9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, भुभकरण सुराना
14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेटालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेटालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
20. Science of Living, Ed. Muni Mahendra Kumar

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 401	Gender, School and Society	CC	4	30	70	100

Objectives:

- ❖ To understand the modern concept of society, organization & gender sensitivity.
- ❖ To aware about the dimension of development of school administration.
- ❖ To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- ❖ To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I Role of Society & Organization in Gender sensitivity.

- a) Gender Equity : Concept, Needs, Problem and solution
- b) Nature of Society
- c) Women Commission
- d) Right to Education

Unit- II Dimensions of Development of School

- a) Administration – Structure of Centre and State education.
- b) Head-Master – Merits, work, Duties and Leadership.
- c) Ideal Teacher – Personality and Qualification
- d) Modern school , Library, Laboratory, and Hostel
- e) Outline of Co-Curricular Activities in School.

Unit- III Present Education & Society

- a) Role of education in different Areas (Family, school, and society).
- b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition)Concept, cause, and Solution
- c) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school

- a) NGO – (meaning and Role)
- b) Role of present Social – worker
- c) Govt. Planning
- d) Role of Religious Organization

Assignment & Practical Works :

- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Assignment Work solve.

- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

Learning Outcomes: After completion of this course students would able to:

- ❖ Sensitize students about different social & national level problems at school level.
- ❖ Remedies regarding gender discrimination, government schemes and Right to Education.
- ❖ Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
- ❖ Understanding relationship between education and society as well as NGO's.
- ❖ Utilize their administrative skill to manage different administrative activities at school level.

References :

1. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
2. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
3. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
5. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
8. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
9. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
10. www.gender.com.ac.uk.
11. www.genderstudies.org.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 402	Reading and Reflecting on Texts (EPC)	CC	2	15	35 Practical & Viva-Voce	50

Objectives:

- ❖ To develop basic Communication Skills.
- ❖ To promote Creative Writing among students.
- ❖ To acquire the knowledge of art of Speaking.

Course Contents:

Unit- I Reading Comprehension

- a) Explain with stage of any self expression of any one guest.
- b) Enlist errors in reading among school students.
- c) Review of any one books with reading.
- d) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

- a) RECite 10 poem / verse/ stanza and write it.
- b) Prepare an action plan and organize accordingly.
- c) Proof reading.
- d) Prepare list of innovative vocebulary for speaking. (50 words).

Learning Outcomes: After completion of this course students would able to:

- ❖ Able to explain the Communication Skills.
- ❖ Explain the Creative Writing among students.
- ❖ Understand the art of Speaking.

Assignment & Practical Works : (Any Two)

- One Assignment Work on any topic related to above units.
- Prepare a plan and organize any two activities related to above units.
- Demonstrate different type of speaking.
- To identify the causes of ineffective speech and remedies for it.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical & Viva-Voce	50

Objectives:

- ❖ To develop skills of role playing and acting.
- ❖ To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script

- a) Prepare a Drama for any Social issues (Class VI to XI)
- b) Role playing for different scene of Drama
- c) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)

- a) Mehendi, Drawing
- b) Rangoli/Model Preparation
- c) Poster Painting

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop skills of role playing and acting.
- ❖ Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Assignment & Practical Works : (Any Two)

- Prepare any one Assignment Work related to above units.
- Plan and organize any two activities related to above units.
- Prepare Arts and crafts with un usual material
- Prepare Fine Arts with paper
- Hand made ArchitEcture
- Soft toys (Teddy bear)

- Dance Art
- Fine Arts/ Painting
- Skill of Playing musical instrument
- Food Shef
- Handicraft

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 401	Hindi Literature नाट्य एवं निबन्ध साहित्य	Any Three CE	4	30	70	100

उद्देश्य –

- 1 विद्यार्थियों को नाटक विद्या का विस्तृत ज्ञान करवाना।
- 2 विद्यार्थियों को निबन्ध विद्या, उसके उद्भव एवं विकास से परिचित करवाना।
- 3 स्वयं विद्यार्थियों को इन विद्याओं में लेखन के प्रति प्रोत्साहित करना।

इकाई I

1. हिन्दी नाटक का विकास एवं प्रमुख प्रवृत्तियाँ
2. हिन्दी एंकाकी का विकास एवं प्रमुख प्रवृत्तियाँ

इकाई II

- 1 नाटक 'कबिरा खड़ा बाजार में' (भीष्म साहनी)

इकाई III

1. दीपदान – डॉ. रामकुमार वर्मा
2. धरोहर – सेठ गोविन्द दास
3. हमारा स्वाधीनता संग्राम – विष्णु प्रभाकर
4. समाज दर्पण – डॉ. उदयशंकर भट्ट

इकाई IV

1. हिन्दी निबन्ध का उद्भव एवं विकास एवं सामान्य प्रवृत्तियाँ/विशेषताएँ
2. लोकजागरण एवं भक्ति-काव्य (आचार्य रामचन्द्र शुक्ल)
3. तुलसी के सामाजिक मूल्य (रामविलास शर्मा)
4. साहित्य के नये मूल्य (हजारी प्रसाद द्विवेदी)

उपलब्धियां :

1. विद्यार्थी निबन्धों की भाषा के माध्यम से स्वयं की भाषा में भाषिक प्रौढ़ता ला सकेंगे।
2. नाटक विद्या के माध्यम से विद्यार्थी नाटकों के इतिहास एवं कला का ज्ञान प्राप्त कर सकेंगे।

पाठ्य पुस्तक :

1. नाट्य एवं निबन्ध साहित्य, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनूं

संदर्भ ग्रंथ :-

1. हिन्दी साहित्य का इतिहास—संपादक डॉ नगेन्द्र, मयूर पेपर बैक्स, नोयडा
2. हिन्दी साहित्य का इतिहास—आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा, काशी
3. आधुनिक साहित्य की प्रवृत्तियाँ— डॉ नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
4. साहित्य शास्त्र— डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्श्व प्रकाशन, अहमदाबाद
5. चिन्तामणि – आचार्य रामचन्द्र शुक्ल
6. हिन्दी नाटक का उद्भव एवं विकास – दशरथ ओझा
7. परम्परा का विकास – रामविलास शर्मा

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 402	English Literature (Prose and Fiction)	Any Three CE	4	30	70	100

Objectives:

- To enable the students to understand Stories.
- To make familiarize them with English Essay, Short Stories and Partition Fiction.
- To acquaint them with some literary terms of these genres.

Unit-I : Stories from *A choice of Short Stories*

(Ed. Shakti Battra and PS Sindhu. OUP)

Katherine Mansfield : A Cup of Tea

R.K. Narayan : An Astroloer's Day

W.S. Maugham : A Friend in Need

Chaman Nahal : The Silver Lining

Colin Howard : Post Haste

Premchand : The Child

Bhisham Sahani : The Boss Came to Dinner

Manohar Malgonkar : Two Red Roosters

Unit-II: Jane Austen : Pride and Prejudice

Unit-III : Kushwant Singh : Train to Pakistan

Unit-IV : Collection of Essays

Chief Seattle : The End of Living and the Beginning of Survival

Swami Vivekanand : The End and the Means

CEM Joad : The Civilization of Today

Outcomes:

- 1- The students can understand the changing nature of Literature through ages.
- 2- They will become familiar with various forms of prose and narrative art.

Suggested Reading:

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
3. *Popular Short Stories*. Oxford University Press, New Delhi.
4. *Forms of English Prose*. Oxford University Press, New Delhi.
5. *Train to Pakistan*. Khushwant Singh. Orient Longman.
6. *Oxford Dictionary of Literary Terms*.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 403	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांतकौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. वाक्य निर्माण का अभ्यास कराना।
2. अनुवाद की विधा का प्रशिक्षण देना
3. तद्धित शब्दों की विधि समझाना।

इकाई—1 तद्धित प्रकरण (शैषिका अधिकार से स्वार्थिका तक) (सूत्र 1065 से 1243 तक)

इकाई—2 रचनानुवाद कौमुदी (पाठ 31 से 40)

इकाई—3 अभिज्ञान शाकुन्तलम्

1. दो श्लोकों की सप्रसंग व्याख्या
2. चरित्र चित्रण
3. एक समीक्षात्मक प्रश्न
4. दो सूक्तियों की व्याख्या

इकाई—4 सिन्दूरप्रकर (1 से 50) एवं अभिधान चिन्तामणि (छठा काण्ड, श्लोक 91 से 120)

1. दो श्लोकों की सप्रसंग व्याख्या
2. प्रकरण का सारांश
अभिधान चिन्तामणि
1. दो श्लोक पूर्ति
2. पांच शब्दों के अर्थ

उपलब्धियाँ—

1. वाक्य निर्माण की प्रक्रिया का ज्ञात होगा।
2. शब्द कोश का ज्ञान बढ़ेगा।

पाठ्यपुस्तक / संदर्भ ग्रन्थ:

1. अभिज्ञान शाकुन्तलम्, महाकवि कालिदास, व्याख्याकार यनदुन्दन मिश्र, चौखम्बा पब्लिशर्स, वाराणसी, 1999
2. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
3. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
4. सिन्दूरप्रकर, आचार्य सोमप्रभ, संपादक—मुनि राजेन्द्र कुमार, जैन विश्वभारती, लाडनूं
5. अभिधान चिन्तामणि—चौखम्बा विद्या भवन
6. लघु सिद्धान्त कौमुदी, महेशसिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
7. लघु सिद्धान्त कौमुदी, टीकाकार—राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
8. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
9. अभिधान चिन्तामणि—चौखम्बा विद्या भवन दिल्ली
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 404	History (राजस्थान के इतिहास का सर्वेक्षण)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को राजस्थान के इतिहास से परिचित करवाना।
2. दुर्ग वास्तुकला से परिचित करवाना।
3. महाराणा कुंभा, महाराणा प्रताप व मानसिंह की उपलब्धियों से परिचित करवाना।
4. किसान आन्दोलन, प्रजामण्डल आन्दोलन व राजस्थान के एकीकरण से परिचित करवाना।

इकाई—I

राजस्थान के पूर्व पाषाण युग की रूपरेखा, मुख्यतः कालीबंगा, आहड़ एवं बैराठ के पुरातात्विक स्थलों के संदर्भ में, पृथ्वीराज तृतीय की महत्त्वपूर्ण उपलब्धियाँ एवं साम्राज्य विस्तार।

इकाई— II

राजपूत राज्यों में सामन्तवाद की विशेषताएं। मालदेव के अधीन मारवाड़ राज्य का उत्कर्ष, दुर्ग वास्तुकला— विशेषतः चित्तौड़, रणथंभोर और आमेर के संदर्भ में। महाराणा कुंभा की राजनीतिक एवं सांस्कृतिक उपलब्धियाँ।

इकाई—III

राजपूत मुगल संबंध— आमेर के मानसिंह, सवाई जयसिंह द्वितीय, बीकानेर के रायसिंह, मारवाड़ के जसवंत सिंह और दुर्गादास राठौड़। मेवाड़ के राणा सांगा, महाराणा प्रताप का मुगलों से संघर्ष।

इकाई—IV

राजस्थान में धार्मिक आन्दोलन मीरा एवं दादू दयाल के विशेष संदर्भ में। राजस्थान में राजनैतिक जागरण के कारण। राजपूताना में मराठों के हस्तक्षेप के कारण एवं परिणाम। राजस्थान में 1857 के विद्रोह के कारण एवं परिणाम। बिजोलिया किसान आंदोलन। राजस्थान राज्य का निर्माण 1948 ई.- 1956 ई.।

उपलब्धियाँ-

1. विद्यार्थी राजस्थान के गौरवशाली इतिहास से परिचित हो पायेंगे।
2. महाराणा कुंभा, महाराणा प्रताप, मीरां, दादू दयाल आदि के जीवन से प्रेरणा प्राप्त कर अपने व्यक्तित्व का विकास कर सकेंगे।
3. राजस्थान के एकीकरण के विभिन्न चरणों से परिचित हो पायेंगे।
4. राजस्थान के इतिहास के अध्ययन से विद्यार्थी प्रतियोगी परीक्षाओं में सफलता प्राप्त कर पायेंगे।

पाठ्यपुस्तक / सन्दर्भ ग्रंथ:

1. व्यास, आर.पी.-राजस्थान का बृहद् इतिहास भाग प्रथम एवं द्वितीय, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सक्सेना, के.एम.-राजस्थान में राजनैतिक जागरण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
3. भार्गव, डॉ. वी.एस.- राजस्थान का इतिहास, रिसर्च पब्लिकेशन, जयपुर।
4. शर्मा, डॉ. गोपीनाथ- राजस्थान का इतिहास, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
5. शर्मा हरिशंकर एवं पावा, सरोज-राजस्थान का इतिहास, जयपुर पब्लिकेशन, जयपुर।
6. Ratnavat, Syam singh – History and Culture of Rajasthan.

Semester-IV

Objects:

1. To introduce students to the history of Rajasthan.
2. To Introduce you to the Durg architecture.
3. To Introduce to the achievement of Maharana Kumbha, Maharana Pratap and Man singh.
4. To Introduce to the present movement, Prajamandal movement and integration of Rajasthan.

Unit-I

Outline Pre-stone age of rajasthan, Mainly in the context of archaeological sites of kalibanga, Ahar and Bairath. Important achievements of Prithviraj III and empire expansion.

Unit-II

The feature of feudalism in Rajput States. The Flourishing of the state of Marwar under Maldev. The Durg architecture especially with reference to chittor, Ranthambore and amer. Political and cultural of Maharana Kumbha Achievements.

Unit-III

Rajput and Mughal Relation- mansingh of Amer, Swai Jaisingh-II, Raisingh of Bikaner, jaswant singh of Marwar, Durgadas rathore. Rana Sanga of Mewar. Maharana Pratap Struggle with the mughal's.

Unit-IV

With special reference to Meera and Dadu Dayal, the legal movement in rajasthan. Due to political in rajasthan. Causes and consequences of Marathas interferences in Rajputana. Of the 1857 rebellion in rajasthan. Bijoliya peasant movement. Formation of Rajasthan State in 1948 to 1956.

Learning Outcomes:-

1. Student will be familiar with the glorious history of Rajasthan.
2. Maharana Kumbha, Pratap, Meera, Dadu Dayal etc. Will be able to develop their own self by getting inspiration from life.
3. You will be familiar with the different stages of integration of Rajasthan.
4. By Studying the history of Rajasthan, student will be able to succeed in competitive in examination.

Reference Book

1. Vyas, R.P. - Rajasthan History
2. Sexena K.M. - Political history of Rajsthan

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 405	Political Science (आधुनिक संविधान)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को विश्व के प्रमुख संविधानों की जानकारी देना।
2. विद्यार्थियों को संघात्मक एवं एकात्मक संविधानों से अवगत कराना।
3. लिखित एवं अलिखित संविधानों के बारे में बताना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

इकाई—1 ब्रिटेन का संविधान: विशेषताएँ, अभिसमय, सम्राट और राजमुकुट, प्रधानमंत्री एवं मन्त्रि परिषद, संसद—कॉमन सभा तथा लार्ड सभा: संगठन, शक्तियाँ, स्पीकर की भूमिका।

इकाई—2 अमेरिका का संविधान: विशेषताएँ, राष्ट्रपति का पद. निर्वाचन एवं शक्तियाँ, संघीय व्यवस्था का स्वरूप, शक्ति पृथक्करण तथा नियन्त्रण एवं सन्तुलन। कॉंग्रेस—प्रतिनिधि सभा तथा सीनेट, शक्तियाँ। संघीय सर्वोच्च न्यायालय—गठन एवं शक्तियाँ, न्यायिक पुनरावलोकन की शक्ति,।

इकाई—3 स्विटजरलैण्ड का संविधान: संविधान की विशेषताएँ, संघीय व्यवस्था की विशेषताएँ, संघीय संसद, संघीय परिषद, मौलिक अधिकार, स्विटजरलैण्ड में प्रत्यक्ष प्रजातन्त्र

इकाई—4 साम्यवादी चीनी गणतन्त्र: संविधान की प्रमुख विशेषताएँ। राष्ट्रीय जन कांग्रेस, राष्ट्रपति का पद। साम्यवादी दल—संगठन एवं भूमिका।

उपलब्धियाँ—

1. विद्यार्थी विभिन्न देशों के संविधानों को विस्तृत रूप से जान सकेंगे।
2. विभिन्न देशों के संविधानों का तुलनात्मक अध्ययन कर सकेंगे।
3. परम्परागत एवं आधुनिक संविधानों के दृष्टिकोण को समझ सकेंगे।
4. विभिन्न संविधानों में संशोधनों की जानकारी प्राप्त कर सकेंगे।

प्रस्तावित पुस्तकें

1. इकबाल नारायण—विश्व के प्रमुख संविधान
2. बी.एल. फडिया—विश्व के प्रमुख संविधान
3. आर.सी. अग्रवाल—विश्व के प्रमुख संविधान
4. हरिमोहन जैन—संयुक्त राज्य अमेरिका की शासन प्रणाली
5. वीरकेश्वर प्रसाद सिंह—विश्व के प्रमुख संविधान (ज्ञानदा प्रकाशन, पटना)
6. साम्यवादी चीनी गणतन्त्र का संविधान (चीन सरकार द्वारा प्रकाशित)

Objectives :-

1. To Provide the knowledge of world constitutions
2. To acquaint students with federal and unitary form of constitutions
3. To familiarize students with written and unwritten constitution
4. To enhance the logical competent of competitive examinations

UNIT : I Constitution of Britain : Characteristics, Conventions, The Emperor and the crown, Prime minister and Council of Ministers, Parliament – House of commons and Lok Sabha: Composition, Powers, Role of Speaker.

UNIT : II Constitution of America: Characteristics, President- Election and powers, Forms of Federal Government, Separation of Power, Check and Balance. Congress – House of Representative and Senate. Supreme Court– Power and Function, Power of Judicial review.

UNIT : III Constitution of Switzerland: Characteristics, Characteristics of federal system, Federal Parliament, legislative Council, Fundamental Rights, Direct Democracy in Switzerland.

UNIT : IV Constitution of China : Characteristics of Constitution, National People’s Congress, President of China, Communist Party- Composition and Role.

Learning outcomes :-

1. Students will be able to know the various constitutions of different lands
2. Students will be able to carry out the comparative study of constitutions of different.
3. Students will be able to understand approaches of traditional and modern constitutions.
4. Student will be able to know the amendments of different constitutions.

Reference Books :

1. Iqbal Aryan – World’s Main Constitution.
2. B.L.Phadia – World’s Main Constitution
3. R.C.Agrawal – World’s Main Constitution
4. Harimohan Join – Administrative pattern of United states of America
5. Virkeshwar Parsad Singh – World’s Famous Constitutions (Guyana Publications)
6. Parliament of Socialist China’s Democracy (Published by China Government)

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 406	Sociology (Social Problems in Contemporary India)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand the conceptual in contemporary India.
- ❖ To enable the students to understand the structural problems in contemporary India
- ❖ To enable the students to understand the disorganizational problems in contemporary India.
- ❖ To enable the students to understand the development problems in contemporary.

Unit - I Social Problems : Some Conceptual Issues

- ❖ Social Problems and Social Disorganization : Meaning and Relations
- ❖ Social Problems : Theoretical Perspective
- ❖ Social Problems : Types and Factors

Unit - II Structural Problems in Contemporary India

- ❖ Rural Problems, Gender Disparity
- ❖ Communalism and the problems of minorities
- ❖ Problems of Derived Social categories : Scheduled castes and scheduled Tribes

Unit - III Disorganizational Problems in contemporary India

- ❖ Crime, Juvenile, Delinquency
- ❖ Corruption, Drug addiction
- ❖ Terrorism, Casteism

Unit - IV Development problems in contemporary India

- ❖ Poverty, Unemployment
- ❖ Illiteracy, Environmental pollution
- ❖ Problems of Slums, Development Induced Displacement

Learning Outcomes:

- ❖ Enable the students to understand the conceptual in contemporary India.
- ❖ Understand the structural problems in contemporary India
- ❖ Understand the disorganizational problems in contemporary India.
- ❖ Understand the development problems in contemporary.

Reference :

- ❖ Ahuja, Ram, 2014, Social Problems in India, Rawat Publication, Jaipur
- ❖ Beteille, Andre, 1974, Social Inequality, New Delhi, OUP
- ❖ Guha Ramchandra, 1994, Sociology and Dilemma of Development, New Delhi OUP
- ❖ Kothary, Rajni (Ed), 1973, Cast in Indian Politics
- ❖ आहुजा, राम 2009, भारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर
- ❖ दोषी, एस.एल. 2009, भारतीय सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर

- ❖ शर्मा के. एल. 2006, भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन्स, जयपुर
- ❖ दोषी, एस.एल. एवं जैन पी.सी. 2002, भारतीय समाज, नेशनल पब्लिकेशन्स हाउस, जयपुर
- ❖ पटेल, तुलसी 2011, भारत में परिवार : संरचना एवं व्यवहार, रावत पब्लिकेशन्स, जयपुर

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 407	Geography (Economic Geography)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectivess-

- To make students aware about concept of Economic geography, Economic activities & their impact on the enviroment.
- Knowledge about various resources : Natural, Soil, Mineral & Energy.
- Knowledge about agencies (WTO, GATT) engaged in promoting trade & services.

Unit - I

- a) Definition and Scope of Economic geography.
- b) Development of Economic geography. Its relation with other subjects.
- c) Economic Activities : Primary, Secondary and Tertiary.
- d) Impact of Economic activities on the environment.

Unit - II

- a) Natural Resources : Meaning and classification of resources, Water & Forest.
- b) Soil Resources : Structure of soil, and soil erosion.
- c) Mineral Resource : Type, Distribution & Production of iron ore. Lead & Zinc
- d) Energy Resources : Types, Distribution and Production of coal and Petroleum.

Unit- III

- a) Agriculture : Physical and socio - cultural environment influencing crop production.
- b) Agriculture classification : D.Whittleseys Classification.
- c) Spatial distribution, production and international trade of rice & wheat, cotton and rubber, tea & coffee
- d) Water Transport : Suez canal, panama canal, North Atlantic routes.

Unit – IV

- a) Manufacturing Industry : Meaning & Types.
- b) Industrial location Theory : A Weber's and smith.
- c) Distribution & production of Iron and Steel & cotton textile industry.
- d) Agencies : GATT, WTO, OPEAK AND EROPEAN UNION.

Practical

- a) Basic Statistical Methods.
 - i) Frequency distribution and its Presentation.
 - ii) Measures of Central tendency: - Arithmetic Mean, Mode & Median (DirEct Method)
 - iii) Standard deviation method & Coefficient of variation.
- b) Representation of statistical data through Diagrams : - One Dismensional, Two Dimensional, Three Dimensional.
- c) Representation of statistical data through graphs: Poly linear graph, Climogarph and Hythergraph.

Outcomes - After completion the course students would be able to:

1. Explain activities of trade & services will affEct the environment. This may lead to the path of Green Environment.
2. Know availability of various resources availble, their proper utilisation is possible.
3. Contribute their efforts towards promoting trade in which our country is having self-sufficiency.

Suggested Reading:

1. प्रमीला कुमार एवं श्री कमल शर्मा : कृषि भूगोल, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2000
2. श्रीवास्तव वी.के. आर्थिक भूगोल के मूलतत्त्व, वसुन्धरा प्रकाशन, गोरखपुर, 2001
3. सिंह जगदीश, आर्थिक भूगोल के मूलतत्त्व ज्ञानोदय प्रकाशन, गोरखपुर 2002
4. Dr.H. M.Sakshena, आर्थिक भूगोल ,2015

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 408	Economics (Macro Economics Theory)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the student teacher to understand concept of Macro Economics.
- ❖ To enable the student teacher to understand National Income.
- ❖ To enable the student teacher to understand concept of Money and prices.
- ❖ To enable the student teacher to understand Functions of Commercial Bank and central Bank.
- ❖ To enable the student teacher to understand difference between private and public finance.

Unit I Introduction to Macro Economics

- a) Meaning, scope, importance and limitation of macro Economics.
- b) Difference between macro and micro Economics.
- c) National Income - concept relating National Product/National Income : measurement of National Income.
- d) Determinants of National Income - Consumption Function; simple Keynesian consumption Function, Factors affecting saving - consumption.
- e) Investment function : meaning, Determination of level of Investment.
- f) Equality of saving and investment.

Unit II Money and Prices

- a) Concept of money supply, value of money and its measurement with Index Numbers.
- b) Quantity Theory of money, Fisher and Cambridge versions.
- c) Commercial Banking - Principles and Functions of commercial Bank, credit creation.
- d) Central Bank - functions of a central bank with reference to India.
- e) Credit control by a central bank.
- f) Relationship between central bank and treasury.

Unit III International Trade

- a) International Trade - Meaning
- b) Difference between International and Domestic Trade.
- c) Theory of comparative Advantage, Balance of Payment.
- d) Foreign Exchange : Determination of Exchange Rate - Gold Standard Theory and Purchasing Power parity theory.
- e) Objectives and methods of Exchange control.

Unit IV Public Finance

- a) Public Finance : meaning.
- b) Difference between private and public Finance.
- c) Public Revenue and its sources : Tax and Non tax.
- d) Sources of Public Debt.
- e) Types and Role of Public Expenditure.

Outcomes: After completion the course students would be able to:

- ❖ Understand concept of Macro Economics.
- ❖ Explain the National Income.
- ❖ Understand concept of Money and prices.
- ❖ Describe the Functions of Commercial Bank and central Band.
- ❖ Understand difference between private and public finance.

Reference :

1. Jhingan M.L. : Macro Economic Theory (Hindi/English) Xied, Vrinda publications.
2. Vaish M.C. : Samasti Arthshastra (Hindi/English)
3. Sethi T.T. : Macro Arthshastra (Hindi/English)
4. K.C. Rana and K.N. Verma, Macro Economics. Analysis, Vishal Publishing Company, Jalandhar- Latest Edition (English/Hindi)
5. H.L. Ahuja, Advanced Macro Economic Theory, S. Chand and Co. Delhi, Latest Edition (English/Hidni)

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 409	Home Science - Textiles & Clothing	Any Three CE	4	30	70	100

Objectives:

- ❖ To understand the basic knowledge of textile and clothing.
- ❖ To explain the basic ideas to make desicision in selection of clothing.
- ❖ To explain the recent patterns and innovations in the field of textiles and clothing.
- ❖ To provide the knowledge regarding traditional textiles and embroideries of India.

Unit I Textile & Processing

- a) Classification of Textiles:
 - Introduction and classification of textiles.
 - Terminology in textiles
 - General Properties of fiber
- b) Manufacturing / Processing: History, Composition, Types, Properties and uses of :-
Cotton, Silk, Wool, Nylon, Rayon, Polyester

Unit II Fabrics and Finishing

- a) Study of Yarns & Fabrics
 - Twist and yarn number
 - Types – Simple & Complex
 - Loom – Parts and Process
 - Weaving – Basic Weaves
- b) Knitting, Felting, Lacing and Briding – Properties and uses of knitted fabric
- c) Fabric Finishing: Definition, aims and classification of finishes
- d) Bleaching, Tentering, Calendaring, Mercerizing Sanforizing, Sizing, Glazing, Embossing, Singeing, Schreinerizing, Napping, Crease resistant, Water proofing, Flame proofing, Moth and Mildew proofing

Unit III Designing and Printing

- a) Classification and uses of dyes
- b) Block Printing, Duplex Printing, Roller Printing, Screen Printing, Discharge Printing Resist Printing (Tie, Batik & Dye)
- c) Principles and elements of designing
- d) Traditional textile: Brocade Sangneri, Bagru, Kalamkari, Bandhanai, Patola, Kasuti, Kantha, Phulkari, Kutch

Unit IV Garments and Consumer Education

- a) Selection of ready made garments for different age, season, occupation and occasion.
- b) Storage and care of fabrics.
- c) Comparative study of Home made, Tailor made and ready made garments.
- d) Consumer Education: Need and Advantages
- e) Knowledge of consumer Aids standardization Marks, Advertisement, Packing, Labels
- f) Consumer Laws

Practicals: Any two of the following

- Prepare a scrap book of the following:
 - Cotton fiber from (Muslin, 2*2 Rubia, 2*1 plpin, khadi)
 - Silk fiber from (Georgette, Chiffon, Crepe, Mulberry)
 - Jute fiber from Gunny Bags & Ropes
 - Rayon fibre from artificial silk dupatta
 - Yarn: ply, textured and metallic yarn
 - Different fabrics samples
 - Technical textile
 - Clothing techniques: Simple, seam, tucks, placket opening, Embroider the frock
 - Tie and dye prepare two sample through any 2 techniques
 - Product design: Cushion cover, pouch with zip, shoulder bag

Learning outcomes : After studying this course students will able to learn :

- ❖ After studying this course students will able to know:
- ❖ Basic knowledge of textile and clothing.
- ❖ Basic ideas to make decision in selection of clothing.
- ❖ Recent patterns and innovations in the field of textiles and clothing.
- ❖ Knowledge regarding traditional textiles and embroideries of India.

References :

1. Hollen & Saddler, Textiles
2. Durga Deolkar, Textiles & Laundry work
3. Susheela Dantyagi, Fundaments of Textiles & Their Uses
4. Joseph Marjory, Introduction to Textiles, 5th Edition, Halt Renchart and winston, New York
5. S. Pandit & Elizabeth Tarplag, Grooming Selection and care of cloth
6. Bela Bhargava (2003) "Vastra Vigyan avam dhulai kriya," University Book House Jaipur.
7. Ruby Jain (2006). Basics stitching processes, CBH Publications.

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 501	General English	CC	4	30	70	100

Objective:

1. Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.
2. Students will practice the grammar skills involved in writing sentences and short paragraphs.

Unit -I Grammar and Usage :

1. Parts of Speech
2. Basic Sentence Patterns
3. Sentences beginning with 'It' and 'There'
4. Tenses
5. Phrasal Verbs
6. Articles and other Determiners
7. Direct & Indirect Speech
8. Active and Passive Voice
9. Modal Auxiliaries
10. Simple, Complex and Compound sentences.

Unit -II The following essays from: A Cavalcade of Modern English Prose Essays

- (1) Essentials of Education (2) Testament

Unit -III Writing Skills

- (1) Paragraph Writing (2) Letter & Application Writing

Unit -IV Vocabulary

- (1) Word often confused (2) Antonyms and Synonyms

Outcome:

1. Students will begin to self-edit their oral and written production.
2. Students will make less grammatical errors.
3. Students will clearly understand grammatical terms.
4. Students will get exposure to writing letters, application and paragraph.

Suggested Reading :

1. R. Quirk et al (ed.) *A Grammar of Contemporary English*. Longman, London, 1972.
2. *A Textbook of General English for Undergraduate Students* R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002.
3. *English Grammar, Composition and Reference Skills* R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.

4. A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
5. English for Indian Learners R.P. Bhatnagar, University Book house, (P), Jaipur.

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 501	Hindi Literature (आधुनिक काव्य)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को आधुनिक काव्य से परिचित करवाना।
2. विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी देना।
3. विद्यार्थियों को विभिन्न कवियों की भाषाशैली से परिचित करवाना।
4. विद्यार्थियों को काव्यशास्त्र की सामान्य जानकारी देना।

इकाई—I

2. आधुनिक हिन्दी कविता का उद्भव एवं विकास
3. रामधारी सिंह 'दिनकर' (रश्मि रथी— प्रथम व पंचम सर्ग)
4. दिनकर का सामान्य परिचय एवं काव्यगत विशेषताएँ।

इकाई—II

1. अद्योद्ध्या सिंह उपाध्याय 'हरिऔघ' (कर्मवीर, बृजसंध्या)
2. मैथिलीशरण गुप्त (सखी वे मुझसे कहकर जाते, भरत कैकयी पश्चाताप, नर हो न निराश करो मन को),
3. जयशंकर प्रसाद (अशोक की चिन्ता एवं कामायनी के चिन्ता सर्ग से चयनित अंश),
4. महादेवी वर्मा (मधुर—मधुर मेरे दीपक जल, मधुरिमा के मधु के अवतार),
5. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

इकाई—III

1. सुमित्रानन्दन पन्त (एकतारा, नौका विहार से चयनित अंश)
2. सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' (असाध्य वीणा के चयनित अंश),
3. गजानन माधव 'मुक्तिबोध' (जन—जन का चेहरा एक),
4. नरेश मेहता (समय देवता से चयनित अंश)
5. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

इकाई—IV

1. धूमिल (अकाल दर्शन, मोचीराम)
2. रघुवीर सहाय (शोकसभा, विदाई),
3. त्रिलोचन (एक पहर दिन आया होगा),
4. रस अवयव और रस निष्पत्ति
5. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

उपलब्धियाँ-

1. विद्यार्थी विभिन्न कवियों की लेखनशैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
2. विद्यार्थी आधुनिक काव्य का परिचय प्राप्त कर स्वयं काव्य रचना का प्रयास कर सकेंगे।
3. विद्यार्थी स्वयं को भावी प्रतियोगिता परीक्षाओं के लिये तैयार कर सकेंगे।
4. विद्यार्थी काव्यशास्त्र का ज्ञान प्राप्त करेंगे।

पाठ्य पुस्तक :

1. आधुनिक काव्य, कैलाश भट्ट, सम्पादक-प्रो. नन्दलाल कल्ला, प्रकाशक-जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनूं

संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास-आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा, काशी
2. जयशंकर प्रसाद, आचार्य नंद दुलारे वाजपेयी, भारती भंडार, इलाहाबाद
3. निराला की साहित्य साधना (भाग 1,2,3) डॉ रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
4. छायावाद : पुनर्मूल्यांकन सुमित्रानंदन पंत, लोकभारती प्रकाशन, इलाहाबाद
5. कविता के नये प्रतिमान-डॉ नामवरसिंह राजकमल प्रकाशन, नई दिल्ली
6. अज्ञेय और आधुनिक रचना समस्या, डॉ रामस्वरूप चतुर्वेदी, लोक भारती प्रकाशन, इलाहाबाद
7. हिन्दी साहित्य का इतिहास-संपादक डॉ नगेन्द्र, मयूर पेपर बैक्स, नोयडा
8. आधुनिक साहित्य की प्रवृत्तियाँ- डॉ नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
9. काव्यशास्त्र- भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
10. हिन्दी काव्य सिद्धान्त- रामबाबू ज्योति, राजस्थान प्रकाशन, जयपुर
11. काव्य प्रदीप- रामबहोरी शुक्ल, हिन्दी भवन प्रकाशन, दिल्ली
12. भारतीय काव्यशास्त्र- निशा अग्रवाल, लोक भारती प्रकाशन, नई दिल्ली
13. साहित्य शास्त्र- डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्श्व प्रकाशन, अहमदाबाद

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 502	English Literature (Poetry and Drama)	Any Three CE	4	30	70	100

Objectives:

- 1- To enable the students to understand poems.
- 2- To familiarize them with Modern Poetry and Problem Play.
- 3- To acquaint them with the literary terms related to the genres.

Unit I. Two Plays by Tagore
The Sacrifice
The Post Office

Unit II. Poems from Poet's Pen: (Ed.) Homi P.Dustoor.

Rupert Brooke : The Dead
Wilfred Owen : Anthem for Doomed Youth
John Masefield : The West Wind
WB Yeats : The Second Coming
TS Eliot : Journey of the Magi

Unit III. Poems from Indian Poetry in English

Nissim Ezekiel : "Night of the Scorpion"
Nissim Ezekiel : "Very Indian Poem in Indian English"
Gauri Deshpande : The Female of the Species
AK Ramanujan : A River
Keki N Daruwalla : Railroad Riveries

Unit IV: Major Literary Movements

Metaphysical Movement , Oxford Movement , Irish Movement, Renaissance Movement, Reformation, Naturalism , Realism, Modernism, Black Movement, Stream of Consciousness, War Poets

Outcome:

- 1- The students will be able understand the changing nature of Literature through ages.
- 2- They will become familiar with various forms of verse and dramatic art.
- 3- They will be highly motivated to read other compositions and related genres.

Suggested Reading:

1. Prasad, B.A *Background to the Study of English Literature*. Macmillan, 2004.
2. *Poet's Pen: (Ed.) Homi P.Dustoor*. Oxford University Press.
3. *Contemporary Indian Poetry in English: (Ed.) Saleem Peerandina*. MacMillan, New Delhi.
4. *Forms of English Prose*. Oxford University Press, New Delhi.
5. Abraham, M. H. *A Glossary of Literary Terms*. MacMillan, New Delhi.

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 503	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांत कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. धातुरूप से संस्कृत भाषा की क्रिया संबंधी जानकारी देना।
2. धातुओं के विभिन्न रूपों की जानकारी देना।
3. खण्डकाव्य की विधि से अवगत करवाना।

इकाई-1 लघुसिद्धान्त कौमुदी को भ्वादि गण से जुहोत्यादि गण तक (सूत्र 373 से 628 तक)

1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली

इकाई-2 रचनानुवाद कौमुदी (पाठ 41 से 50)

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

इकाई-3 संस्कृत साहित्य का इतिहास

- (क) वैदिक साहित्य- वेदांग, उपनिषद् साहित्य
- (ख) महाकाव्य- रामायण (वाल्मीकी) महाभारत (वेदव्यास), अश्वघोष, कालिदास, माघ, भारवि, प्रमुख जैन महाकाव्य- वरांगचरित, वर्द्धमानचरित, पार्श्वनाथ
- (ग) गद्य काव्य- कादम्बरी, तिलक मंजरी, गद्य चिन्तामणि, शिवराजविजय
- (घ) नाटक साहित्य- भास, कालिदास, शूद्रक, भवभूति
- (च) स्तोत्र साहित्य- वैदिक, जैन एवं बौद्ध परम्परा के प्रमुख स्तोत्र
 1. दो प्रश्न/दो टिप्पणी

इकाई-4 अश्रुवीणा (50 श्लोक) एवं अभिधान चिन्तामणि नाममाला (121 से 150)

- अश्रुवीणा - 1. दो श्लोकों की सप्रसंग व्याख्या 2. एक सामान्य प्रश्न
अभिधान चिन्तामणि - 1. दो श्लोक पूर्ति 2. दो शब्दों के संस्कृत में पर्यायवाची 3. पांच शब्दों के अर्थ

उपलब्धियाँ-

1. विभिन्न धातुओं के अर्थ आदि की जानकारी प्राप्त होगी।
2. संस्कृत की ऐतिहासिकता की जानकारी प्राप्त होगी।
3. काव्य रचना की नवीन विद्या का ज्ञान होगा।

पाठ्य पुस्तक/ संदर्भ ग्रन्थ :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक-महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. अश्रुवीणा, आचार्य महाप्रज्ञ, सम्पादक डॉ. हरिशंकर पाण्डेय, जैन विश्वभारती, लाडनू
4. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत साहित्य का इतिहास, आचार्य बलदेव उपाध्याय, शारदा निकेतन, वाराणसी
6. संस्कृत साहित्य का संक्षिप्त इतिहास, वाचस्पति गरोला, वाराणसी
7. संस्कृत साहित्य का नवीन इतिहास, कृष्ण चैतन्य, चौखम्बा प्रकाशन, वाराणसी
8. संस्कृत वाङ्मय कोश-श्रीधर भास्कर वर्णेकर
9. संस्कृत के विकास में जैन कवियों का योगदान-डॉ. नेमीचन्द्र शास्त्री

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 504	History (आधुनिक भारत का इतिहास)	Any Three CE	4	30	70	100

उद्देश्य-

1. विद्यार्थियों को आधुनिक भारतीय इतिहास का ज्ञान प्रदान करना।
2. ब्रिटिश भू-राजस्व व्यवस्था से परिचित करवाना।
3. भारतीय पुनर्जागरण का ज्ञान प्रदान करना।
4. राष्ट्रीय आन्दोलन के महत्त्व को बताना।
5. भारतीय संविधान की जानकारी प्रदान करना।

इकाई-1

पानीपत का तृतीय युद्ध-कारण एवं परिणाम। बंगाल में ब्रिटिश सत्ता की स्थापना। प्रशासनिक परिवर्तन (1772-1793 ई)। आंग्ल मराठा संघर्ष-(महादजी सिंधिया व नाना फडनवीस) मराठों की असफलता के कारण। ब्रिटिश सत्ता के अधीन नवीन भू-राजस्व व्यवस्था-स्थायी बंदोबस्त, महलवाडी व्यवस्था एवं रैयतवाडी व्यवस्था एवं किसानों पर प्रभाव।

इकाई -2

1857 का विद्रोह- कारण, प्रकृति एवं परिणाम। भारतीय पुनर्जागरण- राजा राममोहन राय, दयानन्द सरस्वती एवं स्वामी विवेकानन्द का सामाजिक एवं धार्मिक क्षेत्र में योगदान। भारतीय राष्ट्रियता के उदय के कारण। भारतीय राष्ट्रीय कांग्रेस की स्थापना।

इकाई-3

भारत सरकार के अधिनियम एवं उनकी मुख्य विशेषताएँ-1909, 1919 एवं 1935 के अधिनियमों के विशेष सन्दर्भ में। 1920 से 1947 के मध्य भारतीय स्वतन्त्रता आंदोलन-असहयोग आन्दोलन, सविनय अवज्ञा आंदोलन एवं भारत छोड़ो आंदोलन।

इकाई -4

साम्प्रदायिक राजनीति का विकास। भारत का विभाजन और भारत की स्वतन्त्रता में सहायक तत्त्व। भारतीय संविधान एवं मुख्य विशेषताएं। 1947 से 1950 तक भारत का एकीकरण व समस्या एवं समाधान।

उपलब्धियाँ-

1. ब्रिटिश शासन के सकारात्मक एवं नकारात्मक प्रभाव का विश्लेषणात्मक अध्ययन कर पायेंगे।
2. राजाराममोहनराय, दयानंद सरस्वती एवं स्वामी विवेकानंद आदि के जीवन से प्रेरणा प्राप्त कर अपने व्यक्तित्व का विकास कर पायेंगे।
3. भारतीय संविधान एवं राष्ट्रीय आंदोलन के आदर्शों से प्रेरणा प्राप्त कर पायेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ :

1. भार्गव, डॉ. वी.एस.-आधुनिक भारत का इतिहास रिसर्च पब्लिकेशन, जयपुर।
2. नागौरी, डॉ.एस.एल.-आधुनिक भारत का राजनैतिक, सामाजिक एवं सांस्कृतिक इतिहास।
3. शुक्ल, रामलखन-आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यान्वयननिदेशालय, नई दिल्ली।
4. ग्रोवर, बी.एल. एवं यशपाल-आधुनिक भारत का इतिहास।
5. चन्द्रा, विपिन-आधुनिक भारत।
6. सरकार, सुमित-आधुनिक भारत।

Semester-V

Objects:

1. Providing students with the life of modern Indian history.
2. To get acquainted with the British land revenue system
3. To impart Knowledge of Indian renaissance.
4. Explain the importance of national movement.
5. Providing information about the Indian constitution.

Unit-I

Panipat Third War Cause and consequences. Establishment of British Power in Bengal. Administrative changes (1772-1793) Anglo Maratha Conflict- (Madhji Sindhiya and Nana Fadnavis) Due to the Failure of Maratha's The new revenue system under British rule-Permanent Settlement, Mahalist system and Raiyatwadi system impacted on the peasants.

Unit-II

Revolt of 1857-Causes, nature and consequences. Indian Renaissance- The Contribution of Raja Ram mohan Rai, Dayanand Saraswati and Swami Vivekanand in the Social and religious field. Indian Nationality reason. Establishment of Indian National Congress.

Unit-III

Government of Indian act 1909, 1919 and 1935. Indian Freedom movement between 1920 to 1947- Non-cooperation movement, Civil movement and Quit india movement.

Unit-IV

Development of Communal politics. Partition of India and the supporting elements in the independence of India. Constitution and salient features. Integration and problem and Solution of India from 1947 to 1950.

Learning Outcomes:-

1. You will be able to analyze the positive and negative effects of British rule.
2. You will be able to develop a personality inspired by the life of Raja Ram Mohan Rai, Dayanand Saraswati, and Swami Vivekanand.
3. You will get Inspiration from Indian constitution and ideal of national movements.

Reference Book

1. Grover B.C. - Modern India
2. Chandra Vipin - Modern India
3. Sarkar, Sumit - Modern India

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 505	Political Science (प्रमुख पाश्चात्य राजनीतिक विचारक)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को पाश्चात्य राजनीतिक विचारकों की विचारधाराओं से अवगत कराना।
2. विभिन्न विचारकों के दर्शन की वर्तमान में प्रासंगिकता बताना।
3. विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

इकाई—1

प्लेटो : न्याय सिद्धांत, साम्यवाद का सिद्धान्त, शिक्षा—सिद्धान्त एवं आदर्श राज्य का सिद्धांत, अरस्तु प्रथम वैज्ञानिक विचारक, दासता, क्रान्ति और नागरिकता सम्बन्धी विचार।

इकाई—2

थॉमस एक्वीनास के प्रमुख राजनीतिक विचार एवं कानून का सिद्धांत, मैकियावली के प्रमुख राजनीतिक विचार एवं प्रथम आधुनिक राजनीतिक विचारक के रूप में।

इकाई—3

थॉमस हाब्स, जॉन लॉक एवं जीन जैक्स रूसो का सामाजिक समझौता सिद्धांत और उनके विचारों का तुलनात्मक अध्ययन।

इकाई—4

जैरेमी बेंथम तथा उसका उपयोगितावाद का सिद्धांत, जे. एस. मिल के स्वतंत्रता सम्बन्धी विचार और बेंथम के उपयोगितावाद में उसके द्वारा प्रस्तावित संशोधन, कार्ल मार्क्स : इतिहास की आर्थिक व्याख्या, वर्ग संघर्ष का सिद्धान्त। हैरल्ड जे. लास्की के प्रमुख राजनीतिक विचार।

उपलब्धियाँ—

1. विद्यार्थी पाश्चात्य विचारकों के दर्शन को जान सकेंगे।
2. विद्यार्थी प्राचीनकाल, मध्यकाल एवं आधुनिक काल में बदलते विचारकों के दर्शन को जान सकेंगे।
3. विद्यार्थी राज्य की उत्पत्ति के सिद्धान्तों को समझ सकेंगे।

पाठ्यपुस्तक / संदर्भ ग्रंथ:

1. Hacker : Political Theory.
2. G.H. Sabine : History of Political Theory.
3. C.Wayper : Political Thought.
4. Foster : Masters of Political Thought Vol. I.
5. Jones : Masters of Political Thought Vol.II.
6. Lancaster : Masters of Political Thought Vol. III.
7. Sukhbir Singh : A History of Western Political Thought- Vol. I and II.
8. के. एन. वर्मा—पाश्चात्य राजनीतिक विचारधाराएं, भाग 1—3।
9. बी.एल. फडिया—प्रमुख प्रतिनिधिक पाश्चात्य राजनीतिक विचारक, कॉलेज बुक हाउस, जयपुर।
10. पुखराज जैन—प्रमुख पाश्चात्य राजनीतिक विचारक, साहित्य भवन, पब्लिकेशन्स, आगरा।

Objectives :-

1. To acquaint students with the western political thinkers ideologies
2. To Acquaint students with the relevancy of various thinkers philosophy with modern content
3. To provide new dimensions to students of comparative study

UNIT-I : Plato: Theory of Justice, Theory of Communism, Theory of Education and Theory of Ideal State. Aristotle- As the First Political Scientist, Views on Slavery, Revolution and Citizenship.

UNIT -II : Thomas Aquinas : Principal political ideas and Theory of Law. Machiavelli's principal political ideas and Machiavelli as the first modern political thinker.

UNIT -III : Hobbes Locke, and Rousseau : Their Social Contract theory and a comparative assessment of their ideas.

UNIT -IV : Jeremy Bentham and his theory of utilitarianism: J.S. Mill's Concept of Liberty and his modification in Bentham's theory of utilitarianism. Karl Marx : The Theory of economic Interpretation of History. Theory of Class Struggle. Political ideas of Harold J. Laski.

Learning outcomes :-

1. Students will be able to know western thinkers philosophy
2. Students will be able to know ancient, medieval and modern ages and changing scenarios think and philosophy of thinkers
3. Students will be able to know the theories of state origin.

References :

1. Jyoti Prasad Sood- Rajnitik Chintan ka Itihas, Vol., II, III
2. B.R. Purohit-Rajnitik Chintan Ka Ithas, Raj. Hindi Granth Academy, Jaipur
3. Hasidat Nedalankar-Pratinidhi Vicharak
4. Ernest Barker- Yunani Rajnitik Sidhant (Hindi, Translated by Delhi Viswavidyalay Prakost).
5. Prabhudatt Sharma- Rajnitik Vicharaon Ka Ithas.
6. T.B. Mathur and B.P. Srivastav- Pramukhy Rajnitik Vicharak.

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 506	Sociology (Foundation of Sociological Thought)	Any Three CE	4	30	70	100

Objectives :

- ❖ To enable the students to understand the emergence of sociology.
- ❖ To enable the students to understand the classical sociological tradition.
- ❖ To enable the students to understand the contemporary sociological Tradition.
- ❖ To enable the students to understand the Indian sociological tradition.

Unit - I Emergence of Sociology

- ❖ Transition from Social Philosophy to Sociology
- ❖ The IntellEctual Cntext
- ❖ Enlightenment - The Social Econimical and Political Forces

Unit - II Classical Sociological Tradition

- ❖ Karl Marx : DialEctical Meterialism, class Struggle
- ❖ E-mile Durkheim : Social Fact, Division of Labour and suicide
- ❖ Max Weber : Social action, Types of Authority

Unit III Contemporary Sociological Tradition

- ❖ Jurgen Habermas, Legitmatation crisis, communicative action
- ❖ Antonio, Gramsci : Hegemony, Civil Society
- ❖ Anthony Giddens : Modernity, Structure and Agency

Unit - Indian Sociological Tradition

- ❖ D.P. Mukherji : Diversity, DialEcties of Tradition
- ❖ A.R. Desai : Nationlism, Path of Development
- ❖ G.S. Ghurye : Indian Sadhus, Cast, Class and occupation, Social tension

Outcomes: After completion the course student would be able to:

- ❖ Understand the emergence of sociology.
- ❖ Understand the classical sociological tradition.
- ❖ Explain the contemporory sociological Tradition.
- ❖ Understand the Indian sociological tradition.

Reference :

- Aron, Raymond 1967, Main currents in sociological thought Harmonds worth Middle Sex, Penguin Book
- Barnes H.E. 1959, Introduction to History of Sociology Chicago, The University of Chicago Press
- Coser, Lewis A, 1979 , Master of Sociological Thought, New York
- Singh, Yogendra 1986, Indian Sociology Social Conditioning and Emerging Trends, New Delhi
- Mukherjee, R. K., Sociology and Indian Society, ICSSR, Vol. I to IV
- Sambhulal Doshi & P. C. Jain : Karl Marx, Nex Bebat, Imail Durkheem (In Hindi)
- दोषी एवं जैन, प्रमुख समाजशास्त्रीय विचारक कामटे से मर्टन तक

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 507	Geography (Geography of India)	Any Three CE	4	30	50+20 (Practical) 70	100

Objectivess -

1. To make students aware about the geography of their country.
2. To make aware about the soil, climate, vegetation, agriculture, minerals, drainage system of India.
3. To give knowledge regarding population, Transport, Tourism and religion of India.

Unit - I

- a) Introduction: Location; Neighboring countries and frontiers.
- b) India: A land of diversities; Unity within diversities.
- c) Physiographic division; Himalayan region.
- d) The Great Plains of India; Peninsular plateau.

Unit – II

- a) Coastal plains and Islands.
- b) Drainage systems of India.
- c) Climate: Summer and winter Season.
- d) Soil: Type, distribution & characteristics.

Unit – III

- a) Vegetation: Type and their distribution.
- b) Agriculture: Major crops and their distribution (Wheat, Rice & Tea).
- c) Minerals: Distribution of Minerals & Minerals Belts – Iron ore & Coal.
- d) Industrial regions of India.

Unit – IV

- Transport & Trade : Ports and foreign Trade.
- Population: Distribution & Density of population, Sex Ratio & Literacy rate.
- Tourism - Component of Tourism, Types & Tourism Resources.
- Resources Region of India

Practical

- Distribution map : General rules and method of drawing map.
- Presentation Socio – Economic data, Qualitative methods : Chorochromatic method, Pictorial method, Choroschematic method.
- Quantitative method : Choropleth, Isopleth, Dot method.
- Plain table survey : Instruments required for plain table survey.
- Plain Table survey : Radiation & intersection method.

Outcomes-

- Students after having knowledge of overall climate conditions, can adapt themselves at various parts of country.
- Can contribute to the Economic growth of the country.
- Steps may be taken for proper utilisation of resources and controlling population, a major problem.

Suggested Books :

- गौड कृपाशंकर : भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
- मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
- तिवारी विश्वनाथ : भारत का वृहद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
- चौहान, वीरेन्द्रसिंह : विशाल भारत, रस्तोगी एण्ड कम्पनी, मेरठ
- चौहान, तेजसिंह : भारत का भूगोल, विज्ञान प्रकाशन, जयपुर

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 508	Economics (History of Economics Thought)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the student teachers to understand the importance of Economics Thought.
- ❖ To enable the student teachers to understand the thought of utopian Socialists.
- ❖ To enable the student teachers to understand the Austrian School of Economics Thought.
- ❖ To enable the student teachers to understand the Indian Economics Thought.

Unit I : History of Economics Thought

- Meaning and Importance of History of Economics Thought.
- History of Economic Analysis and Economic History.
- Mercantilism, Main Characteristics
- Physiocracy : Main Economic Ideas

Unit II : Theory of value

- Adam Smith, Ricardomill, Austrian School (menger, wieser)
- Marginal Utilligy School - (Gossen, Jevons)
- New-Classical School (marshall)
- The Extension of Classical Ideas of Value the socialists.

Unit III : Evolution of Socialistic Thought

- Utopian Socialism (Saint, Simon, Charles Fourier, Robert Owen.)
- Scientific Socialism (Karl Marx)
- Development of Ideas on Capital : Adam Smith and his early critics.
- Continental Economists - Keynes and Karl Marx.

Unit IV : Rent Theory and Indian Economic Thought

- Rent Theory - The formulation of the Rent-Malthus, Ricardo and the theories Extension of Rent.
- The Theories of Interest and Profit.
- Early Indian Economic Ideas : Kautilya.
- Modern Economic Ideas : Ranade, Naroji M.N. Rai, Gandhi Ji.

Outcomes: After completion the course student would be able to:

- Understand the geography of their country.
- Explain the soil, climate, vegetation, agriculture, minerals, drainage system of India.
- Know regarding population, Transport, Tourism and religion of India.

Reference :

- Gide and Rist : History of Economic Doctrines
- Haney, L.N. History of Economic Thought
- Eric Roll : History of Economic Thought
- Anosh, B.N. and Ghosh, R.R. Concise History of Economic Thought (Himalaya Publishing House, Delhi.
- वैश्य. एम.सी. "आर्थिक विचारों का इतिहास
- हजेला, टी.एन. : आर्थिक विचारों का इतिहास
- श्रीवास्तव, एस.के. आर्थिक विचारों का इतिहास (हिन्दी / अंग्रेजी)

Semester V

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 509	Home Science (Advance Family resource management)	Any Three CE	4	30	70	100

Objectives:

- ❖ To explain the importance and factors of saving, accounts and accounts keeping.
- ❖ To motivating factors of home management and Family resource management.
- ❖ To understand the concept, elements and types of design.
- ❖ To make the planning for construction.

Unit I Family and Economy :

- Economics: Concept, importance and scope
- Demand and consumption: wants and utility, laws of consumption
- Family Income and expenditure: Types of income, Budget and steps of its planning, Engeli law
- Saving and investment: Importance, factors and its characteristics
- Family accounts and methods of accounts keeping
- Market: classification, cash credit and wholesale

Unit II Family Resource management :

- a) Family resource management: components, importance and affecting factors
- b) Family: Its needs and wants, life cycle and stages
- c) Motivating factors of home management: Values, Goals, standards and their interrelationship
- d) Household equipment related to cooking, storage and cleaning, modern alternative cooking fuels like solar energy, electricity

Unit III Modern Housing

- a) Modern family and housing needs: meaning and functions
- b) Effects of housing on family life and activities, owning versus rented
- c) Planning for construction – costing, Objectiveness, functional planning and house requirements
- d) Floor covering & curtain- importance and Selection

Unit IV Designing and Colours

- a) Design : definition characteristics & types: structural & decorative
- b) Elements of Design : Line Pattern, Form Light, Colour Space, Texture
- c) Principle of design : Balance Rhythm, Harmony Emphasis, Proportion
- d) Study of Colours : Classification & Dimensions : Colour Schemes, Psychological effects of colours

Practical and assignments : Any two of the followings;

- Prepare a scrap book related to housing, furnishing and their maintenance.
- Prepare a planning Project to construct a building for home
- Prepare a survey report related to colour schemes, pattern and their psychological effect in your local area
- Prepare a file for budgeting and financing schemes for home loans

Learning out comes : After completion of this course students will able to learn :

- ❖ Concept, importance and scope of Economics.
- ❖ Importance and factors of saving, accounts and accounts keeping.
- ❖ Motivating factors of home management and Family resource management.
- ❖ Concept, elements and types of design.
- ❖ Modern family and housing needs.
- ❖ Effects of housing on family life and activities owning versus rented.
- ❖ Planning for construction.

References:

1. Ruth E. Deacon. Francille M. Firebaugh (1975): Family Resource Management – Principle and Application Roy Houghton Mifflin Company
2. Devdas Rajamal. P. The meaning of Home Science, Sri Avinashlingam Home Science College, Cambatore.
3. P. Kalpana R. “What is Home Science,” Evira Publications, Vadodra.
4. H. Rutt, “Home Furnishing” Wiley Eastern Ltd. New Delhi.
5. M K. Mann, Home Management for Indian families
6. R Deshpande, Modern Ideal homes for India
7. Gross & Crandall, Management for Indian Families
8. Nickell & Dorsey, Management in family living
9. Graig & Rush, Home with characters
10. पारिवारिक वित्त-सरस्वती वर्मा, आशा देशपाण्डे
11. गृह व्यवस्था एवं कला – जी.पी. शैरी

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 601	General Hindi	CC	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को हिन्दी व्याकरण का सामान्य ज्ञान करवाना।
2. विद्यार्थी को निबन्ध लेखन एवं पत्र लेखन कला से परिचित करवाना।
3. विद्यार्थी को हिन्दी की गद्य एवं पद्य विधाओं से परिचित करवाना।

इकाई—I

1. संज्ञा
2. सर्वनाम
3. कारक
4. समास
5. तत्सम एवं तदभव
6. पर्यायवाची शब्द
7. शब्द—शक्ति
8. विलोम शब्द

इकाई—II

1. युग्म—शब्द
2. एक वाक्य के लिए एक शब्द
3. मुहावरे
4. लोकोक्तियाँ
5. पल्लवन
6. संक्षेपण
7. पत्र लेखन
8. आदर्श निबन्ध

इकाई—III

1. आत्माराम (कहानी) – मुन्शी प्रेमचन्द
2. बहिन सुभद्रा (रेखाचित्र) – महादेवी वर्मा
3. राखी (एकांकी) – हरिकृष्ण प्रेमी
4. मूल्याँ का उलटफेर (व्यंग्य) – हरिशंकर परसाई

इकाई—IV

1. मैथिलीशरण गुप्त – मातृभूमि, आगे बढ़ो! ऊंचे चढ़ो!
2. जयशंकर प्रसाद – भारत महिमा
3. रामधारीसिंह दिनकर – जनतंत्र का जन्म
4. गिरिजाकुमार माथुर – पन्द्रह अगस्त

उपलब्धियाँ-

1. विद्यार्थियों के व्याकरण ज्ञान में वृद्धि होगी।
2. विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे।
3. विद्यार्थी निबन्ध लेखन के महत्त्व, उसकी विशेषता आदि से अपने लेखन कौशल का विकास कर सकेंगे।

पाठ्यपुस्तक

1. साहित्य हिन्दी, प्रो. आनन्द प्रकाश त्रिपाठी, जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय) लाडनू
2. सामान्य हिन्दी (गद्य संग्रह, काव्य संचय), कैलाश भट्ट 'आकाश' सम्पादक – डॉ. समणी शुभप्रज्ञा, जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय) लाडनू

संदर्भ ग्रंथ-

1. काव्य संचय, संपादक- डॉ शम्भुनाथ पाण्डेय, अनुराग प्रकाशन, अजमेर
2. गद्य संग्रह, संपादक- डॉ विजय कुलश्रेष्ठ, अल्का पब्लिकेशन, अजमेर
3. हिन्दी व्याकरण तथा रचना, डॉ भोलानाथ तिवाड़ी, नेशनल पब्लिशिंग हाउस, नई दिल्ली
4. हिन्दी व्याकरण-श्री हरदेव बाहरी
5. आधुनिक हिन्दी व्याकरण-वासुदेवानन्द प्रसाद
6. अच्छी हिन्दी-रामचन्द्र वर्मा

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 602	Pre- Internship	CC	4	100	Pre- Internship	100

Pre-internship distribution (4 Weeks)

Objectives:

- ❖ To acquire the knowledge of internship.
- ❖ To understand skill focused teaching.
- ❖ To develop ability of comprehensive school teaching.
- ❖ To understand and organize various school activities.

Sr. No.

Contents

1. **Skills Focused Teaching**
 - Introduction
 - Questioning
 - Black Board
 - Reinforcement
 - Stimulus Variation
 - Communication
 - Personality Development etc.
2. **Comprehensive School Teaching**
 - Demonstration Lesson Plan
 - Lesson based on Various Approaches Method, such as --
 - Co-operative Learning
 - Activities Based Approach

- Team Teaching
- Project Method
- Brain Storming
- Task Based
- Programme Instruction etc.

3. Unit Plan, Blue Print, Achivement Test and Use of Teaching Aids

4. School Activities

- Physical
- Cultural
- Leteraty
- Yoga Exceress

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of internship.
- ❖ Understand skill focused teaching.
- ❖ Develop ability of comprehensive school teaching.
- ❖ Understand and organize various school activities

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 601	Hindi Literature (प्रयोजनमूलक हिन्दी)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थी को प्रयोजनमूलक हिन्दी के बारे में जानकारी देना ।
2. विद्यार्थी को पत्र लेखन शैली से अवगत कराना तथा कार्यालयी पत्र लेखन में निपुण बनाना ।
3. अनुवाद विज्ञान की जानकारी देकर भावी अनुवादक तैयार करना ।
4. पारिभाषिक शब्दावली की जानकारी प्रदान कर भावी पीढ़ी को तैयार करना ।

इकाई I

1. प्रयोजन मूलक हिन्दी का अभिप्राय, आवश्यकता, स्वरूप एवं व्याख्या, विविध रूप, सीमा व सम्भावनाएँ एवं प्रयुक्तियाँ ।

इकाई II

1. पत्राचार,
2. पत्रकारिता

इकाई III

1. संपादन कला,
2. मीडिया लेखन

इकाई IV

1. प्रमुख जनसंचार माध्यम,
2. अनुवाद

उपलब्धियाँ—

1. विद्यार्थी कार्यालयी पत्र व्यवहार सीख सकेंगे तथा भावी प्रतियोगिता परीक्षाओं के लिये तैयार हो सकेंगे।
2. हिन्दी के अपने व्यावहारिक ज्ञान में वृद्धि कर सकेंगे।
3. विद्यार्थी अनुवाद एवं पारिभाषिक शब्दावली का ज्ञान लेकर एक अच्छा अनुवादक एवं भाषा वैज्ञानिक बन सकेगा।

पाठ्य पुस्तक :

1. प्रयोजना मूलक हिन्दी, डॉ. ममता खाण्डल, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ—

1. प्रयोजन मूलक हिन्दी— विनोद गोदरे, वाणी प्रकाशन, दिल्ली
2. प्रयोजन मूलक हिन्दी : पारिभाषिक शब्दावली— डॉ. मधु धवन
3. प्रयोजन मूलक भाषा और कार्यालयी हिन्दी— डॉ. कृष्ण कुमार गोस्वामी,
4. प्रयोजन मूलक हिन्दी— डॉ. बालेन्दु शेखर तिवारी, संजय बुक सेन्टर, वाराणसी
5. राजभाषा हिन्दी : विकास के विविध आयाम— डॉ. मलिक मोहम्मद,
6. सृजनात्मक साहित्य का अनुवाद— स्वरूप एवं समस्याएँ, सुरेश सिंहल,
7. प्रयोजन मूलक हिन्दी—कैलाशचन्द्र भाटिया
8. प्रयोजन मूलक हिन्दी—पृथ्वीचन्द्र पाण्डेय

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 602	English Literature (Prose and Fiction)	Any Three CE	4	30	70	100

Objectives:

1. To acquaint them with spirituality and psychology.
2. To inculcate human values in the students.
3. To make students understand the relation between Literature and Media.

English Literature

BOA 604

Prose and Fiction

Unit I.	RK Narayan : The Guide	20
Unit II.	Anita Desai : Cry the Peacock	20
Unit III.	Mulk Raj Anand : Untouchable	15
Unit IV.	Selected Essays	15

V.S. Srinivas Sastri: The Joy of Freedom

Bertrand Russell: “How to Escape from Intellectual Rubbish”

Acharya Mahapragya: From Religion to Vocation: Limitations of Cravings.

S. Radhakrishnan: An Ideal Before the Youth

Outcome:

- 1- They will understand the relation between literature and Media.
- 2- This will inculcate a sense of Spirituality.

Suggested Reading :

- 1- Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
- 2- *Collected Essays*. Jain Vishva Bharti Institute, Ladnun.
- 3- *Short Stories of Yesterday and Today*. (ED.) Shiv K Kumar. OUP, New Delhi.
- 4- *The Guide*. R.K. Narayan, OUP, New Delhi.
- 5- *The Guide*. R.K. Narayan, OUP, New Delhi.

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 603	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	Any Three CE	4	30	70	100

उद्देश्य—

1. गणों का परिचय देना।
2. शुकनासोपदेश और कुमारसंभवम् के ग्रंथों के चयनित अंशों का अध्यापन करना।
3. जिनन्त आदि दस प्रक्रियाओं का ज्ञान कराना।

इकाई—1 लघु सिद्धान्त कौमुदी के द्वादि गण से लकारार्थ तक (सूत्र 629 से 765), कृदन्त प्रकरण (सूत्र 766 से 887 तक)

इकाई—2 रचनानुवाद कौमुदी (51 से 60)

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

शुकनासोपदेश

1. दो पद्यों की व्याख्या
2. एक सामान्य प्रश्न

इकाई—3 कुमारसंभव (पांचवा सर्ग)

1. दो श्लोक की सप्रसंग व्याख्या
2. कुमारसंभवम् पर सामान्य प्रश्न

इकाई-4 अभिधान चिन्तामणि नाममाला (151 से 180)

1. दो श्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ

उपलब्धियाँ-

1. गिनन्त, सनन्त आदि प्रक्रियाओं का ज्ञान होगा।
2. समासबद्ध एवं लघु वाक्यों के निर्माण का अभ्यास होगा।
3. गणों के विभिन्न धातु रूपों का ज्ञान होगा।

पाठ्य पुस्तक/ संदर्भ ग्रंथ-

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक-महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. कुमार संभवम्, चौखम्बा प्रकाशन,
4. शुकनासोपदेश, मोतीलाल बनारसीदास, दिल्ली या चौखम्बा प्रकाशन, बनारस
5. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
6. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 604	History (आधुनिक विश्व के इतिहास की रूपरेखा)	Any Three CE	4	30	70	100

उद्देश्य-

1. विद्यार्थियों को आधुनिक विश्व के इतिहास से परिचित करवाना।
2. अमेरिकी एवं फ्रांसीसी क्रांति के महत्त्व को बताना।
3. इटली एवं जर्मनी के एकीकरण की प्रेरणादायी प्रक्रिया को बताना।
4. राष्ट्र संघ एवं संयुक्त राष्ट्र संघ के महत्त्व को बताना।

ईकाई-1

पुनर्जागरण : अर्थ, कारण, कला तथा साहित्य का विकास। धर्म सुधार आंदोलन : कारण एवं मार्टिन लूथर का योगदान। प्रतिवादी धर्म सुधार आंदोलन : उद्देश्य, सफलता के कारण एवं परिणाम।

ईकाई-2

अमेरिका का स्वतंत्रता संग्राम : कारण और परिणाम। फ्रांस की क्रान्ति : कारण और परिणाम। नेपोलियन बोनापार्ट का उत्कर्ष, विजय अभियान एवं पतन। औद्योगिक क्रान्ति : कारण और परिणाम।

ईकाई-3

जर्मनी का एकीकरण एवं बिस्मार्क का योगदान। इटली का एकीकरण : कठिनाइयां, प्रयत्न, मैजिनी, गैरीबाल्डी एवं काबूर का योगदान। अफ्रीका में साम्राज्यवाद : कारण एवं परिणाम। प्रथम विश्व युद्ध : कारण और परिणाम। रूस की 1917 ई. की बोल्शेविक क्रान्ति के कारण और परिणाम।

ईकाई-4

इटली में फासिस्टवाद के उदय के कारण। जर्मनी में नाजीवाद के उदय के कारण। द्वितीय विश्व युद्ध : कारण और परिणाम। राष्ट्र संघ की स्थापना- असफलता के कारण। संयुक्त राष्ट्र संघ : उद्देश्य, सिद्धांत एवं उपलब्धियां।

उपलब्धियाँ-

1. विद्यार्थी विश्व इतिहास का सामान्य ज्ञान प्राप्त कर सकेंगे।
2. अमेरिकी, फ्रांसिसी, रूसी आदि क्रांति से प्रेरणा प्राप्त कर समाज में व्याप्त अव्यवस्थाओं का विरोध कर पायेंगे।
3. इटली एवं जर्मनी के एकीकरण से राष्ट्र निर्माण की प्रेरणा प्राप्त कर सकेंगे।
4. संयुक्त राष्ट्र संघ के वर्तमान महत्त्व को समझ पायेंगे।

पाठ्यपुस्तक / संदर्भ ग्रन्थ:

1. शर्मा, हरिशंकर—विश्व का इतिहास, मलिक एण्ड कम्पनी, जयपुर।
2. जैन एण्ड माथुर—पाश्चात्य विश्व इतिहास की रूपरेखा, जैन प्रकाशन मन्दिर, जयपुर।
3. शर्मा, डॉ. कालूराम एवं व्यास, डॉ. प्रकाश—आधुनिक विश्व का इतिहास—पंचशील प्रकाशन, जयपुर।
4. गुप्ता, पार्थ सारथी—युरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
5. शर्मा, कृष्णगोपाल, शर्मा दिग्राजसिंह एवं कोटारी, कमलसिंह—आधुनिक विश्व का इतिहास, अजमेरा बुक कम्पनी, जयपुर।
6. Fisher, H.A.L.- A history of Europe, Landon 1949.
7. Devish, H.A.- An outline history of the world, oxford university press, New yark 1968.

Semester-VI

Objects:

1. To Introduce students to the history of modern world.
2. Explain the importance of the American and French revolutions.
3. Explain the inspiring process of unification of Italy and Germany.
4. Explain the importance of United Nation.

Unit-I

Renaissance: Meaning, reason, development of art and Literature. Religion movement: Reason and Martin luthar's Contribution. Defendant religion reform Movement: Objectives, Causes and consequences of Success.

Unit-II

America Freedom Struggle: causes and Consequences. The Revolution of France: Causes and Consequences. Nepolian Bonaparte's rise. conquest and fall. Industrial revolution: Causes and Consequences.

Unit-III

Germany's unification and bismarck's Contribution Integration of Italy: Difficulties, Efforts, Contribution of Garibaldi and Kabur. Imperialism in Africa: Causes and Consequences. First World War and More Results. 1957 of Russia Causes and Consequences of Bolshevik Revolution.

Unit-IV

Rise of Fascism in Italy. Rise in Nazism in Germany. Second World War: Causes and Consequences. Establishment of the League of Nation- due to failure. United nation: Objectives and Achievements.

Learning Outcomes:-

1. Student will be able to get general Knowledge of World history.
2. After getting inspiration from the revolution, American, French, Russian etc.
3. Integration of Italy and Germany will be able to get inspiration from nation building.

Reference Book

1. Fisher, H.A.L.- A history of Europe, Landon 1949.
2. Devish, H.A.- An outline history of the world, oxford university press, New yark 1968.

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 605	Political Science (अन्तर्राष्ट्रीय सम्बन्ध)	Any Three CE	4	30	70	100

उद्देश्य—

1. विद्यार्थियों को आत्मपरकता की शक्ति का विकास करना।
2. विश्व में विभिन्न प्रकार की घटित होने वाली घटनाओं की जानकारी देना।
3. बदलती नई विश्व व्यवस्था की जानकारी देना।
4. विभिन्न देशों की विदेश नीतियों की जानकारी देना।

इकाई—1 अन्तर्राष्ट्रीय राजनीति में 1945 के बाद प्रमुख विकास शीतयुद्ध—अर्थ, कारण एवं विश्व राजनीति पर प्रभाव, गुटनिरपेक्ष आन्दोलन, नवीन अन्तर्राष्ट्रीय आर्थिक व्यवस्था, यूरोपीय आर्थिक समुदाय।

इकाई—2 संयुक्त राष्ट्र संघ : संगठन एवं भूमिका का मूल्यांकन, निरस्त्रीकरण : प्रयास, समस्याएँ एवं मूल्यांकन।

इकाई—3 विदेश नीतियाँ—भारत, संयुक्त राज्य अमेरिका, चीन तथा रूस।

इकाई—4 भारत एवं दक्षेस (सार्क), अन्तर्राष्ट्रीय सम्बन्धों में अहिंसा एवं शांति का प्रयोग, पंचशील एवं शांतिपूर्ण सहअस्तित्व के प्रयास एवं चुनौतियाँ, उत्तर—दक्षिण संवाद

उपलब्धियाँ—

1. विभिन्न राष्ट्रों के आपसी व्यवहार एवं आचरण के मूल कारणों को जान सकेंगे।
2. भूमण्डलीकरण, उदारीकरण, निजीकरण के युग में अन्तर्राष्ट्रीय राजनीति का तुलनात्मक अध्ययन कर सकेंगे।
3. अन्तर्राष्ट्रीय सम्बन्ध एवं अन्तर्राष्ट्रीय राजनीति पहले की अपेक्षा क्यों अधिक प्रासंगिक है? जान सकेंगे।
4. सोवियत खेमों के विघटन के पश्चात बदलते विश्व परिदृश्य को समझ सकेंगे।

प्रस्तावित पुस्तकें :

1. मदन गोपाल—अन्तर्राष्ट्रीय सम्बन्ध
2. पी.डी.कौशिक—अन्तर्राष्ट्रीय सम्बन्ध
3. बी.एल. फड़िया, अन्तर्राष्ट्रीय सम्बन्ध, साहित्य भवन, आगरा
4. पाण्डे तथा शर्मा—अन्तर्राष्ट्रीय सम्बन्ध एवं विदेश नीतियाँ
5. एन.एन. श्रीवास्तव—आधुनिक अन्तर्राष्ट्रीय सम्बन्ध
6. हरगोविन्द पन्त एवं अन्य—अन्तर्राष्ट्रीय सम्बन्ध आधुनिक परिवेश में

Objectives :-

1. To inculcate the power of self aggrandizement among the students
2. To acquaint students with the contemporary incidents and events of the world
3. To provide the changing scenario of world order
4. To provide the knowledge of foreign policies of different lands

Unit-I : Major developments in International Relations since 1945. Cold war- meaning, Causes and impact on world politics, non-alignment movement, new international economic Order, European Economic community.

Unit-II: United Nations: organization/structure and assessment of its role, Disarmament: efforts, problems and assessment.

Unit-III : Foreign Policies : India, United States of America china and Russia.

Unit-IV: India and SAARC, applications/experiments on Non-violence and Peace-in International relations, efforts & challenges in Panchsheel and Peaceful co-existence. North-South Dialogue.

Real Learning outcomes :-

1. Students will be able to know about the International relations behavior and their conducts.
2. Students will be able to carry out the study of globalization, liberalization and privatization of comparative students of International politics.
3. Students will be able to know, why does International relations and International politics are more relevant than before.
4. Students will be able to understand the changing scenario of world, after, collapse of soviet union

Reference :

1. Madan Gopal, Antrashtriya Sambandh
2. P.D. Kaushik, Antrashtriya Sambandh
3. B.L. Phadia, Antrashtriya Sambandh (Sahitya Bhawan) Agra.
4. Pandey and Sharma, Anmtrashtriya Sambandh Evam Videsh Nitiyan
5. N.N. Srivastava, Adhunik Antarashtriya Sambandh.
6. Hargovind Pant and Others, Antarashtriya Sambandh Adhunik Parivesh Mein.

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 606	Sociology (Social Anthropology)	Any Three CE	4	30	70	100

Objectives:-

- ❖ To enable the students to understand the concept, nature and scope of social Anthropology.
- ❖ To enable the students to understand the social structure
- ❖ To enable the students to understand the primitive Economics and political system.
- ❖ To enable the students to understand the problem of Tribes.

Unit - I Concept of Anthropology

- ❖ Social Anthropology : Definition, Nature and Scope
- ❖ Approaches to the Study Social Anthropology
- ❖ Structural - Functional, Evolutionary and Comparative

Unit - II Social Structure

- ❖ Culture : Its meaning, theories of culture growth
- ❖ Religion : Theories of origin, Beliefs and Practices
- ❖ Magic : Meaning Types, its Relation to Religion

Unit - III Primitive Economics and Political Systems

- ❖ Primitive Economics System : Meaning, Characteristics and Functioning
- ❖ Primitive Political System : Meaning, Characteristics, Primitive Law and Customs

Unit - IV Tribes

- ❖ Problems of Tribes India, Tribal Development
- ❖ Tribes in Rajasthan : Bhil, Meena, Garasiya, Saharia

Learning Outcomes:- After completion the course students would be able to:

- ❖ Understand the concept, nature and scope of social Anthropology.
- ❖ Understand the social structure
- ❖ Understand the primitive Economics and political system.
- ❖ Understand the problem of Tribes.

Reference :

- Bose, N.K. 1967, Culture and Society In India, Asia Publishing House
- Desai, A.R., 1979, Peasant Struggle in India, OUP, Bombay
- Dube, Sc 1977, Tribes of India, The struggle for survival, OUP, Bombay.
- Rao, M.S.A., 1979, Social Movements in India, Manohar Delhi
- Sharma, Suresh, 1994, Tribal Identity and Modern World.

- Singh K.S., 1984, Economics of the Tribes in and their Transformation, concept publishing, New Delhi
- Singh K.S., 1995, Tribal Movements in India, Manohar New Delhi
- Majumdar and Madan : Social Anthropology
- Mair, Lucky : An Introduction to Social Anthropology

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 607	Geography (Geography Thought)	Any Three CE	4	30	70	100

Objectives-

1. To give knowledge about the concept of geographical thought.
2. To give knowledge about thoughts of various geographical thinkers as of British, German, American, Romans etc.
3. Trends of Modern Geography.

Unit - I

- a. Definition and aims of Geography.
- b. Evolution of Geographical thought.
- c. Major branches of Geography.
- d. Beginning of classical Geography contribution of Greeks- Herodotus & Eratosthenes.

Unit - II

- a. Contribution of Romans - Strabo & Ptolemy.
- b. Early medieval Geography: contribution of Arabian Geographers (Al-Biruni & Al-Idrisi)
- c. Concept of Cultural landscape: Meaning & elements of Cultural landscape
- d. Recent trends of modern geography.

Unit - III

- a. Contribution of German schools of Geography Humboldt & Carl Ritter,
- b. French Schools of Geography Vidal de la Blache & Jean Brunhes
- c. British School of Geography : Halford J. Mackinder.
- d. American School of Geography : G. Taylor, Huntington.

Unit - IV

- a. Dichotomies in Geography: Physical V/s Human Geography systematic V/s Regional Geography.
- b. Radicalism: Origin, salient features & Objectivity of Radical geography
- c. Behaviourism in Geography
- d. Concepts of Cultural Landscape : Meaning & elements of cultural landscape.

Outcomes-

1. This paper will lead to the expansion of knowledge about various thoughts regarding geography.
2. Along with Indian thinkers, Student will touch the thoughts of world's thinkers.
3. Comparisons can be made about thinking of various thinkers.

Practical-

1. Aerial photographs : Introduction & development of Aerial Photographs, Identifications of Aerial photographs,
2. Development of Remote sensing, Advantages of remote sensing.
3. Remote Sensing: - Introductions, Development and Advantages of remote Sensing.

Outcomes:- After completion the course student would be able to:

- ❖ Understand the concept, nature and scope of social Anthropology.
- ❖ Understand the social structure
- ❖ Understand the primitive Economics and political system.
- ❖ Understand the problem of Tribes.

Suggested Readings:

1. कौशिक, एस.डी. : भौगोलिक चिंतन के सिद्धांत, रस्तोगी पब्लिकेशन्स, मेरठ।
2. एच. एम. सक्सेना भौगोलिक चिंतन का इतिहास. हिन्दी ग्रंथ अकादमी (2015)

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 608	Economics (Statistics in Economics)	Any Three CE	4	30	70	100

Objectives:

- ❖ To enable the students teacher to acquire the basic understanding use statistics in the field of Economics.
- ❖ To enable the students teacher to understand the measures of central tendency.
- ❖ To enable the students teacher to understand the measures dispersion.
- ❖ To enable the students teacher to understand elementary Mathematics.

Unit I: Meaning uses and limitations of statistics

- a) Collection of Statistics Data - Census and Sample Investigation.
- b) Classification and presentation of Data - Statistics Table, Graphs, Frequency, Distribution, Diagrams

Unit II: Measures of Central Tendency

- a) Arithmetic mean, median, mode
- b) Geometric mean and Harmonic mean

Unit III: Measures of Dispersion

- a) Range, Quartile Deviation, Mean Deviation
- b) Standard Deviation and Co-efficient of variation simple correlation : Karl Pearson's correlation coefficient and Spearman's Rank correlation.

Unit IV: Elementary Mathematics

- a) Simultaneous and Quadratic Equations
- b) Arithmetic and Geometric Progressions, Logarithms.

Outcomes: After completion the course student would be able to:

- ❖ Understanding use statistics in the field of Economics.
- ❖ Understand the measures of central tendency.
- ❖ Understand the measures dispersion.
- ❖ Understand elementary Mathematics.

Reference:

1. वी.एन. गुप्ता : सांख्यिकी
2. यादव, पोरवाल एवं शर्मा : सांख्यिकी
3. Elhance, D.N. : Fundamental of statistics
4. Singhal, M.L. : Elements of Statistics
5. Nagar, K.N. : Sankhyiki ke mool tatva
6. Croxton Cowden : Applied General Statistics
7. Mehta and Madnani : Elementary Mathematics in Economics (Hindi and English ed.)

Semester VI

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 609	Home Science (Extension and Communication)	Any Three CE	4	30	70	100

Objectives:

- ❖ To explain the concept, determinants and factors of health
- ❖ To describe the types of occupational health and related diseases related to workers
- ❖ To different types of pollution and their related remedies
- ❖ To education about the objectiveness and Scope of population education

Unit I Health and Diseases

- a) Concept and of Health: Definitions, determinants and factors, Physical Health, Social Health, Mental Health, Emotional Health
- b) Occupational Health : Physical hazards, chemical hazards, biological hazards, mechanical hazards and Psycho social hazards.
- c) Occupational Diseases – Only classification, Measures for health protection of workers.

Unit II Pollution & Population

- a) Pollution: Different types & remedies of pollutions.
- b) Population Education: Definition Objectiveness and scope
- c) Difference between population education and family planning education.
- d) Population & its rate of growth a) Population growth in India. b) Causes for rapid growth of population in India & its effect on health. c) Family planning.

Unit III Community Development & Extension Education

- a) Extension Education: Meaning, scope and Objectiveness of extension education.
- b) Principles of extension education, Qualities of extension workers.
- c) Difference between formal and Non-formal education.
- d) Community Development Programme – Meaning, Definition, Elements and Principles of community development
- e) Origin of community Development Programme. Recent programmes for Rural Development.

Unit IV Extension Services and Aids

- a) Audio Visual Aids : Definition, Classification use and idea of audio visual aids.
- b) Poster Puppet, Chart, Film slide, Flash Card, Overhead Projector,
- c) Computer and Internet
- d) Chalk Board, Radio Bulletin, Board Television, Model Photography
- e) Public Address System

Practicals: Any two of the following:

- A detailed survey in your area on health problems and related awareness
- Prepare a chart or poster presentation – on any topic related to your subject.
- Prepare a list of on going welfare programme for children and women.
- Prepare a plan and execute to demonstrate any problem and related issue with audio visual aids

Outcomes: After completion the course student would be able to:

- ❖ Explain the concept, determinants and factors of health
- ❖ Describe the types of occupational health and related diseases related to workers
- ❖ Different types of pollution and their related remedies
- ❖ Educate about the objectiveness and Scope of population education

Reference Books :

1. Yash Pal Bedi, Hygiene and Public Health.
2. Park, Social & Preventive Medicine.
3. Dr. Jaipal Singh, Extension Education & Rural Development.
4. A. Reddy, Extension Education.
5. Alan Rogers, Teaching Extension in Adults.

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 701	Creating and Inclusive Education	CC	4	30	70	100

Objectives:

- ❖ To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- ❖ To identify and address diverse needs of all learners
- ❖ To familiarize with the trends and issues in inclusive education
- ❖ To develop an attitude to foster inclusive education
- ❖ To develop and understanding of the role of facilitators in inclusive education
- ❖ To prepare teachers for inclusive schools

Course Contents:

Unit- I Introduction to Inclusive Education

- a) Meaning, Objectives , Need and Types of Inclusive Education
- b) Principles of Inclusive Education
- c) Solution and challenge of Inclusive Education
- d) ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

- a) Legislation for inclusive education- National policy of disabilities 2006

- b) Sarva Shiksha Abhiyan (2002)
- c) NGO
- d) RTE-2009

Unit- III Exceptional Child and SpECial Educational

- a) Exteptional Child : Meaning and Types
- b) Mentally Retared Child
- c) Physically Handicapped Child
- d) Hearing Impaired Child
- e) Visually Handicapped Child
- f) Emotionally Disturb Child

Unit- IV SpECial Educational Need (SEN) of learners in Inclusive School

- a) Speech Defective Childern
- b) Language Handicapped Child
- c) Learning Disadvantage Child
- d) Parents of Exceptional Childern
- e) Guidance of Exceptional Childern
- f) Special School (Building Co-curricular Activities)

Assignment & Practical Works : (Any Two)

- One Assignment Work
- Write a One Article of Disabilities Child
- Case study of disabilities child
- Write a report of evaluation process in inclusive school

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand of the concept and philosophy of inclusive education in the context of education for all.
- ❖ Identify and address diverse needs of all learners
- ❖ Describe the trends and issues in inclusive education
- ❖ Apply the attitude to foster inclusive education
- ❖ Develop and understanding of the role of facilitators in inclusive education
- ❖ Prepare teachers for inclusive schools

References :

1. Ahuja.A, Jangira, N.K. (2002) : "EffEctive Teacher Training, Co-operative Learnin Based Approach", National Publishing House, 23 Daryaganj, New delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with SpECial Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006)., शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
7. परवीन, आबिदा (2013), शिक्षण एवं अधिगम के मनो-सामाजिक आधार, आस्था प्रकाशन, जयपुर
8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
9. बिन्दु आभारानी, सक्सैना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा

10. योगेन्द्रजीत, भाई (2008), शिक्षा में नवाचार और नवीन प्रवृत्तियाँ, विनोद पुस्तक मंदिर, आगरा
11. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
12. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU 702	Language Across the Curriculum	CC	4	30	70	100

Objectives:

- ❖ To understand the various mode of language like reading, writing, speaking and listening.
- ❖ To develop the skill of oral and written language.
- ❖ To acquaint with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- ❖ To develop the Vocabulary Building and Language Problems & its Remedies
- ❖ To develop the vocabulary and language proficiency and related remedies.

Course Contents:

Unit -I Language acquisition and development

- a) Language : Concept, Meaning and Nature
- b) Language usages : Written, Oral, Role Playing with Communication
- c) 3 Language Policy : First (Mother tongue) Second (Foreign language) Third (Religious or classical language)
- d) Language development: From childhood to Adult stages.

Unit -II Language Skills

- a) Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
- b) Narrative Text vs. Expository text
- c) LSRW (Listening, Speaking, Reading, Writing)
- d) Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction

- a) Expression : Public Speech, Lecture, Debating
- b) Multilingualism in classroom
- c) Summarizing and Reflection
- d) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

- a) New Structure and building of vocabulary
- b) Learning new vocabulary and Diagnostic Language Errors
- c) Language Phonemes & Identification of Sound Errors
- d) Remedial Programme for Language Development

Assignment & Practical Works: (Any Two)

- Write Any one Assignment Work
- Identify speech defect in classroom teaching
 - Prepare a Report on Creative Writing
 - Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature and use of language.

- ❖ Develop the idea of Multilingualism in class room teaching.
- ❖ Create the sense of language and its flavor.
- ❖ Inculcate language skills among trainees.
- ❖ Evaluate skills creative writing and expression.
- ❖ Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ Develop ornamental use of vocabulary in different curriculum.

References:

1. Baruah, T.C. (1985), The English Teacher's Handbook, New Delhi, Sterling Publication Pvt. Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 701	Hindi	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्रदान करना।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कराना।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान कराना।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान कराना।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान कराना।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान देना।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान देना।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

विषय वस्तु :

इकाई : प्रथम – भाषा के विविध स्वरूप एवं सामान्य अवबोध

- (अ) मातृभाषा, राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- (ब) मातृभाषा शिक्षण के उद्देश्य एवं सिद्धान्त
- (स) हिन्दी शिक्षण में पुस्तकालय एवं वाचनालय का महत्त्व
- (द) पाठ्यपुस्तक का अर्थ, परिभाषा, अच्छी पाठ्यपुस्तक के गुण-दोष

इकाई : द्वितीय – भाषा का वैज्ञानिक स्वरूप तथा भाषा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण

- (अ) वर्ण विचार, शब्द विचार, वाक्य विचार
- (ब) श्रवण, उच्चारण एवं वर्तनी
- (स) वाचन (सस्वर एवं मौन वाचन),
- (द) अभिव्यक्ति (लिखित एवं मौखिक)

इकाई : तृतीय – हिन्दी शिक्षण में विभिन्न विधाओं का शिक्षण एवं मूल्यांकन

- (अ) गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण
- (ब) रचना शिक्षण (पत्र, निबन्ध, कहानी)
- (स) विभिन्न विधाओं पर पाठ योजना निर्माण
- (द) इकाई योजना एवं नील पत्र निर्माण
- (य) मूल्यांकन (सम्प्रत्यय, पाठान्तर्गत एवं पाठोपरान्त मूल्यांकन)

इकाई : चतुर्थ – हिन्दी शिक्षण की विभिन्न विधियों का अध्ययन

- (अ) अभिक्रमिit अनुदेशन विधि
- (ब) आगमन-निगमन विधि
- (स) दल शिक्षण
- (द) हरबर्तीय पद्धति
- (य) प्रायोजना विधि
- (र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

सत्रीय कार्य – (किसी दो विषय पर)

- भाषा शिक्षण सम्बन्धी समस्याओं का चयन तथा उसके समाधान का उपाय खोजना।
- हिन्दी शिक्षण में सत्रीय प्रपत्र अथवा प्रश्न पत्र हल करना।
- माध्यमिक स्तर की पाठ्यपुस्तक अथवा किन्हीं दो विशिष्ट लेखों की समीक्षा करना
- किन्हीं पाँच विद्यार्थियों की लेखन सम्बन्धी अशुद्धियों का निदान एवं उपचार (कक्षा 8 से 10वीं)।
- हिन्दी विषय की किसी भी विधा पर पी.पी.टी. पर पाठयोजना तैयार करवाना।

Learning Outcomes:

- ❖ भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का प्राप्त कर सकेंगे।
- ❖ माध्यमिक स्तर के निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तक का विश्लेषण समीक्षा एवं कुशलता का विकास कर सकेंगे।
- ❖ इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा के वैज्ञानिक स्वरूपों और कौशलों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी भाषा की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण पाठ योजनाओं का ज्ञान प्राप्त कर सकेंगे।
- ❖ प्रश्न पत्र के निर्माण का ज्ञान प्राप्त कर सकेंगे।
- ❖ निदानात्मक एवं उपचारात्मक परीक्षण स्वरूप, महत्त्व एवं उपयोग का ज्ञान प्राप्त कर सकेंगे।
- ❖ मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सकेंगे।

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 702	English	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To know about various basics of grammar.
- ❖ To explain the place of English language in India.
- ❖ To describe English as a Second language in the multi -lingual country like India.
- ❖ To explain different methods of teaching English.
- ❖ To develop the lesson and its planning.
- ❖ To apply different teaching skills in the class room.

Course contents:

Unit- I Basic English Grammar & its Application

- a) Parts of speech
- b) sentence pattern, Types
- c) Tense and verb patterns
- d) Preposition
- e) Voice change

Unit - II Place, importance and Objectiveness of English as a second language:-

- a) Importance of English language: comprehension of English and mother tongue based learning.
- b) Position of English: Pre & post Independence in India.
- c) Status of English in Indian school curriculum
 - Second language
 - First language
- d) English language teaching: problems & issues
 - Library language
 - Window on the world

- Medium of instruction
- e) Aims and Objectives teaching English at different levels.

Unit- III Methods, Approaches and Strategies and Lesson Planning:

- a) Grammar-cum-Translation method
- b) Direct method, Audio-lingual and Bilingual method
- c) Structural approach and Communicative approach
- d) Collaborative learning and Dramatization.
- e) Unit plan and Micro plan, Lesson planning, Blue print and Achievement test

Unit- IV Developing Language skill and Lesson Planning

- a) Teaching Prose, Poetry, Story and Grammar.
- b) Strategies of Teaching Skill: Listening, Reading, Speaking and Writing.
- c) Supplementary skills: Reference Skill (e.g. using Dictionaries, Thesaurus, and Encyclopedias)
- d) Concept Mapping

Assignment & Practical Works: (Any Two)

- List of structural items included in the text book at the secondary stage.
- Preparation of 5 word cards, 5 Picture cards and 5 puzzles.
- Enlist 50 innovative words with lexical interpretation.
- Prepare an audio/video recording for English Pronunciation

Learning Outcomes: After completion of this course students would be able to:

- ❖ Know about various basic applications of grammar
- ❖ Explain the place of English language in India.
- ❖ Describe English as a Second language in the multi-lingual country like India.
- ❖ Explain different methods of teaching English.
- ❖ Apply different teaching skills in the class room.
- ❖ Lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 703	Sanskrit	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास करना।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास करना।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास करना।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग करना।
- ❖ संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग करना।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान करना।

विषय वस्तु :

इकाई – प्रथम –संस्कृत शिक्षण के सिद्धान्त, कौशल व उद्देश्य।

- (अ) संस्कृत भाषा शिक्षण का महत्त्व एवं उपयोगिता।
- (ब) संस्कृत शिक्षण के सिद्धान्त एवं सूत्र।
- (स) संस्कृत शिक्षण के उद्देश्य एवं अपेक्षित व्यवहारगत परिवर्तन।
- (द) भाषायी कौशल शिक्षण – श्रवण, कथन, पठन एवं लेखन।
- (य) संस्कृत शिक्षण में दृश्य-श्रव्य सामग्री।

इकाई – द्वितीय – व्याकरण का सामान्य ज्ञान।

- (अ) शब्द रूप – अकारान्त, इकारान्त, उकारान्त।
- (ब) धातु रूप – भू, पठ्, हस्, पा, गम्, सेव्, कथ्, लभ् (लट्, लोट्, लङ्, लृट्, विधिलिङ्, लकारों में)
- (स) संधि –
 - अच् सन्धि – इकोयणचि, एचोऽयवायाव ; अकः सवर्णे दीर्घः, आदगुणः वृद्धिरेचि।
 - हल् सन्धि – स्तोः श्चुर्नोश्चुः, झलां जशोऽन्ते, यरोऽनुनासिकेऽनुनासिको वा, तोर्लिः।
 - विसर्ग सन्धि – ससजुषोरुः, हशि च, रो रि, विसर्जनीयस्य सः।

- (द) समास – अव्ययीभाव समास, तत्पुरुष समास, कर्मधारय समास, द्विगु समास, द्वन्द्व समास, बहुव्रीहि समास, इनका सामान्य परिचय एवं समास विग्रह।

इकाई – तृतीय – संस्कृत शिक्षण की विभिन्न विधाओं का अध्ययन एवं पाठयोजनाएँ।

- (अ) गद्य शिक्षण
(ब) पद्य शिक्षण
(स) व्याकरण शिक्षण
(द) रचना शिक्षण (पत्र, निबन्ध, कहानी)

इकाई – चतुर्थ – संस्कृत शिक्षण की विधियों का अध्ययन एवं मूल्यांकन।

- (अ) संस्कृत शिक्षण की विधियों का अध्ययन
- प्रत्यक्ष विधि
 - संग्रन्थन विधि
 - आगमन निगमन विधि
 - विश्लेषणात्मक विधि
 - अनुवाद विधि/भण्डारकर विधि
- (ब) इकाई योजना
(स) ब्लू प्रिंट एवं प्रश्न पत्र निर्माण

सत्रीय कार्य : (किसी दो विषय पर)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विधा पर शैक्षिक पाठ्यक्रम का आलेखन।
- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

Learning Outcomes:

- ❖ माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा संबंधी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ तृतीय भाषा शिक्षण के आधारभूत सिद्धान्तों का विकास कर सकेंगे।
- ❖ संस्कृत शिक्षण के उद्देश्यों का निर्धारण एवं व्यावहारिक परिवर्तन हेतु प्रयास कर सकेंगे।
- ❖ संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण का विकास कर सकेंगे।
- ❖ विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों का प्रयोग कर सकेंगे।
- ❖ संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं शिक्षण में प्रयोग कर सकेंगे।
- ❖ संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्नपत्र निर्माण करना एवं कौशलाधारित परीक्षण कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान कर सकेंगे।

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 704	History	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the aim and objectives of teaching history at different levels of the secondary stage.
- ❖ To apply different approach to organize history
- ❖ To understand the types of evaluation of teaching history
- ❖ To develop classroom skills to apply different methods and approaches of teaching history at the secondary stage.
- ❖ To develop the skill to plan for instruction and the instructional support materials.
- ❖ To develop the skill related to diagnostic testing and remedial teaching.

Course Contents:

Unit- I Meaning, Nature and Curriculum of Teaching History

- a) Concept and Objectives of Teaching History of the Secondary Stage.
- b) Correlation of History with other school subject.
- c) Principle of Curriculum Teaching History.
- d) Different Approach to Organizing History Curriculum, Chronological, Biographical, Topical, Concentric.

Unit- II Methods and planning in Teaching History

- a) Lesson plan and Unit plan
- b) Story Telling, Biographical, Source, Time-line, Supervised, and Project Method
- c) History Teacher-professional growth in change's
- d) Teaching Aids- meaning, Type's and importance

Unit- III Evaluation of Teaching History

- a) Concept of Evaluation
- b) Purpose of Evaluation in Teaching History
- c) Types of Evaluation (Essay Types, short Answer Types and Objectives Types)
- d) Blue-Print & Construction of Achievement Test in History

Unit- IV Innovative Methods in Teaching History

- a) Programmed instruction method.
- b) Team-Teaching
- c) Panel discussion
- d) Field trip

Assignment & Practical Works : (Any Two)

- Historical study of a place of Local Important
- An Essay on any current Issue
- Critical Appraisal of any of the History Text books Prescribed for the Secondary level
- Preparing a Scrap-book on Any one aspEct of History and Culture
- Report writing of a freedom fighter/Social work and the Historical Personality of 20th Century at your locality based on interview
- One Assignment Work on any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature, scope and importance of learning history at secondary.
- ❖ Explain aim and objectives of teaching history at different levels of the secondary stage.
- ❖ Develop knowledge about the basic principles governing the construction of history curriculum and develop the ability history curriculum
- ❖ Organize Co-curricular activities and community resources for promoting history learning.
- ❖ Develop classroom skills needs for applying different methods and approaches of teaching history at the secondary stage.
- ❖ Understand the skill to plan for instruction and the instructional support , materials.
- ❖ Develop the skill needed for diagnostic testing and remedial teaching

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 705	Civics	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To explain the role of civics to promote International Understanding.
- ❖ To understand Planning-Annual Plan, Unit Plan, & Daily Lesson Plan.
- ❖ To prepare different methods of teaching civics.
- ❖ To apply various Fundamental Principles of Formulation Curriculum in Civics
- ❖ To develop competencies related to teaching of civics.

Course Contents:

Unit- I Theoretical Perspective of Civics Teaching

- a) Meaning & Development of Civics.
- b) Nature, Scope & Developing Critical Thinking about Civics.
- c) Role of Civics in Promoting International Understanding.
- d) Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary, Secondary & High Secondary.

Unit- II Planning of teaching & Evaluation

- a) Planning-annual Plan, Unit Plan, & Daily Lesson Plan.
- b) Audio Visual Aids.
- c) Innovation
- d) Evaluation (different types of test, setting, question paper, blue print, scoring key).

Unit- III Methods of teaching Civics

- a) Lecture Method
- b) Project Method
- c) Problem Solving Method
- d) Programme Learning
- e) Team Teaching
- f) Discussion Method, Demonstration

Unit- IV Curriculum Planning & Activities

- a) Selection & Organization Content at Various Levels
- b) Fundamental Principles of Formulation Curriculum in Civics
- c) Characteristics of a good Text Book
- d) Planning a Civics Studies Room

Assignment & Practical Works : (Any Two)

- Write an essay on any political problem.
- One Assignment Work solve.
- A critical study of Any one aspect of the constitution or one of its amendments.
- Make five different teaching materials using different type of teaching aids.

- Make charts on fundamental rights & duties.
- Prepare a scrap book on any political issue

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the role of civics.
- ❖ Understand the Planning of teaching & Evaluation.
- ❖ Prepare Fundamental Principal of Formulation Curriculum.
- ❖ Develop competencies in teaching of civics.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 706	Social Science	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand the meaning of social science and correlate with modern social science .
- ❖ To understand the different approaches and organizing Social Science
- ❖ To prepare students for panel discussion , seminar and workshop
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.
- ❖ To develop the classroom skills and use of techniques for teaching of social science.
- ❖ To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.

Course Contents:

Unit -I Meaning nature and scope of social science

- a) Historical Development of Social Science
- b) Modern Concept, Nature and Scope of Social Science
- c) Importance of Teaching Social Science at Different Levels of Secondary
- d) Correlation of Social Science with Other School Subject

- e) Aims and Objectives of Teaching Social Science at Different Level

Unit -II Social Science Curriculum Principles of Designing a Good Curriculum and Planning in Social Science Teaching

- a) Different Approaches to Organizing Social Science
- Chronological
 - Biographical
 - Concentric
- b) Characteristics of Good Text Book
- c) Planning a Social science Room
- d) Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
- e) Planning for Teacher of Social science
- Annual plan
 - Unit plan
 - Lesson plan

Unit - III Methods of Teaching Social Science

- a) Story telling, Biographical, Socialized RECitation, Source method, Problem solving Method, Project method.
- b) Team Teaching
- c) Panel Discussion , Seminar and Workshop
- d) Field Trips
- e) Programmed Instruction

Unit - IV Use of Instruction Material and Evaluation in the Social Science

- a) Audio- Visual Equipment: - Use of Slide Projector OHP, Epidiascope, Television and Computer.
- b) Teaching Aids of Various kinds, their Effective Use in Class Room (Models, Black-board, Map, Graphs, Time Chart, Films, Coins and Puppet .
- c) Concept, Importance and Purpose of Evaluation in Social Studies.
- d) Construction of Blue Print and Achievement Test in Social Science

Assignment & Practical Works: (Any Two)

- Studying historical monuments available locally and writing report on it
- Prepare a scrap book on any social issue
- Studying any social problem and write a report of the same
- Two abstracts of articles published in news papers journal on current social issues
- Assignment Work any two topic
- Prepare a lesson plan using local/ community resources as teaching aids (fair, festival ,person, place etc.)
- Construction , administration and interpretation an achievement test of any ;standard of school
- Make 2 different teaching materials using different type of teaching (e.i. Charts, at as model & power point etc) at school social science subject
- Write film script

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the need for learning social science .
- ❖ Understand the place of social science in the secondary school curriculum.
- ❖ Develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ Critically examine the social science syllabus and text books.
- ❖ Develop the classroom skills needed for teaching of social science.
- ❖ Develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- ❖ Acquire the ability to develop instructional support materials.
- ❖ Review the text –book of social science (secondary level).

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 707	Economics	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country’s Economy.

- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10.To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

Course Contents:

UNIT-I Concept of Economics

- a) The Place of Economics in School Curriculum.
- b) Aims and Objectiveness of Teaching Economics at the Secondary Level
- c) Instructional Objectiveness, Behavioural Objectiveness, Measurable and Non-measurable Objectiveness, Behavioural Statements of Objectiveness for Various Learning Points and Lessons.

UNIT-II Principle of Curriculum Planning

- a) Principles and Approaches to Framing Syllabus and its Critical Appraisal at Secondary Level.
- b) Curriculum Planning and Activities.
- c) Evaluation of Text-books in Economics at the School Level:
 - Criteria of Good Text-book
 - Assignments, Exercises, Glossary and Summary in the Text
- d) Maxims and Principles of Class-room Teaching.
- e) Class-room Observation.

UNIT-III Planning and Methods of Teaching Economics

- a) Lecture Method.
- b) Project and Problem Solving Method.
- c) Discussion Method.
- d) Inductive and Deductive Method.
- e) Unit and Daily Lesson Plannings
- f) Teacher's Role and Attitude

UNIT-IV Instruction Material and Evaluation in Economics

- a) Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.
- b) Importance and Concept of Evaluations,
- c) Evaluation Devices- Essay type. Short answer Type and Objectiveness Type Test.
- d) Blu Print
- e) Preparation, Administration and Scoring of Unit Test.

Assignment & Practical Works : (Any Two)

- Preparation of two teaching aids related to subject. (PPT Transparency)
- Review of two published papers related to subject.
- Review of a text-book at school level.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the basic of Economics.
- ❖ Understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ Organize group activities and projects in the subject.
- ❖ Use of various methods of teaching Economics.
- ❖ Acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ Appropriate attitudes towards the country's Economy.
- ❖ Adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ Framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 708	Geography	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the modern concept of Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.

Course Contents:

Unit- I Concept and Objectivess

- a) Development of Geography, Modern concept and new trends of Geography.
 - Its place in schools curriculum.
 - Its importance in day to day life and International understanding
- b) Correlation of Geography with other school subjects.
- c) Teaching Objectivess of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT- II Curriculum planning in Geography

- a) Principles of curriculum construction in Geography and its critical appraisal
- b) Basic Principles for selEction and organization of content according to learners level.
- c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
- d) Evaluation of text book in Geography.

UNIT- III Methods, Planning for teaching and role of teacher

- a) Annual plan,
- b) Unit plan ethods,
- c) Daily lesson plan
- d) Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method. Descriptive and Comparative method (Problem Solving, Project and Supervised study method). Approaches- Field trips, visit labs, use of local resources in teaching of Geography.
- e) Qualities, Role and professional growth of Geography teacher

UNIT-IV Use of Instructional Material and Evaluation inGeography

- a) Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography

- b) Teaching aids of Various kinds. Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips. Atlas, Slides transparencies etc., Geography room/laboratory. Importance of lab work, equipment and apparatus.
- c) Evaluation of achievements in Geography.
- d) Construction of achievement test.
 - Different types of tests, their merits and limitations, (Essay type. short, answer and Objectives type.)
 - Blue- Print, preparation of question paper and item analysis.

Assignment & Practical Works : (Any Two)

- Prepare a scrap book on Geographical articles and news.
- Preparation of maps, charts and models for physical Geography
- Develop some lesson plan based on new methods and approaches.
- Write one or two article or abstract related to the current issues of Geography
- Critical appraisal of geography syllabus at secondary level.
- Construction of Objectives type test items.
 - Collection of news paper cuttings related to Geographical issues.
 - Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
 - Practical demonstration of the ability to use some weather instruments.
 - Prepare a report on visit to some place of Geographical interest.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the modern concept of Geography and its correlation with other school subjects.
- ❖ Explain co-curriculum activities in geography.
- ❖ Prepare various teaching plans.
- ❖ Explain different teaching aids.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 709	Home Science	Pedagogy of a School Subject Any two CE	4	30	70	100

Objectives:

- ❖ To understand the Concept, Nature and Scope of Home science.
- ❖ To provide knowledge related to pedagogical concept like aims, objectives, approaches, methods, blue print and assessment.
- ❖ To stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ To develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Course Contents:

Unit- I Theoretical Perspective of Home Science

- a) Concept, Nature and Scope of Home science
- b) Correlation of Home science with other school subjects in context of resolving problems related to family and community
- c) Vocational skill Development through Home science teaching
- d) Aims and Objectiveness of Home science teaching

Unit- II Planning, Curriculum & Evaluation

- a) Planning : Concept, Types and Significance
- b) Criteria of Curriculum Development : Individualized, Interdisciplinary and SpECial issue oriented
- c) E- resources in Home science : Fashion blog, Nutritional remedies, Blogs, SpECific institute related to textile, designing & health
- d) Co- curricular activities : Group Discussion, Exhibition, Excursion etc
- e) Blue print construction, Continuous & Comprehensive Evaluation in Home science

Unit- III Approaches and methods : Concept, Process, Scope and limitations :

- a) Constructivist approach
- b) Problem solving method
- c) Project method
- d) Experimental method
- e) Dalton method and Dramatization

Unit- IV Measurement and Evaluation

- a) Concept of Measurement and Evaluation
- b) Criteria of good Evaluation
- c) Preparation of Blue Print
- d) Dignostic test and Remedial learning material
- e) Continuous and Comprehensive Evaluation

Assignment & Practical Works : (Any Two)

- Prepare a survey report for vocational skill development through Home science at college level
- Experimental works in food/clothing/textiles/household gadgets in context of teaching and learning
- Visit to Health centre/ Community service centre/ schools/ colleges/ NGO and prepare a file with report
- Construct a Project related to rECent problem in local area
- Develop a diagnostic test for students and plan remedial works for them
- Prepare two lesson plan based on Constructivist/ experimental approach for students

Learning Outcomes: After completion of this course students would able to:

- f) Organize co- curricular activities like Group Discussion, Exhibition, Excursion etc. at school level.
- ❖ Stimulate curiosity and creativity for application of different methods according to learning situations.
- ❖ Develop attitude towards skill development, application of new trends and use of information technology to enhance productivity of teaching.

Analyze school syllabus of the subject in relation to its applicability in local situations

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 710	Optional Course Environmental Education	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the problems of concerning environment through multi disciplinary approach.
- ❖ To develop the skill of planning and organizing ecological activities in the schools.
- ❖ To create consciousness about environment among the adult learners.
- ❖ To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:

UNIT- I Concept Of Environment

- Meaning , Scope, Importance
- Eco-System – Characteristic Qualities
- Inter- Dependence In Environment
- Natural Resources
- Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

- Meaning, Importance and Objectives
- Scope of Environmental Education
- Need for Public Awareness as a subject
- Muti-disciplinary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

- Air Pollution
- Water Pollution
- Soil Pollution
- Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

- Global Issue (Global Warming, Climate Change, Depletion of Ozone Layer and Energy Crisis)
- Different Aspects Related To Environmental Conservation.
- Environmental Preservation & Improvement (At National & International Level)
- National Environment Policy

Assignment & Practical Works : (Any Two)

- Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults.
- One Assignment Work solve.
- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

Learning Outcomes: After completion of this course students would able to:

- ❖ Students are able to understand the problems concerning environment through multi disciplinary approach.
- ❖ Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- ❖ Students are able to create Environment Consciousness among the adult learners.
- ❖ Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ Students are able to conduct local surveys, arrange field trips Environmental games and hobbies

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- गोयल, एम. के. (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
- बरौलिया, ए. पराशर, राधिका एवं दुबे, श्री कृष्ण, पर्यावरण शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
- राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
- रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन्स, अजमेर
- श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी,

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 711	Health and Physical	Any one CE	4	30	70	100

Objectives:

- ❖ To develop the organic system of the body.
- ❖ Development of understanding and appreciation of the techniques and strategies of sports
- ❖ To develop correct health habits.
- ❖ Attainment of knowledge of proper health procedure as related with physical exercise.
- ❖ The physical education program will allow the students to participate in developmentally appropriate activities.

Course Contents:

Unit- I Concept of Health Education

- a) Meaning of Health education.
- b) Environmental factor which promote and affect In Health.
- c) Importance and Objectives of Health education.
- d) General Exercises in school.

Unit- II Environment and Science of Living and Yoga

- a) Importance of water to life and our environment.
- b) Science of Living and yoga.
- c) Role of Individual in improvement of sports environment.
- d) Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

- a) Meaning and Importance of physical Education
- b) Balanced Diet and Nutrition : Macro and Micro Nutrients

Unit - IV History of Volleyball & Kabbadi

- a) Historical Development of Volleyball
- b) Measurement and Rule of Volleyball
- c) Historical Development of Kho-Kho
- d) Measurement and Rule of Kabbadi

Assignment & Practical Works : (Any Two)

- Write a Assignment Work on a topic given in the course
- Skill of Any one Team Game of choice from the given List

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the organic system of the body.
- ❖ Understand and appreciation of the techniques and strategies of sports
- ❖ Aware about correct health habits.
- ❖ Attain knowledge of proper health procedure as related with physical exercise.

References:

1. Thorburn, M. (2000), Physical Education-Intermediate Course Notes, LECKie & LEChie Publisher.
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5. सिंह, बलदेव, स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
6. सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बार्थोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा-9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 712	Guidance and Counseling	Any one CE	4	30	70	100

Objectives:

- ❖ To educate about the basics concept, nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.
- ❖ To make enable about the importance of educational and vocational guidance.
- ❖ To give knowledge of role and responsibilities of guidance workers in school.
- ❖ To understand the nature and types of guidance service & with reference to school education.
- ❖ To understand the concept, nature and types of counseling.

Course Contents:

Unit- I Basics of Guidance

- a) Meaning and Nature of Guidance.
- b) Aims and Principles of Guidance.
- c) Types of Guidance
- d) Importance of Guidance in schools for individual and for society.
- e) Process of Guidance.

Unit- II Basics of Counseling

- a) Meaning, Nature and Principles of counseling
- b) Types of Counseling.
- c) Distinction between Guidance and Counseling.
- d) Role and Responsibilities of Guidance workers in school.
- e) Qualities of a good guidance programme.

Unit- III Area of Guidance

- a) Educational guidance
- b) Vocational guidance
- c) Personal guidance
- d) Guidance Implication in the current Indian scenario.
- e) Problems of guidance in India.

Unit- IV Guidance Services

- a) Introduction to Guidance Services.
- b) Individual Inventory Service
- c) Information Service
- d) Cumulative REcord
- e) Placement Services

f) Follow up Service

Assignment & Practical Works : (Any Two)

- Prepare a Assignment Work on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two spECial children.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- ❖ Describe aims objective of educational and vocational guidance.
- ❖ Understand importance of educational and vocational guidance.
- ❖ Identify nature and types of guidance service & with reference to school education.
- ❖ Understand the concept, nature and types of counseling.

References:

1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
4. Sharma, Shashi Prabha (2005), Career Guidance and Counseling (Principles and Technique), Kanishka Publishers, New Delhi.
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6. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
7. Vashist, S. R. (2001), Methods of Guidance, Anmol Publication, Pvt. Ltd., N. Delhi
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10. शर्मा, आर. ए.,चतुर्वेदी, शिखा (2009), शैक्षिक एवं व्यवसायिक निर्देशन एवं परामर्श, आर. लाल. बुक डिपो, मेरठ
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 713	Distance Education	Any one CE	4	30	70	100

Objectives:

- ❖ To provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ To provide an efficient and less expensive education.
- ❖ To provide education facilities to all qualified and willing persons.
- ❖ To provide opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- ❖ To provide education facilities to those individuals who look upon education as a life-long activity.

Course Contents:**Unit-I Theoretical Prospective of Distance Education**

- a) Meaning and Definition of Distance Education.
- b) Characteristics of Distance Education
- c) Distance education as a discipline.
- d) Need for establishing Distance Education as a discipline.

Unit-II Scenario of Distance Education Institutes

- a) State wise situation of Distance Education Institutes in India.
- b) Objectiveness of Indira Gandhi National Open University.
- c) Main Theoretical Bases of Distance Education.
- d) Theory of Independent study by CHARLES WEDEMEYER.

Unit-III Essential Elements of Developing in Distance Education

- a) Essential Elements of Developing curriculum in Distance education.
- b) Different services provided by Sanchar Kendra IGNOU.
- c) Non- Print Instructional media in Distance Education: Educational RADIO.
- d) Major educational Television Projects in Distance education.

Unit-IV Counseling for Distance Learners

- a) Organizing counseling Services for Distance Learners.
- b) Various Types of Tele - Conferencing.
- c) Format of the Text in Distance Education.
- d) Distance Learners and Counseling

Assignment & Practical Works : (Any Two)

- Write Any one Assignment Work on a topic with in the content.
- Make the list of Distance Education programme of various universities in India.

Learning Outcomes: After completion of this course students would able to:

- ❖ Provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ Understand an efficient and less expensive education.
- ❖ Explain education facilities to all qualified and willing persons.
- ❖ Identify the opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.

References:

1. Datt, Ruddar (1985), Distance Education in India, Open School, New Delhi
2. Hillard, R. I., Writing for T.V. and Radio, N.Y. Hastings House
3. Parmaji, S. (1984), Distance Education, Sterling Publication, New Delhi
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5. Additional Course (Any one) 5.1 Hindi	Any one CE	4	30	70	100

Objectives:

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान देना।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्रदान करना।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान देना।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान देना।
- ❖ हिन्दी के विभिन्न व्याकरणिय घटकों का ज्ञान देना।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान देना।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी देना।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्रदान करना।

विषय वस्तु:

इकाई : प्रथम – काव्य के घटक तत्त्व

- (अ) काव्य के गुण : माधुर्य, ओज एवं प्रसाद
- (ब) अलंकार – शब्दालंकार, अर्थालंकार, श्लेष, यमक, अनुप्रास, उपमा, रूपक, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति, विभावना, भ्रान्तिमान।
- (स) रस का स्वरूप, रस के अवयव, श्रृंगार रस, हास्य रस, करुण रस, रौद्र रस, वीर रस, भयानक रस, वीभत्स, अद्भुत रस, शान्त रस, वात्सल्य रस, भक्ति रस।
- (द) छन्द-दोहा, चौपाई, कवित्त, सोरठा एवं सवैया।

इकाई : द्वितीय – शिक्षण विधियों का परिचय

- (अ) सूक्ष्म शिक्षण – सम्प्रत्यय एवं प्रमुख कौशलों का परिचय।
- (ब) वाचन विधि
- (स) व्याख्या विधि
- (द) अनुवाद विधि

इकाई : तृतीय – व्याकरणिय घटक

- (अ) अनुवाद : अर्थ एवं प्रकार
- (ब) शब्द शक्तियों के भेद, उदाहरण
- (स) संज्ञा, सर्वनाम एवं कारक का अर्थ एवं प्रकार
- (द) सन्धि, समास एवं विशेषण का अर्थ एवं प्रकार

इकाई – चतुर्थ – हिन्दी साहित्यकारों का संक्षिप्त परिचय एवं उनका विशिष्ट अवदान :-

- (अ) तुलसीदास,सूरदास, कबीरदास एवं रसखान
- (ब) प्रेमचन्द, जयशंकर प्रसाद, हजारी प्रसाद द्विवेदी, मन्नू भंडारी
- (स) महादेवी वर्मा, सूर्यकान्त त्रिपाठी निराला
- (द) रामधारीसिंह दिनकर, हरिवंशराय बच्चन

सत्रीय कार्य (निम्न में से कोई दो)

- कक्षा सातवीं की पुस्तक 'बाल-महाभारत' अथवा कक्षा आठवीं की पाठ्य पुस्तक 'भारत की खोज' की समीक्षा करना।
- हिन्दी विषय की वर्तमान स्थिति की दशा एवं दिशा पर रिपोर्ट लिखना।
- अपनी पसन्द की कोई पांच-पांच कहानी अथवा कविताओं का संकलन करना एवं उनका प्रस्तुतिकरण।
- माध्यमिक या उच्च माध्यमिक की हिन्दी विषय की पाठ्य पुस्तक में विभिन्न कहानियों का नाट्य रूपान्तरण करना।
- 'हमारा संकलन' स्क्रैप बुक/पुस्तिका का निर्माण करना, जिसमें विभिन्न समाचारपत्रों, पत्रिकाओं, प्रमुख महापुरुषों, प्रसिद्ध लेखकों, कवियों, कवयित्रियों, प्रसिद्ध खिलाड़ियों व अन्य प्रसिद्ध व्यक्तियों के जीवन परिचय एवं विशेष उपलब्धि का सचित्र वर्णन।

Learning Outcomes: इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

- ❖ काव्य के विभिन्न घटक तत्त्वों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के घटक तत्त्व रस, छन्द, अलंकारों का ज्ञान प्राप्त कर सकेंगे।
- ❖ काव्य के गुण : माधुर्य, ओज, प्रसाद का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी की शिक्षण विधियों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न व्याकरणिय घटकों का ज्ञान प्राप्त कर सकेंगे।
- ❖ व्याकरण के घटक अनुवाद, संज्ञा, सर्वनाम, कारक, सन्धि, समास एवं विशेषण का ज्ञान प्राप्त कर सकेंगे।
- ❖ सूक्ष्म शिक्षण के विभिन्न कौशलों की जानकारी प्राप्त कर सकेंगे।
- ❖ हिन्दी के विभिन्न कवियों, लेखकों के उपन्यासों, कहानियों, रचनाओं का ज्ञान प्राप्त कर सकेंगे।

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2. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
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5. कुशवाहा, पुष्पलता, सक्सैना, कनक (2009), हिन्दी शिक्षण, आस्था प्रकाशन, जयपुर।
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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.2 English	Any one- CE	4	30	70	100

Objectives:

- ❖ To acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ To develop Understanding of English text
- ❖ To apply the Content knowledge through preparing lesson plan in English Language
- ❖ To explain the idea of assessment of English teaching
- ❖ To describe the Knowledge of diagnostic test and Remedial instruction in English teaching

Course Contents:

Unit- I Language production and phonology

- a) Language acquisition
- b) Organs of speech
- c) Elements of Speaking
- d) Phonology sound system: Vowel, Diphthongs and Consonants)

Unit -II Understanding Language Text

- a) Text book Vs Reference books
- b) Analysis of a Text book
- c) Quality of good text book

Unit-III Lesson plan and teaching learning materials (TLM)

- a) Strategies : Language games, Puzzles, role playing.
- b) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
- c) Use of LCD ,OHP, Linguaphone , online Classes, Hand outs

Unit-IV Assessment of English Language

- a) Diagnostic Evaluation
- b) Remedial instruction
- c) Errors in English (Oral vs. Witten)
- d) Types of test in English teaching(Subjctive Vs Objectives types)

Assignment & Practical Works : (Any Two)

- Review of a English Text book
- Prepare a PPT on any topic of English teaching for Secondary School.
- Prepare a PPT on any topic of English teaching for Secondary school.
- Prepare some Phonological words in each Sound in English.(Vowels (12), Diphthongs (8) and Consonants (24)

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of Phonetics and its uses through different organs of speech
- ❖ Develop Understanding of English text
- ❖ Apply the Content knowledge through preparing lesson plan in English Language
- ❖ Explain the idea of assessment of English teaching
- ❖ Describe the Knowledge of diagnostic test and Remedial instruction in English teaching

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.3 Sanskrit	Any one CE	4	30	70	100

Objectives:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान करना।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त करना।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास करना।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन करना।

विषयवस्तु :

इकाई – प्रथम – संज्ञा, प्रत्यय, उपसर्ग एवं अवयवों का ज्ञान।

- a) संज्ञा प्रकरण – उच्चारणस्थानानि प्रयत्नाः (आभ्यन्तर, बाह्य), अल्पप्राणः, महाप्राणः, घोषः।
- b) प्रत्यया – क्त, क्तवत्, शतृ, शानच्, तुमुन्, अनीयर, ण्वुल्, क्त्वा, ल्यप्, तरप्, तमप्।
- c) अव्ययानां प्रयोग – उच्चैः, पुनः, शनैः, नमः, खलु, धिक्, प्रातः, कदा, विना, श्व, ह्यः।
- d) उपसर्गा – प्र, परा, अप्, सम, दुर्, आ, अति, प्रति, सु, परि, अधि।

इकाई – द्वितीय – कारक, छन्द एवं अलंकारों का सामान्य ज्ञान।

- a) कारक – प्रातिपादिकार्थ लिङ्ग-परिमाण-वचन मात्रे प्रथमा। कर्तुरीप्सिततमं कर्म, अभितः परितः। समयानिकषा हा प्रतियोगेऽपि। कर्तृकरणयोस्तृतीया, येनाङ्गविकार। कर्मणा यमभिप्रैति स संप्रदानम्, रूच्चर्थानां-प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः। ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः।, आधरोऽधिकरणम्, यतश्चनिर्धारणम्। षष्ठीशेषे, कर्तृकर्मणोः कृतिः।
- b) छन्द – अनुष्टुप्, आर्या, इन्द्रवज्रा, उपेन्द्रवज्रा, वसन्ततिलका, मन्दाक्रान्ता, शार्दूलविक्रीडितम्।
- c) अलंकार – अनुप्रास, यमकम्, उपमा, रूपकम्, सन्देह, दृष्टान्त, अतिशयोक्ति, वक्रोक्ति, उत्प्रेक्षा।

इकाई – तृतीय – भारतीय संस्कृति एवं संस्कृत रचनाकारों का संक्षिप्त परिचय।

- भारतीय संस्कृति – वर्ण व्यवस्था, आश्रम व्यवस्था एवं षोडश संस्कार।
- महाकाव्य कवि – भारवि, श्रीहर्ष एवं बाल्मीकि।
- गद्य काव्य कवि – दण्डी एवं बाणभट्ट।
- नाट्य कवि – कालिदास एवं भवभूति।

इकाई – चतुर्थ – शिक्षण विधियाँ।

- दण्डान्वय विधि
- खण्डान्वय विधि
- स्वाध्याय निर्देशित पद्धति
- स्पष्टीकरण विधि

सत्रीय कार्य – (किसी दो विषय पर)

- कक्षा 10 की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- पाठ्यक्रम के किसी एक इकाई के एक प्रकरण को विस्तार से समझाइये।
- कक्षा 8 की पाठ्यसामग्री से कठिन शब्दों की सूची तैयार करना एवं उनका अर्थ ग्रहण (कम से कम 30 शब्द)।
- 20 श्लोकों का कंठस्थीकरण।
- संस्कृत में मानव शरीर के अंगों के नाम।
- किन्हीं 15 घरेलू सामग्रियों के संस्कृत में नाम।

Learning Outcomes:

- ❖ विद्यालयी बालकों में व्याकरण की सामान्य जानकारी एवं उनके प्रयोग की दक्षता का विकास कर सकेंगे।
- ❖ संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का निदान कर सकेंगे।
- ❖ संस्कृत महाकाव्यों, गद्यकाव्यों, नाट्यकाव्यों का ज्ञान प्राप्त कर सकेंगे।
- ❖ हिन्दी वाक्यों का संस्कृत भाषा में अनुवाद कर सकने की योग्यता का विकास कर सकेंगे।
- ❖ संस्कृत विद्यालयों के पाठ्यक्रम का समीक्षात्मक मूल्यांकन कर सकेंगे।

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.4 History	Any one CE	4	30	70	100

Objectives:

- ❖ To understand ancient history on the basis of political, social and economic conditions.
- ❖ To develop the idea of Vedic Jainism, Buddhism & Shaivism religious.
- ❖ To acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ To evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

Course Contents:

Unit- I Concept and Revolution of National Freedom

- a) Concept of History
- b) Main places of Sindhu-Ghati sabbhyata (Harappa, mohen- jodora , kalibanga, lothal)
- c) Revolution of National Freedom (Revolution of Asahayog Andolen, Bharat Chhodo Andolen, Savinay Avagya Andolen)
- d) The Russian Revolution of 1917

Unit- II Historical perspEctives of ancient period.

- a) Political and Economic history from the mauryan to the gupta period.
- b) Issue in social history, Including caste and class.
- c) A history of Vedic & Jainism Religious. (A brief review).
- d) A history of Shaivism & Buddhism religious. (A brief review).

Unit- III Historical perspEctives of medieval and modern India.

- a) Structure of agrarian relation in the 16th 17th centuries.
- b) ArchitEcture & political system during Vijay nagar period.
- c) Ideas and practices of the bhakti-sufi saints.
- d) Medieval society through travelers account's.(Alberuni & Ibn-batuta)

Unit- IV Historical perspEctives of modern India.

- a) East India Company, Revenue Settlement's.
- b) Representations of 1857.
- c) The Nature of Gandhian politics.
- d) Industrial revolution.

Assignment & Practical Works : (Any Two)

- Archaeological report on a main site.
- Historical story(Two)
- Planning, organization and report writing on seminar.
- Picture of 1857 (Scrab-Book)
- Prepare a Historical model/Historical Democracy

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand ancient history on the basis of political, social and economic conditions.
- ❖ Develop the idea of Vedic Jainism, Buddhism & Shaivism religious.

- ❖ Acquire Knowledge of medieval periods in respect of temple, forts and bhakti movement.
- ❖ Evaluate the historical perspective modern India i.e. 1857 movement, gandhian politics.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.5 Civics	Any one - CE	4	30	70	100

Objectives:

- ❖ To identify political views among students.
- ❖ To acquaint the content knowledge of political science.
- ❖ To comprehend the dynamic political status and issues of our country.
- ❖ To develop reasoning ability among students for various competitive exam.
- ❖ To enable the pupil teacher to review the text-book of civics content (Secondary level).

Course Contents:

Unit- I Political Thought

- a) Socialism
- b) Marxism
- c) Gandhism
- d) Dr.Bheem Rao Ambedakar

Unit- II Indian Constitution & Political Involvement

- a) Indian Constitution
- b) Democracy
- c) Political Group
- d) Political socialization

Unit- III Political Problems and Organization

- a) Terrorism, political crime, corruption
- b) International organization (DAKSHE, SARK, U.N.O.)
- c) Election commission of India
- d) NCW (National commission for women)

Unit- IV Current Political Scenario

- a) RECent governing member and central, state level ministry
- b) Fundamental rights and duties
- c) Lok Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad
- d) President, Prime Minister, Governor, Chief Minister

Assignment & Practical Works : (Any Two)

- One Assignment Work solve class 11 & 12
- Write an essay on any political problem.
- Study the causes of political problem and write a report of the same.
- Write an essay, story; poem can be created to tell moral values to litigants.
- Prepare scrap book of political news.
- Write any two abstracts related to political issues.

Learning Outcomes: After completion of this course students would able to:

- ❖ Identify political views among students.
- ❖ Acquaint the content knowledge of political science.
- ❖ Comprehend the dynamic political status and issues of our country.
- ❖ Develop reasoning ability among students for various competitive exam.
- ❖ Enable the pupil teacher to review the text-book of civics content (Secondary level).

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5. 6 Social Science	Any one- CE	4	30	70	100

Objectives:

- ❖ To understand Social Science on the basis of political, social and economic conditions.
- ❖ To develop the idea of Society, Social group, Community Marriage.
- ❖ To acquire Knowledge of Indian Social Problems (Culture, Castiesm, Communalism, Poverty, Corruption)
- ❖ To evaluate the Indian Social Issue.

Course Contents:

Unit-1 Meaning and Concept of Sociology

- a) Development of Sociology
- b) The meaning of Sociology
- c) Subject matter of Sociology
- d) Sociology and Social Science

Unit -II Society

- a) Society - Meaning and Need
- b) Social group- Meaning and Types [Primary and Secondary]
- c) Community- Meaning, Characteristics Concept of community
- d) Marriage- Aims and Types of Hindu marriage

Unit -III Social Change in Indian Society

- a) Social change
- b) Family
- c) Cast and class- meaning and Changes in Caste and Class
- d) Regionalism

Unit -IV Indian Social Problems

- a) Culture-definition, Characteristics, Lack of Culture
- b) Communalism
- c) Poverty

d) Corruption

Assignment & Practical Works : (Any Two)

- Write an article on current Social issue.
- Prepare Assignment Work any two subject topic.
- Prepare a case study of Any one local problem.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand Social Science on the basis of political, social and economic conditions.
- ❖ Develop the idea of Society, Social group, Community Marriage.
- ❖ Acquire Knowledge of Indian Social Problems (Culture, Castism, Communalism, Poverty, Corruption)
- ❖ Evaluate the Indian Social Issue.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.7 Economics	Any one CE	4	30	70	100

Objectives:

- ❖ To help the students to acquire the basic understanding in the field of Economics.
- ❖ To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ To develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ To develop the ability to organize group activities and projects in the subject.
- ❖ To develop the ability to use of various methods of teaching Economics.
- ❖ To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ To develop in the students appropriate attitudes towards the country's Economy.
- ❖ To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- ❖ To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.

- ❖ To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ To enable the student teachers to review the text book of Economics.

Course Contents:

Unit- I Meaning and Concept of Micro and Macro Economics

- a) Micro Economics
- b) Macro Economics
- c) Concept of National Income

Unit- II Demand and Supply and Money

- a) Basic concept of Demand and supply
- b) Consumer Equilibrium
- c) Definition of Money, Its Function
- d) Functions of Commercial Bank
- e) Functions of Central Bank

Unit- III Indian, Foreign Trade and Economics Planning

- a) Indian Foreign Trade - Direction and Trends
- b) Concept of Globalization, Privatization and Liberalization
- c) Economic Planning in India
- d) Poverty in India
- e) Unemployment in India

Unit- IV Method and Evaluation in Economics

- a) Programmed Instruction Methods
- b) Team Teaching
- c) Computer assisted Instruction (CAI)
- d) Lecture cum Demonstration Method
- e) Evaluation in Economics

Assignment & Practical Works : (Any Two)

- Preparation a Assignment Works Any one subject topic.
- Review of two published papers related to subject

Learning Outcomes: After completion of this course students would able to:

- ❖ Help the students to acquire the basic understanding in the field of Economics.
- ❖ Enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- ❖ Develop the ability, to evaluate the present curriculum in Economics at the secondary level.
- ❖ Enable ability to organize group activities and projects in the subject.
- ❖ Understand to use of various methods of teaching Economics.
- ❖ Enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- ❖ Develop in the students appropriate attitudes towards the country's Economy.
- ❖ Develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.

- ❖ Develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of. 10. To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- ❖ Prepare unit plan, lesson plan and related teaching learning strategies.
- ❖ Review the text book of Economics.

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.8 Geography	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the modern concept of Geography.
- ❖ To understand the aims and objectives of teaching Geography.
- ❖ To prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ To prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ To critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ To apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ To arrange field trips and local surveys.
- ❖ To prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

Course Contents:

Unit- I Motion of the Earth

- a) Latitudes, Longitudes
- b) Interior of the Earth
- c) Origin of continents and oceans, sudden movements
- d) Atmosphere, Composition, Insulation, Pressure belts, winds
- e) Ocean Currents and Tides

Unit- II Indian Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

Unit-III Rajasthan Geography

- a) Physical features
- b) Climate
- c) Natural vegetation
- d) Drainage
- e) Agriculture

Unit- IV Practical Work in Geography

- a) Definition, Scope and Development of Cartography
- b) Technique, Materials, Tools of Map Making
- c) Map
- d) Scale
- e) Representation of Statistical Data

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the modern concept of Geography.
- ❖ Describe aims and objectives of teaching Geography.
- ❖ Prepare yearly plan, unit plan, lesson plan for different classes.
- ❖ Prepare maps and charts to illustrate the content of different classes and use them effectively.
- ❖ Critically evaluate the existing school syllabus and review the text book of Geography.
- ❖ Apply appropriate method and techniques of teaching to particular topics at different levels.
- ❖ Arrange field trips and local surveys.
- ❖ Prepare achievement test and diagnostic test, administration of the test, analysis of results, make suggestion for remedial teaching.

Assignment & Practical Works :

- Assignment Work any two topic subject related
- Any two map making

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Semester VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BAE 714	5.9 Home Science	Any one CE	4	30	70	100

Objectives:

- ❖ To understand the Concept, Nature and scope of Home Science.
- ❖ To explore different ways of creating learning situations for different concepts of Home Science.
- ❖ To facilitate the development of scientific attitude in learner.
- ❖ To provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ To ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ To stimulate curiosity, skills and creativity in Home Science.

Course Contents:

Unit- I Development and Childhood Care

- a) Home Science Education : Meaning, Definition & Scope, History and Objectivess
- b) Concept of Human Development & Growth
- c) Life span stages and Types of Development
- d) Reproductive health and Child Care

Unit- II Nutrients and Dietary Management

- a) Food : Definition, functions and classification
- b) Nutrients and their composition, sources and functions
- c) Balanced diet with nutrition for pregnancy and different stages of development
- d) Methods of cooking for healthy food
- e) Dietary management during different diseases

Unit- III Resource Management and Clothing

- a) Resource Management, Budgeting, Saving and Investment in family
- b) Fibers - types and properties, Yarn construction, Marketing, Principles of clothing construction
- c) Preparation of fabrics Cutting-Layout, Pinning, Marking and Cutting
- d) Fashion Terminology and Fashion cycle

Unit- IV Housing and Women

- a) House planning and furnishing
- b) Financial and legal consideration for housing
- c) Consumer Aids and consumer protEction
- d) Women Empowerment : Guidance and Counseling ; Welfare Organizations

Assignment & Practical Works : (Any Two)

- Data collection for various problems in local community like as nutritional, health issues, consumer awareness and Women Empowerment etc
- Prepare and implement a Project related to various community problems

- Plan and organize an exhibition related to Handicrafts, latest fashionable costumes
- Make and demonstrate dye samples/block printing samples/knitting and embroidery
- Prepare and perform a drama (group) related to local issues and awareness

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the Concept, Nature and scope of Home Science.
- ❖ Explore different ways of creating learning situations for different concepts of Home Science.
- ❖ Facilitate the development of scientific attitude in learner.
- ❖ Provide the knowledge related to Home management, Budgeting, Textile and Fashion as well as common health problems etc.
- ❖ Ensure the application of knowledge to resolve nutritional, health and resources related problems through Home Science
- ❖ Stimulate curiosity, skills and creativity in Home Science

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Semester VIII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU-801	1. Knowledge and Curriculum (Part-A)	Any one- CC	4	30	70	100

Objectives:

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.

Course Contents:

Unit- I Knowledge and Curriculum Concept

- a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
- b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
- c) Difference between old and new concepts of curriculum
- d) Principle of curriculum construction and Knowledge

Unit- II Bases of curriculum

- a) Sociological bases
- b) Scientific bases
- c) Philosophical bases
- d) Psychological bases

Unit- III Types of curriculum

- a) Activity centred and life centred curriculum
- b) Subject centred and core centred
- c) Experience centred and work based curriculum
- d) Hidden Curriculum

Unit- IV National curriculum

- a) Concept and Characteristics of National curriculum
- b) Curriculum reform in India
- c) NCF-2005 (School education)
- d) NCFTE-2009(Teacher education)

Assignment & Practical Works : (Any Two)

- One Assignment Work on the topic related with the unit.
- Preparation of Any one Assignment Work on curriculum .
- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the concept, objective and principles of curriculum.
- ❖ Develop the idea and bases of curriculum.
- ❖ Evaluate the relevancy of curriculum.
- ❖ Describe various approaches to curriculum construction.

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12. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
13. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

Semester VIII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU-802	Knowledge and Curriculum (Part-B)	Any one- CC	4	30	70	100

Objectives:

- ❖ To develop ideas of philosophical bases of curriculum
- ❖ To various Sociological bases of curriculum
- ❖ To develop various psychological bases of curriculum
- ❖ To develop Educational New Trends of curriculum

Course Contents:

Unit- I Philosophical bases of curriculum development

- a) Idealism, Naturalism, Pragmatism and curriculum
- b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
- c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

Unit- II Sociological basis of curriculum development

- a) Social change and curriculum
- b) Social Mobility and curriculum
- c) Social development and curriculum
- d) Culture and curriculum

Unit- III Psychological bases of curriculum development

- a) Structruralism and curriculum
- b) Behaviourism and curriculum
- c) Associationism and curriculum
- d) Gestaltism and curriculum

Unit- IV Educational New Trends of curriculum

- a) Skill and curriculum
- b) Values and curriculum
- c) NCF-2005(School Education)
- d) NCFTE-2009(teacher Education)

Assignment & Practical Works : (Any Two)

- Preparation of One Assignment Work.
- One abstracts of Educational New trends article published in some standard Journals
 - Preparation of curriculum Design (any subject related)
 - Curriculum frame work for B.Ed. programme.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe various philosophical bases of curriculum
- ❖ Understand various Sociological bases of curriculum
- ❖ Acquire various psychological bases of curriculum
- ❖ Develop Educational New Trends of curriculum

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Semester VIII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
EDU-803	Post Internship Internship	CC	16	160 Internship+ 120+120=240 Practical (Two Subjects final lesson)		400

Post Internship distribution (16 Weeks)

Objectives:

- ❖ To develop unit plan and lesson plan
- ❖ To write objective in behavioural terms
- ❖ To observe the lessons of the school teachers.
- ❖ To prepare schedule of various activities for studetns.
- ❖ To organize different co-curricular activities in the school.
- ❖ To prepare blue pring and test paper for different classes.

Sr. No.	Contents
1.	Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons)
2.	Observation
3.	Block Teaching <ul style="list-style-type: none"> ○ School Admission ○ Time Table ○ Morning Assembly ○ Classroom Management ○ Organization of Various Activities ○ Physical Activities ○ Cultural Activities ○ Literary Activities ○ Yoga Exercies ○ Field Trips/Picnic ○ Counducting of Meeting

- Maintenance of Garden/School
- Action Research
- Preparation of Register
- Librery Management
- Other Work of School
- Swachhata Abhiyan
- S. U. P. W.
- Education Tour

4. Final Lesson (Two teaching subject)

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe unit plan and lesson plan
- ❖ Understand objective in behavioural terms
- ❖ Develop the schedule of various activities for studetns.
- ❖ Able to organize different co-curricular activities in the school.

Syllabus

DEPARTMENT OF EDUCATION

Bachelor of Science-Bachelor of Education (B.Sc- B. Ed.)

Four Year Integrated Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute

(Deemed to be University under section 3 of UGC Act, 1956)

Ladnun-341306 (Raj.)

2017

Price: Rs.

DEPARTMENT OF EDUCATION
JAIN VISHVA BHARATI INSTITUTE, LADNUN
Bachelor of Science-Bachelor of Education (B.Sc- B. Ed.)
Four Years Integrated Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005 and B.Sc-B.Ed programme has started from October 2016. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

1. Introduction:

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will be a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish an environment that promotes value and technology based society.

Duration: The B.Sc -B.Ed programme is full time four years integrated programme.

Eligibility: A candidate who has passed senior secondary from any recognized Board and qualified entrance test conducted as per guideline of State Government.

Objectives:

- ❖ To give the subject knowledge of graduation level.
- ❖ To develop professionalism in teacher Education Programme.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainees.

Programme Outcome of B.Sc.-B.Ed. (4 Years Integrated Programme)

The department of education runs the B.Sc.-B.Ed. programme which is recognized by NCTE, New Delhi since 20015. B.Sc. is Bachelor of Science and it is an undergraduate level degree course in the field of science. It has many different specializations like Zoology, Chemistry, Botany, physics Microbiology, Mathematics, and many more. B.Sc. in PCM Physics, Chemistry Mathematics, and CBZ that are Chemistry, Botany, and Zoology, are a combined course which teaches about all the three subjects in detail. Candidates learn about the science of matter in more

specialized manner and learn about its composition, structure, behavior, properties, and the changes it undergoes during any chemical reaction. They also learn about plant biology which includes study about algae, fungi, their growth, reproduction, development, chemical properties, structure, metabolism, etc. as a part of Botany.

The Zoology branch of the course deals with the topics like animal kingdom, their structure, embryology, classification, evolution, etc for both living and extinct animals. Physics: Career Prospects. On successful completion of this course, the candidates are open to working in wide range of employment areas like agriculture research areas, astronomy, aviation industry, colleges, construction firms, cryptography, demolition squads, education firms, hospitals, labs, etc.

Mathematical arguments in a logical manner. and statistics, chosen by the student from the given courses. Understand, formulate and use quantitative models arising in social science, Business and other contexts.

Initially, establishing a study and robust base for scholars in concepts when it comes to the combination of biology and technology manipulation for human benefit. This course consists of implementing the required talent and ability based on sound practical and theoretical expertise that embarks up the development of modern society

Programme Specific Outcomes (PSO) of B.Sc.- B.Ed. (4 Years integrated programme)

1. Professional growth in order to develop and inspire the influence of professional growth.
2. Perceive and identify the analysis and planning of problem solving strategies with the aid of good computation skills.
3. Teaching students to work as a team as it plays an essential role in multidisciplinary dimension.
4. Academic administration to identify and make the scholar ready for new tasks emerging from the development of global society.
5. Developing new and enhancing conversational skills that lead to not only to good communication but also to the excellent drafting abilities linked with technical reports and presentations.
6. Students will develop the basic capability required to evaluate and illustrate basic scientific data.
7. Eventually making the student aware about the skills and qualities indeed required for being a good entrepreneur.

8. Increment in practical knowledge and skills related to the theories of biotechnology subjects.

9. Consciences inspired with legal ethics of professionalism.

Scheme of Examination

1. Hindi/English shall be medium of instruction of examination.
2. Examination shall be conducted at the end of each semester as per the academic/examination calendar notified by the Institute.
3. Each theory paper will be valued as per marks division given in the prospectus which will include semester end theory exam. Practical (wherever applicable) and continuous internal assessment (CIA).
4. CIA will include the following components : (Education Subject)
 - Attendance regularity 10 marks
 - Class Tests 05 marks
 - Assignments 10 marks
 - Class Presentation/Seminar 05 marks

Total 30 marks

CIA will include the following components - (Only Science Subject)

The CIA comprises of attendance, participation in co-curriculum activities and group discussion etc.

The marks distribution will be as follows-

- | | |
|---|-------------------|
| (1) Attendance | - 5 marks |
| (2) Participation in co-curriculum activities, Prayer, Behavior of candidate, etc.) | - 5 marks |
| (3) Group discussion/Presentation/desk work | - 5 marks |
| Total | - 15 Marks |

5. Distribution of Marks- (Only Science Subject)

- | | |
|-----------------------------------|------------|
| A. Theory | - 60 Marks |
| B. Practical | - 25 Marks |
| C. Continuous Internal Assessment | - 15 Marks |
| Total = 100 Marks | |

Paper Patern Only Science Subject :

Type of Questions	Number of Questions	Marks of Each Question	Maximum Marks
Objective type questions	10	½ mark for each question	05
Short answer type questions	4	2 marks for each question	08
Essay type questions	2	3½ marks	07
Total Marks			20
Total sum			20X3 = 60

Evaluation Panel:

CIA Concerned Two Subject teacher nominated by the HOD of the Department.

❖ **Internship Evaluation Panel:** Pre-Internship and Post Internship

- HOD of the concerned Department
- Departmental Supervisor/School Head Master/Principal of the School/Nominated School Teacher

Final Lesson Panel: (Two Teaching Subject)

- ❖ HOD of the concerned Department * Internal/External Subject Expert
- ❖ **EPC Evaluation Panel:** Theory/Practical and viva-voce Examination Panel will be :
- ❖ HOD of the concerned Department. * Internal Subject Expert

(B.Sc.-B.Ed)

Semester-I

Distribution of Papers, Marks and Credit

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 101	Childhood and Growing Up	CC	4	30	70	100
BSE 101	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	
BSE 102	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	
BSE 103	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	
BSE 104	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	
BSE 105	Zoology-I	CE*		15	20	100

	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical		4		25 Practical	
JVB 101	Jain Culture and LifeValue	FC	4	30	70	100
		Total	20	105	395	500

*Either BSE 102 & 103 Or BSE 104 & 105

(B.Sc.-B.Ed)**Semester-II**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 201	Assessment for Learning	CC	4	30	70	100
EDU 202	Learning and Teaching	CC	4	30	70	100
BSE 201	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	
BSE 202	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	
BSE 203	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	
BSE 204	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	
BSE 205	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	
		Total	20	105	395	500

*Either BSE 202 & 203 Or BSE 204 & 205

(B.Sc.-B.Ed)**Semester-III**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 301	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	
BSE 302	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	
BSE 303	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	
BSE 304	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	
BSE 305	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	
EDU 301	Understanding a Discipline and Subject	Any one CE	4	30	70	100
EDU 302	Innovative Methods					
JVB 301	Critical Understanding of ICT	FC	2	15 Practical	35	50
JVB 302	Yoga and Preksha Meditation	FC	2	15 Practical	35	50
		Total	20	105	395	500

*Either BSE 302 & 303 Or BSE 304 & 305

(B.Sc.-B.Ed)**Semester-IV**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 401	Gender , School and Society	CC	4	30	70	100
EDU 402	Reading and Reflecting on texts (EPC)	CC	2	15	35 Practical and Viva-Voce	50
EDU 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical and Viva-Voce	50
BSE 401	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	
BSE 402	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Prcatical				25 Practical	
BSE 403	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	
BSE 404	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	
BSE 405	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	
		Total	20	105	395	500

*Either BSE 402 & 403 Or BSE 404 & 405

(B.Sc.-B.Ed)**Semester-V**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 501	General English	CC	4	30	70	100
EDU 502	Contemporary India and Education	CC	4	30	70	100
BSE 501	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	
BSE 502	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	
BSE 503	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	
BSE 504	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	
BSE 505	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	
		Total	20	105	395	500

*Either BSE 502 & 503 Or BSE 504 & 505

(B.Sc.-B.Ed)**Semester-VI**

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 601	General Hindi	CC	4	30	70	100
EDU 602	Pre. Internship	CC	4	100 Pre. Internship		100
BSE 601	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	
BSE 602	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	
BSE 603	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	
BSE 604	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	
BSE 605	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	
		Total	20	75	425	500

*Either BSE 602 & 603 Or BSE 604 & 605

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 701	Creating and Inclusive Education	CC	4	30	70	100
EDU 702	Language Across the Curriculum	CC	4	30	70	100
BSE 701	Chemistry	Pedagogy of a School Subject Any two CE	4	30	70	100
BSE 702	Physics					
BSE 703	Mathematics					
BSE 704	General Science					
BSE 705	Biology	CE	4	30	70	100
BSE 706	Optional Course Environmental Education	Any one EC	4	30	70	100
BSE 707	Health and Physical Education					
BSE 708	Guidance and Counseling					
BSE 709	Distance Education					
BSE 710	Additional Course (Any one)					
	5.1 Chemistry					
	5.2 Physics					
	5.3 Mathematics					
	5.4 General Science					
	5.5 Biology					
		Total	20	150	350	500

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU-801	Knowledge and Curriculum (Part-A)	CC Any one	4	30	70	100
EDU-802	Knowledge and Curriculum (Part-B)					
EDU-803	Post Internship	CC	16	160 Internship+ 120+120=240 Practical (Two Subjects final lesson)		400
		Total	20	30	470	500

Semester I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU101	Childhood and Growing Up	CC	4	30	70	100

Objectives:

- ❖ Teacher trainees can aware about concept, methods & applications of Educational Psychology.
- ❖ To aware the trainees about concept and developmental dimensions of childhood.
- ❖ Trainees got informed about imagination, creativity & interests at school level.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.
- ❖ To aware about the process of human development
- ❖ To build sensitivity towards childrens' needs and capabilities within their socio-cultural context

Course Contents:

UNIT-I Educational Psychology and Development

- a) Educational Psychology : Concept, Methods & Applications
- b) Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations
- c) Indian Psychology : Concept and its implication
- d) Growth & Development
- e) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

- a) Childhood : Its concept & characteristics
- b) Childhood : Physical, Mental, Emotional, Social & Moral Development
- c) Childhood : Dimensions to fostering Imagination, Memory & Creativity
- d) Childhood : Activities for Personality Development
- e) Childhood : Language Development

UNIT-III Adolescence and Its Development

- a) Adolescence : Its Meaning & Characteristics
- b) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
- c) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
- d) Adolescence : Activities for Personality Development
- e) Adolescence : Related Problems & Remedies
- f) Guidance & Counselling services in schools

UNIT-IV Learner : Psychological Dimensions & New Trends

- a) Personality : Concept, Types & Measurement
- b) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement
- c) Creativity : Meaning, Development & Measurement
- d) Adjustment : Concept, Process & Mechanism
- e) Mental Health : Concept, Components & Scope

Assignment & Practical Works: (Any Two)

- Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
- Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence
- One term paper related to topics in above unit
- Organize various Guidance and Counseling campaign for secondary level students
- Administer, Score and interpret a standardized psychological test related to personality/Intelligence/ Creativity/ Mental Health/Adjustment
- Prepare a Survey report related to various psychological dimension, problems and related remedies for school students

Learning Outcomes: After completion of this course students would able to:

- ❖ Utilize the knowledge of Educational Psychology for school education.
- ❖ Apply the concept of Growth & Development in teaching field.
- ❖ Plan various activities to fostering imagination, creativity & interests at school level.
- ❖ Know about various aspects related to Cognitive, Emotional & Social development of learner.
- ❖ Diagnose related problems of Adolescence & remedies through Guidance & Counselling services

Suggested Readings:

1. Backett Chris (2004), Human Growth & Development, Sage Publication
2. Das, J. P. (1998), The Working Mind : An Introduction to Psychology, Sage Publication.
3. Chomsky, N. (1968), Language and Mind, Harcourt Brace, Jovanovich.
4. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
5. Baddeley, A. D. (1996) Human Memory : Theory and Practice, Washington, DC : Psychology Press.
6. Gruneberg, M. M.; Marris, P.E. & Skyes, R.N. (1998) (Eds) Practical aspects of memory; Current research and issues (Vol.2) John Wiley, New York.
7. Brown J. (1976), Recall and recognition, London.
8. Piaget, J. (1970), Science of Education and The Psychology of child, New York : Orion Press.
9. Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi
10. गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
11. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
12. मंगल, एस.के.,(2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
13. मूरजानी जानकी, नारंग, दर्शन कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान, अपोलो प्रकाशन, जयपुर
14. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
15. शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
16. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 101	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	

Chemistry-Paper-I : Inorganic chemistry

Objectives:

- ❖ To understand about shape of s,p,d,f orbitals and atomic structure.
- ❖ To develop critical understanding about comparative study of different elements on the basis of periodicity .
- ❖ To promote awareness about principles related to atomic structure and chemical bonding.
- ❖ To know about molecular orbital theory of homo and heteronuclear compounds.

Unit 1 : Atomic structure

Idea of de Broglie matter waves, Heisenberg uncertainty principle, atomic orbitals, Schrodinger wave equation, quantum number, radial and angular wave functions and probability distribution curves, shapes of s, p, d orbitals, Aufbau and Pauli exclusion principles, Hund's multiplicity rule. Electronic configuration of the elements, effective nuclear charge.

Unit2 : Periodicity of p- block elements & Chemistry of noble gases

Comparative study of p-block elements: group trends, electronic configuration, atomic and ionic radii, ionization energy, electron affinity, electronegativity, oxidation states, inert pair effect.

Introduction of noble gases, Chemical properties of the noble gases, compounds of noble gases, chemistry of xenon, structure and bonding of xenon compounds.

Unit 3 : Chemical Bonding Part I

Introduction of chemical bonding, properties of covalent bond, valence bond theory and its limitations, directional characteristics of covalent bond, hybridization, energetics of hybridisation and shapes of different molecules and ions, Valence shell electron pair repulsion (VSEPR) theory to SnCl_2 , H_3O^+ , NH_3 , H_2O , TeCl_4 , ClF_3 , ICl_2^-

Unit 4 : Chemical Bonding Part II

Linear combination of atomic orbitals, types of molecular orbitals, MO theory for homonuclear molecules and ions (H_2^+ to Ne_2), molecular orbital theory for heteronuclear molecules (CO, NO) multicentre bonding in electron deficient molecules, bond strength and bond energy, dipole moment, percentage ionic character from dipole moment and electronegativity difference.

Learning Outcomes: After completion the course student would be able to:

- ❖ Explain the principles related to atomic structure, periodicity & chemical bonding.
- ❖ Plot and interpret probability distribution curves, electronic configuration, shapes of molecules and bonding structures.

- ❖ Identifies the relationship among periodicity of various elements and properties of chemical bonding.
- ❖ Classify the elements on the basis of atomic structure, periodicity and their basic properties.

Chemistry-Paper-II : Organic chemistry

Objectives:

- ❖ To understand about reaction mechanism of organic compounds.
- ❖ To aware about different types of chemical reactions.
- ❖ To provide information about nomenclature of alkane and cycloalkane .
- ❖ To know about synthesis of alkenes and cycloalkenes .
- ❖ To acquaint about nomenclature and classification of Dienes and alkynes.

Unit-I : Mechanism of organic reaction

Homolytic and heterolytic bond breaking, Types of reagents , electrofiles and nucleofiles. Types of organic reactions, energy considerations, reactive intermediates-Carbocations, carbanions, free radicals, carbenes, arynes and nitrenes with examples. Assigning formal charges on intermediates and other ionic species. Method of determination of reaction mechanism (product analysis, intermediates, isotope effect, kinetic and stereo chemical studies)

Unit-II : Alkanes & Cycloalkanes

IUPAC nomenclature of branched and unbranched alkanes. The alkyl group. Isomerism in alkanes sources, methods of formation (with special reference of Wurtz reaction, Kolbe reaction, Corey House reaction and decarboxylation of carboxylic acids.) Physical properties and chemical reactions of alkanes, Mechanism of free radical halogenations of alkanes, orientation, reactivity and selectivity. Nomenclature, method of formation, chemical reactions, Baeyer strain theory and its limitations. Ring strain in small rings (cyclopropane and cyclobutane), theory of strainless rings.

Unit-III : Alkenes & Cycloalkenes

Nomenclature of alkenes, methods of formation, mechanisms of dehydration of alcohols and dehydrohalogenation of alkyl halides, regioselectivity in alcohol dehydrations. The Saytzeff rule, Hofmann elimination. Physical properties and relative stabilities of alkenes. Chemical reactions of alkenes—mechanism involved in hydrogenations, Markownikoffs rule, hydroboration –oxidation, oxymercuration-reduction. Epoxidation, ozonolysis, hydration, hydroxylation and oxidation with KMnO_4 , polymerization of alkenes. Substitution at the allylic and vinylic position of alkenes. Industrial applications of ethylene and propene. Method of formation, conformation and chemical reactions of cycloalkenes.

Unit-IV Dienes & Alkynes

Nomenclature and classification of dienes, isolated, conjugated and cumulated dienes, Structure of allenes and butadiene, methods of formation, polymerization, chemical reactions, 1,2 and 1,4- additions, Diels-Alder reaction. Nomenclature, structure and bonding in alkynes, methods of formation. Chemical reactions of alkynes, acidity of alkynes. Mechanism of electrophilic and nucleophilic addition reactions, Hydroboration-oxidation, metal – ammonia reduction, oxidation and polymerisation.

Learning Outcomes: After completion the course student would able to:

- ❖ Explain about reaction mechanism of organic compound.

- ❖ Know about synthesis of alkane and cycloalkanes .
- ❖ Classify various derivatives on the basis of isomerism, rules of reactivity and theories.
- ❖ Apply the mechanism of chemical reaction for explaining chemical bonding, nomenclature of various compounds.

Chemistry-Paper-III : Physical chemistry

Objectives:

- ❖ To develop curiosity about mathematical concept and use of computer .
- ❖ To provide information about various laws and their implications .
- ❖ To aware about different states, Vander Waals equation and their derivations.
- ❖ To understand about liquid stage and classification of liquid crystals.

Unit I : Mathematical Concepts and Computer

Logarithmic relations, curve sketching, linear graphs and slopes ,Differentiations of functions like k^x , e^x , x^n , $\sin x$, $\log x$: maxima and minima, Integration of some useful relevant functions: Permutations and combinations, Factorials and Probability ,Application of computers in physical chemistry

Unit II : Gaseous States 1

Gaseous laws and their derivations, postulate of kinetic theory of gases and its derivation, deviation from ideal behavior, (with respect to pressure and volume), Vander Waals equation of state

Unit-III : Gaseous States 2

Critical phenomenon : PV isotherm of real gases, continuity of state, the isotherms of Vander Waals equation, relationship between critical constant and Vander- Waals constant, the law of corresponding states, reduced equation of state.

Root mean square, average and most probable velocity. Qualitative discussion of the Maxwell's distribution of molecular velocities, collision number, mean free path and collision diameter. Liquification of gases.

Unit-IV : Liquid state

Intermolecular forces, structure of liquids (a qualitative description). Structural differences between solid, liquid and gases. Liquid crystals: difference between liquid crystal, solid and liquid. Classification, structure and application of liquid crystal.

Learning Outcomes: After completion the course student would able to:

- ❖ Plot and interpret various graphs, probability curves and structures of gaseous and liquid states.
- ❖ Explain logarithmic relations, root mean square and laws of corresponding liquid and gaseous states.
- ❖ Measure and calculate the differentiations of functions, collision number and probability to define various behavior of different states.

PRACTICALS

Inorganic chemistry

Qualitative Analysis: Semi microanalysis; separation and identification of three cations and three anions in the given inorganic mixture, specific tests for some typical combination of acid radicals.

Physical chemistry

Viscosity, Surface Tension

1. To determine the percentage composition of a given mixture (non-interacting systems) by viscosity method.
2. To determine the relative viscosity of given unknown organic liquid by viscometer.
3. To determine the relative surface tension of given unknown organic liquid by stalagmometer.
4. To determine the percentage composition of a given binary mixture by surface tension method.

Viva-Voce and Record

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, पीकी बी. पंजाबी एवं भूपेन्द्र शर्मा हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, एवं वी.के. स्वामी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाऊस, जयपुर
9. भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
10. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
11. अकार्बनिक रसायन, लवानिया, गुप्ता, ओझा, बंसल, रमेश बुक डिपो, जयपुर

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 102	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	

Physics-Paper-I : MECHANICS – I

Objectives:

- ❖ To understand the physical laws and frames of reference.
- ❖ To aware the concept of special theory of relativity.
- ❖ To develop knowledge about conservation law.
- ❖ To give information about rigid body dynamics.

UNIT-I Physical Laws and Frames of Reference:

Inertial and non-inertial frames, examples. Transformation of displacement, velocity and acceleration between different frames of reference involving translation. Galilean transformation and invariance of Newton's law. Noninertial frames, fictitious or pseudo forces, Transformation of displacement, velocity

and acceleration between rotating co-ordinate systems, centrifugal acceleration, Coriolis force and its applications, Motion relative to earth. Foucault's pendulum

UNIT-II Special Theory of Relativity:

Postulates of special theory of relativity. Lorentz transformations, Addition of velocities and acceleration, Time dilation and length contraction. Variation of mass with velocity, Relativistic energy and mass energy relation.

UNIT-III Conservation Laws:

Conservative forces. Potential energy. Potential energy in gravitational and electrostatic field. Rectilinear motion under conservation forces. Discussion of potential energy curves and motion of a particle. Conservation of angular momentum about an arbitrary point, Precessional motion of spinning top, Spin precession in constant magnetic field.

UNIT-IV Rigid Body Dynamics:

Equation of motion of a rotating body, inertial coefficients, case of \mathbf{J} not parallel to $\boldsymbol{\omega}$, kinetic energy of rotation and idea of principle axis. Calculation of moment of inertia of a disc, spherical shell, hollow and solid spheres and cylindrical objects (cylindrical shell, solid cylinder) about their symmetric axis through centre of mass.

Learning Outcomes: On completion of the course students would able to:

- ❖ Applies relative motion Property.
- ❖ Discuss on the Parameters defining the motion of mechanical systems.
- ❖ Classify the interaction of forces between solids in mechanical systems.
- ❖ Describe the rigid body dynamics.
- ❖ Calculate the moment of inertia about symmetric axis & CM.

Suggested Readings :

1. Berkeley Physics Course Vol. 1, Mechanics (Mc Graw-Hill)
2. The Feynman Lectures on Physics, Vol. 1, R.P. Feynman R.B. Ligton and M.Sands (Narosa Publishing House)
3. P.Khandelwal - Oscillation and Waves, (Himalaya Publishing House, Mumbai)
4. R.S. Gambhir - Mechanics (CBS Publishers and Distributors, New Delhi)
5. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015-16, यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Physics-Paper-II : MECHANICS – II

Objectives:

- ❖ To understand the centre of mass frame.
- ❖ To aware the concept of motion under central forces.
- ❖ To develop knowledge about elasticity-I .
- ❖ To give information about elasticity-II and its examples.

UNIT-I Centre of mass frame:

Centre of mass, Two particle System, motion of centre of mass and concept of reduced mass, Conservation of energy and linear momentum, Collision of two particles in one and two dimensions (elastic and inelastic), Analysis of collision in centre of mass frame. Slowing down of neutrons in moderator. System with varying mass. Angular momentum and charged particle scattering by a nucleus as an example.

UNIT-II Motion under central forces:

Motion under central force, Gravitational interaction, Inertial and gravitational mass. General solution under gravitational interaction. Rutherford scattering. Discussion of trajectories. Cases of elliptical and circular orbits. Kepler's laws,

UNIT-III Elasticity-I:

Elasticity, Small deformations, Young's modulus, Bulk modulus and Modulus of rigidity for an isotropic solid, Poisson's ratio, relation between elastic constants. Elastic theorems.

UNIT-IV Elasticity-II:

Theory of bending of beams and Cantilever, Torsion of a cylinder, Bending moments and Shearing forces. Experimental determination of elastic constants by bending of beam.

Suggested Readings :

1. Berkeley Physics Course Vol. 1, Mechanics (Mc Graw-Hill)
2. The Feynman Lectures on Physics, Vol. 1, R.P. Feynman R.B. Ligton and M.Sands (Narosa Publishing House)
3. P.Khandelwal - Oscillation and Waves, (Himalaya Publishing House, Mumbai)
4. R.S. Gambhir - Mechanics (CBS Publishers and Distributors, New Delhi)
5. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015-16, यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Learning Outcomes: After completion of the course student would be able to:

- ❖ Describe center of mass.
- ❖ Apply the vector theorems of mechanics.
- ❖ Classify the analytical mechanics.
- ❖ Use the theory of bending of beam & cantilever to determine the deformation. Differentiate various elastic coefficients.

Physics-Paper-III: ELECTROMAGNETISM – I

Objectives:

- ❖ To understand the vector field and vector theory.
- ❖ To be aware of the concept of curl and the field of stationary charge.
- ❖ To develop knowledge about the field of moving charge.
- ❖ To give information about the magnetic field.

UNIT -I Vector Fields:

Partial derivative. Gradient of a scalar function. Line integral of a vector field. Divergence of a vector field. Divergence in Cartesian coordinates, Concept of solid angle. Gauss divergence theorem, Gauss law in differential form, Gauss law from inverse square law, physical meaning of divergence of a vector, The Laplacian operator. Poisson's and Laplace equations.

UNIT -II Curl and the Field of Stationary Charge:

Curl of a vector field, curl in Cartesian coordinates, Stoke's theorem, physical meaning of curl. Potential difference and potential function. Potential energy of a system. Application: energy required to build a uniformly charged sphere. Classical radius of the electron, potential and field due to a short dipole, torque and force on a dipole in a Z external field.

UNIT -III The Field of Moving Charge:

Magnetic force, Measurement of charge in motion, Invariance of charge. Electric field measured in different frames of reference, Field of a point charge moving with constant velocity, Force on a moving charge, Interaction between a moving charge and other moving charges.

UNIT – IV The Magnetic Field:

The definition of magnetic field, properties of the magnetic field. Ampere's circuital law with applications. Ampere's Law in the differential form. Vector potential. Poissons equation for vector potential. Field of any current carrying wire and deduction of Bio-Savart law.

Learning Outcomes: After completion the course student would able to:

- ❖ Describe the basic mathematical concepts related to electromagnetic vector fields.
- ❖ Discuss about the principles of electrostatics.
- ❖ Applies the principles of magneto statics.
- ❖ Differentiation between electric field and electric potential.
- ❖ Calculate boundary conditions.

Suggested Readings :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, 2015–16, विद्युत चुम्बकत्व, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Physics Practical: I

1. To study the variation of power transfer to different loads by a D.C. source and to verify maximum power transfer theorem.
2. To study the variation of charge and current in a RC Circuits with different time constant (using a DC source).
3. To study the behaviour of an RC Circuits with varying resistance and capacitance using AC mains as a Power source and also to determine the impedance and phase relations.
4. To study the rise the decay of current in an LR circuit with a source of constant emf.
5. To study the voltage and current behavior of an LR circuit with an AC power source. Also, determine power factor, impedance and phase relations.
6. To study the characteristics of a semiconductor junction diode and determine forward and reverse resistances.
7. To study the magnetic field along the axis of a current carrying circular coil. Plot the necessary graph and hence find the radius of the circular coil.
8. To determine the specific resistance of a materials and determine difference between two small resistance using Carey Foster's bridge.
9. To convert galvanometer into an ammeter of a given range.
10. To convert galvanometer into a voltmeter of a given range.
11. Any experiment according to theory paper.

Suggested Readings :

1. प्रभा दशोरा, 2015, प्रथम वर्ष प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 103	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	

Mathematics -Paper-I : Discrete Mathematics-I

Objectives:

- ❖ Discuss about the set, Relation and function-Binary Relation.
- ❖ To aware about the Boolean Algebra- Lattices and Algebraic Structure.
- ❖ Understand the Logic and Propositional Calculation.
- ❖ To discuss about duality.

Unit 1 : Sets, Cardinality, Principal of inclusion and exclusion, Mathematical induction. Relations and Functions- Binary relations, Equivalence relations and Partitions, Partial ordered relations and Lattices, Chains and Antichains, Pigeon Hole principle.

Unit 2: Boolean Algebras- Lattices and Algebraic structure, Duality, Distributive and Complemented Lattices. Boolean Lattices, Boolean functions and expressions.

Unit 3 ; Fundamental theorem of arithmetic, divisibility in Z , Congruences, Chinese Remainder Theorem, Euler's function, primitive roots.

Unit 4: Logic and Propositional Calculus, Propositions, Simple and compound, Basic Logical \neg, \vee, \wedge -operations, Truth tables, Tautologies and contradictions Propositional Functions. quantifiers.

Learning Outcomes: After completion the course student would able to:

- ❖ Classify the terms set, Relation and function-Binary Relation.
- ❖ Interpret the Boolean Algebra- Lattices and Algebraic Structure.
- ❖ Solve the Fundamental Theorem of Arithmetic, Euler's Function.
- ❖ Calculate the Logic Problem.
- ❖ Describe the duality property.

Suggested Reading :

1. V.K.Balakrishnan, Introductory Discrete Mathematics, Prentice-Hall, 1996.
2. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, McGraw-Hill Book Co., 1995.
3. C.L. Liu, Elements of Discrete Mathematics, (Second Edition), McGraw Hill, International Edition, 1986.
4. Kenneth H. Roson, Discrete Mathematics and Its Applications, Tata Mc-Graw Hiils, New Delhi, 2003.

5. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, विविक्त गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
6. जी.सी. गौखरू सैनी, विविक्त गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics -Paper-II : Differential Calculus

Objectives:

- ❖ To understand the series and type of series.
- ❖ To aware the concept of curvature.
- ❖ To develop knowledge about the partial differentiation.
- ❖ To give information about the conic section.

Unit I: Series — Infinite series and Convergent series. Tests for convergence of a series — Comparison test, D'Alembert's ratio test, Cauchy's n-th root test, Raabe's test, De-Morgan-Bertrand's test, Cauchy's condensation test, Gauss's test, (Derivation of tests is not required). Alternating series. Absolute convergence. Taylor's theorem. Maclaurin's theorem.

Unit 2: Derivative of the length of an arc. Pedal equations. Curvature — Various formulae, Centre of curvature and Chord of curvature.

Unit 3 Partial differentiation. Euler's theorem for homogeneous functions. Chain rule of partial differentiation. Total differentiation, Differentiation of implicit functions.

Unit 4: Envelopes and evolutes, Maxima and Minima of functions of two variables. Lagrange's method of undetermined 'multipliers. Asymptotes. Multiple poants. Curve tracing of standard curves (Cartesian and Polar curves).

Learning Outcomes: After completion the course student would able to:

- ❖ Identify the Test of convergence of a series.
- ❖ Calculate the Derivative of the Length of an Arc, Pedal Equation.
- ❖ Classify the Partial Differentiation.
- ❖ Use of theory of Envelopes and Evaluate Maxima & Minima of Functions of Two Variables.
- ❖ Calculate the Euler Theorem for Homogeneous Functions.

Suggested Reading:

1. Chandrika Prasad and Gorakh Prasad, A Text Book on Differential Calculus, Pothishala Pvt. Ltd., Allahabad, 1992.
2. Slituiti Narayan and P.K. Mittal, Differential Calculus, S. Chand & Co., N. D., 2013.
3. H.S.Dhami, Differential Calculus, Age Int. Ltd., New Delhi, 2012.
4. M. J. Strauss, G. L. Bradley and K. J. Smith, Calculus (3rd Edition), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education), Delhi, 2007.
5. H. Anton, 1. Bivens and S. Davis, Calculus (7th Edition), John Wiley and sons (Asia), Pt Ltd., Singapore, 2002.
6. G.B. Thomas, R. L. Finney, M. D. Weir, Calculus and Analytic Geometry, Pearson Education Ltd, 2003.

7. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, अवकलन गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
8. जी. सी. गौखरू सैनी, अवकलन गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics -Paper-III : Analytic Geometry I

Objectives:

- ❖ To understand the polar equation of conics.
- ❖ To aware the concept of circle of conics.
- ❖ To develop knowledge about the sphere and cone.
- ❖ To give information about the cylinder.

Unit I : Polar equation of conics, Polar equation of tangent, normal and asymptotes,

Unit 2 chord of contact, auxiliary circle, director circle of conics

Unit 3: Sphere, Cone,

Unit 4 ; Cylinder

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss on the Concept of Polar Equation of Conics.
- ❖ To understand the 2-D & 3-D Geometry of Sphere and Cone.
- ❖ To identify the Polar Equation of Tangent.
- ❖ To understand the 2-D & 3-D Geometry of cylinder

Suggested Reading :

1. N.Saran and R.S.Gupta, Analytical geometry of Three Dimensions, Pothishala Pvt. Ltd., Allahabad, 1992.
2. P.K. Jain and Khalil Ahmed, A Text Book of Analytical geometry of Three Dimensions, Wiley-Eastern Ltd., 2000.
3. बी.एल. चौरसिया, संजीव त्यागी, अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, एनालिटिक ज्यामिती, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
4. जी.सी. गौखरू सैनी,, एनालिटिक ज्यामिती, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 104	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany -Paper-I : MICROBIOLOGY

Objectives:

- ❖ To learn about the history, discovery, concept and applications of microbiology.
- ❖ To understand the ultra structures and classification of bacteria
- ❖ To know the structural component, cycle of life, reproduction of viruses with their diseases.
- ❖ To comprehend the basic concept of food spoilage and food preservation

- ❖ To aware the economic importance of bacteria and viruses

UNIT I: History and development of Microbiology

History and development of Microbiology; contribution of eminent scientists (Antony Van Leeuwenhoek, Louis Pasteur, Robert Koch, Elie Metchnikoff, Paul Ehrlich, Alexander Flemming, Selman A. Waksman, Edward Jenner), spontaneous generation, biogenesis, germ theory of disease, vaccination and discovery of antibiotics, concept of quorum sensing and biofilms, microbial nutrition and scope of microbiology

UNIT II: Bacteria

General characteristics, occurrence, classification, ultra structure of Bacterial cell: morphology (structure and shapes), flagella, capsule, nutritional types, chromatin material. Reproduction-vegetative, asexual and sexual (transformation, conjugation and transduction), Comparison of Archaeobacteria and Eubacteria, Gram positive and Gram negative Bacteria, Cyanobacteria: Cell structure, reproduction and life history of *Nostoc*.

UNIT III: Viruse and Mycoplasma

Discovery, classification and structural component of Viruses, replication, lytic and lysogenic cycle, Bacteriophages, Structure and reproductive cycle of TMV and Pox virus, Transmission of viruses, Mycoplasma: Occurrence, morphology, reproduction and importance.

UNIT IV: Economic importance of bacteria and Viruses

Economic importance of bacteria with special reference to their role in agriculture, industry, waste management and biocontrol. Economic importance of viruses with special reference to vaccine production, role in research and medicine. Probiotics. Basic concept of food spoilage and food preservation.

Learning Outcomes: After completion the course student would able to

- ❖ Understand the ultra structures and classification of bacteria
- ❖ Describe the structural component, cycle of life, reproduction of viruses with their diseases.
- ❖ Discuss the history, discovery, concept and applications of microbiology.
- ❖ Comprehend the basic concept of food spoilage and food preservation
- ❖ Explain the economic importance of bacteria and viruses

Suggested Readings:

- Agrawal, K. and Sharma, J. 2014. A Text book of Mycology, Microbiology and Plant Pathology. CBH publisher, Jaipur.
- Aneja, K. R. 2003. Experiment in Microbiology, Plant Pathology and Biotechnology. New age international (P) Ltd. Publishers, New Delhi.
- Biswas, S. B. and Biswas, A. 2000. An introduction of Viruses. Vikas publications, New Delhi.
- Dubey, R. C. and Maheshwari, D. K., 2002. A Text Book of Microbiology. S. Chand and Co., New Delhi.
- Kumar, H. D. and Kumar, S. 1998. Modern Concepts of Microbiology. Vikas publishing house Pvt. Ltd., New Delhi.
- Madahar, C. L. 2001. Introduction of Bacteria. Mc Graw Hill Edu. Pvt. Ltd., London.
- Mckane, L. and Judy, K. 1996. Microbiology: Essentials and Applications. McGraw Hill, New York.
- Pandey, S. N. and Trivedi, P. C. 2005. A text book of Fungi, Bacteria and Virus. Vikas Publishing House, New Delhi.
- Pelczar, M.J. Microbiology. 5th edition, Tata Mc Graw-Hill Co., New Delhi.
- Presscott, L., Harley, J. and Klein, D. 2005. Microbiology. 6th edition, Tata Mc Graw-Hill Co., New Delhi.
- Purohit, S. S. 2002. Microbiology. Agro. Bot. Publication, Jodhpur.
- Sharma, P. D. 2003. Microbiology and Pathology. Rastogi Publication, Meerut.
- Singh, V. and Srivastava, V. 1998. Introduction of Bacteria. Vikas Publication, New Delhi.
- Singh, R. P. 2010. Microbiology. Kalyani Publishers, New Delhi.

Botany -Paper-II : ALGAE AND LICHENS

Objectives:

- ❖ To know the characteristics, structure, habitat, types and evolution of algae
- ❖ To understand various aspects of photosynthetic pigments with special reference to chlorophyll and xanthophylls.
- ❖ To learn about the characteristics with reference of examples of phaeophyceae and Rhodophyceae
- ❖ To get aware the economic importance of algae
- ❖ To get knowledge about the life cycle and economic importance of lichens.

UNIT I: Basics of algae

General characters, classification of algae (Fritsch, Smith), diversity in habitat, range of vegetative thallus organization, cell structure photosynthetic pigments and reserve food material, Reproduction: vegetative, asexual and sexual, evolution of sex in algae, types of life cycles.

UNIT II: Chlorophyceae and Xanthophyceae

Chlorophyceae: General characteristics, thallus organization, cell structure, reproduction and life cycle of *Chlamydomonas*, *Volvox*, *Chara*.

Xanthophyceae: General characteristics, *Vaucheria*: Thallus organization, cell structure, reproduction and life cycle.

UNIT III: Phaeophyceae and Rhodophyceae:

Phaeophyceae: General characteristics, *Ectocarpus*: Thallus organisation, cell structure, reproduction and life cycle.

Rhodophyceae: General characteristics, *Polysiphonia*: Thallus organisation, cell structure, reproduction and life cycle.

UNIT IV: Lichens

Economic importance of algae, isolation and culture of algae. Lichens: General characters, types, structure, multiplication, reproduction and economic importance, its importance as colonizers and indicators of environment.

Learning Outcomes: After completion the course student would able to:

- ❖ Describe various aspects of photosynthetic pigments with special reference to chlorophyll and xanthophylls.
- ❖ Differentiate the characteristics of phaeophyceae and Rhodophyceae
- ❖ Explain characteristics, structure, habitat, types and evolution of algae
- ❖ Interpret the economic importance of algae
- ❖ Comprehend the life cycle and importance of lichens

Suggested Readings:

1. Bold, H. C. and Wayne, M. J. 1996. Introduction to Algae. 2nd Edition. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
2. Ghemawat, M. S., Kapoor, J. N. and Narayan, H. S. 1976. A Text book of Algae. Ramesh Book Depot., Jaipur.
3. Gilbert, M. S. 1985. Cryptogamic Botany. Vol. I and II second edition. Tata McGraw Hill Publishing Co. Ltd., New Delhi.
4. Kumar, H. D. 1998. Introductory Phycology. Affiliated East-West Press Ltd., New York.
5. Lee, R.E. 2008. Phycology. Fourth Edition, Cambridge University Press, USA.
6. Sambamurthy, A.V.S.S. 2006. A Textbook of Algae. I. K. International Pvt. Ltd., New Delhi.

7. Singh.V., Pandey, P. C. and Jain, D. K. 2001. A Text book of Botany. Rastogi Publication, Meerut.
8. Thakur, A. and Bassi, S., 2007. Diversity of microbes and Cryptogams. S. Chand and Co., New Delhi.
9. Van den Hoek, C., Mann, D.J. and Jahns, H.M. 1995. Algae: An introduction to Phycology. Cambridge Univ. Press., England.
10. Vashitha, B. R. 2002. Botany for degree students (Algae and Bryophytes). S. Chand and Co. Ltd., New Delhi.

Botany -Paper-III: Mycology and Plant Pathology

Objectives:

- ❖ To understand general characteristics, classification, structure, reproduction of fungi.
- ❖ To learn about general diseases caused by fungi, bacteria, viruses in plants
- ❖ To know general characteristics of oomycetes, zygomycetes
- ❖ To gain knowledge about other classes i.e. ascomycetes, basidiomycetes and deuteromycetes with examples.
- ❖ To understand the general characteristics of deuteromycetes

UNIT I:

Fungi : General characteristics, classification (Alexopoulos and Mims's), thallus, cell structure, nutrition, asexual, sexual reproduction, homothallism, heterothallism and heterokaryosis.

Plant disease: Biotic and abiotic diseases, important symptoms caused by fungi, bacteria, virus and MLOs (Blight, mildew, Downy mildew and green ear, rust, smut, canker, mosaic, little leaf, gall) etc.

UNIT II:

General account of class chytridiomycetes, general characteristics, structure and life cycles/disease cycles of members of oomycetes and zygomycetes with special reference to the genera: *Albugo* (white rust disease), *Sclerospora* (Downey mildew/Green ear disease).

UNIT III:

General characteristics, structure and life history/disease cycle of class Ascomycetes Basidiomycetes and Deuteromycetes with special reference to the genera: *Aspergillus*, *Claviceps* (ergot disease), *Peziza*, *Puccinia* (rust disease) and *Agaricus*.

UNIT IV:

General characteristics and structure and life cycle of class Deuteromycetes with special references to *Alternaria* (early blight of potato disease), sex degeneration in fungi and economic importance of fungi.

Learning Outcomes: After completion the course student would able to:

- ❖ Understand general characteristics, classification, structure, reproduction of fungi.
- ❖ Discuss general characteristics of oomycetes, zygomycetes
- ❖ Get knowledge about other classes i.e. ascomycetes, basidiomycetes and deuteromycetes .
- ❖ Learn about general diseases caused by fungi, bacteria, viruses in plants
- ❖ Classify the division Fungi.

Suggested Readings:

- Alexopoulos, C.J. and Mims, C.V. 1988. Introductory Mycology. John Wiley and Sons, New York.
- Dubey, H.C. 1989. Fungi. Rastogi publication, Meerut.
- Pandey, S. N. and Trivedi, P. S. 1994. A text book of Fungi, Bacteria and Virus. Vikas Publishing House, New Delhi.
- Sarabhai, R.C. and Saxena, R.C. 1990. A textbook of Botany. Rastogi publication, Meerut.
- Vashishta, B. R. 2001. Botany for degree student's Fungi. S. Chand and company, New Delhi.

- Webster, J. and Weber, R. 2007. Introduction to Fungi. 3rd edition, Cambridge University Press, Cambridge.

PRACTICAL I

1. Introduction of handling and maintenance of laboratory equipments.
2. The components, use and care of compound microscope.
3. Study of the types of bacteria from temporary/permanent slides.
4. Introduction of techniques of slide preparation, stain preparation and staining.
5. Gram's staining of bacteria from curd.
6. Preparation of microbiological culture media (potato dextrose agar, nutrient agar).
7. Isolation of bacteria from soil..
8. Study of vegetative and reproductive structures of: *Nostoc*, *Chlamydomonas*, *Volvox*, *Chara*, *Voucheria*, *Ectocapus*, *Polysiphonia*.
9. Study of different types of lichens.
10. Nuclear staining of filamentous fungi.
11. Preparation of slides and study of following genera through temporary mounts and permanent slides:
12. *Albugo*, *Aspergillus*, *Claviceps*, *Peziza*, *Puccinia*, *Agaricus* *Alternaria* .
13. Study of plant diseased specimens caused by fungi, viruses, bacteria and mycoplasma.
14. Measurement of fungal extracellular enzymes..
15. Collection, identification and submission of minimum 3 diseased specimens.

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 105	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology- Paper-I: Life and Diversity of animals - Nonchordata-I

Objectives:

- ❖ To discuss the animal kingdom.
- ❖ To understand the general characteristics and Classification of Phylum protozoa.
- ❖ To develop the general characteristics and Classification of Phylum porifera.
- ❖ To understand the general characteristics and Classification of Phylum platy helminthes
- ❖ To understand the external features and life cycle of fasciola.

Unit I: Principles of Taxonomy:

- 1.1 Nomenclature system, Binomial nomenclature, Trinomial nomenclature, Rules of nomenclature
- 1.2 Concept of five kingdoms, Levels of Organisation, Basis of classification (Number of Cells, Symmetry, Coelom, Embryogeny, Segmentation)

Unit II:

2.1 Phylum Protozoa

Salient features and classification of Protozoa up to Class

Type study – Paramecium (Salient Features, Locomotion, Nutrition and Reproduction)

2.2 Phylum Porifera

Salient features and classification of Porifera up to Class

Type study- Sycon Canal system of Sponges Skeletal System

Unit III

3.1 Phylum Coelenterata

Salient features and classification of Coelenterata up to Class

Type study – Obelia (External Features, Nutrition, Excretion, Reproduction)

Polymorphism in Coelenterates

UNIT IV

4.1 Phylum Platyhelminthes

Salient features and classification of Platyhelminthes up to Class Type study- Taenia (External features and life cycle)

Type study- Fasciola (External Features and Life Cycle)

Learning Outcomes: After completion of the course student would be able to:

- ❖ Understand general taxonomic rules on animal classification, the principles and methods of taxonomy, the Levels of structural organization and the Basis of Classification -Coelom, symmetry, segmentation and its types.
- ❖ Classify the phylum Protozoa, Porifera & Coelenterata using examples, Understand the Locomotion in Protozoa, canal system of sponges, Coral and coral reefs & economical importance of Protozoa, Porifera.
- ❖ Clarify the external features and life cycle of Fasciola.
- ❖ Discuss the sycon canal system of sponges skeletal system.
- ❖ Describe salient features & classification of coelenterate up to class

Zoology- Paper-II: Life & Diversity of Animals Nonchordata- II

Objectives:

- ❖ To discuss the general characteristics and Classification of Phylum Annelida .
- ❖ To understand the general characteristics and Classification of Phylum Arthropod.
- ❖ To understand the general characteristics and Classification of Phylum Echinodermata.
- ❖ To understand the general characteristics and Classification of Phylum Hemichordate.
- ❖ To classify the general characteristics and classification of Phylum Mollusca.

Unit I:

1.1 Annelida:

General characters and outline classification up to classes with examples.

Type-study: Morphology, Digestive, Excretory, & Reproductive systems of leech

1.2 Arthropoda:

General characters and outline classification up to classes with examples.

Type Study: Pulex: - Morphology, Digestive, Excretory, & Reproductive systems.

Unit II:

2.2 Mollusca:

General characters and outline classification up to classes with examples.

Type Study: Pila: External characters, Skeletal, Digestive, Respiration, & Reproductive systems.

Unit III:

3.1 Echinodermata:

General characters and outline classification up to classes with examples.

Type Study: Asterias (External characters, Skeletal, Digestive, Respiration, & Reproductive systems)

Unit IV:

4.1 Hemichordata:

General characters and outline classification up to classes with examples.

Salient features of Balanoglossus

Learning Outcomes: After completion the course student would be able to:

- ❖ Classify Phylum Annelida with taxonomic keys, and a basic idea of parasitic adaptations.
- ❖ Write down the classification and characteristics of Phylum Arthropoda,
- ❖ Write down the classification and characteristics of Phylum Mollusca Echinodermata & Hemichordata and Understand the process of pearl formation and water vascular system of star fish.
- ❖ Describe in the reproductive system of Leech.
- ❖ Classify in salient features of Balanoglossus

Zoology- Paper-III: Cell Biology

Objectives

- ❖ To understand the structures and purposes of basic components of prokaryotic and eukaryotic cells, especially macromolecules, membranes, and organelles
- ❖ To understand how these cellular components are used to generate and utilize energy in cells
- ❖ To understand the cellular components underlying mitotic cell division.
- ❖ To develop the structure and function of mitochondria
- ❖ To identify the lysosome structure polymorphism and function

Unit – I

- 1.1 Introduction to cell: Size, shape, ultra structure and characteristics of prokaryotic and eukaryotic cell, Cell theory
- 1.2 Endoplasmic reticulum: Types, Ultra structure and functions
- 1.3 Golgi complex: Ultra structure and functions

Unit – II

- 2.1 Structure and Function of mitochondria;
- 2.2 Lysosome: Structure, polymorphism and functions

Unit – III

- 3.1 Cytoskeleton: Organization and functions of Centrosome, Cilia and Flagella
- 3.2 Cell- communication: types of Cell Junctions
- 3.3. Cell proliferation: Events in different phases of cell cycle

Unit – IV

- 4.1 Ribosome: Structure, Types, Lake's model and functions
- 4.2 Mitosis (Different Phases and Significance)
- 4.3 Meiosis (different phases and significance)

Learning Outcomes: After completion the course student would be able to:

- ❖ Develop an understanding of the cytoskeleton and cell membrane
- ❖ The cell cycle, structure of mitochondria and types of cell divisions.
- ❖ Students are able to discuss the cell, structure of ribosome, lysosome and golgi complex.
- ❖ Students are able to discuss the endoplasmic reticulum structure .
- ❖ Students are able to classify in structure and function of mitochondria

Practical

Zoology: PRACTICAL Based on paper I, II and III

Notes:

1. With reference to whole mounts and museum specimens, in case of unavailability of certain animal types, diagrams, photographs, models and digital techniques etc. should be substituted. Study will include classification (up to orders) with diagnostic characters and comments.
2. Candidates will keep a record of all work done in the practical class.

Paper-I: Life and Diversity of Animals- Nonchordata – I (Protozoa to Aschelminthes)

I. Microscopic Techniques : Organisation and working of optical microscopes: Dissecting and Compound Microscope:

II. Study of museum specimens (Classification of animals up to orders)

- I. Protozoa: Euglena, Volvox, Elphidium (Polystomella), Foraminiferous shell, Monocystis, Opalina, Paramoecium, Paramoecium showing Binary fission, Paramecium Conjugation, Balantidium, Nyctotherus, Vorticella
- II. Porifera: Sycon, Leucosolenia, Hyalonema, Euplectella, Spongilla
- III. Coelenterata : Obelia Colony & Medusa, Millepora, Physalia, Vellela, Aurelia, Alcyonium, Gorgonia, Pennatula, Metridium, Stone Corals
- V. Aschelminthes : Ascaris, Drancunculus, Ancylostoma, Wuchereria

2. Study of Permanent Slides

- I. Porifera: Sponge gemmules, Sponge spicules, V.S. Sycon, T.S. Sycon,
- II. Coelenterata: Obelia medusa, Obelia Colony
- III. Platyhelminthes: Miracidium, Sporocyst, Redia and Cercaria, Metacercaria larvae of Fasciola, Hexacanth and Onchosphere larva of Taenia solium, Scolex of Taenia, Mature and gravid proglottids of Taenia solium.

3. External features and Anatomy through audio visual presentation

- I. Cockroach: External features, Mouth parts, Digestive, nervous and reproductive system
- II. Earthworm: External Features, Digestive, nervous and reproductive system

Paper-II : Life and Diversity of Animals – (Annelida to Hemichordata)

1. Study of museum specimens (Classification of animals up to orders)

- I. Annelida: Nereis, Heteronereis, Aphrodite, Chaetopterus, Arenicola,
- I. Arthropoda: Peripatus, Lepus, Palemon, Eupagurus (hermit Crab), Carcinus (Crab), Scolopendra, Julus, Scorpion, Spider, Limulus, Cysticerca/Locust, Dragonfly, Queen Termite, Cymax, Moth/ Butterfly,
- II. Mollusca : Chiton, Dentalium, Cypraea, Pila, Aplysia, Mytilus, Pinctada, Loligo, Sepia, Octopus, Nautilus
- III. Echinodermata: Antedon, Asterias, Ophiothrix, Echinus, Holothuria
- IV. Hemichordata: Balanoglossus

2. Study of permanent slides

- I. Annelida: Parapodia of Nereis, T.S. of Leech through Buccal Cavity and Crop
- II. Arthropoda: Crustacean Larvae- Nauplius, Zoea, Metazoea, Megalopa, Mysis
- III. Mollusca: Veliger and Glochidium larvae, T.S. of Unio Shell
- IV. Echinodermata: T.S. of arm of star fish
- V. Hemichordata: Balanoglossus through collar and proboscis

3. Audiovisual demonstration

- I. Prawn: Appendages, digestive, Nervous and Reproductive system, Statocyst, Hastate Plate
- ii. Pila: Nervous system, Osphradium, Gills, Radula

Paper III: Cell Biology

1. Study of pictures of ultra structure of prokaryotic cell & eukaryotic cell
2. Demonstration of mitosis cell division in onion root tips by squash method
3. Demonstration of meiosis through audio visual Presentation
4. Study of mitochondria in Buccal Epitheli

Suggested Reading:

Life and Diversity of Animals – Non Chordates-I & II

1. Barnes, R. (1981). Invertebrate zoology. *W. B. Saunders Co*
2. Barrington, E. W. J. (1969). Invertebrate structure and function. *ELBS*
3. Barradaile L.A. & Potts F.A. The Invertebrate
4. Jordan, E. L. & Verma, P. S. Invertebrate Zoology. *S. Chand & Co.*
5. Kotpal, Agrawal & Khetrpal. Modern Text Book of Zoology - Invertebrates,
6. Puranik P.G. & Thakur R.S. Invertebrate Zoology
7. Majupuria T.C. Invertebrate Zoology
8. Dhama & Dhama. Invertebrate Zoology
9. Parker & Hashwell, Textbook of Zoology Vol. I (Invertebrates) A.Z.T.B.S. Publishers
10. R.L. Kotpal, 2007, Phylum Protozoa to Echinodermata (series), Rastogi and Publication, Meerut
11. Vidarthi – Text Book of Zoology, Agrasia Publishers, Agra
12. Marshal & Williams. Text book of zoology.
13. Boolotin & Stiles. College zoology. MacMillan
14. Kohli, Triguranayati, 2007, Invertebrate, R.B.D. Publishing House, Jaipur

Practical Books

15. A manual of Practical Zoology Invertebrates – P. S. Verma
16. Dr. S.S. Lal Practical Zoology Invertebrates 9th edition, Rastogi Publication Meerut & Distributors, New Delhi

Suggested Reading: Cell Biology:

1. Alberts et al (2001). Molecular biology of the cell. Garland publications.
2. De Robertis, E. D. P. & De Robertis, E. M. F. (1987). Cell and molecular biology. Lea & Febiger Intl. ed.
3. Powar, C. B. (1986). Cell biology. Himalaya Publ.
4. Burke, J. D. C. (1970). Cell biology. *William & Wilkins Co*
5. Dr. S.P. Singh, Dr. B.S. Tomar., Cell Biology 9th revised edition, Rastogi Publication, Meerut
6. Gupta P.K., Cell and Molecular Biology, Rastogi Publication, Meerut
7. Veer Bala Rastogi. Introduction to Cell Biology, Rastogi Publication, Meerut
8. Verma and Agrawal. Concepts of Cell Biology
9. Narendra Jain, Maya Singh, Shikha Patni, S.K. Singh, 2016, Cell Biology and Genetics, College Book Center, Jaipur
10. K.C. Soni, 2008, Cell Biology and Genetics, College Book Center, Jaipur
- 11.

Semester-I

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 101	Jain Culture and Life Value	FC	4	30	70	100

Objectives:

- To describe the concept of Jain Culture
- To list the different types of Jain Life Values

Unit I: Jain History and Culture

- Antiquity of Jainism
- Teerthankar Lord Rishabha and Mahavira
- Jain Religious Schools, Orders and Sects
- Characteristics of Jain Culture

Unit II: Jain Ethics and Metaphysics

- Three Jewels (Ratnatraya)
- Code of Conduct of Ascetics (Shramanachar) and Householder (Shravakachar)
- Jain way of Life
- The Nine Truths
- Six Substances
- Cosmology : Jain Perspective

Unit III: Science of Living and Value Development

- Science of Living a new way of Education
- Seven Parts of Science of Living
- Science of Living and Value Development
- Non-violence and its training
- Non-absolutism and its application
- Anuvrat Movement and Morality

Unit IV: Preksha Meditation and Management

- Aim and Objective of Preksha Meditation
- Time Management
- Goal Management
- Health Management
- Stress Management
- Addiction Free Management

Outcomes:

- The students would develop on non- absolute approach.
- Can apply the knowledge of Jain life values into scientific research.
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
- Jain itihas aura sanskriti,By Dr Samani Riju Prajna, JVBU, Ladnun
- Jain Tattva mimansa aura Achara Mimansa, By Dr Samani Riju Prajna, JVBU, Ladnun

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 201	Assessment for Learning	CC	4	30	70	100

Objectives:

- ❖ To describe the role of assessment in education.
- ❖ To distinguish among measurement, assessment and evaluation.
- ❖ To explain different forms of assessment that aid student learning.
- ❖ To use wide range of assessment tools, techniques and construct these appropriately.
- ❖ To evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ To calculate item difficulty and discrimination power of a test item.
- ❖ To prepare a good achievement test on any school subject.
- ❖ To realize the importance of continuous and comprehensive evaluation in the process of students learning.

Course contents:

Unit I - Assessment and Evaluation in Education

- a) Concept of measurement, assessment and evaluation
- b) Types, Need, scope and relevance of evaluation
- c) Principles of assessment and evaluation
- d) Test, scale and measurement
- e) Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation

- a) Characteristics of a good measuring instrument
- b) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
- c) Types of test items and its construction : subjective test items and objectives test item
- d) Diagnostic test construction and preparation of remedial materials
- e) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment

- a) Continuous and Comprehensive Evaluation
- b) Marking system vs Grading system
- c) Semester system (C B C S) Choice Based Credit System
- d) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation

- a) Measure of Central Tendency:
 - Mean
 - Median
 - Mode
- b) Measure of variability
 - Range
 - Quartile Deviation
 - Average Deviation
 - Standard Deviation

Assignment & Practical Works: (Any Two)

- Prepare an achievement test of any school subject of secondary school.
- Write one term paper with in the content
- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the role of assessment in education.
- ❖ Distinguish measurement, assessment and evaluation.
- ❖ Explain different forms of assessment that aid student learning.
- ❖ Use wide range of assessment tools, techniques and construct these appropriately.
- ❖ Evolve realistic, comprehensive and dynamic assessment procedures.
- ❖ Calculate item difficulty and discrimination power of a test item.
- ❖ Prepare a good achievement test on any school subject.
- ❖ Realize the importance of continuous and comprehensive evaluation in the process of students learning

Suggested Readings:

1. Agrawal, J.C. (1997), Essential of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House Pvt. Lt..
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.
4. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
5. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
6. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
10. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
11. Hopkins, KD. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
12. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
13. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
14. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
15. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 202	Learning and Teaching	CC	4	30	70	100

Objectives:

- ❖ To acquire the basic knowledge of learning and Teaching.
- ❖ To understand the implications of education.
- ❖ To develop various methods of teaching.
- ❖ To understand the various application of education.

Course Contents:

Unit -I Basics of Learning

- a) Learning : concept, Nature and characteristics.
- b) Factors Affecting Learning.
- c) Laws and Types of Learning.
- d) cognitive Learning- Peaget, Bruner.
- e) Transfer of Learning

Unit-II : Theories of Learning and their Educational Implications.

- a) Trial and Error theory.
- b) Classical conditioning theory.
- c) Operant conditioning theory.
- d) Insight theory of Learning.
- e) Social Learning theory (Bandura)

Unit-III Concept variables and models of Teaching

- a) Teaching : concept, Nature and characteristics.
- b) Variables of Teaching and their functions.
- c) Factors Affecting Teaching and Teaching process.
- d) Relationship between teaching and Learning.
- e) Teaching model- concept, functions, sources and elements.

Unit-IV Theories and Application of Teaching

- a) Levels of Teaching - memory, understanding and Reflective.
- b) Teaching theories-concept, need, types and utility.
- c) Analyzing Teaching in Diverse classrooms.
- d) Teaching as a complex activity.
- e) Teaching as a profession.

Assignment & Practical Works:

- One term paper on any topic related with above Unit.
- One Practical on any topic related with above Unit.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire knowledge and understanding of learning and Teaching.
- ❖ Understand the theories of learning.
- ❖ Develop the skill of active engagement of students in teaching learning activity.
- ❖ Investigate differences and connections between learning in school and learning outside school.
- ❖ Inculcate the knowledge of teaching and its process.
- ❖ Understand learners, learning process and school.

Suggested Readings:

1. Baron, R.A., and Byrne D., (2002), Social Psychology, (10th Ed.), Prentice Hall of India Private Limited, New Delhi.
2. Beckett Chris (2004) Human Growth & Development, Sage Publications.
3. Browne, J.D. (1970), Development of Educational Technology in college of Education, councils in Education Press.
4. Cooper, I.M. (1960), Classroom Teaching Skills, D.C. Heathco, Toronto, 1960.
5. Coulson, J. E. (1962), Programme Learning and Computer Based Instruction, Wiley, New York.
6. Domain Book - I (1956), McKay, New York.
7. Gross, Richard (2003), Key studies in Psychology (IV Ed.), Hedder & Stoughton.
8. Khanna, S.D. and etal. (1984), Technology of Teaching and Teacher Behaviour, Vth edition, Doaba house, Delhi.
9. Kulkarni, S.S. (1986), Introduction to Educational Technology, Oxford and IBH publishing co.
10. Kumar, K.L. (1997), Educational Technology, New Age International, Pub., New Delhi.
11. Lindzey, G. & Aronson, E. (Eds.) (1969). Handbook of Social psychology, Addison Wesley, New York.
12. Mohanthy Jagannath; Educational Technology, Deep and Deep Pub., New Delhi.
13. Rai and Rai, Effective Communication, Himalaya Pub., Delhi 2001.
14. Rajaraman, V, Computer programming in pascal, Prentice Hall of India, New Delhi.
15. Rajaraman, V; Computer programming in Fortran, Prentice Hall of India, New Delhi.
16. Rao, Usha, Educational Technology, Himalaya Pub. House, Bombay, 1994.
17. Sarafino Edward P., (1994), Health Psychology, Biopsychosocial Interactions
18. Saraswathi, T. (2003) –Cross-cultural Perspective in Human Development, Sage Publication
19. गुप्ता, एस.पी. गुप्ता अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
20. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
21. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिटिर्स हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली.
22. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.
23. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
24. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
25. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
26. सुरेश भटनागर, (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा,

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 201	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	

Chemistry-Paper-I : Inorganic chemistry

Objectives:

- ❖ To give knowledge about the mathematical concepts of ionic solid structure and packing.
- ❖ To aware about metallic bond and weak interactions among molecules.
- ❖ To provide information about various properties of s & p-block elements and their correlations.
- ❖ To develop their concept about structural principles of silicates and their applications.

Unit-I : Ionic Solids

Ionic structures (AB and AB₂ type), packing of ions, Radius ratio and coordination number, calculation of limiting radius ratio for tetrahedral, octahedral and cubic crystal structure, limitations of radius ratio rules, Polarizing power and polarisability of ions, Fajans rule, lattice energy and born lande equation, Born Haber cycle and its applications, solvation energy and solubility of ionic solids.

Unit-II : Metallic Bond & Weak interactions

Introduction of metallic bond, properties of metals, theories of Metallic bond- old electron free theory, valance bond theory, limitations of valence bond theory, molecular orbital or band theory, lattice defects in ionic solids, semiconductors.

Hydrogen bonding and Vander Waals forces.

Unit-III : s-Block Elements

Comparative study, diagonal relationships, salient features of hydrides, solvation and complexation tendencies including their function in biosystems and introduction to alkyls and aryls.

Unit-IV : Some important compounds of p- block elements

Hydrides of boron, diborane and higher boranes, borazines, borohydrides, fullerenes, carbides, fluorocarbons, silicates (structural principle), tetrasulphur tetranitride, basic properties of halogens, interhalogens and polyhalides.

Learning Outcomes: After completion the course student would able to:

- ❖ Explain the mathematical concepts of ionic solid structure and packing.
- ❖ Plot and interpret shapes of ions and bonding structures.
- ❖ Identifies the relationship among properties of metals on the basis of various theories of bonding.
- ❖ Classify the s & p block elements like hydrides and halogens on the basis of atomic structure, periodicity and their basic properties.

Chemistry-Paper-II : Organic chemistry

Objectives:

- ❖ To understand isomerism in organic compounds
- ❖ To develop their knowledge about geometric isomerism, aromaticity and halogen compounds.
- ❖ To aware them about nomenclature, mechanism and application of organic compounds.
- ❖ To develop conceptual knowledge about various principles related to geometrical structure, reactions and configuration of various compounds.

Unit I : Stereochemistry of organic compounds

Concept of isomerism, type of isomerism. Optical isomerism; elements of symmetry, molecular chirality- allenes and biphenyl, Enantiomers, stereogenic centre, optical activity, properties of enantiomers. Chiral and achiral molecules with two stereogenic centres, diastereomers Threo, and erythro diastereomers, meso compounds. Resolution of enantiomers, inversion, retention and racemisation. Relative and absolute configuration, sequence rule, D&L and R&S system of nomenclature.

Unit-II : Geometrical, Conformational isomerism & Arenes

Determination of configuration of geometric isomers, E&Z- system of nomenclature, geometric isomerism in oximes and in cyclic compounds.

Conformational analysis of ethane and n-butane. Newman projection and Sawhorse formulae. Fischer and flying wedge formula. Difference between configuration and conformation

Nomenclature of benzene derivatives. The aryl group, aromatic nucleus and side chain. Structure of benzene, molecular formula and Kekule structure. Stability and carbon-carbon bond length of benzene, resonance structure, MO picture.

Unit-III : Aromaticity & Aromatic electrophilic substitution

The Huckel's rule, aromatic ions.

General pattern of the mechanism, role of sigma and pi complexes. Mechanism of nitration, halogenations, sulphonation, mercuration and Friedel Craft reaction with energy profile diagrams. Activating and deactivating substituents, orientation and ortho/para ratio. Side chain reactions of benzene derivatives. Birch reduction.

Unit-IV : Alkyl and aryl halides & Poly halogen compounds

Nomenclature and classes of alkyl halides, methods of formation, chemical reactions. Mechanism of nucleophilic substitution, reaction of alkyl halides, SN^1 and SN^2 reaction with energy profile diagram.

Chloroform, carbon tetra chloride. Methods of formation of aryl halides, nuclear and side chain reaction. The addition-elimination and the elimination addition mechanism of nucleophilic aromatic substitution reaction. Relative reactivities of alkyl halides v/s allyl, vinyl and aryl halides. Synthesis and uses of DDT and BHC.

Learning Outcomes: After completion the course student would able to:

- ❖ Explain about elements of symmetry, profile and methods of formation of organic compounds.
- ❖ Apply various mechanism rules to define chain reactions, configuration and formation of arenes, halogen compounds.
- ❖ Classify various derivatives on the basis of isomerism, configuration and energy profile.
- ❖ Describe various rules and reactions about stereochemistry, aromaticity and orientation related to chemical compounds.

Chemistry-Paper-III : Physical chemistry

Objectives:

- ❖ To develop curiosity about laws of crystallography and chemical kinetics. .
- ❖ To provide information about derivation of equations, order and preparation of energy profile .
- ❖ To aware about the scope, factors and theories of chemical kinetics.
- ❖ To give information about colloidal state, their preparation and determinants.

Unit I :Solid state

Definition of space lattice, Unit cell. Law of crystallography (i)law of constancy of interfacial angles (ii) law of rationality of indices (iii)law of symmetry. Symmetry elements in crystals. X ray diffraction by crystals. Derivation of Braggs equation, Determination of crystal structure of NaCl, KCl and CsCl (Laue's method and powder method).

Unit II : Colloidal state

Definition of colloids, classification of colloids. Solids in liquids (sols): properties- kinetics, optical and electrical. Stability of colloids, protective action, Hardy Schulze law. Gold number. Liquids in solids (gels): classification, preparation and properties, inhibition, general application of collides. Liquid in liquid (emulsions): types of emulsions, preparation, Emulsifiers.

Unit-III : Chemical Kinetics

Chemical kinetics and its scope, rate of a reaction, factors influencing the rate of a reaction, Concentration dependence of rates, mathematical characteristics of simple chemical reaction- zero order, first order, second order, pseudo order, half life and mean life.

Determinations of the order of reaction- differential method, method of integration, method of half-life period and isolation method. Theories of chemical kinetics, Effect of temperature on the rate reaction, Arrhenius concept of activation energy. Simple collision theory based on hard sphere model, transition state theory (equilibrium hypothesis). Expression for the rate constant based on equilibrium constant and thermodynamic aspects.

Unit-IV : Solutions, Dilute solutions & Colligative properties

ideal and non ideal solutions, methods of expressing concentrations of solutions, activity and activity coefficient.

Raoult's law, relative lowering of vapour pressure, molecular weight determination. Osmosis law of osmotic pressure and its measurement, determination of molecular weight from osmotic pressure, Elevation of boiling point and depression of freezing point. Thermodynamic derivation of relation between molecular weight and elevation of boiling point and depression in freezing point. Experimental methods for determining various colligative properties. Abnormal molar mass degree of dissociation and association of solutes.

Learning Outcomes: After completion the course student would able to:

- ❖ Draw and interpret symmetries and structures of crystals and colloids.
- ❖ Compare among various forms of crystals, order and transition state of compounds.
- ❖ Measure and calculate the mathematical characteristics simple chemical reactions and determinants.

Practical's

Inorganic chemistry:

Quantitative analysis: Volumetric analysis

- Determination of acetic acid in commercial vinegar using NaOH.
- Determination of alkali content ant acid tablet using HCl.
- Estimation of calcium content in chalk as calcium oxalate by permanganometry.
- Estimation of hardness of water by EDTA.
- Estimation of ferrous and ferric by dichromate method.
- Estimation of copper using thiosulphate.

Organic chemistry:

(A) Laboratory techniques

- Determination of m. p. of naphthalene, benzoic acid, urea etc. OR
- Determination of b. p. of ethanol , methanol, cyclohexane, etc

(B) Qualitative analysis

- Detection of extra elements (N, S. and halogens) and functional groups e.g. (phenolic, alcoholic, carboxylic, carbonyl, ester, carbohydrate, amine, amide and nitro) in simple organic compounds

Viva voce and record

Suggested Reading:

- कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
- अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
- प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
- भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
- कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
- अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
- प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
- भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर
- अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाउस, जयपुर
- प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 202	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	

Physics-Paper-I : ELECTROMAGNETISM – II

Objectives:

- ❖ To aware about the of concepts related to Faraday's law, induced emf.
- ❖ To give information about Maxwell's equations to solutions of problems relating to transmission lines.
- ❖ To develop knowledge about the transient behavior of R-C circuit.
- ❖ To aware about the transient behavior of R-L circuit.

UNIT – I Magnetic Fields in Matter:

Electric current due to orbital electron, the field of current loop, Bohr magneton. Orbital gyro magnetic ratio
Electron spin and magnetic moment. Magnetic susceptibility, magnetic field caused by magnetized matter.
Magnetization current. Free current and the field H.

UNIT –II Electric Field in Matter:

The moment of a charge distribution. Atomic and molecular dipoles. Atomic polarizability. Permanent dipole moment, dielectrics. The Capacitor filled with a dielectric. The potential and field due to a polarized sphere.

UNIT –III Dielectric:

Dielectric. Dielectric sphere placed in a uniform field. The field of charge in dielectric medium and Gauss's law. The connection between electric susceptibility and atomic polarizability. Polarization in changing field. The bound charge (polarization) current.

UNIT -IV Transient behavior and Maxwell's Equations:

Transient behaviour of an R-C circuit. Electromagnetic Induction and Maxwell's Equations, Faraday's law in differential form. Mutual inductance, Self inductance Transient behaviour of an L-R circuit, the displacement current, Maxwell's equations in differential and integral forms.

Learning Outcomes: After completion the course student would able to:

- ❖ Understand the concepts related to Faraday's law, induced emf, maxwell's equations, transit behavior, electric field in matter, atomic & molecular dipoles.
- ❖ Applies Maxwell's equations to solutions of problems relating to transmission lines, uniform plane wave propagation, magnetic field in matter.
- ❖ Understand the transient behavior of R-C circuit & L-R circuit.
- ❖ Classify the moment of a charge distribution.
- ❖ Discuss on the magnetic susceptibility and free current.

Suggested Readings:

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, विद्युत चुम्बकत्व, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-II: OSCILLATIONS AND WAVES –I

Objectives:

- ❖ To aware about the concepts of mechanics,
- ❖ To give information about physical characteristics of SHM
- ❖ To calculate logarithmic decrement relaxation factor and quality factor.
- ❖ To aware acoustics and the properties of matter.
- ❖ To develop knowledge about obtaining solution of the oscillator.

UNIT -I Oscillations:

Oscillations in an arbitrary potential well, Simple harmonic motion, examples-spring mass system, mass on a spring, torsional oscillator, LC circuit, energy of the oscillator,

UNIT -II Damped Oscillator:

Damping of oscillator, viscous and solid friction damping. Power dissipation. Anharmonic oscillator, simple pendulum as an example.

UNIT -III Driven Oscillator:

Driven harmonic oscillator with viscous damping. Frequency response, phase relations. Quality factor, Resonance. Introduction of j operator concept in Electrical oscillations, series and parallel LCR circuit. Electro-mechanical system-Ballistic Galvanometer Effect of damping.

UNIT – IV Coupled Oscillator:

Equation of motion of two coupled S.H Oscillators. Normal modes, motion in mixed modes. Transient behaviour. Effect of coupling in mechanical systems. Electrically coupled circuits, frequency response. Reflected impedance. Effect of coupling and resistive load.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss on the simple harmonic motion and its equation.
- ❖ Differentiate between damped oscillator and driven oscillator.
- ❖ Interpret the term frequency response and phase relation.
- ❖ Applies the concept of Ballistic galvanometer.
- ❖ Identify the coupled oscillator and some electrically coupled oscillators.

Suggested Readings:

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, दोलन तथा तरंग, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-III: OSCILLATIONS AND WAVES –II**Objectives:**

- ❖ To aware about the concepts of lattice dynamics.
- ❖ To give information about electric transmission line.
- ❖ To calculate the wave equation and analysis the fourier series.
- ❖ To aware about the electromagnetic wave.

UNIT -I Lattice dynamics:

Dynamics of a number of oscillators with near-neighbour interactions. Equation of motion for one dimensional mono-atomic and diatomic lattice, acoustic and optical modes, dispersion relations. Concept of group and phase velocities.

UNIT – II Electrical Transmission Line:

Electrical transmission line, propagation velocity, losses, characteristic impedance, standing waves, effect of termination.

UNIT –III Wave Motion:

Wave motion – Elastic waves in a solid rod. Pressure waves in a gas column. Transverse waves in a string, waves in three dimensions, spherical waves, Fourier series and Fourier analysis.

UNIT – IV Electromagnetic Wave:

Plane electromagnetic (EM) wave. Energy and momentum of EM wave. Radiation pressure. Radiation resistance of free space. EM waves in dispersive media (normal case). Spectrum of electromagnetic radiations.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss on the group and phase velocities.
- ❖ Differentiate between 1-D mono atomic & diatomic lattice.
- ❖ Interpret the term propagation velocity and losses.
- ❖ Applies the concept of transverse wave in the string.
- ❖ Identify the spectrum of electromagnetic radiation.

Suggested Readings :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, दोलन तथा तरंग, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical : II

1. To study the random decay and determine the decay constant using the statistical board.
2. Using compound pendulum study the variation of time period with amplitude in large angle oscillations.
3. To Study damping using Compound pendulum study the damping.
4. To study the excitation of normal modes and measure frequency splitting using two coupled oscillator.
5. To study the frequency of energy transfer as a function of coupling strength using coupled oscillators.
6. (a) To study the viscous fluid damping of a compound pendulum and
(b) Determining damping coefficient and Q of the oscillator.
7. To find J by Callender and Barne's Method.
8. To determine Young's modulus by bending of beam.
9. To determine Y , σ and η Searle's method.
10. To measure Curie temperature of Monel alloy.
11. To determine modulus of rigidity of a wire using Maxwell's needle.
12. Study of normal modes of a Coupled pendulum system. Study of oscillations in mixed modes and find the period of energy exchange between the two oscillators.
13. To study Variation of surface tension with temperature using Jaegger's method.
14. Any experiment according to theory paper.

Suggested Readings :

1. प्रभा दशोरा, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 203	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	

Mathematics-Paper-I: Discrete Mathematics II

Objectives:

- ❖ To aware the Particular Solutions of Generating Function.
- ❖ To give information about the Graph.
- ❖ To Interpret the Eulerian and Hamiltonian Graphs.
- ❖ To give information about Trees.

Unit 1

Discrete numeric unctons and Generating functions. Recurrence relations and Recursive Algorithms — Linear Recurrence relations with constant coefficients.

Unit 2

Homogeneous solutions. Particular solution. Total solution. Solution by the method of generating functions.

Unit 3: Graphs — Basic terminology, Multigraphs, Weighted graphs, Paths and circuits, Shortest paths, Introduction to Eulerian and Hamiltonian Graphs. Travelling SalesMan problem. Union, Join, Product and composition of graphs. Planar graphs and Geometric dual graphs.

Unit 4: Trees — Properties, Spanning tree, Binary and Rooted tree. Digraphs — Simple digraph, Asymmetric digraphs, Symmetric digraphs and complete digraphs. Digraph and Binary relations. Matrix representation of graphs and digraphs.

Learning Outcomes: After complition the course student would able to:

- ❖ Applies the Particular Solutions of Generating Function.
- ❖ Discuss about the Weighted Graph, Shortest Paths.
- ❖ Plot Eulerian and Hamiltonian Graphs.
- ❖ Discuss about the Trees Properties.
- ❖ Calculate the homogeneous solutions.

Suggested Reading :

1. V.K.Balakrishnan, Introductory Discrete Mathematics, Prentice-Hall, 1996.
2. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, McGraw-Hill Book Co., 1995.
3. C.L. Liu, Elements of Discrete Mathematics, (Second Edition), McGraw Hill, International Edition, 1986.
4. Kenneth H. Roson, Discrete Mathematics and Its Applications, Tata Mc-Graw Hiils, New Delhi, 2003.

5. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़, जितेन्द्र सैनी, विविक्त गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
6. जी.सी. गौखरू सैनी, विविक्त गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-II: Integral Calculus

Objectives:

- ❖ To develop knowledge about the concepts Beta and Gamma Function.
- ❖ To aware the Concept of Double Integrals in Cartesian and Polar Co-ordinates.
- ❖ Calculate Areas and Rectification.
- ❖ To give information about the Volumes and Surfaces of Solids of Revolution.

Unit 1: Beta and Gamma functions, Reduction formulae (simple standard formulae),

Unit 2 ; Double integrals in Cartesian and Polar Coordinates, Change of order of integration. Triple integrals. Dirichlet's integral.

Unit 3: Areas, Rectification,

Unit 4 ; Volumes and Surfaces of solids of revolution.

Learning Outcomes: After completion the course student would able to:

- ❖ Calculate the concepts Beta and Gamma Function.
- ❖ Calculate of Double Integrals in Cartesian and Polar Co-ordinates.
- ❖ Calculate Areas and Rectification.
- ❖ Discuss the volumes and Surfaces of Solids of Revolution.
- ❖ Calculate the dirichlet's integral.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़. जांगीड़, जितेन्द्र सैनी,, समाकलन गणित, आर. बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, समाकलन गणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-III: Analytic Geometry II

Objectives:

- ❖ To give information about the Central Conicoids.
- ❖ To aware tangent line and tangent plans.
- ❖ To develop concept generating Lines of Hyperboloid of One Sheet and its Properties.
- ❖ To give information about of a General Equation of Second g degree in 3-D to Standard Forms.

Unit 1: Central Conicoids — Ellipsoid, Hyperboloid of one and two sheets,

Unit 2: tangent lines and tangent planes, Direct sphere, Normals.

Unit 3: Generating lines of hyperboloid of one sheet and its properties.

Unit 4: Reduction of a general equation of second degree in three-dimensions to standard forms.

Learning Outcomes: After completion the course student would able to:

- ❖ Classify the Central Conicoids.
- ❖ Discuss the Generating Lines of Hyperboloid of One Sheet and its Properties.
- ❖ Reduction of a General Equation of Second Degree in 3-D to Standard Forms.
- ❖ Discuss the tangent lines and tangent plans.

Suggested Reading :

1. N.Saran and R.S.Gupta, Analytical geometry of Three Dimensions, Pothishala Pvt. Ltd., Allahabad, 1992.
2. P.K. Jain and Khalil Ahmed, A Text Book of Analytical geometry of Three Dimensions, Wiley-Eastern Ltd., 2000.
3. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड, जितेन्द्र सैनी, एनालिटिक ज्यामिती, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
4. जी.सी. गौररू सैनी,, एनालिटिक ज्यामिती, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 204	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany-Paper-I : CELL BIOLOGY

Objectives:

- ❖ To distinguish between structure of cell, cell wall and plasma membrane.
- ❖ To understand the concept of cell organelles with their detailed information.
- ❖ To know the ultra structure of Nucleus and chromosome.
- ❖ To compare the different stages of cell division (mitosis and meiosis).
- ❖ To comprehend the structure and composition of chromosomes.

UNIT I: Structure of Cell, Cell wall and Plasma membrane

History of cell and cell theory, microscopy, elementary idea on micrometry and cell fractionation, characteristics of prokaryotic and eukaryotic cell, chemistry, structure and function of cell wall and plasma membrane.

UNIT II: Structure of Cell Organelles

Ultra structure and function of Mitochondria, Chloroplast, Endoplasmic reticulum, Golgi complex, Peroxisome, Glyoxysome, Ribosome, Vacuoles.

UNIT III: Structure of Nucleus and chromosome

Detailed structure and function of Nucleus, nuclear envelope, nuclear pore complex and nucleolus. Chromatin Structure, morphology and organization of chromosomes. Special types of chromosomes - Sex chromosomes, polytene and lampbrush chromosomes.

UNIT IV: Cell cycle and Cell division

Cell cycle and Cell division: Amitosis, Mitosis: different stages, mitotic spindle and chromosome movement in detail, Meiosis I and II: different stages and its significance, cytokinesis, General account of chiasmata formation, crossing over, linkage and synaptonemal complex.

Learning Outcomes: After completion the course student would able to:

- ❖ Know the ultra structure of Nucleus and chromosome.
- ❖ Distinguish between structure of cell, cell wall and plasma membrane.
- ❖ Understand the concept of cell organelles with their detailed information.
- ❖ Know the different stages of cell division (mitosis and meiosis).
- ❖ Discuss the structure and composition of chromosomes.

Suggested Readings:

- Alberts, B., Johnson, A., Lewis, J., Roff, M., Roberts, K. and Walter, P., 2008. Molecular Biology of the Cell. Garland Publishers, New York.
- De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology. 8th edition. Lippincott Williams and Wilkins, Philadelphia.
- Gupta, P.K. 2009. Cytology, Genetics, Evolution and Plant breeding, Rastogi publication, Meerut.
- Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th Edition. John Wiley and Sons. Inc. New Jersey, USA.
- Lodish, H., Berk, A., Matsudaira, P., Kaiser, C. A., Krieger, M., Scott, P.M., Zipursky, L. and Darnell, J. 2008. Molecular Cell Biology. W. H. Freeman and company, Macmillan publishers, London.
- Roy, S.C. and De, K.K. 1999. Cell biology. New central Book Agency (P) Ltd., Calcutta.
- Verma, P.S. and Agrawal, V.K. 2012. Cell Biology, Genetics, Molecular Biology, Evolution and Ecology. S. Chand and Co. Ltd., New Delhi.

Botany-Paper-II : GENETICS AND PLANT BREEDING

Objectives:

- ❖ To know the concept of genetic inheritance
- ❖ To study the laws of Mendel
- ❖ To understand the chromosomal theory of inheritance.
- ❖ To learn about the concept of cytoplasmic inheritance.
- ❖ To understand different methods of plant breeding.

UNIT I: Genetic inheritance

Mendel's laws of inheritance- Dominancy, law of segregation, law of independent assortment, deviations from Mendel's laws; interaction of genes, incomplete dominance, codominance, lethal alleles, epistasis, pleiotropy, polygenic inheritance (grain color in wheat, corolla length in *Nicotiana tabacum*) and multiple allelism: ABO blood groups in human.

UNIT II: Chromosomal inheritance

Linkage, crossing over and chromosome mapping- interrelationships and importance. Linkage maps, chromosome theory of inheritance, sex determination and sex linked inheritance. Chromosomal aberrations: deletion, duplication, inversion, translocation, aneuploidy and polyploidy. Extra nuclear genome: mitochondrial and chloroplast.

UNIT III: Genes and Mutations

Concept of gene: Neurospora genetics- one gene one enzyme hypothesis. Brief account on fine structure of gene in eukaryotes and prokaryotes. Mutations- types of mutations, point mutation-transition, transversion and frame shift mutation. Physical and chemical mutagens.

Cytoplasmic inheritance: Maternal influence, shell coiling in snail, Kappa particles in Paramecium.

UNIT IV: Plant breeding

Introduction and objectives of plant breeding , general methods of breeding in-self-pollinated, cross pollinated and vegetative propagated crop plants : Introduction and acclimatization, selections and hybridizations, hybrid vigour and inbreeding depression, green revolution, Role of mutation and polyploidy in plant breeding, national and international agriculture research institute, famous plant breeders and their contribution (Indian and international), Plant breeding work done on wheat and rice in India.

Learning Outcomes: After completion the course student would able to:

- ❖ Understand the concept of genetic inheritance
- ❖ Study the laws of Mendel
- ❖ Interpret the chromosomal theory of inheritance.
- ❖ Explain the concept of cytoplasmic inheritance.
- ❖ Discuss different methods of plant breeding.

Suggested Readings:

- Brooker, R. J. 1999. Genetics: Analysis and Principles. Addison-Wesley, Boston.
- Choudhary, H. K. 1989. Elementary Principle of Plant Breeding. Oxford and IBM Publishing Co., New Delhi.
- De Robertis, E. D. P. and De Robertis, E. M. F. 2006. Cell and Molecular Biology. 8th edition. Lippincott Williams and Wilkins, Philadelphia.
- Dnyansagar, V. R. 1986. Cytology and Genetics, Tata Mc Graw - Hill Pub Co. Ltd., New Delhi.
- Gardner, E. J., Simmons, M. J. and Snustad, D. P. 2008. Principles of Genetics. 8th Edition, Wiley India.
- Gupta, P. K. 2009. Cytology, Genetics, Evolution and Plant Breeding, Rastogi Publication, Meerut.
- Miglani, G. S. 2000. Advanced genetics. Narosa Publishing House, New Delhi.
- Shukla, R. S. and Chandel, P. S. 2000. Cytogenetics, Evolution and Plant Breeding, S. Chand and Co. Ltd., New Delhi.
- Singh, R. B. 1999. Text Book of Plant Breeding. Kalyani publishers, Ludhiana.
- Snustad, D. P., Simmons, M. J. 2011. Principles of Genetics. V Edition. John Wiley and Sons Inc. New Jersey USA.

Botany-Paper-III: BRYOPHYTA

Objectives:

- ❖ To acquire knowledge on bryophytes with its classification, habitat and life cycle.
- ❖ To understand habitat, structure, reproduction with life cycle of Riccia and Marchantia.
- ❖ To learn about class anthocerotopsida.
- ❖ To know about the life cycle of funeria.
- ❖ To apply the knowledge of bryophyta in daily life.

UNIT I:

Bryophytes: General characteristic, origin, evolution, classification (Eichler and Proskauer), habitat range, thallus structure, reproduction, alternation of generation and economic importance.

UNIT II:

Habitat, structure, reproduction and life cycle of the following: Hepaticopsida; *Riccia and Marchantia*.

UNIT III:

Habitat, structure, reproduction and life cycle of the following: Anthocerotopsida; *Anthoceros*. Phylogenetic relationship with hepaticopsida and Bryopsida.

UNIT IV:

Bryopsida: Habitat, structure, reproduction and life cycle of *Funaria*. Sterilisation of sporogenous tissues in Bryophytes.

Learning Outcomes: After completion the course student would able to:

- ❖ Acquire knowledge on bryophytes with its classification, habitat and cycle.
- ❖ Understand habitat, structure, reproduction with life cycles of *Riccia* and *Marchantia*.
- ❖ Describe the class anthocerotopsida.
- ❖ Explain the concept of life cycle of *Funaria*.
- ❖ Interpret the importance of bryophyte.

Suggested Readings:

- Chopra, R.N. and Kumar, P.K. 1988. Biology of Bryophytes. Wiley Eastern Ltd. New Delhi.
- Pandey, S.N., Mishra, S.P. and Trivedi, P.S. 1981. A text book of Botany vol. II, Vikas publishing House Pvt. Ltd, New Delhi.
- Parihar, N.S. 1965. An Introduction to Bryophyta. Central Book Depot, Allhabad.
- Puri, P. 1985. Bryophytes. Atmaram and Sons, Delhi.
- Smith, G.M. 1938. Cryptogramic Botany Vol. II. Bryophytes and Pteridophytes. Mc Graw Hill Book Company, London.
- Sporne, K.R. 1967. The Morphology of Bryophytes. Hutchinson University Library, London.
- Tyagi, A. and Saxena, M. 2014. Algae, Lichens and Bryophyta, CBH, Jaipur
- Vashishta, B. R., Sinha, A. K. and Kumar, A. 2011. Botany for degree students, Bryophyta. S. Chand and Co. New Delhi.
- Watson E.V. 1971. The structure and life of Bryophytes. Hutchinson University Library, London.

BOTANY PRACTICAL II

1. Demonstration of the phenomenon of protoplasmic streaming in leaf.
2. To study chloroplast, chromoplast and leucoplast in plant material.
3. Study of Mitosis in root tip and Meiosis in flower bud from temporary and permanent slides.
4. Study the prokaryotic, eukaryotic cell and cell organelles by electron micro photographs.
5. To study the effect of organic solvent on membrane permeability.
6. Genetic problems on monohybrid, dihybrid cross, test cross and back cross.
7. Karyotype preparation.
8. Identification of chromosomes on the basis of their size and centomere position.
9. Pedigree analysis for dormant and recessive autosomal and sex linked traits.

10. Study of Barr body in epithelial cells of females.
11. Study of habit, habitat, vegetative thallus organization and structure, reproductive structures of the following taxa through temporary mounts and permanent slides:
12. *Riccia, Marchantia, Anthocero and Funaria.*

Semester-II

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 205	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology-Paper-I : Developmental Biology

Objectives

- ❖ To describe how organisms maintain gametic population.
- ❖ To understand fertilization process.
- ❖ To understand way of cleavage and different patterns to form zygote.
- ❖ To understand the fundamental embryonic development.
- ❖ To understand the complete process of formation of germ layers.

UNIT-I

- 1.1 History of embryology and Types
- 1.2 Gametogenesis: Spermatogenesis, Structure of sperm, Oogenesis, Structure of egg, Types of eggs

UNIT-II

- 2.1 Fertilization-Type of Fertilization, Process of Fertilization
- 2.2 Parthenogenesis
- 2.3 Planes and Patterns of cleavage, Blastulation, Gastrulation,

UNIT-III

- 3.1 Concept of embryonic induction; Primary organizers differentiation and competence.
- 3.2 Extra embryonic membranes, Type and physiology of Placenta
- 3.3 Structure of hen's egg, Development of chick up to 96 hrs stage.

UNIT-IV

- 4.1 Stem cells: Sources, types and their use in human welfare; Cloning
- 4.2 Elementary Idea of Teratogenesis
- 4.3 Ageing and Senescence, IVF, Embryo transfer-Test tube babies, GIFT, ZIFT and Bioethics

Learning Outcomes: After completion of the course student would be able to:

- ❖ Describe the process of: Gametogenesis, Fertilization and early development, Parthenogenesis
- ❖ Understand the concept of embryonic induction: primary organizer and competence, Developmental stages of chick (upto 96 hours).
- ❖ Discuss for the extra embryonic membranes.
- ❖ Discuss for the placenta
- ❖ Describe of stem cell

Zoology-Paper-II : Genetics

Objectives

- ❖ To describe how the behavior of chromosomes during meiosis can explain Mendel's law.
- ❖ To understand how inheritance patterns are affected by position on chromosomes.
- ❖ To understand the similarities and differences between how genetic information is passed on in prokaryotes and eukaryotes.
- ❖ To understand gene interactions.
- ❖ To classify the sex determination in human.

Unit – I

- 1.1 Mendelism: Brief history of Genetics and Mendel's work, Mendelian Laws, their significance and current status
- 1.2 Genetic Interactions- Epistasis-dominant and recessive, codominance, incomplete dominance, complementary, supplementary, inhibitory, duplicate and Lethal genes
- 1.3 Multiple Allelic interactions: Inheritance of blood group and Rh factor

Unit –II

- 2.1 Linkage and crossing over: Basic concept, types and theories, elementary idea of Chromosome mapping
- 2.2 Sex determination – ZZ, XY, XO, ZW pattern, Sex determination in Human,

Unit – III

- 3.1 Chromosomes Number, size, shape, type structure, Lampbrush chromosomes,
- 3.2 Cytoplasm inheritance: Kappa particles in Paramecium, Chloroplast Genetics, Cytoplasmic Inheritance in Chlamydomonas

Unit –IV

- 4.1 Disorders related to chromosomal number- Turner syndrome, Klinefelter's syndrome and Down's syndrome
- 4.2 Elementary idea of Thalassemia, Sickle Cell Anaemia, Diabetes mellitus

Learning Outcomes: After completion of the course student would be able to:

- ❖ Understand the Mendelism & Multiple allelism.
- ❖ Understand the concept of gene & gene interaction, and Sex-linked Inheritance.
- ❖ Describe the Blood Group, RH Factor .
- ❖ Interpret the terms Chromosome , Thalassemia, Sickle cell anemia
- ❖ Describe sex determination in human

Zoology-Paper-III : Molecular Biology

Objectives

- ❖ To Understand about the genetic material (Nucleic acids) and DNA replication.
- ❖ To Understand about various types of RNA and process of Transcription & Translation.
- ❖ To describe the Genetic Code, and protein synthesis.
- ❖ 4. To classify the bacterial DNA structure
- ❖ To describe the nucleolus structure and function

Unit – I

- 1.1 Interphase Nucleus: Organization, Ultrastructure and functions of Nucleus, Pore Complex, Nuclear Membrane
- 1.2 Nucleolus: Structure and functions

- 1.3 Chromosome: Ultrastructure and types, Chromosomal Organisation: Nucleosome Model, Solenoid Model,
- 1.4 Giant chromosomes: Lamp-brush and Polytene chromosome

Unit - II

- 2.1 DNA: Structure of DNA, Polymorphism of DNA (A, B, C, D and Z)
- 2.2 RNA: Structure of RNA, types of RNA, RNA as a genetic material

Unit - III

- 3.1 DNA replication: Meselson and Stahl experiments, Mechanism of replication –origin of replication, concept of replication, directionality of replication, Role of enzymes in replication
- 3.2 Bacterial DNA Structure
- 3.3 Replication in Bacterial DNA

Unit IV

- 4.1 Genetic code: Characteristics of genetic code, Wobble hypothesis
- 4.2 Protein synthesis: Central Dogma; Transcription Mechanism in Prokaryotes, Transcription in Eukaryotes, Enzymes of transcription;
- 4.3 Protein Synthesis: Elementary idea of the mechanism of translation

Learning Outcomes: After completion the course student would able to:

- ❖ Understand about the genetic material (Nucleic acids) and DNA replication.
- ❖ Interpret about various types of RNA and process of Transcription & Translation.
- ❖ Understand the Genetic Code, and protein synthesis.
- ❖ Describe the bacterial DNA structure
- ❖ Discuss the nucleolus structure and function

Zoology --Practical Based on paper I, II and III

Paper-I: Developmental Biology

1. Study of development of chick with the help of

- a. Whole mounts: 18 Hours (Primitive streak stage), 21 hrs, 24 hours, 33 hrs, 48 hours 72 hours and 96 hours.
- b. Study of the embryo at various stages of incubation in vivo by making a window in egg shell.

Paper-II: Genetics

1. Life cycle of Drosophila; Identification of male and female drosophila;. Study of mutants in Drosophila (Bar eye, white eye, yellow body, sepia eye, curled wing, vestigial wing)
2. Identification of blood groups & Rh. Factor

Paper-III: Molecular Biology

1. Demonstration of salivary gland chromosome in Chironomous larva
2. Use of colchicine in arresting anaphase movement (onion root tips)
3. Study of cell permeability using mammalian RBCs.

Suggested Readings :

1. Genetics; Winchester, A. M.; Oxford and IBH Publishing Co.
2. Cell and Molecular Biology; De Robertis and De Robertis; Saunders College.
3. Genetics; Strickberger W. M.; Prentice Hall of India.
4. Cell Biology; Powar, C.B; Himalayan Publishing House.

5. Principles of Genetics; Gardener, E. J.; Wiley eastern, New Delhi.
6. A Textbook of Genetics; Rastogi, V.B.; Ramnath and Kedarnath
7. Molecular Biology of the gene; Watson, J.D; Benzamin/ Cummings.
8. Biochemistry; Voet & Voet; John Wiley & Sons.
9. Cytology and Genetics. Dyansagar, C.R. Tata McGraw Hill Publ. Co. New Delhi.
10. Cell Biology : Dyson, R.D. Allen and Bacon, New York.
11. Cell Biology. Rastogi S.C. : Tata McGraw Hill Publ. Co. New Delhi.
12. Cell Biology and Genetics. Kohli, S. jain, S. and Ramesh Book Depot. Jaipur.
13. Cytology : Verma, P.S. and Agrawal V.K : S.Chand and Co. New Delhi.
14. Genetics. Verma, P.S. and Agrawal V.K. S.Chand and Co., New Delhi.
15. Cell Biology and Genetics; Kohli, K.S;Ramesh Book Depot
16. Genetics; Winchester, A.M; Oxford and IBH Publishing Co.
17. Cell and Molecular Biology; De Robertis and De Robertis; Saunders College.
18. Genetics; Strickberger; Macmillan, Prentice Hall of India.
19. Cell Biology; Powar, C.B; Himalayan publishing House.
20. Principles of Genetics; Gardener, E,J; Wiley eastern, New Delhi.
21. A Textbook of Genetics; Rastogi, V.B.; Ramnath & Kedarnath.
22. Cell and Molecular Biology; Gerald Karp; John Wiley and Sons,inc
23. Molecular Biology of the cell; Bruce Alberts, Julian Lewis, James D.Watson; Garland Publishings
24. Textbook of Zoology; Shivapuri, Jacob, D. and Vyas, D.K.; Ramesh Book Depot.
25. Zoology: Storer, T.I. and Using, K.L.: Tata McGraw Hill Publishing Co., New Delhi.
26. D. Reinhold, New York (Indian reprinting : Affiliated East West Press, New Delhi.)
27. Student Text Book of Zoology. Vol.I.II and III. Sedgwick.A.
28. Text book of Zoology. Parker, T.J., Haswell. W.A.Macmillan Co., London.
29. Gilbert, S. T. (2000). Developmental biology, 6th ed. *Sinauer, Sunderland.*
30. Hoar, W. S. (1983). General and comparative physiology. *Prentice Hall.*
31. Prosser, C. L. Comparative animal physiology.
32. Saunders, J. W. Developmental biology: Patterns/Principles/Problems. MacMillan Publ.
33. Wilson, J. A. Principles of animal physiology. Collins MacMillan Publ.
34. Sandhu. T. B. of Embryology
35. Armugam. T. B. of Embryology
36. Pattern. Early Embryology of Chick
37. Verma & Agrawal. Chordate Embryology
38. Tomar. Chordate Embryology
39. Asha Sharma, Chetan K. Sharma, Development Biology, R.B.D. Publishing House, Jaipur
40. K.V. Shastri, Vinita Sukhla, 2014, Development Biology, Rastogi Publication, Meerut, Delhi
41. S.K. Sharma, 2015, Micro Biology & Bio-technology, College Book Center, Jaipur

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 301	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	

Chemistry-Paper-I : inorganic chemistry

Objectives:

- ❖ To develop the conceptual knowledge of acid and bases.
- ❖ To aware about the classification of acids, non aqueous solvents and separation methods.
- ❖ To give information about various characteristics & laws related to hard and soft acid and bases.
- ❖ To acquaint the knowledge of principles and purifying process for various solvents.

Unit I : Acids and Bases

Arrhenius (Water- ion system), Bronsted- Lowry (The proton donor acceptor system), The Lux-Flood (oxide ion concept), Lewis concepts of acids and bases (The electron donor acceptor concept) and solvent system and solvolysis, ionic product of solvent, limitations of solvent system.

Unit II : Hard and soft acids and bases (HSAB)

Classification of acids and bases as hard and soft. Pearson's HSAB concept, acid- base strength and hardness and softness, symbiosis, theoretical basis of hardness and softness, electronegativity and hardness and softness, limitations of HSAB.

Unit III : Non-aqueous solvents

Physical properties of solvent, types of solvent and their general characteristics, reactions in non-aqueous solvents with reference to liq. NH₃ and liq. SO₂

Unit IV : Separation methods and Analysis Process

Principles and process of solvent extraction, the distribution law and partition coefficient, batch extraction, continuous extraction and counter current distribution, Gravimetric methods, theory of precipitation, co-precipitation, post precipitation, theory of purifying the precipitates.

Learning Outcomes: After completion the course student would able to:

- ❖ Differentiate between the various types of acid and bases.
- ❖ Describe the rules and principles related to explain the properties of non aqueous solvents.
- ❖ Apply the rules of separation and purification to extract various impurities.
- ❖ Explain the general characteristics and types of solvents.

Chemistry-Paper-II : Organic chemistry

Objectives:

- ❖ To develop knowledge about classification & nomenclature of organic compounds.
- ❖ To aware about the chemical reactions, mechanism and properties of alcohol & ethers.
- ❖ To develop understanding the proper use of various laws related to synthesis and catalyzing process.
- ❖ To explain the various reactions on the basis of their mechanism.

Unit I: Alcohols

Classification and nomenclature. Monohydric alcohols- Methods of formation by reduction of aldehyde, ketones, carboxylic acids and esters. Hydrogen bonding, acidic nature, reaction of alcohols. Dihydric alcohols- methods of formation, chemical reactions of vicinal glycols, oxidation cleavage [Pb(OAc)₄ and HIO₄] and pinacol- pinacolone rearrangement. Trihydric alcohols- methods of formation, chemical reactions of glycerol.

Unit II : Phenol

Nomenclature, structure and bonding, preparation of phenols, physical properties and acidic character. Comparative acidic strength of alcohols and phenols, resonance stabilization of phenoxide ion, reaction of phenols, electrophilic aromatic substitutions, acylations and carboxylation. Mechanisms of Fries rearrangement, Claisen rearrangement. Gattermann synthesis, Hauben- Hoesch reaction, Lederer Manasse reaction and Reimer Tiemann reaction.

Unit III : Aldehyde and ketones

Nomenclature and structure of the carbonyl group. Synthesis of aldehyde and ketones with particular reference to the synthesis of aldehydes from acid chlorides, synthesis of aldehyde and ketones using 1, 3 dithianes, synthesis of ketones from nitriles and from carboxylic acids. Physical properties. Mechanism of nucleophilic additions to carbonyl group with particular emphasis on benzoin, aldol, perkin and Knoevenagel condensations, condensation with ammonia and its derivatives. Wittig reaction, Mannich reaction, use of acetals as protecting group, oxidation of aldehyde and ketones, Cannizzaro reaction, Bayer Villiger oxidation of ketones, MPV, Clemmensen's reduction, Wolf Kishner reduction, LiAlH_4 and NaBH_4 reduction, Halogenation of enolizable ketones.

Unit IV : Ethers and epoxides & Organic synthesis via Enolates

Nomenclature of ethers and methods of their formation, physical properties, chemical reactions- cleavage and auto oxidation, Ziesel 's method. Synthesis of epoxides. Acid and base- catalyzed ring opening of epoxides, orientation of epoxide ring opening; reactions of Grignard and organolithium reagents with epoxides.

Acidity of α hydrogens, alkylation of diethyl malonate and ethyl acetoacetate. Synthesis of ethylacetoacetate; The Claisen condensation. Keto-enol tautomerism of ethyl acetoacetate. Alkylation of 1,3- dithianes, alkylation and acylation of enamines.

Learning outcomes: After completion of the course student would be able to:

- ❖ Classify the various organic compounds on the basis of mechanism and structure.
- ❖ Apply the knowledge of processing derivatives for synthesizing various products.
- ❖ Describe and discuss about technical terminology related to alcohols, ketones & ethers etc.
- ❖ Explain different methods of formation according to chemical reactions.

Chemistry-Paper-III : Physical chemistry

Objectives:

- ❖ To develop the knowledge about laws of thermodynamics, electrochemistry & equilibrium.
- ❖ To be aware about the behavior of ideal gases, enthalpy and process of dissociation.
- ❖ To describe the relationship between pressure and heat, conductivity & electrolytes etc.
- ❖ To develop understanding about the thermodynamics process and chemical equilibrium.

Unit I: Thermodynamics-I & First law of thermodynamics

Definition of thermodynamics terms: systems, surroundings etc. Types of systems, intensive and extensive properties. State and path functions and their differentials. Thermodynamics process. Concept of heat and work.

Statement, definition of internal energy and enthalpy. Heat capacity. Heat capacities at constant volume and pressure and their relationship. Joule law-Joule Thomson coefficient and inversion temperature. Calculation of w, q, dU & dH for the expansion of ideal gases under isothermal and adiabatic conditions for reversible processes.

Unit II: Thermochemistry

Standard state, standard enthalpy of formation- Hess's Law of heat summations and its applications, Heat of reaction at constant pressure and constant volume. Enthalpy of neutralization. Bond dissociation energy and its calculation from thermo-chemical data, temperature dependence of enthalpy. Kirchhoff's equation.

Unit III: Electrochemistry I

Electrical transport- conduction in metals and in electrolyte solutions, specific conductance and equivalent conductance, measurement of equivalent conductance, variation of equivalent and specific conductance with dilution. Migration of ions and Kohlrausch law, Arrhenius theory of electrolyte dissociation and its limitations, weak and strong electrolytes. Ostwald dilution law its uses and limitations.

Debye Huckel- Onsager's equation for strong electrolytes (elementary treatment only). Transport number, definition and determination by Hittorf method and moving boundary method. Application of conductivity measurements; determination of degree of dissociation, determination of K_a of acids, determination of solubility product of a sparingly soluble salt, conductometric titrations.

Unit IV: Chemical equilibrium

Equilibrium constant and free energy. Thermodynamic derivation of law of mass action. Le- Chatelier's principle. Reaction isotherm and reaction isochore – Clapeyron equation and Clausius- Clapeyron equation, application.

Learning Outcomes: After completion of the course student would be able to:

- ❖ Calculate and measure equivalent conductance, bond energy and thermo chemical data.
- ❖ Differentiate among intensive and extensive properties of system according to thermodynamics.
- ❖ Plot and interpret graph, equations and interrelationship related to volume, pressure and heat energy.
- ❖ Describe various phenomena of thermodynamics, thermochemistry and electrochemistry.
- ❖ Measure thermo chemical data, enthalpy, solubility and equilibrium constant etc

Practicals

Inorganic Chemistry

Preparation of standard solutions

Dilution 0.1M to 0.001M solutions

Gravimetric analysis:(Any One)

- i) Analysis of Cu as CuSCN ,
- ii) Analysis of Ni as Ni (dimethylglyoxime) and
- iii) Analysis of Zn as $\text{Zn}_3(\text{PO}_4)_2$

Organic Chemistry

Qualitative Analysis : Identification of two organic compounds through the functional group analysis, determination of melting point/boiling point and preparation of suitable derivatives of any one.

Suggested Reading:

1. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
2. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
3. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
4. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर

5. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
6. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
7. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
8. अकार्बनिक रसायन, सुरेश आमेटा, उमा शर्मा, पी.के. शर्मा, मुकेश मेहता, हिमांशु पब्लिकेशन्स, उदयपुर
9. अकार्बनिक रसायन, जी.के. रस्तोगी, यशपाल सिंह, कॉलेज बुक हाऊस, जयपुर
10. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 302	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	

Physics-Paper-I: Statistical And Thermodynamical Physics-I

Objectives:

- ❖ To aware general thermo-dynamical interaction.
- ❖ To develop concept about carnot's engine and Maxwell relation.
- ❖ 3 To apply the concepts production of low temperature.
- ❖ 4. To apply the concepts of low temperature.

UNIT I General Thermo-dynamical Interaction:

Thermal interaction; Zeroth law of thermodynamics Helmholtz free energy; Adiabatic interaction and enthalpy; General interaction and first law of thermodynamics; Infinitesimal general interaction; Gibb's free energy and Phase transitions. Clausius-Clapeyron equation; Vapour pressure curve.

UNIT II Carnot's Engine and Maxwell Relation:

Heat engine and efficiency of engine, Carnot,s Cycle; Thermodynamic scale as an absolute scale; Maxwell relations and their applications.

UNIT III Production of Low Temperature:

Joule Thomson expansion and J.T. coefficients for ideal as well as Vander Waal's gas. Porous plug experiment, Temperature inversions. Regenerative cooling and cooling by adiabatic expansion and demagnetization.

UNIT IV Application of Low Temperature:

Liquid Helium, He I and He II, super fluidity, quest for absolute zero. Nernst heat theorem. Qualitative Discussion of Superconductivity.

Learning Outcomes: After completion the course student would able to:

- ❖ Identify and describe the statistical nature of concepts and laws in thermodynamics, in particular: entropy, temperature, chemical potential, Free energies, partition functions.
- ❖ Use the statistical physics methods, such as Boltzmann distribution, Gibbs distribution, Fermi-Dirac and Bose-Einstein distributions to solve problems in some physical systems.

- ❖ Apply the concepts and principles of black-body radiation to analyze radiation phenomena in thermodynamic systems.
- ❖ Apply the concepts and laws of thermodynamics to solve problems in thermodynamic systems such as gases, heat engines and refrigerators etc.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, उष्मा गतिकी एवं सांख्यिकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-II: Optics –I

Objective

- ❖ To give information about geometrical optics.
- ❖ To aware about the lenses and these properties.
- ❖ To develop concept about the interference.
- ❖ To give information about polarization and types of polarization.

UNIT-I Geometrical Optics:

Fermat's principle, Laws of reflection and refraction from Fermat's principle, refraction at a spherical surface. Axial, lateral, angular magnification and their interrelationship; Abbe's Sine condition for spherical surfaces;

UNIT-II Lenses:

Refraction through a thick and thin lenses and its Focal length , Focal length of two thin lenses separated by a distance, Cardinal points of a co-axial lens system, properties of cardinal points; construction of image using cardinal points.

UNIT-III Interference:

Young's double slit experiment, temporal and spatial coherence, coherence length, Division of amplitude, Interference in thin films, colour in thin films. Wedge shaped film, Newton rings and determination of wavelength and refractive index by Newton ring. Michelson Interferometer, Measurement of wavelength and refractive index by Michelson Interferometer.

Unit-IV Polarization:

Polarization states of electromagnetic (EM) waves, reflection and refraction of plane EM wave at plane dielectric surface, boundary conditions, derivation of Fresnel's relations. Huygen's theory, Theory of double refraction using Fresnel's ellipsoidal surface (no mathematical derivation). Production and analysis of plane, circularly and elliptically polarized light, quarter and half wave plates.

Learning Outcomes: After completion the course student would able to:

- ❖ Gain knowledge on various theories of light
- ❖ Acquire skills to identify and apply formulas of optics and wave physics
- ❖ Classify the properties of light like reflection, refraction, interference, diffraction etc
- ❖ Applies the diffraction and polarization.
- ❖ Classify the theory of double refraction.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, प्रकाशिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper-III: Electronics & Solid State Devices –I**Objectives:**

- ❖ To give information about circuit analysis.
- ❖ To aware about the network theorems.
- ❖ To develop concept about the semiconductor.
- ❖ To give information about rectifiers and voltage regulation.

UNIT-I Circuit Analysis:

Network-some important definitions, loop and nodal equation based on DC and AC circuits (Kirchhoff's Laws), Four terminal network parameters; Current volt conventions, Open circuit, short circuit and hybrid parameters of any four terminals network. Input, Output and mutual impedance for an active four terminal network.

UNIT – II Network Theorems:

Superposition, Thevenin, Norton, Reciprocity, Compensation and maximum power transfer and miller theorems.

UNIT – III Semiconductors:

Intrinsic and extrinsic semiconductors, charge densities in N and P materials, conduction by drift and diffusion of charge carriers. PN diode equation, capacitance effects. Nature of charge carriers by Hall effect and Hall coefficient. Zener Diode, tunnel diode, photovoltaic effect.

UNIT – IV Rectifiers and Voltage Regulation:

Half-wave, full wave and Bridge rectifiers, Calculation of ripple factor, efficiency and regulation. Filters: shunt inductors, shunt capacitor, L sections and π sections filters. Voltage regulation and voltage stabilization by Zener diode, Voltage multiplier circuits.

Learning Outcomes: After completion the course student would able to:

- ❖ Applies the kirchhoff's law (first and second) and circuit analysis.
- ❖ Calculate the network theorem (superposition, thevenin, reciprocity, compensation, maximum power transfer and miller theorems).
- ❖ Discuss the concept of the semiconductor, type of semiconductor, zener diode and hall effect.
- ❖ Identify the concept of rectifiers, voltage regulation, various type of filter.
- ❖ Calculation of ripple factor, efficiency and regulation

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, इलेक्ट्रॉनिकी एवं ठोस प्रावस्था युक्तियां, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics Practical: III

1. Study of dependence of velocity of wave propagation on line parameter using torsional wave apparatus.
2. Study of variation of reflection coefficient on nature of termination using torsional wave apparatus.
3. Using Platinum resistance thermometers find the melting point of a given substance.
4. Using Newton's rings method find out the wave length of a monochromatic source and find the refractive index of liquid.
5. Using Michelson's interferometers find out the wavelength of given monochromatic source (Sodium light).
6. To determine dispersive power of prism.
7. To determine wave length by grating.
8. To determine wave length by Biprism.
9. Determine the thermodynamic constant using Clements & Desorme's method.
10. To determine thermal conductivity of a bad conductor by Lee's method.
11. Determination of ballistic constant of a ballistic galvanometer.
12. Study of variation of total thermal radiation with temperature
13. To study the Specific rotation of sugar solution by polarimeter.
14. Any experiment according to theory paper.

Suggested Reading :

1. प्रभा दशोरा, द्वितीय वर्ष, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015-16

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 303	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	

Mathematics-Paper-I : Real Analysis

Objectives:

- ❖ To aware the Real Numbers as Complete Ordered Field, Closed & opened Sets.
- ❖ To gain knowledge about the Cauchy's Sequences, Subsequences.
- ❖ To develop knowledge about the Notion of Limit & Continuity for Functions of Two Variables.
- ❖ To develop concept about the properties of continuous function on close intervals.

Unit 1: Real numbers as complete ordered field, Limit point, Bolzano-Weierstrass theorem, Closed and Open sets, Union and Intersection of such sets. Concept of compactness. Heine-Borel theorem. Connected sets. Real sequences- Limit and Convergence of a sequence, Monotonic sequences.

Unit 2: Cauchy's sequences, Subsequences, Cauchy's general principle of convergence.

Unit 3 ; Properties of continuous functions on closed intervals. Properties of derivable functions, Darboux's and Rolle's theorem.

Unit 4: Notion of limit and continuity for functions of two variables. Riemann integration — Lower and Upper Riemann integrals, Riemann integrability, Mean value theorem of integral calculus, Fundamental theorem of integral calculus,

Learning Outcomes: After completion the course student would able to:

- ❖ Applies the Real Numbers as Complete Ordered Field, Closed & opened Sets.
- ❖ Calculate the Cauchy's Sequences, Subsequences.
- ❖ Discuss the Properties of Continuous Functions on Closed Intervals.
- ❖ Classify the Notion of Limit & Continuity for Functions of Two Variables.
- ❖ Interprets the fundamental theorem.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, रियल एनालिसिस, आर. बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-II : Differential Equations I

Objectives

- ❖ To give information about Degree & Order of a Differential Equation.
- ❖ To aware Linear Equation & Exact Differential Equation.
- ❖ To develop concept of the 1st Order but Higher Degree Differential Equation Solve for x,y &p.
- ❖ To develop knowledge about the Homogeneous Linear Differential Equations.

Unit 1: Degree and order of a differential equation. Equations of first order and first degree. Equations in which the variables are separable. Homogeneous equations and equations reducible to homogeneous form.

Unit 2; Linear equations and equations reducible to linear form. Exact differential equations and equations which can be made exact.

Unit 3: First order but higher degree differential equations solvable for x,y and p. Clairaut's form and singular Solutions with Extraneous Loci. Linear differential equations with constant coefficients, Complimentary function and Particular integral.

Unit 4 : Homogeneous linear differential equations, Simultaneous differential equations.

Learning Outcomes: After completion the course student would able to:

- ❖ Calculate Degree & Order of a Differential Equation.
- ❖ Differentiate between Linear Equation & Exact Differential Equation.
- ❖ Calculate the 1st Order but Higher Degree Differential Equation Solve for x,y &p.
- ❖ Discuss on the Homogeneous Linear Differential Equations.
- ❖ Discuss on the linear differential equation constant coefficients.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, अवकलन समीकरण, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, अवकलन समीकरण, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-III: Numerical Analysis

Objectives:

- ❖ To aware Relation b/w Differences and Derivatives .
- ❖ To Understand the Divided Differences by Newton's .
- ❖ To give knowledge about the Stirling's and Bessel's Interpolation Formulae.
- ❖ To develop concept of Numerical Integration .

Unit 1: Differences. Relation between differences and derivatives. Differences of a polynomial. Newton's formulae for forward and backward interpolation.

Unit 2: Divided differences. Newton's divided difference, Lagrange's interpolation formula.

Unit 3: Central differences. Gauss's, Stirling's and Bessel's interpolation formulae. Numerical Differentiation. Derivatives from interpolation formulae.

Unit 4: Numerical integration, Derivations of general quadrature formulas, Trapezoidal rule. Simpson's one-/ third, Simpson's three-eighth and Gauss's quadrature formulae.

Learning Outcomes: After completion the course student would able to:

- ❖ Calculate Relation b/w Differences and Derivatives .
- ❖ Discuss on the Divided Differences by Newton's .
- ❖ Applies the Stirling's and Bessel's Interpolation Formulae.
- ❖ Identify the concept of Numerical Integration.
- ❖ Applies the trapezoidal rule.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड, जितेन्द्र सैनी, संख्यात्मक विश्लेषण, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, संख्यात्मक विश्लेषण, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 304	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany-Paper-I : Molecular Biology

Objectives:

- ❖ To know the concept of genetic material
- ❖ To understand the structure of DNA with its model
- ❖ To get knowledge about the concept, types and process of DNA replication
- ❖ To understand the concept of transcription and Translation
- ❖ To learn about the regulation of gene expression

UNIT I: Genetic Material

- Biological, Chemical and physical Nature of Heredity material.
- Structure of DNA, WATSON & Crick model of DNA, Nuclosome model.
- Structure and types of RNAs (mRNA, tRNA and RNA)

UNIT –II DNA Replication

- Concept, Types and process of DNA Replication.
- Meselson experiment of semiconservative replication of DNA
- Okazaki fragments, DNA Polymerases, DNA protein interaction.
- Preliminary account of DNA damage and repair.

UNIT-III Transcription and Translation

- Transcription in Eukaryotes, role of promoters, RNA Polymerases, Pre RNA synthests, pre RNA Processing, capping, splicing and polyadenylation.
- Translation in Eukaryotes, Genetic code (Initiation, Elongation and Termination.)

UNIT-IV Regulation of Gene Expression

- Regulation in Gene expression in prokaryotes and Eukaryotes,
- Negative and Positive control.
- Attenuation and Antitermination.
- Reverse Transcription and its application.

Learning Outcomes: After completion the course student would able to:

- ❖ Explain the concept of genetic material
- ❖ Understand the structure of DNA with its model
- ❖ Describe the concept, types and process of DNA replication
- ❖ Differentiate the transcription and Translation
- ❖ Interpret the regulation of gene expression

Suggested Readings:

1. Becker, W.M., Kleinsmith, L.J., Hardin, J. and Bertoni, G. P. 2009. The World of the Cell. 7th Edition. Pearson Benjamin Cummings Publishing, San Francisco.
2. Brown, T. A. 2010. Gene cloning and DNA analysis: An Introduction. Blackwell Publication, USA.
3. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists., USA.
4. Chrispeel, M.J. and Sadava, D.E. 1994. Plants, Genes and Agriculture. Jones and Barlett Publishers, USA.
5. Cooper, G.M. and Hausman, R.E. 2009. The Cell: A Molecular Approach. 5th edition. ASM Press and Sunderland, Washington, D.C. Sinauer Associates, MA.
6. De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology 8th edition. Lippincott Williams and Wilkins, Philadelphia.
7. Glick, B.R. and Pasternak, J.J. 2003. Molecular Biotechnology: Principles and Applications of recombinant DNA. ASM Press, Washington.
8. Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th edition. John Wiley and Sons. Inc. New jersey, USA.
9. Mascarenhas, A.F. 1988. Hand book of Plant tissue culture. Publication and information. Div., ICAR, New Delhi.

10. Purohit, S.S. and Mathur, S.K. 1996. Biotechnology Fundamental and Application. Agro Botanical Publisher, Bikaner.
11. Razdan, M.K., 1993. An introduction to Plant tissue culture. Publication and Information Div., ICAR, New Delhi.
12. Rana, S.V.S. 2012. Biotechnology theory and practice. (Third Ed.) Rastogi Publication, Meerut.
13. Rastogi, V.B. 2008. Fundamentals of Molecular Biology. Ane Books, Meerut, India.
14. Smith, R. H. 2000. Plant Tissue Culture: Techniques and Experiments. 2nd edition, Academic Press, USA.
15. Upadhyaya, A. and Upadhyaya, K. 2005. Basic Molecular Biology. Himalaya Publishers. New Delhi.

Botany-Paper-II : Biotechnology

Objectives:

- ❖ To know the whole concept of Biotechnology
- ❖ To distinguish between morphogenesis and micro propagation
- ❖ To aware about the mechanism of plant tissue culture.
- ❖ To learn about the isolation, culture and somatic cell hybridization
- ❖ To acquire knowledge about recombinant DNA technology and PCR technique.
- ❖ To understand the introduction, process of transgenic plants.

UNIT I: Biotechnology and Plant tissue culture

Biotechnology: Functional definition. Basic aspects of Plant tissue culture, Basal medium, Media preparation and aseptic culture technique. Concept of cellular totipotency, Differentiation and morphogenesis and Micropropagation.

UNIT II: Protoplast, Anther and Embryo culture

Protoplast isolation, culture and Somatic cell hybridization, Anther culture , Embryo culture and their Applications, Applications of Plant tissue culture,

UNIT III: Recombinant DNA technology

Techniques used in rDNA technology. Restriction enzymes. Vectors for gene transfer. Plasmids and Cosmids. Genomic and c-DNA library, Polymerase Chain Reaction (PCR), Applications of PCR technique, DNA Finger Printing.

UNIT IV: , Transgenic plants

Introduction , Process of production of transgenic plants, types of transgenic plants , Application of transgenic plants and Biotechnology

Learning Outcomes: After completion of the course student would be able to:

- ❖ Comprehend the concept of Biotechnology
- ❖ Distinguish between morphogenesis and micro propagation
- ❖ Describe the role of plant tissue culture.
- ❖ Explain the isolation, culture and somatic cell hybridization
- ❖ Acquire knowledge about recombinant DNA technology and PCR technique.
- ❖ Interpret the transgenic plants.

Suggested Readings:

1. Becker, W.M., Kleinsmith, L.J., Hardin, J. and Bertoni, G. P. 2009. The World of the Cell. 7th Edition. Pearson Benjamin Cummings Publishing, San Francisco.
2. Brown, T. A. 2010. Gene cloning and DNA analysis: An Introduction. Blackwell Publication, USA.
3. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists., USA.
4. Chrispeel, M.J. and Sadava, D.E. 1994. Plants, Genes and Agriculture. Jones and Barlett Publishers, USA.
5. Cooper, G.M. and Hausman, R.E. 2009. The Cell: A Molecular Approach. 5th edition. ASM Press and Sunderland, Washington, D.C. Sinauer Associates, MA.
6. De Robertis, E.D.P. and De Robertis, E.M.F. 2006. Cell and Molecular Biology 8th edition. Lippincott Williams and Wilkins, Philadelphia.
7. Glick, B.R. and Pasternak, J.J. 2003. Molecular Biotechnology: Principles and Applications of recombinant DNA. ASM Press, Washington.
8. Karp, G. 2010. Cell and Molecular Biology: Concepts and Experiments. 6th edition. John Wiley and Sons. Inc. New jersey, USA.
9. Mascarenhas, A.F. 1988. Hand book of Plant tissue culture. Publication and information. Div., ICAR, New Delhi.
10. Purohit, S.S. and Mathur, S.K. 1996. Biotechnology Fundamental and Application. Agro Botanical Publisher, Bikaner. Razdan, M.K., 1993. An introduction to Plant tissue culture. Publication and Information Div., ICAR, New Delhi.
11. Rana, S.V.S. 2012. Biotechnology theory and practice. (Third Ed.) Rastogi Publication, Meerut.
12. Rastogi, V.B. 2008. Fundamentals of Molecular Biology. Ane Books, Meerut, India.
13. Smith, R. H. 2000. Plant Tissue Culture: Techniques and Experiments. 2nd edition, Academic Press, USA.
14. Upadhyaya, A. and Upadhyaya, K. 2005. Basic Molecular Biology. Himalaya Publishers. New Delhi.

Botany-Paper-III : Plant Physiology I

Objectives:

- ❖ To understand structure, properties, components and phenomenon of water
- ❖ To know about different theories related to water absorption.
- ❖ To learn about Nitrogen and phosphorous cycle
- ❖ To get knowledge about concept and process of photosynthesis and respiration.
- ❖ To distinguish Aerobic and anaerobic pathways

UNIT I: Water

Structure and properties of water, osmosis, water potential and its components, absorption of water, root pressure, pathway of water movement; concepts of symplast and apoplast. Ascent of sap, mechanism of stomatal movements, factor affecting transpiration, its theories, mechanism and significance, antitranspirants and guttation.

UNIT II: Mineral Nutrition

Transport of ions across cell, mechanism of active and passive transport, translocation of, macro and micro nutrients; role of essential nutrients in plant metabolism and their deficiency symptoms. Outline of Nitrogen and phosphorus cycle. Transamination and deamination.

UNIT III: Photosynthesis

Photosynthesis, discovery and structure of pigments (chlorophyll and accessory pigment), light harvesting units, law of limiting factors. Light reaction- photophosphorylation- (cyclic and non cyclic), dark Reaction- Calvin and Benson cycle, Hatch and Slack pathway, Crassulacean acid metabolism and photorespiration.

UNIT IV: Respiration

Respiration: Aerobic and anaerobic, glycolysis, tricarboxylic acid cycle, oxidative phosphorylation, and factors affecting oxidative processes, pentose phosphate pathway, fermentation.

Learning Outcomes: After completion the course student would able to:

- ❖ Understand structure, properties, components and phenomenon of water
- ❖ C out different theories related to water absorption.
- ❖ Explain the Nitrogen and phosphorous cycle
- ❖ Get knowledge about concept and process of photosynthesis and respiration
- ❖ Distinguish Aerobic and anaerobic pathways

Suggested Readings:

1. Hopkins, W.G. and Huner, P. A. 2008. Introduction to Plant Physiology. John Wiley and Sons, USA.
2. Jain, V.K. 2013. Fundamental of Plant Physiology. S. Chand and Company Ltd., New Delhi.
3. Malik, C. P. and Srivastava A.K. 1982. Text book of Plant Physiology. Kalyani publication, New Delhi.
4. Mukherjee S., Ghosh A. K. 2006. Plant Physiology. New Central Book Agency, Calcutta.
5. Parashar, A. N. and Bhatia, K. N. 1985. Plant Physiology. Trueman Book Company, New Delhi.
6. Sinha, R. K. 2007. Modern Plant Physiology. 2nd Edition Tata McGraw, New Delhi.
7. Taiz, L. and Zeiger, E. 2006. Plant Physiology. 4th Edition, Sinauer Associates Inc. Publishers, Massachusetts, USA.
8. Verma, S. K. and Verma, M. 2000. A Text book of Plant Physiology, Biochemistry and Biotechnology. S. Chand and co. Ltd., New Delhi.
9. Verma, V. 2007. Text Book of Plant Physiology. ANE Books, India.

BOTANY PRACTICAL III

1. To determine the water potential of given plant material.
2. Demonstration of phenomenon of osmosis using potato osmometer.
3. Demonstration of phenomenon of plasmolysis.
4. To study the permeability of plasma membrane using different concentration of organic solvents.
5. To study the effect of temperature on permeability of plasma membrane.
6. To demonstrate root pressure.
7. Study of effect of temperature on rate of transpiration.
8. Study of transpiration rate in dorsiventral and isobilateral leaves by use of potometer.
9. Study of the mechanism of stomatal opening and closing.
10. Rate of photosynthesis under varying HCO_3 concentration in an aquatic plant using bicarbonate (Wilmott and Bubbler).
11. Demonstration of O_2 evolution during photosynthesis by inverted funnel method.
12. To study that light is necessary for photosynthesis by using ganong screen.
13. To demonstrate of anaerobic and aerobic respiration.
14. To study that C_{O_2} , light and chlorophyll is essential for photosynthesis (Moll's half experiment).

15. Study C3 and C4 plant with the Kranz anatomy.
16. To study the R.Q. by Ganong's respirometer.

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 305	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology-Paper-I : Life and Diversity of animals – Chordata- I

Objectives:

- ❖ To explain what the vertebrates are.
- ❖ To understand the general characters of each class of vertebrates.
- ❖ To understand the origin and evolutionary relationship in different classes of vertebrates.
- ❖ To understand the classification of pisces
- ❖ To develop the general characters and classification in Amphibia

Unit I: Protochordates

- 1.1 **Protochordata:** General characters and classification up to order Type Study:
- 1.2 ***Herdmania*** : Morphology, digestive system, Nervous System and sense organs, Excretory System, Reproductive system, Ascidian tadpole larva
- 1.3 ***Amphioxus***: Structure, digestive system, respiratory system, circulatory system, sense Organs, excretory system

Unit – II Agnatha and Pisces

- 2.1 **Agnatha:** General Features of Agnatha and classification up to classes Type study: General Features of Petromyzon, Ammocete Larva
- 2.2 **Pisces:** Classification of Pisces upto classes; Difference between Chondrichthyes and Osteichthyes Type Study: General Morphology and anatomy of Scoliodon

Unit-III Tetrapoda

- 3.1 Amphibia: Classification and characters with suitable examples, adaptations for amphibious life
- 3.2 Reptilia: Classification and characters with suitable examples,
- 3.3 Aves: General classification and characters with important examples;
- 3.4 Mammalia-I: Classification and characters with suitable examples

Unit – IV Miscellaneous

- 4.1 Protochordates: General features and phylogeny of Urochordates & cephalochordates; Retrogressive metamorphosis
- 4.2 Pisces: Fins (structure and origin); Types of scales; Migration; Parental Care

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss and study the classification of Protochordata, Ascidia & Amphioxus
- ❖ Understand the classification of Agnatha & Gnathostomata, Characters of Petromyzon, Ammocete larva, .

- ❖ Learn about the classification of Pisces, and basics of pisciculture, Scales, Fins, migration in fishes.
- ❖ Understand the classification of Amphibia, Reptilia, and the General Topics like Adaptive radiation in Amphibian, Neoteny, Parental care in Amphibians,
- ❖ Understand the classification of Aves, Mammals and the General Topics like perching mechanism, flight adaptation, migration and feathers in birds and adaptation, hair and dentition in Mammals

Zoology-Paper-II: Microbiology & Parasitology

Objectives:

- ❖ To understand the classification Microorganisms.
- ❖ To Understand and study the Bacteria.
- ❖ To Understand the Parasite Protozoan's.
- ❖ To Understand the Virus, Hepatitis and HIV.
- ❖ To explain the morphology of bacteria

Unit –I: Microbiology

- 1.1 The scope of Microbiology: Characterization, Classification and identification of Microorganisms.
- 1.2 History and landmark events in Microbiology: Working of A.V. Leeuwenhock, Louis Pasteur, Robert Koch, Germ Theory of diseases.
- 1.3 World of Microbes: General Morphology of Protozoa, fungi – Molds and Yeasts

Unit-II: Bacteria

- 2.1 The World of Bacteria – Morphology of Bacteria; Difference between Gram-positive and Gram-negative Bacteria
- 2.2 Basic idea of Culture: Types of culture media, Maintenance of pure cultures
- 2.3 Growth & Reproduction: Bacterial division, growth curve, generation time, measurement of growth. Asepsis, sterilization with physical and chemical agents; Reproduction- Asexual and sexual

Unit-III: Other Microbes

- 3.1 Virus: Structure, Classification; Life Cycle- Lytic and Lysogeny; A Bacteriophage
- 3.2 Hepatitis: Structure and types of causative agent, Precaution, Prevention and Control
- 3.3 HIV and AIDS: Epidemiology, prevention, control and treatment

Unit-IV: Parasitology

- 4.1 Parasitic Protozoans: life cycle, pathogenesis and disease caused by Entamoebae; Plasmodium, Trypanosoma, Leishmania
- 4.2 Epidemiology of infectious diseases with reference of Human:
 - Bacterial [Tuberculosis, Leprosy, Meningitis]
 - Fungal[any one]diseases

Learning Outcomes: After completion the course student would able to:

- ❖ Applies the classification Microorganisms.
- ❖ Understand and study the Bacteria.
- ❖ Explain the Parasite Protozoans.
- ❖ Classify the Virus, Hepatitis and HIV.
- ❖ Interprets the plasmodium, trypanosome, leishmania.

Zoology-Paper-III: Physiology- I

Objectives:

- ❖ To develop the metabolic activities in mammalian body.
- ❖ To understand the various Biomolecules in body.
- ❖ To understand the structural chemistry of proteins, carbohydrates, fats.
- ❖ To understand the functions of Biomolecules in body Secretion.
- ❖ To explain the process of digestion.

Unit I Respiration

- 1.1 Mechanism and regulation of Respiration
- 1.2 Transport of oxygen and carbon dioxide, Respiratory Pigments
- 1.3 Respiratory quotient, Respiratory volumes and capacities
- 1.4 Respiratory Disorders and effect of smoking

Unit II Circulation

- 2.1 Body Fluid: Composition and functions of blood; Lymph composition & function; Blood Pressure, Regulation of Blood Pressure
- 2.2 Blood clotting – Intrinsic and extrinsic factors, Blood groups and Rh factor
- 2.3 Physiology of cardiac muscles, structure & function of heart; Human Cardiac Cycle; Cardiac Rhythm; Origin of Heart Beat; Regulation of Heart Beat
- 2.4 Elementary idea of Haemostasis, ECG, factors contributing to heart problems; Angioplasty; Angiography

Unit III Nutrition and Digestion

- 3.1 Balanced diet
- 3.2 Digestion and absorption of carbohydrates, proteins and fats
- 3.3 Hormonal regulation of gastrointestinal function
- 3.4 Vitamins- Fat soluble and water soluble vitamins; Sources, deficiency and diseases

Unit IV Excretion

- 4.1 Types of Nitrogenous waste products (ammonotelic, uricotelic, ureotelic)
- 4.2 Structure and function of kidney; Nephron; Renal blood supply
- 4.3 Mechanism of Urine formation in mammals; Counter Current Principle
- 4.4 Hormonal control of renal function; Renin- Angiotensin System, Micturition, Regulation of Body Fluids & Acid Base balance

Learning Outcomes: After completion the course student would able to:

- ❖ Understand the Physiology of Digestion & Respiration.
- ❖ Discuss the Physiology of Circulation & nerve impulse and Reflex Action.
- ❖ Understand the Physiology of Excretion
- ❖ Describe in nitrogenous waste products.
- ❖ Interprets in hormonal control of renal function

Zoology -----Practical Based on paper I, II and III

Paper-I: Study of Chordates:

A. Study of Specimen.

- a) **Protochordata:** Herdmania, Ciona, Salpa, Doliolum, Amphioxus
- b) **Lower Chordates:** Petromyzon, Myxine/Bdellostoma, Ammocete larva,

- c) **Pisces:** Sphyrna, Trygon (Sting ray), Pristis (Saw Fish), Raja (Skate), Torpedo, Chimaera (Rat Fish), Acipensor, Amia, Lepidosteus, Notopterus, Labeo, Clarius, Anguilla (eel), Exocoetus, Hippocampus, Echenesis Sucker Fish), Protopterus,
 - d) **Amphibia:** Ichthyophis, Cryptobranchus, Ambyostoma (Tiger Salamander), Axolotl Larva, Salamandra, Proteus, Siren, Alytes, Pipa, Hyla, Rhacophorous (Flying Frog)
- B. Study of Slides.
- a) Tadpole larva of Herdmania, Herdmania Spicules, T.S. of Amphioxus (Through Oral hood, Pharyngeal, Intestinal and Caudal regions)
 - b) V.S. of Skin of Scoliodon, Amphibia
- C. Mounting.
- a) Herdmania Spicules, Placiod Scale
- D. Dissection: [Through demonstration by chart/ CAL/ Video]
- a) **Major:** Afferent branchial vessels; Efferent branchial vessels; Cranial nerves of Scoliodon.
 - b) **Minor:** Internal Ear; Eye Muscles; Ampulla of Lorrenzini

Paper-II : Microbiology and Parasitology

1. Preparation and use of culture media for microbes
2. Study of microbes in food material (milk, Curd etc.)
3. Staining procedure for parasites
4. Identification of Protozoan parasites from permanent slides.
 - Trypanosoma(epimastigote or trypomastigote form); Leishmania (promastigote and amastigote form); Plasmodium (sporozoites and signet ring); Giardia; Entamoeba (trophozoites);;
5. Identification and characterization of helminth parasites from permanent slides
 - Cercaria of Fasciola; Eggs of Schistosoma; Cyst of Echinococcus granulosus; Microfilarie of Wuchereria

Paper: III Physiology:

1. Demonstration of ptyalin enzyme activity
2. Estimation of haemoglobin content; RBC Counting, WBC Counting; Haematocrit value and ESR of given blood sample
3. Histological Slides of mammalian T.S. of spinal Cord, stomach, duodenum, ileum, liver, lung, kidney

Suggested Readings:

Chordates:

1. Colbert's evolution of the vertebrates; Colbert, E.H; John Wiley & Sons
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3. Modern text book of Zoology-Vertebrates; Kotpal, Rastogi Publication.
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8. Vijaya Ramesh, 2007: Food Microbiology, MJP.Publ. Chennai, India.
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10. Purohit, S.S. 2007: Microbiology - Agrobios Publ. India
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12. Prescott, 2009: Industrial Microbiology - Agrobios Publ. India
13. Parihar, L. 2008: Advances in Applied Microbiology - Agrobios Publ. India
14. Agarwal,A.K.2008: Industrial Microbiology, Agrobios Publ. India.
15. Bohra, A. 2006: Food Microbiology, Agrobios Publ. India
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2. Guyton and Hall: A text book of Medical Physiology (11th ed. 2006, Saunders).
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7. Wilson, J. A. Principles of animal physiology. Collins MacMillan Publ.
8. Chordate zoology and animal physiology. S. Chand and Co
9. K.V. Shastri, 2015, Animal Physiology and Biotechnology, Rastogi Publication, Merrut, Delhi

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 301	Understanding a Discipline and Subject	Any one CE	4	30	70	100
EDU 302	Innovative Methods					

EDU 301 : Understanding a Discipline and Subject

Objectives:

- ❖ To make aware the students about the disciplines and its characteristics.
- ❖ To give Introduction of Kalidas, Tulsidas and Shakespeare
- ❖ To understand the scientific idea of science education.
- ❖ To apply the thought of social science language in their day to day life.

Course Contents:

Unit- I Language and Disciplines

- a) Meaning of discipline
- b) Characteristics of a discipline
- c) Inter- disciplinary approach

Unit- II Language and Disciplines

- a) History of language development (Hindi, Sanskrit and English)
- b) Language technology
- c) Language lab
- d) Phonetics science
- e) Introduction of Kalidas, Tulsidas and Shakespeare

Unit- III Social Science and Discipline

- a) History and game cricket
- b) History of woman empowerment
- c) New trends cultural in society
- d) Political socialization
- e) Article of democratic problems (Terrorism, corruption &kola-Brokers)

Unit- IV Science and Disciplines

- a) Life sketch of scientists (Dalton, Rutherford, Newton, Mendal and Homi Jahangir Bhabha)
- b) Science and sound
- c) Nutrition and balanced diet
- d) Human diseases
- e) Electricity and light

Assignment & Practical Work (Any Two)

- a) Write Any one term paper.
- b) Write a short note on Importance of Language in teacher.

- c) Read and review an article.
- d) Prepare a report on creative writing.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand language of various discipline.
- ❖ Develop expression of various language areas.
- ❖ Acquire scientific study of language phonetics.
- ❖ Know the scientific idea of science education.
- ❖ Apply the thought of social science language in their day today life.
- ❖ Develop interdisciplinary approach of language (Hindi/Sanskrit/English).

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1. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc Graw Hill Publishing House co. Ltd.
2. Richards, J.C. of Rodgers, T.S. (2009), Approachas and Methods in Language Teaching, Cambrige, C.U.P.
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5. संस्कृत पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
6. सामाजिक अध्ययन पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)
7. हिन्दी पाठ्य पुस्तक कक्षा 9 से 12 तक, माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर (2014)

EDU 302: Innovative Methods

Objectives:

- ❖ To introduce students about the concepts of innovations in teaching.
- ❖ To understand the idea of various subject methods.

Course Contents:

Unit- I Concept of Innovation.

- a) Innovation : Meaning, Definition
- b) Characteristics of Innovation
- c) Methods : concept, Objective
- d) Meethods Characteristics and Utility

Unit- II Methods of Social science

- a) Time line method
- b) Source method
- c) Biographical method
- d) Socialized Recitation method

Unit- III Methods of Science

- a) Demonstration method
- b) Experimental/ Laboratoury method
- c) Heuristic method
- d) Project method

Unit- IV Methods of Language

- a) Lecture method

- b) Inductive and Deductive
- c) Supervised study method
- d) Brain Storming

Assignment & Practical Work (Any Two)

- Write any one term paper
- Write a short note on Importance of Language in teacher
- Read and review an article
- Prepare a report on creative writing

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge of various innovative methods.
- ❖ Understand the idea of methods.

Suggested Readings:

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
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6. Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 301	Critical Understanding of ICT	FC	2	15 Practical	35	50

Objectives:

- ❖ To explain the concept of ICT in education.
- ❖ To develop skills in using MS Office applications for education.
- ❖ To use internet efficiently to access information and communicate with others.
- ❖ To understand the applications of E-learning in education.

Course Contents:

Unit - I MS Office

- a) MS- word (Text management)
- b) Power Point (Preparation of Slide)
- c) Smart Class
- d) E - Learning

Unit - II Internet and Multimedia

- a) E-mail, Chat
- b) Searching, Downloding and Uploding
- c) Multimedia and its Education Uses.

d) Mobile Banking

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the concept of ICT in education.
- ❖ Develop skills in using MS Office applications for education.
- ❖ Use internet efficiently to access information and communicate with others.
- ❖ Understand the applications of E-learning in education.

Assignment & Practical Work (Any Two)

- Prepare one term paper on any topic related to above units.
- Prepare power point presentation on any one topics related to School content/ B.Ed. Syallbus.

Semester-III

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
JVB 302	Yoga and Preksha Meditation	FC	2	15 Practical	35	50

Objectives:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

विषयवस्तु :

इकाई-1 योग के प्रयोग

- (अ) योग : अर्थ, परिभाषा, अष्टांग योग की उपयोगिता
- (ब) आसन : सूर्यनमस्कार,(अर्थ, प्रक्रिया एवं लाभ) ताड़ासन, पादहस्तासन, गरुडासन, जानुशिरासन, वक्रासन, वज्रासन, पद्मासन, उत्तानपादासन, पवनमुक्तासन, भुजंगासन, शलभासन,(स्थिति, विधि, लाभ)
- (स) प्राणायाम : सूर्यभेदी, चन्द्रभेदी,व अनुलोम विलोम
- (द) मुद्रा : ज्ञान मुद्रा,वीतराग मुद्रा
- (य) बन्ध : मूलबन्ध, उड्डियानबन्ध व जालधर बन्ध

इकाई-2 प्रेक्षाध्यान

- (अ) प्रेक्षाध्यान का इतिहास, अर्थ एवं उद्देश्य
- (ब) प्रेक्षाध्यान के सहायक अंगों का संक्षिप्त परिचय एवं महत्व
- (स) कायोत्सर्ग, अर्न्तयात्रा, श्वास प्रेक्षा एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति)
- (द) प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय

सत्रीय कार्य :(कोई एक)

- विषय से सम्बन्धित कोई एक टर्म पेपर तैयार करना।
- सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

Learning Outcomes:

- ❖ जीवन विज्ञान, प्रेक्षाध्यान एवं योग विद्या की जानकारी प्राप्त कर सकेंगे।
- ❖ संतुलित व्यक्तित्व का निर्माण।
- ❖ विद्यालयस्तरीय ध्यान एवं योग के प्रशिक्षक तैयार करना।

सन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
4. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
5. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
6. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
7. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
8. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
9. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
10. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
11. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
12. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
13. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, शुभकरण सुराना
14. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
15. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
16. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
17. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
18. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
19. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
20. Science of Living, Ed. Muni Mahendra Kumar

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 401	Gender , School and Society	CC	4	30	70	100

Objectives:

- ❖ To understand the modern concept of society, organization & gender sensitivity.
- ❖ To aware about the dimension of development of school administration.
- ❖ To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- ❖ To develop knowledge of the role of different NGO & organizations.

Course Contents:

Unit- I Role of Society & Organization in Gender sensitivity.

- a) Gender Equity : Concept, Needs, Problem and solution
- b) Nature of Society
- c) Women Commission
- d) Right to Education

Unit- II Dimensions of Development of School

- a) Administration – Structure of Centre and State education.
- b) Head-Master – Merits, work, Duties and Leadership.
- c) Ideal Teacher – Personality and Qualification
- d) Modern school , Library, Laboratory, and Hostel
- e) Outline of Co-Curricular Activities in School.

Unit- III Present Education & Society

- a) Role of education in different Areas (Family, school, and society).
- b) Present Social Problems (unemployment, Students indiscipline, Poverty, Illiteracy, Health & Nutrition) Concept, cause, and Solution
- c) Education and Society Relationship

Unit- IV Role of organization in Gender sensitivity, society, and school

- a) NGO – (meaning and Role)
- b) Role of present Social – worker
- c) Govt. Planning
- d) Role of Religious Organization

Assignment & Practical Work (Any Two)

- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Term paper solve.
- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

Learning Outcomes: After completion of this course students would able to:

- ❖ Sensitize students about different social & national level problems at school level.
- ❖ Remedies regarding gender discrimination, government schemes and Right to Education.
- ❖ Implement their knowledge to plan community awareness programmes to sensitize weaker section of society.
- ❖ Understanding relationship between education and society as well as NGO's.
Utilize their administrative skill to manage different administrative activities at school level

Suggested Readings:

1. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
2. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
3. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
5. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
6. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
7. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
8. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
9. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
10. www.gender.com.ac.uk.
11. www.genderstudies.org.
12. www.gendeparddigm.com./publication/html

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 402	Reading and Reflecting on texts (EPC)	CC	2	15	35 Practical and Viva-voce	50

Objectives:

- ❖ To develop basic Communication Skills.
- ❖ To promote Creative Writing among students.
- ❖ To acquire the knowledge of art of Speaking.

Course Contents:

Unit- I Reading Comprehension

- a) Explain with stage of any self expression of any one guest.
- b) Enlist errors in reading among school students.
- c) Review of any one books with reading.
- d) Write the educational essence of any five stories and morale thought with reading.

Unit- II Writing composition & Action Plan

- a) Recite 10 poem / verse/ stanza and write it.
- b) Prepare an action plan and organize accordingly.
- c) Proof reading.
- d) Prepare list of innovative vocabulary for speaking. (50 words).

Learning Outcomes: After completion of this course students would able to:

- ❖ Understnd Communication Skills.
- ❖ Promote Creative Writing among students
- ❖ Explain the art of speaking.

Assignment & Practical Work (Any Two)

- One term paper on any topic related to above units.
- Prepare a plan and organize any two activities related to above units.
- Demonstrate different type of speaking.
- To identify the causes of ineffective speech and remedies for it.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 403	Drama and Arts in Education (EPC)	CC	2	15	35 Practical and Viva-voce	50

Objectives:

- ❖ To develop skills of role playing and acting.
- ❖ To acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Course Contents:

Unit- I Write a Drama Script

- a) Prepare a Drama for any Social issues (Class VI to XI)
- b) Role playing for different scene of Drama
- c) To know different types of Drama

Unit- II Fine Arts, materials and its relevancy (Any two works)

- a) Mehendi, Drawing
- b) Rangoli/Model Preparation
- c) Poster Painting

Assignment & Practical Work (Any Two)

- Prepare any one term paper related to above units.
- Plan and organize any two activities related to above units.
- Prepare Arts and crafts with un usual material
- Prepare Fine Arts with paper
- Hand made Architecture
- Soft toys (Teddy bear)
- Dance Art
- Fine Arts/ Painting
- Skill of Playing musical instrument
- Food Shef
- Handicraft

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop skills of role playing and acting.
- ❖ Acquire the knowledge and develop skill of arts, painting and playing musical Instruments.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 401	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	

Chemistry-Paper -I : Inorganic chemistry

Objectives:

- ❖ To develop the knowledge about chromatography, oxidation reduction and polymerization.
- ❖ To aware about the conceptual knowledge of chromatography, polymer chemistry and bioinorganic chemistry.
- ❖ To acquaint about the classification of acids, non aqueous solvents and separation methods.
- ❖ To give information about solvent systems, diagrams and preparation methods.
- ❖ To develop understanding about phosphazenes, trace elements and nitrogen fixation.

Unit I : Chromatography

Types of chromatographic methods and their applications, principle of differential migration, Adsorption phenomenon, nature of the adsorbent, solvent systems, R_f values.

Unit II : Oxidation and Reduction

Use of redox potential data, analysis of redox cycle, redox stability in water, disproportionation, Frost, the diagrammatic representation of potential data, Latimer and Pourbaix diagrams, principles involved in the extraction of the elements.

Unit III : Polymer chemistry of Silicones & Phosphazenes

Classification, Preparation and Structure of silicones, silicon resin, silicon rubber, silicon fluid, industrial application of silicones.

Preparation, properties, substitution reaction and structure of Phosphazenes

Unit IV : Bioinorganic chemistry

Essential and trace elements in biological processes, metalloporphyrins with special reference to haemoglobin and myoglobin. Biological role of alkali and alkaline earth metal ions with reference to Na⁺, K⁺, Ca²⁺ and Mg²⁺, nitrogen fixation.

Learning Outcomes: After completion the course student would able to:

- ❖ Differentiate between oxidation & reduction and structures of silicones .
- ❖ Describe the principles related to differential migration, substitution and biochemistry .
- ❖ Apply the methods of chromatography, industrial uses of silicon and biochemistry to solve different issues.
- ❖ Interpret the diagrams related to redox reaction, structure and processes of polymerization.

Chemistry-Paper -II : Organic chemistry

Objectives:

- ❖ To develop knowledge about classification & nomenclature of carboxylic acid and dicarboxylic acid.
- ❖ To aware about the chemical reactions, mechanism and properties of polymers, halonitroarenes and amines.
- ❖ To develop concept of various laws related to synthesis and catalyzing process.
- ❖ To acquaint the various reactions on the basis of their mechanism.

Unit I : Carboxylic acids & Dicarboxylic acids

Nomenclature, structure and bonding, physical properties, acidity of carboxylic acids, effects of substituents on acid strength, preparation of carboxylic acids, reactions of carboxylic acids – Hell Volhard Zelinisky reaction, synthesis of acid chlorides, esters and amides, reduction of carboxylic acids, mechanism of decarboxylation. Method of formation and chemical reaction of haloacids, hydroxyl acids, malic tartaric and citric acids. Methods of formation and chemical reactions of α , β - unsaturated monocarboxylic acids. methods of formation and effect of heat and dehydrating agents (succinic, glutaric and adipic acids).

Unit II : Carboxylic acids derivatives & Synthetic polymers

Structure and nomenclature of acid chlorides, esters, amides (urea) and acid anhydrides, relative stability of acyl derivatives. Physical properties, inter conversion of acid derivatives by nucleophilic acyl substitution. Preparation of carboxylic acid derivatives, chemical reactions, mechanism of esterification and hydrolysis (acidic and basic).

Addition or chain growth polymerization. Free radical vinyl polymerization, ionic vinyl polymerization, Ziegler Natta polymerization and vinyl polymers. Condensation or step growth polymerization. Polyesters, polyamides, phenol-formaldehyde resin, urea-formaldehyde resin, epoxy resins and polyurethanes. Natural and synthetic rubbers.

Unit III : Alkyl nitrates, Nitroarenes & Halonitroarenes

Preparation of nitroalkanes and nitroarenes. chemical reactions of nitro alkanes, mechanism of nucleophilic substitution in nitro arenes and their reduction in acidic, neutral and alkaline medium, picric acid.

Reactivity, structure and nomenclature of amines, physical properties, stereochemistry of amines. Separation of mixture of primary, secondary and tertiary amines, structural features effecting basicity of amines.

Unit IV Amines

Amines salts as phase transfer catalyst, preparation of alkyls and aryl amines (reduction of nitro compounds, nitriles), reductive amination of aldehydic and ketonic compounds. Gabriel- Pthalamide reaction, Hofmann bromamide reaction.

Reaction of amines, electrophilic aromatic substitution in aryl amines, reaction of amines with nitrous acids. Diazotization, mechanism, synthetic transformation of aryl diazonium salts, azocoupling.

Learning Outcomes: After completion the course student would able to:

- ❖ Classify the various organic compounds on the basis of mechanism and structure.
- ❖ Apply the knowledge of processing derivatives for synthesize various products.
- ❖ Describe and discuss about technical terminology related to acids, alkyl nitrates and amines.
- ❖ Discuss about the methods of formation, structural features and mechanism of various compounds.

Chemistry-Paper - III: Physical Chemistry

Objectives:

- ❖ To aware about laws of thermodynamics, pH, polarization of molecular structure.
- ❖ To develop conceptual knowledge about entropy, electrolytes dipole moment etc.
- ❖ To develop analytical view about evaluation of absolute entropy, activity coefficient and magnetic properties of compounds.
- ❖ To give information about carnt theorem, mixing of gases, overvoltage and referectivity.

Unit I : Second and Third law of thermodynamics & Concept of entropy

Need for the law, different statements of the law, Carnot cycle and its efficiency. Carnot theorem. Thermodynamic scale of temperature.

Entropy as a state function, entropy as a function of Volume and temperature, entropy as a function of pressure and temperature, entropy change in physical change, Clausius inequality, entropy as a criteria of spontaneity and equilibrium, Entropy change in ideal gases and mixing of gases

Nernst heat theorem, statement and concept of residual entropy, evaluation of absolute entropy from heat capacity data. Gibbs and Helmholtz functions: Gibbs function (G) and Helmholtz function (A) as thermodynamic quantities, A & G as criteria for thermodynamic equilibrium and spontaneity, their advantage over entropy change. Variation of G and A with P, V and T.

Unit II : Electrochemistry II

Types of reversible electrodes, gas metal ion, metal-metal ion, metal insoluble salt-anion and redox electrodes. Electrode reactions, Nernst equation, derivation of cell E.M.F. and single electrode potential, standard hydrogen electrode, reference electrodes, standard electrode potential, sign convention, electrochemical series and its significance.

Electrolytic and Galvanic cells-reversible and irreversible cells, conventional representation of electrochemical cells.

EMF of a cell and its measurements, computation of cell EMF, calculation of thermodynamic quantities of cell reactions (ΔG , ΔH and K), polarization, over potential and overvoltage.

Concentration cell with and without transport, liquid junction potential, application of concentration cells, solubility product and activity coefficient, potentiometric titrations.

Unit III : pH & Corrosion

Definition of pH and pKa determination of pH using hydrogen, quinhydrone and glass electrodes, by potentiometric methods. Buffers- mechanism of buffer action. Henderson- Hazel equation. Hydrolysis of salts.

Fundamental of electrolytic corrosion: theories and kinetics, corrosion prevention. Batteries, fuel cells

Unit IV : Physical properties and molecular structure

Optical activity, polarization (Clausius-Mosotti equation) orientation of dipoles in an electric field, dipole moment, induced dipole moment, measurement of dipole moment temperature method and refractivity method, dipole moment and structure of molecular magnetic properties- paramagnetism, diamagnetism and ferromagnetics.

Learning Outcomes: After completion the course student would able to:

- ❖ Classify the electrodes, cells and properties of organic compounds.

- ❖ Determine and interpret the function of volumes, equations, coefficients related to entropy, corrosion and molecular structures.
- ❖ Describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- ❖ Measure the entropy change, pH and polarization and magnetic properties of compounds.

Practicals

Organic Chemistry

TLC/ Paper chromatography

- (a) Separation of fluorescein and methylene blue
- (b) Separation of leaf pigments from spinach leaves

Synthesis of organic compounds (Any Four)

- (a) Acetylation of salicylic acid aniline glucose and hydroquinone
- (b) Aliphatic electrophilic substitution - Preparation of iodoform from ethanol and acetone
- (c) Aromatic electrophilic substitution
 - Nitration
 - Preparation of m-dinitrobenzene Preparation of p-nitroacetanilide Halogenations
 - Preparation of p-bromoacetanilide
 - Preparation of 2,4,6-tribromophenol
- (d) Diazotization/Coupling
 - Preparation of methyl orange and methyl red
- (e) Oxidation
 - Preparation of benzoic acid from toluene
- (f) Reduction
 - Preparation of aniline from nitrobenzene
 - Preparation of m-nitroaniline from m-dinitrobenzene
 - Physical Chemistry

Phase Equilibrium :

1. To study the effect of a solute (e.g. NaCl, succinic acid) on the critical solution temperature of two partially
2. miscible liquids (e.g. Phenol-Water system) and to determine the concentration of that solute in the given phenol-water system.
3. To construct the phase diagram of two component (e.g. diphenylamine-benzophenone) system by cooling curve method.

Transition Temperature:

1. Determination of the transition temperature of the given substance by thermometric/dialometric method (e.g. $\text{MnCl}_2 \cdot 4\text{H}_2\text{O}$ / $\text{SrCl}_2 \cdot 2\text{H}_2\text{O}$).

Thermochemistry :

1. To determine the solubility of benzoic acid at different temperature and to determine H of the dissolution process.
2. To determine the enthalpy of neutralization of a weak acid/weak base versus strong base/strong acid and determine the enthalpy of ionization of the weak acid /weak base.

- To determine the enthalpy of solution of solid calcium chloride and calculate the lattice energy of calcium chloride from its enthalpy data using Born Haber cycle.

Viva-Voce and Record

Suggested Reading:

- कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
- अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
- प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
- भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
- कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
- अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
- प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
- भौतिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाउस, जयपुर

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 402	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	

Physics-Paper -I: Statistical And Thermodynamical Physics-II

Objectives:

- ❖ To aware kinetic theory of gases.
- ❖ To Understand the transport phenomenon of gases.
- ❖ To give knowledge about the classical statistics.
- ❖ To develop concept of quantum statistics.

UNIT I Kinetic Theory of Gases:

Distribution law of molecular velocities, most probable, average and RMS velocities, Energy distribution function; Experimental verification of the Maxwell velocity distribution the principle of equipartition of energy.

UNIT II Transport Phenomenon of Gases:

Transport Phenomenon: Mean free path, distribution of free paths, coefficients of viscosity, thermal conductivity, diffusion and their interrelation.

UNIT III Classical Statistics:

Validity of classical approximation, Phase space, micro and macro states; Thermodynamical probability, entropy and thermodynamic probability; Monoatomic ideal gas; Barometric equation ; Specific heat capacity of diatomic gas; Heat capacity of solids.

UNIT IV Quantum Statistics:

Black body radiation and failure of classical statistics, Postulates of quantum statistics, indistinguishability, wave function and exchange degeneracy, a priori-probability; Bose Einstein statistics and its distribution function; Planck distribution function and radiation formula; Fermi Dirac statistics and its distribution function, contact potential, thermionic emission; Specific heat anomaly of metals; Nuclear spin statistics (para and ortho hydrogen)

Learning Outcomes: After completion the course student would able to:

- ❖ Analyze phase equilibrium condition and identify types of phase transitions of physical systems.
- ❖ Make connections between applications of general statistical theory in various branches of physics.
- ❖ Design, set up, and carry out experiments, analyze data recognising and accounting for errors and compare with theoretical predictions.
- ❖ Differentiate between B-E statistics & F-D statistics
- ❖ Discuss on the nuclear spin statistics.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, उष्मा गतिकी एवं सांख्यिकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics-Paper -II: Optics –II

Objectives:

- ❖ To aware fraunhofer diffraction.
- ❖ To Understand the Fresnel class of diffraction and resolving power.
- ❖ To give knowledge about the optical activity and holography.
- ❖ To develop concept of lasers.

UNIT-I Fraunhofer Diffraction:

Fraunhofer diffraction at single slit and a circular aperture, intensity distribution and width of central maxima, and determination of slit size, two slit diffraction and its intensity distribution with missing orders. Diffraction due to N slits with intensity distributions. Plane transmission grating its formation and intensity distribution.

UNIT-II Fresnel class of Diffraction & Resolving Power:

Fresnel class of diffraction, half period zones, zone plate, diffraction due to circular aperture. Diffraction at straight edge, thin and thick wire, rectangular slit. Rayleigh's criterion, resolving power of prism, telescope, microscope and plane transmission grating.

Unit-III Optical Activity and Holography:

Optical activity, Specific rotation, biquartz and half shade polarimeters. Basic concepts of holography, construction of a hologram and reconstruction of the image, important features of hologram and uses of holography.

Unit-IV Lasers:

Difference between ordinary and laser source, stimulated and spontaneous emission, stimulated absorption.

Einstein's A and B coefficients, population inversion, conditions for laser action, meta-stable states, pumping. Types of lasers, construction, working and energy level schemes of He-Ne and Ruby laser. Properties and uses of lasers.

Learning Outcomes: After completion the course student would able to:

- ❖ Applies interference in design and working of interferometers.
- ❖ Discuss on the resolving power of different optical instruments.
- ❖ Identify the working of holography and their applications in various fields.
- ❖ Classify the optical fiber and their applications in communication.
- ❖ Differentiate between simple light source and laser

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, प्रकाशिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015-16

Physics-Paper -III: Electronics & Solid State Devices –II

Objectives:

- ❖ To aware about transistor.
- ❖ To Understand the amplifiers with feedback.
- ❖ To give knowledge about the amplifiers and oscillators.
- ❖ To develop concept of field effect transistor and digital circuits.

UNIT-I Transistor:

Notations and volt -ampere characteristics for bipolar junction transistor, concept of load line and operating point, hybrid parameters. Transistor as Amplifiers: CB, CE, CC configurations, its characteristic curves and their equivalent circuits. Analysis of transistor amplifiers using hybrid parameters and its frequency response. Fixed and emitter biasing, bias stability in transistor circuits.

UNIT-II Amplifiers with Feedback:

Concept of feedback, positive and negative feedback, voltage and current feedback circuits, Advantages of negative feedback- stabilization of gain by negative feedback, Effect of feedback on output and input resistance. Reduction of nonlinear distortion by negative feedback. Effect on gain- frequency response.

UNIT-III Operational Amplifier & Oscillators:

Differential amplifier, DC levels shifter, operational amplifier, input and Output impedances, input offset current. Application: Unity gain buffer, Adder, Subtractor, Integrator and Differentiator. Feedback requirements for oscillations, circuit requirement for oscillation, basic oscillator analysis. Colpitt and Hartley oscillators. R-C oscillators, piezoelectric frequency control.

UNIT-IV Field Effect Transistor and Digital Circuits:

Field Effect Transistor (FET) and its characteristic biasing JFET, ac operation of JFET and MOSFET. Binary, Hexadecimal and Octal number systems. Binary arithmetic. Logic fundamentals AND, OR, NOT, NOR., NAND, XOR gates, Boolean theorems, transistor as a switch, logic gates: circuit realization of logic functions. Analog to digital and digital to analog analysis. DDL, RTL, TTL circuits.

Learning Outcomes: After completion the course student would able to:

- ❖ Identify characteristics of transistor (common base configuration, common emitter configuration, common collector configuration).

- ❖ Discuss on the amplifiers with feedback.
- ❖ Discuss on the concept of operational amplifier & oscillators.
- ❖ Classify the field effect transistor and digital circuits.
- ❖ Differentiate between TTL and RTL.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, इलेक्ट्रॉनिकी एवं ठोस प्रावस्था युक्तियां, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015-16

Physics Practical: IV

1. Plot thermo emf versus temperature graph and find the neutral temperature (Use sand bath)
2. Study of power supply using two diodes/bridge rectifiers with various filter circuits.
3. Study of half wave rectifier using single diode and application of L and π section filters.
4. To study characteristics of a given transistor PNP/NPN (Common emitter, common base and common collector configurations)
5. Determination of band gap using a junction diode.
6. Determination of power factor ($\cos \phi$) of a given coil using CRO.
7. Study of single stage transistor audio amplifier (Variation of gain with frequency).
8. To determine e/m by Thomson's method.
9. Determination of velocity of sound in air by standing wave method using speaker, microphone and CRO
10. Measurement of inductance of a coil by Anderson's bridge.
11. Measurement of capacitance and dielectric constant of a liquid and gang condenser by de-Sauty Bridge.
12. Any experiment according to theory paper.

Suggested Reading :

1. प्रभा दशोरा,, द्वितीय वर्ष प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015-16

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 403	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	

Mathematics-Paper-I : Real analysis and matrix space

Objectives:

- ❖ To give information about the Sequence and Series of Functions.
- ❖ To aware about the Term by Term Differentiation and Integration.
- ❖ To develop knowledge about the Metric Space
- ❖ To develop knowledge about the Subspace.

Unit 1 . Sequence and series of functions —

Pointwise and Uniform convergence, Cauchy's criterion, Weierstrass M-test, Abel's test, Dirichlet's test for uniform convergence of series of functions, Uniform convergence and Continuity of series of functions,

Unit 2; Term by term differentiation and integration. Metric space —

Definition and examples, Open and Closed sets, Interior and Closure of a set, Limit point of a set.

Unit 3:

Subspace of a metric space, Product space, Continuous mappings, Sequence in a metric space, Cauchy sequence. Complete metric space,

Unit 4 : Baire's theorem, Compact sets and Compact spaces, Connected metric spaces.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss on the Sequence and Series of Functions.
- ❖ Calculate the Term by Term Differentiation and Integration.
- ❖ Classify the Metric Space, Subspace.
- ❖ Applies the Compact Sets and Compact Space.
- ❖ Calculate the connected metric space.

Suggested Reading:

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर—दिल्ली, 2015—16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics-Paper-II : Differential Equations II

Objectives:

- ❖ To give knowledge about the exact linear differential equations of nth order.
- ❖ To aware about the linear differential equations of second order.
- ❖ To know the partial differential equations of first order.
- ❖ To Understand the homogeneous and non-homogenous linear partial differential equation.

Unit 1 ; Exact linear differential equations, of nth order. Existence and uniqueness theorem.

Unit 2: Linear differential equations of second order. Linear independence of solutions. Solution by transformation of the equation by changing the dependent variable/the independent variable, Factorization of operators, Method of variation of parameters, Method of undetermined coefficients.

Unit 3: Partial differential equations of the first order. Lagrange's linear equation. Charpit's general method of solution.

Unit 4 ; Homogeneous and non-homogeneous linear partial differential equations with constant coefficients. Equations reducible to equations with constant coefficients.

Learning Outcomes: After completion the course student would able to:

- ❖ Calculate the exact linear differential equations of nth order.
- ❖ Classify the linear differential equations of second order.

- ❖ Discuss the partial differential equations of first order.
- ❖ Identify the homogeneous and non-homogenous linear partial differential equation.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-III: Optimization Theory vector calculus

Objectives:

- ❖ To aware about the Linear Programming Problem.
- ❖ To develop knowledge of properties and Elementary Theorems on Duality Only.
- ❖ To understand the Differentiation & Integration of vector Point functions.
- ❖ To conceptualize the Divergence & Curls.

Unit 1: The linear programming problem. Basic solution. Some basic properties and theorems on convex sets.. Fundamental theorem of L.P.P.

Unit 2 ; Theory of simplex method only Duality. Fundamental theorem of duality, properties and elementary theorems on duality only.

Unit 3: Scalar and Vector point functions. Differentiation and integration of vector point functions. Directional derivative. Differential operators.

Unit 4: Gradient, Divergence and Curl. Theorems of Gauss, Green, Stokes (without proof) and problems based on these theorems.

Learning Outcomes: After completion the course student would able to:

- ❖ Applies Linear Programming Problem.
- ❖ Classify the Properties and Elementary Theorems on Duality Only.
- ❖ Discuss on the Differentiation & Integration of vector Point functions.
- ❖ Identify the Divergence & Curls.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी रियल एनालिसिस एण्ड मैट्रिक स्पेस, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, रियल एनालिसिस एण्ड मैट्रिक स्पेस, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 404	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany-Paper-I : Pteridophytes

Objectives:

- ❖ To develop knowledge on pteridophytes with its origin and classification
- ❖ To know general characteristics of psilophyta.
- ❖ To understand the life cycle of class lycophyta and sphenophyta.
- ❖ To discuss economic importance of pteridophytes.
- ❖ To compare pteridophyte with bryophyte and gymnosperms.

UNIT I:

Pteridophytes: General account of Pteridophytes, origin, classification (G.M. Smith), evolution of stele, development of sporangia (eusporangiate and leptosporangiate) and life cycle patterns of homosporous and heterosporous pteridophytes.

UNIT –II:

Heterospory and seed habit, Apospory and Apogamy. General characteristics of Psilotophyta: Morphology, anatomy and reproduction of *Psilotum*

UNIT-III:

General characteristic of Lycophyta and Sphenophyta: Morphology, anatomy and reproduction of *Seleginella* and *Equisetum*

UNIT-IV:

General characteristics of Filicophyta: Morphology, anatomy and reproduction of *Pteridium* and *Marsilea*. Economic importance of Pteridophytes.

Learning Outcomes: After completion the course student would able to:

- ❖ Develop knowledge on pteridophytes with its origin and classification
- ❖ Explain general characteristics of psilophyta.
- ❖ Understand the concept of lycophyta and sphenophyta.
- ❖ Discuss concept of filicophyta and their economic importance
- ❖ Compare pteridophyte with bryophyte and gymnosperms.

Suggested Readings:

1. Bierhorst, D.W. 1971. Morphology of Vascular Plants. MacMillan Co., N.Y. and Collier-MacMillan Ltd., London.
2. Parihar, N.S. 1996. The Biology and Morphology of Pteridophytes. Central Book Depot, Allahabad.

3. Singh, V., Pandey, P. C. and Jain, D. K .2013. A text book of Botany. IV edition, Rastogi publication, Meerut.
4. Sharma, O. P. 1990. Textbook of Pteridophyta, MacMillan India Ltd., Delhi.
5. Vashishta, P.C. 1997. Botany for Degree Students- Pteridophyta. S. Chand and Company, New Delhi.
6. Wilson, N. S. and Rothewall, G. W. 1993. Paleobotany and Evolution of Plants. (2nd Edition), Cambridge University Press, U. K.

Botany- Paper-II : Gymnosperms And Paleobotany

Objectives:

- ❖ To know the general characteristics, distribution, classification of gymnosperms
- ❖ To learn about the economic importance of gymnosperms
- ❖ To understand the morphology anatomy, reproduction of the cycadales .
- ❖ To acquire knowledge about Ephedrales and Palaeobotany.
- ❖ To discuss the dominant fossils flora of different ages.

UNIT I:

Gymnosperm: General characteristics, distribution, classification (K. R. Sporne, 1965) and economic importance. Brief account of Progymnosperm, affinities of Gymnosperms with Pteridophytes and Angiosperms.

UNIT: II

General characteristics of Cycadales, Coniferales: Morphology, anatomy, reproduction and life cycle with special reference to the genera *Cycas* and *Pinus*.

UNIT: III

General characteristics of Ephedrales: Morphology, anatomy, reproduction and life cycle of *Ephedra*. Palaeobotany: Geological time scale, fossil types and their formation, technique of study of fossils.

UNIT IV:

General account of dominant fossils flora of different ages, palaeobotany in relation to exploration of fossil fuels. Primitive land plant: *Rhynia*, Fossil pteridophytes: reconstructed plant-*Lepidodendron* and *Calamites*, Fossil gymnosperm-*Williamsonia*.

Learning Outcomes: After completion of the course student would be able to:

- ❖ Interpret the general characteristics, distribution, classification of gymnosperms
- ❖ Acquaint with the economic importance of gymnosperms
- ❖ Discuss the morphology anatomy, reproduction of the cycadales .
- ❖ Acquire knowledge about Ephedrales and Palaeobotany.
- ❖ Explain the dominant fossils flora of different ages.

Suggested Readings:

1. Bhatnagar, S. P. and Moitra, A. 1997. Gymnosperms. New Age International (P) Ltd., Publisher, New Delhi.
2. Clark, D. L. 1976. Fossils, Palaeobotany and Evolution. W.M.C. Brown Company, New York.
3. Meyen, S. V. 1978. Fundamentals of Palaeobotany. Chapman and Hall, London.
4. Sharma, O. P. 1997. Gymnosperms. Pragati Prakashan, Meerut, India.

5. Sporne, K. R. 2002. The Morphology of Gymnosperms. B. I. Pub. Pvt. Ltd. Mumbai, Kolkata, Delhi.
6. Thomas, B. A. and Spice, R. A. 1986. The Evolution and Palaeobotany of land Plants. Publ. Crom. Helm London and Sydney.
7. Vasishta P.C. 1980. Gymnosperms. S. Chand and Co. Ltd., New Delhi.

Botany- Paper-III: Plant Physiology Ii And Biochemistry

Objectives:

- ❖ To know structure, biosynthesis and physiological role of plant hormones
- ❖ To understand structure, physiological role with distinguishable factors of hormones
- ❖ To provide knowledge of vernalization and photoperiodism.
- ❖ To comprehend the introduction, importance, nomenclature and classification of carbohydrates lipids, proteins.
- ❖ To acquire knowledge about enzymes.

UNIT I:

Seed dormancy and germination, phases of growth and development; plant movement and biological clock and their regulatory factor. Growth hormones: Structure, biosynthesis, and physiological role of auxins, gibberellins.

UNIT II:

Structure, biosynthesis and physiological role of Cytokinin and Ethylene. Growth inhibitors: Abscisic acid. Physiology of Flowering: Photoperiodism, flowering stimulus, florigen concept, vernalization. Discovery, chemical nature and role of phytochrome in photomorphogenesis and senescence.

UNIT III:

Carbohydrates: Introduction, Importance, Nomenclature and Classification of Carbohydrates, Molecular Structure and Function of monosaccharides, oligosaccharides and polysaccharides. Glycosidic linkage and Glycoprotein.

Lipids—Structure and classification of lipids, fatty acids- saturated and unsaturated, Alpha Oxidation, Beta oxidation and Glyoxalate Cycle, oxidation of fatty acids.

UNIT IV:

Proteins- Amino acids as basic units, structure and classification of proteins (primary, secondary, tertiary and quaternary), Physical and Chemical Properties.

Enzymes :Structure, Nomenclature and classification of enzymes, Characteristics of Enzymes, mechanism of action, Multi Enzyme System, Regulation of Enzyme Activity.

Learning Outcomes: After completion of the course student would be able to:

- ❖ Get knowledge about structure, biosynthesis and physiological role of plant hormones
- ❖ Understand structure, physiological role with distinguishable factors of hormones
- ❖ Discuss the concept of vernalization and photoperiodism.
- ❖ Describe the importance, nomenclature and classification of carbohydrates lipids, proteins.
- ❖ Acquire knowledge about enzymes

Suggested Readings:

1. Berg, J.M., Tymoczko, J.L., Stryer, L. 2006. Biochemistry. 6th Edition, W.H. Freeman and Company, New York.
2. Buchanan, B., Gruissem, W. and Jones, R. 2000. Biochemistry and Molecular Biology of Plants. American Society of Plant Biologists, USA.
3. Conn, E.E., Stumpf, P.K. and Bruening, G. 2006. Outlines of Biochemistry. 4th Edition, John Wiley and Sons Inc. New Jersey, USA.
4. Elliot, W.H. and Elliot, D.C. 2009. Biochemistry and Molecular Biology. Oxford Publishers, India.
5. Hopkins, W.G. and Huner, P.A. 2008. Introduction to Plant Physiology. John Wiley and Sons, USA.
6. Mukherjee, S., Ghosh, A.K. 2006. Plant Physiology. New Central Book Agency, Calcutta.
7. Nelson, D.L. and Cox, M.M. 2004. Lehninger Principles of Biochemistry, 4th edition, W.H. Freeman and Company, New York, USA.
8. Ranjit, K. 2008. Research methodology: A step by step guide for beginners. Pearson, India.
9. Sinha R. K., 2007. Modern Plant Physiology. 2nd Edition Tata McGraw, New Delhi.
10. Taiz, L. and Zeiger, E. 2006. Plant Physiology. 4th Edition Sinauer Associates Inc. Publishers, Massachusetts, USA.
11. Voet, D. and Voet, J.G. 2000. Biochemistry, John Wiley, New York.
12. Wilson, K. and Walker, J. 2008. Principles and techniques of Biochemistry and Molecular Biology, Cambridge University Press.

BOTANY PRACTICAL IV

1. Double staining technique and technique for preparation of permanent slides.
2. Study of following with the temporary slide preparation and specimens:
Pteridophytes: *Psilotum*, *Selaginella*, *Equisetum*, *Pteridium* and *Marselia* (Vegetative and reproductive).
3. **Gymnosperm:** *Cycas* (coralloid root, T.S. of coralloid root, T.S. of leaflet, petiole, male cone and L.S. of male cone, microsporophyll, megasporophyll, T.S. of microsporophyll, ovule, L.S. of ovule and seed).
4. *Pinus* (T.S. of stem and needle, male cone and female cone, L.S. of male cone and female cone, seed).
5. *Ephedra* (Stem T.S., leaf T.S., male and female cones, L.S. of ovule, seed).
6. Study of fossil specimens.
7. Principle, working and use of colorimeter and spectrophotometer.
8. Principle, types and application of centrifuges.
9. Principle and types of Chromatography.
10. Separation of amino acids by paper chromatography and thin layer chromatography.
11. Microchemical tests for carbohydrates (Fehling's test, Benedicts test) and proteins (Ninhydrin test, Xanthoproteic test).
12. Separation of chlorophyll and carotenoid pigments by solvent method
13. Separation of chlorophyll and carotenoid pigments by paper chromatography .
14. Estimate chlorophyll and carotenoid content in C3 and C4 plant.
15. To test the presence of ascorbic acid in different plant juices.
16. Bioassay of plant growth hormone (auxin, gibberellins and cytokinin).
17. Measurement of growth using auxanometer.

Semester-IV

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 405	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology-Paper-I : Life and Diversity of animals – Chordata II

Objectives:

- ❖ To learn about the comparative study scoliodon and Rana of Integumentary system i.e. Structure of skin.
- ❖ To Understand and study the comparative study scoliodon and Rana of Heart and brain.
- ❖ To Understand and study the comparative study scoliodon and Rana of Bones.
- ❖ To Understand and study the Poisonous and nonpoisonous snakes.
- ❖ To explain the flight adaption

UNIT-I: Comparative Anatomy of Vertebrates-I

Comparative anatomy of the following organ systems of Scoliodon, Rana,

- 1.1 Integument and its derivatives.
- 1.2 Alimentary canal and accessory digestive glands.
- 1.3 Respiratory organs.

UNIT-II Comparative Anatomy of Vertebrates-II

Comparative anatomy of the organ systems of Scoliodon, Rana,

- 2.1 Heart, aortic arches and their evolution.
- 2.2 Brain and cranial nerves,
- 2.3 Comparative structure and evolution of urinogenital system (pro, meso and metanephric kidney and genital ducts in males and females).

Unit III: Comparative Anatomy of Vertebrates-III

Comparative anatomy of the organ systems of Scoliodon, Rana,

- 3.1 Osteology: Girdles, limb bones, Vertebrae, ribs and sternum; jaw suspension, Structure and types of vertebrae
- 3.2 Sense Organ: Comparative anatomy of eye
- 3.3 Sense Organ: Membranous labyrinth; sound production

Unit IV: Miscellaneous

- 4.1 Reptila: Poisonous and Non Poisonous Snakes of India.
- 4.2 Aves: Flight Adaptation; Flight Muscles; Perching Mechanism
- 4.3 Mammals-I: Dentition; Adaptive radiation

Learning Outcomes: After completion the course student would able to:

- ❖ Understand and study the comparative study scoliodon and Rana of Integumentary system i.e. Structure of skin.
- ❖ Study the comparative study scoliodon and Rana of Heart and brain.
- ❖ Comparative study scoliodon and Rana of Bones.
- ❖ Interpret Poisonous and nonpoisonous snakes.
- ❖ Discuss the flight adaption

Zoology-Paper-II: Biochemistry and Endocrinology

Objectives

- ❖ To explain the function of Carbohydrates and other metabolism.
- ❖ To aware the function of Lipids and metabolism
- ❖ To understand the importance of Bio molecules
- ❖ To learn about the function of Proteins and metabolism
- ❖ To aware the Types of Endocrine glands

Unit I: Carbohydrates and their metabolism

- 1.1 Biomolecule: Structure, types, function and properties of Carbohydrate
- 1.2 Metabolism: Glycolysis; fermentation; citric acid cycle; gluconeogenesis;
- 1.3 Glycogen metabolism (glycogenesis and glycogenolysis).

Unit II: Lipids and their metabolism

- 2.1 Biomolecule: Structure, types, function and properties of Lipid
- 2.2 Fatty acid; Triglycerides and Steroids
- 2.3 Metabolism: Biosynthesis and β -oxidation of saturated fatty acids, ketogenesis
- 2.4 Lipid Disorders: Ketosis, Lipidosis

Unit III: Proteins and their metabolism

- 3.1 Biomolecule: Amino acids; essential and non-essential amino acids
- 3.2 Biomolecule: Structure, types, function and general properties of Proteins; four levels of structures in proteins
- 3.3 Enzymes: Major classes, Basic mechanism of action, kinetics and factors affecting enzyme activities

Unit IV: Endocrine Glands and Disorders

Structure, biological actions and regulation of following endocrine glands:

- 4.1 Pituitary
- 4.2 Thyroid; Thymus
- 4.3 Adrenal; Pineal; Pancreas
- 4.4 Testes and Ovary

Learning Outcomes: After completion the course student would able to:

- ❖ Interprets the function of Carbohydrates and other metabolism.
- ❖ Explain the function of Lipids and metabolism
- ❖ Interpret the importance of Bio molecules
- ❖ Understand the function of Proteins and metabolism
- ❖ Explain the Types of Endocrine glands

Zoology-Paper-III: Physiology- II

Objectives:

- ❖ To Understand the Nerve and Muscles.
- ❖ To explain the Sensory Physiology.
- ❖ To Understand the Reproduction.
- ❖ To understand the hormones action.

- ❖ To learn about the human ear mechanism of hearing

Unit –I: Nerve and Muscle Physiology

- 1.1 Nerves: Types of neurons, E.M. structure of neuron; Myelinated and non-myelinated nerve fibres
- 1.2 Muscles: Ultra structure of striated muscle, Physiology of Muscle Contraction; sliding filament theory of muscle contraction; Neuromuscular Junction

Unit II: [Sensory Physiology]

- 2.1 Structure of human eye; image formation and colour vision
- 2.2 Structure of human ear, mechanism of hearing
- 2.3 Elementary idea of EEG, MRI, CT-scan, mental health (epilepsy, neurosis, psychosis)

Unit III [Reproduction]

- 3.1 Oestrous and menstrual cycle
- 3.2 Male and female sex hormones
- 3.3 Causes of infertility in male and female

Unit IV [Hormones]

- 4.1. General mechanism of hormone action: Peptide hormone; Steroid hormone
- 4.2 Neurohypophysial hormones – Oxytocin and Vasopressin
- 4.3 Hormones of the Adenohypophysis; Hypothalamic control of Adenohypophysis; Dwarfism; Acromegali

Learning Outcomes: After completion of the course student would be able to:

- ❖ Interprets the Nerve and Muscles.
- ❖ Understand the Sensory Physiology.
- ❖ Understand the Reproduction.
- ❖ Classify the hormones action.
- ❖ Describe the human ear mechanism of hearing

Zoology Practical- IV

Paper-I: Study of Chordates:

A. Study of Specimen.

- a) **Reptilia:** Chelone, Trionyx, Testudo, Sphenodon, Hemidactylus, Draco, Phrynosoma, Chamaeleon, Typhlops, Python, Eryx (Sand Boa), Bungarus, Naja, Vipera, Hydrophis, Crocodylus, Alligator, Gavials
- b) **Aves:** Archeopteryx, Pavo cristatus, Psittacula (parrot), Great Indian Bustard, Saras crane
- c) **Mammals:** Echidna (Tachyglossus/ Spiny Anteater), Ornithorhynchus (Duck-billed Platypus), Macropus (Kangaroo), Bat, Loris, Manis, Herpestes (Mongoose)

B. Study of Permanent Slides.

- a. V.S. of Skin of Reptiles, Aves and Mammals.

C. Osteology (Comparative study of amphibia to mammals articulated and disarticulated)

- a) Vertebrae.
- b) Limb bones.
- c) Girdles.
- d) Ribs.

D. Dissection:

- a) A Rat: External Feature, General anatomy, General Viscera [through chart/ video/ CAL]

Paper-II: Biochemistry

1. Biochemical detection of carbohydrates, proteins and lipids in a given sample
2. Calorimetric estimation of glucose / Protein in a given solution

Paper-III: Physiology II

I. Study of Permanent Slides

- a. Histological Slides: Bone, Cartilage, Striated Muscle Fibre
- b. Endocrine Glands: Pituitary, Thyroid, Parathyroid, Thymus, Adrenal cortex, Adrenal Medula, ovary, testis
- c. To study the knee jerk reflex in man

Suggested Readings:

Biochemistry:

1. Stryer, I. (1988). Biochemistry II. Freeman and Co.
2. Plummer, L. (1989). Practical biochemistry. Tata McGraw.
3. Murray, R. K. et al (1995). Harper's biochemistry, 24th ed. Prentice Hall.
4. Lewin, B. (2000). Gene. John Wiley & sons.
5. Strikburger, M. W. (1994). Genetics. Macmillan Publ. Co.
6. Russel, P. J. (1998). Genetics. The Benjamin Cummins Publishing Co.
7. Lehninger (2004). Principles of biochemistry 4th ed.
8. Gilbert, F. (2000). Basic concepts in biochemistry: A student's survival guide.2nd ed. McGrawHill
9. Price, N. E. & Stevens, L. (1982). Fundamentals of enzymology. OUP
10. K.V. Shastri, 2015, Animal Physiology and Biochemistry, Rastogi Publication, Meerut, Delhi

Physiology:

1. Ganong: Review of Medical Physiology (22nd ed. 2005, Lange Medical)
2. Guyton and Hall: A text book of Medical Physiology (11th ed. 2006, Saunders).
3. Keele & Neil: Samson Wright's Applied Physiology (13th ed. 1989, Oxford)
4. K.V. Shastri : Physiology
5. William S. Hoar, 1976. General and Comparative Physiology, Prentice
6. K.V. Shastri, 2015, Animal Physiology and Biochemistry, Rastogi Publication, Meerut, Delhi

Endocrinology

1. Hadley: Endocrinology (5th ed. 2000, Prentice Hall)
2. Turner and Bagnara: General Endocrinology (6th ed. 1984, Saunders)
3. Norris: Vertebrate Endocrinology, Fourth Edition, 2007, Academic Press

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 501	General English	CC	4	30	70	100

Objectives:

- ❖ Students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.
- ❖ Students will practice the grammar skills involved in writing sentences and short paragraphs.

Unit -I Grammar and Usage:

1. Parts of Speech
2. Basic Sentence Patterns

3. Sentences beginning with 'It' and 'There'
4. Tenses
5. Phrasal Verbs
6. Articles and other Determiners
7. Direct & Indirect Speech
8. Active and Passive Voice
9. Modal Auxiliaries
10. Simple, Complex and Compound sentences.

Unite -II Book : A Cavalcade of Modern English Prose Essays :

- (1) Essentials of Education (2) Testament

Unite -III Writing Skills

- (1) Paragraph Writing (2) Letter & Application Writing

Unite -IV Vocabulary

- (1) Word often confused (2) Antonyms and Synonyms

Learning Outcome: After completion the course student would able to:

- ❖ Begin to self-edit their oral and written production.
- ❖ Make less grammatical errors.
- ❖ Clear of grammatical terms.
- ❖ Get exposure of writing letters, application and paragraph.

Suggested Reading :

1. R. Quirk et al (ed.) A Grammar of Contemporary English. Longman, London, 1972.
2. A Textbook of General English for Undergraduate students by R.P. Bhatnagar, Rajul Bhargava, Jain Prakashan Mandir, 1024, Shinghiji ki Gali, Chaura Rasta, Jaipur-302 002.
3. English Grammar, Composition and Reference skills by R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.
2. Text Book: A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
3. English for Indian Learners by R.P. Bhatnagar, University book house, (P), Jaipur.

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 502	Contemporary India and Education	CC	4	30	70	100

Objectives:

- ❖ To know the concept and nature of Educaiton.
- ❖ To know the social mobility and social skill.
- ❖ To understand the various committee and commission.
- ❖ To educate about the recent policies of Education.

Course Contents:

Unit-I Concept and Nature of Education

- a) Education : Concept, Nature, Objectives and Functions
- b) Role and problems of education in nation building
- c) Current educational provisions of education in India (One year)
- d) Educational thoughts of Indians thinkers (Vivekanand and Mahatma Gandhi)

Unit-II Social Aspects of Education

- a) Sociology in education : Concept, Functions and Contribution
- b) Social change : Meaning, Definition, Factors and Effects of Education
- c) Social mobility
- d) Education and culture
- e) Role of education in development of social skills.

Unit-III Progressive Development of Education in Terms of Commissions and Committees

- a) Characteristics of ancient, medieval and british period of education.
- b) Radhakrishna Commission of Education (1948)
- c) Mudaliyer Commission of Education (1952)
- d) Kothari Commission of Education(1964)
- e) National education policy (1968 and 1986)
- f) Revised national education policy (1992)

Unit : IV Programmes for Education

- a) Issues and problems in prevailing education system at National and State level
- b) Right to Education Act 2009
- c) Sarva Shiksha Abhiyan and Mid day Meal Programme
- d) Rashtriya Madhyamik Shiksha Abhiyan
- e) Education as related to social equity and equality of educational opportunities

Assignment & Practical Work (Any Two)

- Write the educational contribution of any one Indian Thinker.
- Prepare a term paper on how we can inculcate values in the present system of education.
- Prepare a structure of education since ancient period to present time.

Practical Works : (Any one)

- Concept of education in Emerging Indian Society as relevant to school children's
- Development of moral attitude through self management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Know social aspects of education and develop educational perspective.
- ❖ Solve prevailing problems of education in India.
- ❖ Understand the purpose, function and Role of education in nation building.
- ❖ Understand knowledge of the Indian education system as it has evolved from the past, as it is today.

- ❖ Understand the concept, principle of sustainable development and core concept of educational thinkers.
- ❖ Know social equity and equality of educational opportunities.

Suggested Readings:

1. Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
2. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.
3. Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
4. Hanseu, D.A. et. al (1965), On Education : Sociological Perspective. New York :John Wiley and Sons.
5. चौबे, सरयूप्रसाद, (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
6. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
7. पाण्डेय, रामशक्ल, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
8. पाठक, पी. डी., (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
9. पाठक एवं त्यागी, (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. पाण्डेय, रामशक्ल, (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
11. शर्मा, ओ. पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
12. सिन्हा, मंजरी, सिन्धु, आई. एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 501	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	
	Chemistry-III				20	
	Chemistry Practical				25 Practical	

Chemistry-Paper-I : Inorganic Chemistry

Objectives:

- ❖ To develop the knowledge about coordination compound, lanthanides and actinides.
- ❖ To aware about the conceptual knowledge of valance bond theory, nomenclature, spectral properties of elements of transition series.
- ❖ To give information about coordination theory, magnetic moments, spectral properties and electronic configuration of various elements of transition series.
- ❖ To develop understanding about correlation between periodicity and general features of various elements .

Unit I: Coordination Compounds

Werner's coordination theory and its experimental verification, effective atomic number concept, chelates, nomenclature of coordination compounds, isomerism in coordination compounds, Valence bond

theory of transition metal complexes with reference to tetrahedral, octahedral and cubic complexes, back bonding, Limitations of valence bond theory.

Unit II: Chemistry of elements of first transition series

Characteristic properties of d block elements, properties of the elements of the first transition series, complexes illustrating relative stability of their oxidation states, coordination number and geometry, Types of magnetic behaviour, magnetic and molar susceptibility, determination of magnetic susceptibility, orbital contribution of magnetic moments, spin-only formula, correlation of μ_s and μ_{eff} values, applications of magnetic moment.

Unit III: Chemistry of lanthanide elements

Position in periodic table, occurrence and isolation, Electronic structure, oxidation states and ionic radii, lanthanide contraction and its consequences, complex formation, spectral properties, magnetic properties, Separation of lanthanides Application of lanthanides.

Unit IV: Chemistry of actinides

Occurrence, electronic configuration, General features and chemistry of actinides, oxidation states and stereochemistry, spectral properties, magnetic properties, chemistry of separation of Np, Pu and Am from U, comparison of lanthanide and actinide.

Learning Outcomes: After completion the course student would able to:

- ❖ Differentiate between lanthanides and actinides on the basis of their properties.
- ❖ Measure the correlation of various values, complex formation and spectral properties of elements of transition series.
- ❖ Classify the coordination compounds, magnetic behavior and stereochemistry of lanthanides and actinides.
- ❖ Define the separation process, structural properties and electronic configuration of compounds

Chemistry- Paper-II : Organic Chemistry

Objectives:

- ❖ To develop conceptual knowledge about infrared absorption spectroscopy, nomenclature of organometallic compounds.
- ❖ To acquaint about various laws of spectroscopy and methods of synthesis related to organometallic and heterocyclic compounds.
- ❖ To aware about laws related to IR spectrum, types of transitions and preparation of heterocyclic compounds.
- ❖ To develop understanding about effects of solvents, structural features and basicity of pyridine, piperidine and pyrrole.

Unit I Electromagnetic spectrum: Absorption spectra (UV) & Infrared IR absorption spectroscopy

Ultraviolet absorption spectroscopy- absorption laws (Beer- Lambert Law) molar absorptivity, presentation and analysis of UV spectra, types of electronic transitions, effect of solvents on transitions, effect of conjugation, concept of chromophore and auxochrome. Bathochromic, hypsochromic and hyperchromic and hypochromic shifts, UV spectra of conjugated enes and enones.

Molecular vibrations, Hooke's law, selection rules, intensity and position of IR bands, measurement of IR spectrum, finger print region, characteristic absorptions of various functional groups and interpretation of IR spectra of simple organic compounds

Unit II : Organometallic compounds

The Grignard reagent- formation, structure and chemical reaction, organozinc compound: formation and chemical reactions. Organolithium compounds- Formation and chemical reactions.

Nomenclature, structural features, methods of formation and chemical reactions of thiols, thioethers, sulphonic acids, sulphonamide and sulpha guanidine.

Unit III : Heterocyclic compounds- I

Introduction, molecular orbital picture and aromatic characteristic of pyrrole, furane, thiophene and pyridine. Methods of synthesis and chemical reactions with particular emphasis on the mechanism of electrophilic substitution. Mechanism of nucleophilic substitution reaction in pyridine derivatives. Comparison of basicity of pyridine, piperidine and pyrrole

Unit IV : Heterocyclic compounds- II:

Introduction to condensed five and six membered hetrocycles. Preparation and reaction of indole, quinoline and isoquinoline with special reference to fischer indole synthesis, skraup synthesis and Bischler-Napieralski synthesis, mechanism of electrophilic substitution reaction of indole, quinoline and isoquinoline.

Learning Outcomes: After completion the course student would able to:

- ❖ Classify the various organic compounds on the basis of UV spectra and transition.
- ❖ Describe and discuss about formation, structure and chemical reactions of heterocyclic compounds.
- ❖ Draw and interpret the molecular orbit picture and aromatic characteristics of organometallic and heterocyclic compounds.
- ❖ Define various derivatives and reaction mechanism of synthesis and substitution related to heterocyclic compounds.

Chemistry- Paper-III : Physical Chemistry

Objectives:

- ❖ To aware about degree of freedom, phase equilibria and quantum mechanism.
- ❖ To develop conceptual knowledge about entropy, electrolytes dipole moment etc.
- ❖ To develop analytical view about evaluation of absolute entropy, activity coefficient and magnetic properties of compounds.
- ❖ To give information about carnt theorem, mixing of gases, overvoltage and referectivity.

Unit I: Phase Equilibrium I

Statement and meaning of the terms-phase, component and degree of freedom, thermodynamic derivation of Gibbs phase rule, phase equilibria of one component system-water, CO₂ and S systems.

Phase equilibria of two component system: Solid-liquid equilibria, simple eutectic Bi-Cd, Pb-Ag systems, desilverisation of lead.

Solid solutions: Compound formation with congruent melting point (Mg-Zn) and incongruent melting point, (NaCl-H₂O), (FeCl₃-H₂O) and CuSO₄-H₂O) system. Freezing mixtures, acetone-dry ice.

Unit II : Phase Equilibrium II

Liquid-Liquid mixtures- Ideal liquid mixtures. Raoult's and Henry's law. Non ideal system-azeotropes-HCl-H₂O and ethanol-water systems.

Partially miscible liquids- Phenol-water, trimethylamine-water, nicotine-water systems. Lower and upper consolute temperature. Effect of impurity on consolute temperature.

Immiscible liquids, steam distillation. Nernst distribution law- Thermodynamic derivation, applications.

Unit III : Quantum Mechanics I

Black-body radiation, Planck's radiation law, photoelectric effect, heat capacity of solids, Bohr's model of hydrogen atom (no derivation) and its defects. Compton Effect. De Broglie hypothesis, Heisenberg's uncertainty principle, Sinusoidal wave equation, Hamiltonian operator, Schrodinger wave equation and its importance, physical interpretation of the wave function, postulates of quantum mechanics, particle in a one dimensional box.

Schrodinger wave equation for H-atom, separation into three equations (without derivation), quantum numbers and their importance, hydrogen like wave functions, radial wave functions, angular wave functions.

Unit IV : Adsorption

Difference between adsorption, absorption and sorption, Chemisorption, adsorbent and adsorbate, reversible and irreversible adsorption, Characteristics of adsorption, adsorption of gases by solids, factors affecting adsorption, types of adsorption, types of adsorption isotherms, Freundlich and Langmuir adsorption isotherms.

Learning Outcomes: After completion the course student would able to:

- ❖ Classify the electrodes, cells and properties of organic compounds.
- ❖ Determine and interpret the function of volumes, equations, coefficients related to entropy, corrosion and molecular structures.
- ❖ Describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- ❖ Measure the entropy change, pH and polarization and magnetic properties of compounds.

Term paper/ practicals

Inorganic chemistry:

Preparation:

1. Preparation of sodium trioxalato ferrate (III), Na₃ [Fe(C₂O₄)₃] (b) preparation of Ni-DMG complex [Ni(DMG)₂]
2. Preparation of copper tetraammine complex [Cu(NH₃)₄]SO₄
3. Preparation of cis- and trans- bisoxalato diaqua chromates (III) ion
4. Preparation of sodium tetrathionate

Organic Chemistry

Qualitative analysis: Analysis of an organic mixture containing two solid components using water, NaHCO₃, and NaOH for separation and preparation of suitable derivatives.

Suggested Reading:

1. A New Concise Inorganic Chemistry; Fifth Edition; J.D. Lee; Blackwell Science, London, 1989.
2. Inorganic Chemistry; Third Edition; D.F. Shriver and P.W. Atkins; Oxford University Press, New York, 1999.
3. Inorganic Chemistry; Third Edition; Gary L. Miessler and Donald A. Tarr; Pearson Education Inc. Singapore, 2005.
4. Organic Chemistry; Seventh Edition; T.W. Graham Solomons & Craig B. Fryhle; John Wiley and Sons, 1998.
5. Organic Chemistry; Sixth Edition; Robert Thornton Morrison & Robert Neilson Boyd; PHI Pvt. Ltd, 2004.
6. Organic Chemistry Vol. I; Fifth Edition; I.L. Finar; Longman Scientific and Technical, Singapore, 1975.
7. Organic Chemistry: Vol 1, Mukerjee and Singh
8. Organic Chemistry: Vol 2, Mukerjee and Singh
9. Organic Chemistry: Vol 3, Mukerjee and Singh
10. A Text Book of Physical Chemistry; A.S. Negi, S.C. Anand; New Age International (P) Limited, New Delhi, 2002.
11. The Elements of Physical Chemistry; P.W. Atkins; Oxford University Press, 1996.
12. University General Chemistry; C.N.R. Rao; Macmillan India Ltd., New Delhi, 1998.
13. Physical Chemistry: Puri Sharma and Pathania
14. Physical Chemistry: J. Moore
15. कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
16. अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
17. प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
18. भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
19. कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
20. अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
21. प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर
22. प्रायोगिक रसायन, वी.के. गोयल, आर.एस. पीतलिया, कॉलेज बुक हाऊस, जयपुर
23. कार्बनिक रसायन, वी.के. रस्तोगी, यसपाल सिंह, कॉलेज बुक हाऊस, जयपुर

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 502	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	

Physics-Paper-I : Mathematical Physics and Special Theory of Relativity – I**Objectives:**

- ❖ To understand the concept of co-ordinate transformation.
- ❖ To know the concept of tensor analysis and dirac delta function.
- ❖ 3.To understand the Special functions (Legendre, Bessel, hermite and laguerre) .
- ❖ To aware the techniques of variables and its application to boundary value problems

UNIT I Coordinate Transformation:

Orthogonal curvilinear coordinate system, scale factors, expression for gradient, divergence, curl and their application to Cartesian, circular cylindrical and spherical polar coordinate. Coordinate transformation and Jacobian.

UNIT II Tensor analysis & Dirac Delta function:

Transformation of covariant, contravariant and mixed tensor; Addition, multiplication and contraction of tensors; Metric tensor and its use in transformation of tensors. Dirac delta function and its properties.

UNIT III Special functions:

The second order linear differential equation with variable coefficient and singular points, series solution method and its application to the Hermite, Legendre and Laguerre differential equations: basic properties like orthogonality, recurrence relation, graphical representation and generating function of Hermite, Legendre, Laguerre functions (simple applications)

UNIT IV Boundary Value Problems:

Techniques of separation of variables and its application to following boundary value problems

- (i) Laplace equation in three dimensional Cartesian coordinate system- line charge between two earthed parallel plates
- (ii) Helmholtz equation in circular cylindrical coordinates – cylindrical resonant cavity,
- (iii) Wave equation in spherical polar coordinates – the vibrations of a circular membrane,
- (iv) Diffusion equation in two dimensional Cartesian coordinate system – heat conduction in a thin rectangular plate,
- (v) Laplace equation in spherical coordinate system – electric potential around a spherical surface.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss the concept of co-ordinate transformation.
- ❖ Classify the concept of tensor analysis and dirac delta function.
- ❖ 3. Differentiate the Special functions (Legendre, Bessel, hermite and laguerre) .
- ❖ Applies the techniques of variables and its application to boundary value problems.
- ❖ 5 Identify the laplace equation in spherical co ordinate system.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, गणितीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-II : Quantum Mechanics – I

Objectives:

- ❖ To Understand the Origin and Experimental Evidence of Quantum theory.
- ❖ To aware the Uncertainty Principles and Schrodinger's Wave Mechanics.
- ❖ To develop concept the Postulates and Operators of Quantum Mechanics.
- ❖ To understand the Simple Solutions of Schrodinger Equation.

UNIT I Origin and Experimental Evidence of Quantum Theory:

Development of quantum theory –Historical development and experimental evidence for quantum theory
Electromagnetic Radiation: Black Body Radiation, qualitative discussion of spectral distribution of energy, limitation of classical theory, Planck's radiation law, photoelectric effect, Compton effect, Matter Waves: De Broglie hypothesis, Davison Germer experiment.

UNIT–II Uncertainty Principles and Schrodinger's Wave Mechanics :

Uncertainty principle and its consequences gamma ray microscope, diffraction at a single slit, its application such as (i) Non existence of electron in nucleus, (ii) Ground state energy of H-atom, (iii) Ground state energy of harmonic oscillator (iv) Natural width of spectral lines. Schrodinger's equation : Its need and justification, time dependent and time independent forms, physical significance of the wave function and its interpretation, probability current density.

UNIT–III Postulate's and Operators of Quantum Mechanics :

Operators in quantum mechanics, definition of an linear operator. Linear and Hermition operator, state function. Expectation value of dynamical variable-position, momentum and energy, Fundamental postulates of quantum mechanics, Eigen function and eigen values, Degeneracy. Orthogonality of eigen function, Commutation relations, Ehrenfest's theorem and complementarily wave packet, group and phase velocities, Principle of superposition, Gaussian wave packet.

UNIT IV Simple Solutions of Schrodinger equation :

Time independent Schrodinger equation and stationary state solution, Boundary and continuity conditions on the wave function, particle in one dimensional box, eigen function and eigen values , discrete energy levels, extension of results for three dimensional case and degeneracy of levels.

Learning Outcomes: After completion the course student would able to::

- ❖ Discuss the Origin and Experimental Evidence of Quantum theory.
- ❖ Apply the Uncertainty Principles and Schrodinger's Wave Mechanics.
- ❖ Identify the Postulates and Operators of Quantum Mechanics.
- ❖ Calculate the Simple Solutions of Schrodinger Equation
- ❖ Discuss on the discrete energy level.

Suggested Reading:

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, क्वांटम यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-III: Solid State Physics

Objectives:

- ❖ To know the concept of Crystal Binding and crystal Structure.
- ❖ To understand the Thermal and Electrical Properties of the Solids.
- ❖ To aware the concept of Band Theory of Solids.
- ❖ To develop concept the Magnetic Property of materials.

UNIT-I Crystal Binding and Crystal Structure:

Various types of Bindings: Cohesive energy and compressibility of ionic crystals , Space Lattice and Crystal Structure, Bravis Lattice, Miller Indices and Crystal Structure, Spacing of Planes in Crystal Lattice,

Determination of different crystal properties for SC, FCC, BCC, HCP and perovskite structure, X-ray Diffraction and Bragg's Law, Laue equation of X-ray diffraction, Debye Scherer and Laue Camera.

UNIT-II Thermal and Electrical Properties of the Solids:

Concepts of Thermal Energy and Phonons, Internal Energy and Specific Heat, the Various Theories of Lattice Specific Heat of Solids: The Einstein Model, Debye Model, Electronic Contribution of the internal Energy hence to the Specific Heat of Metals, Thermal Conductivity of the lattice. Electrical Conductivity: Drude-Lorentz Theory of Electrical Conductivity, Boltzmann Transport Equation, Sommerfeld Theory of Electrical Conductivity, Mathiessen's Rule, Thermal Conductivity and Wildemann-Franz's Law, The Hall Effect.

UNIT-III Band Theory of Solids:

Formation of Bands, Periodic Potential of a Solid, Wave Function in a Periodic Lattice and Bloch Theorem, Density of states, Kronig Penny Model, Velocity of the Bloch electrons and Dynamical Effective Mass, Momentum, Crystal Momentum and Physical Origin of the Effective Mass, Negative Effective Mass and concept of Holes, The distinction between metals, insulators, and semiconductors.

UNIT-IV Magnetic Properties:

Classification of Magnetic Materials, Origin of Atomic Magnetism, Dynamics of Classical Dipole In Magnetic Field, Magnetic Susceptibility, phenomenon of Diamagnetic, Para magnetic susceptibility of Ionic Crystal, Ferromagnetism, Temperature Dependence of Saturation of Spontaneous Magnetization, The Paramagnetic Region, the Nature of Ferromagnetism, Nature and Origin of Weiss Molecular Field, Heisenberg's Exchange Interaction, (Quantum Theory of Ferromagnetism), Relation between Exchange Integral and Weiss Constant, Ferromagnetism Domains, Magnetostriction

Learning Outcomes: After completion the course student would able to:

- ❖ Identify the concept of Crystal Binding and crystal Structure.
- ❖ Study the Thermal and Electrical Properties of the Solids.
- ❖ Classify the concept of Band Theory of Solids.
- ❖ Discuss the Magnetic Property of materials.
- ❖ Identify relation between exchange integral and Weiss constant.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, ठोस अवस्था भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015-16

Physics Practical: V

1. Study of a RC transmission line at 50 Hz
2. Study of a RC transmission line
 - at fixed frequency
 - at variable frequency
3. Study of resonance in a LCR circuit 9 (Using air core inductance and damping by metal plate)
 - At fixed frequency by varying C, and
 - by varying frequency
4. Study of characteristics of junction diode and zener diode
5. Study of
 - Recovery time of junction diode and point contact diode

- Recovery time as function of frequency of operation and switching current
- 6. To design zener regulated power supply and study the regulation with various loads.
- 7. To study the characteristics of a field effect transistor (FET) and design/study amplifier of finite gain
- 8. To study the frequency response of a transistor amplifier and obtain the input and output impedance of the amplifier.
- 9. To Design and study of an R-C phase shift oscillator and measure output impedance (frequency response with change of component of R and C).
- 10. To study a voltage multiplier circuit to generate high voltage D.C. from A.C.
- 11. Using discrete components, study OR, AND, NOT logic gates, compare with TTL integrated circuits (I.C.'s).
- 12. Application of operational amplifier (OP-AMP) as : Minimum two of the following exercises-
(a) Buffer (for accurate voltage measurement) (b) Inverting amplifier (c) Non inverting amplifier
(d) Summing amplifier.

Suggested Reading :

1. प्रो. प्रभा दशोरा, तृतीय वर्ष प्रायोगिकी भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, नई दिल्ली, 2015

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 503	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	

Mathematics-Paper-I: Algebra - I

Objectives:

- ❖ To Understand the definition and Simple Properties of Group & Subgroup.
- ❖ To aware the Cayley's Theorem and Fundamental Theorem of Isomorphism.
- ❖ To know the Definition of Ring and Subrings.
- ❖ 4 To gain knowledge of morphism of ring.

Unit 1: Definition and simple properties of Groups and Subgroups. Permutation group, Cyclic group. Cosets,

Unit 2 ; Lagrange's theorem on the order of subgroups of a finite order group.

Unit 3: Morphism of groups, Cayley's theorem. Normal, subgroups and Quotient groups. Fundamental theorems of Isomorphism.

Unit 4: Definition and simple properties of Rings and Subrings. Morphism of rings. Embedding of a ring

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss on definition and Simple Properties of Group & Subgroup.
- ❖ Apply the Lagrange's Theorem on the Order of Subgroups.
- ❖ Calculate the Cayley's Theorem and Fundamental Theorem of Isomorphism.
- ❖ Discuss the definition of Ring and Subrings.
- ❖ Differentiate group, subgroup and quotient group.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-II: Complex Analysis -I

Objectives:

- ❖ To Understand the Complex Plane, Connected & Compact Set.
- ❖ To Aware the Complex Valued function.
- ❖ To know the Complex Integral.
- ❖ To study Taylor's theorem and Laurent's theorem .

Unit 1: Complex plane. Connected and Compact sets. Curves and Regions in complex plane. Jordan curve Theorem (statement only). Extended complex plane. Stereographic projection.

Unit 2 ; Complex valued function — Limits, Continuity and Differentiability. Analytic functions, Cauchy-Riemann equations (Cartesian and polar form). Harmonic functions, construction of an analytic function.

Unit 3 : Complex integration, Complex line integrals, Cauchy integral theorem, Indefinite integral, Fundamental theorem of integral calculus for complex functions. Cauchy integral formula, Analyticity of the derivative of an analytic function, Morera's theorem, Poisson integral formula, Liouville' theorem.

Unit 4 : Taylor's theorem. Laurent's theorem. Maximum modulus theorem

Learning Outcomes After completion the course student would able to:

- ❖ Discuss the Complex Plane, Connected & Compact Set.
- ❖ Identify the Complex Valued function.
- ❖ Classify the Complex Integral.
- ❖ Solve the Taylor's Theorem and Maximum Modulus Theorem.
- ❖ Discuss on the fundamental theorem of integral calculus for complex functions.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-III: Dynamics

Objectives:

- ❖ To Understand the Velocity and Acceleration.
- ❖ To Study the Motion along Horizontal & Vertical Elastic String.
- ❖ To aware the Motion in Resisting medium.
- ❖ To know about simple harmonic motion and Hooke's Law.

Unit 1: Velocity and acceleration — along radial and transverse directions, along tangential and normal directions.

Unit 2 : S.H.M., Hooke's law, motion along horizontal and vertical elastic strings.

Unit 3: Motion in resisting medium - Resistance varies as velocity and square of velocity.

Unit 4: Work and Energy. Motion on a smooth curve in a vertical plane. Motion on the inside and outside of a smooth vertical circle.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss the Velocity and Acceleration.
- ❖ Classify the Motion along Horizontal & Vertical Elastic String.
- ❖ Identify the Motion in Resisting medium.
- ❖ Calculate Work and Energy.
- ❖ Calculate the motion on the inside and outside of a smooth vertical circle.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, बीजगणित, जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 504	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany-Paper-I: Morphology Of Angiosperms

Objectives:

- ❖ To understand the basic plan of flowering plants.
- ❖ To get knowledge about the morphology of root system and shoot system.
- ❖ To learn the origin, development and types of leaves
- ❖ To study the detailed structure of flower.
- ❖ To aware students with the concept and significance of seed.

UNIT 1: Plant habit

The basic plan of flowering plants, modular types of growth, diversity of plant form in annuals, biennials and perennials, evolution of tree habit in gymnosperm, monocotyledons and dicotyledons, trees largest and longest lived plants.

UNIT II Morphology of Root System

Root: Structure of root, types and structural modification for storage, physiological and mechanical, interaction of root with other microorganisms.

Stem: Structure, types and modification (storage and mechanical), branching pattern, monopodial and sympodial growth, canopy architecture.

UNIT III: II Morphology of Leaves

Leaves: Origin, development, types, phyllotaxy, venation, lamina parts, shapes, size and modifications, leaf surface features and appendages, leaf surface area, stomata and trichome structure.

UNIT IV: II Morphology of Flower and Seed

Flower: Flower as a modified shoot, detailed structure of flower, types of inflorescence and specialized inflorescence, **fruit** Structure, types and classification,

Seed: detail structure of seed and seed coat (monocot and dicot), significance of seed, suspended animation, dispersal strategies.

Learning Outcomes: After completion the course student would able to:

- ❖ Understand the basic plan of flowering plants.
- ❖ Carry out the comparative morphology of root system and shoot system.
- ❖ Discuss the origin, development, types of leaves
- ❖ Get knowledge about the detailed structure of flower
- ❖ Interpret the concept of seed with its significance.

Suggested Readings:

1. Eames, A. J. 1981. Morphology of Angiosperms .McGraw Hill, New York.
2. Gifford, E.M. and Foster, A.S. 1989. Morphology and Evolution of Vascular Plants. W.H. Freeman, New York.
3. Sporne, K.R. 1974. Morphology of Angiosperms. Hutchinson University Press, London.
4. Singh, V.P., Pandey, P.C. and Jain, D.K. 2011. A Text book of Botany- Angiosperms. Rastogi Publication, Merrut.
5. Trivedi, P.C., Sharma, N. and Dhankad, R. S. 2009. Plant Morphology and Anatomy. Ramesh Book Depot. Jaipur.

Botany- Paper-II : Anatomy Of Flowering Plants**Objectives:**

- ❖ To understand the structure and classification of tissues
- ❖ To distinguish simple and complex tissues.
- ❖ To know about the definition, classification, types and function of meristem.
- ❖ To study the anatomy of stem, root and leaf.
- ❖ To analyze different types of wood with secondary growth

UNIT I: Classification and structure of tissues

Simple tissue: Structure occurrence and function (parenchyma, collenchyma, sclerenchyma), Complex tissues: Structure, origin and function (xylem and phloem), tissue systems, Secretary tissues: Glands, glandular hairs, nectaries, hydathodes, schizogenous and lysigenous ducts, resin ducts, mucilage ducts and laticifers. Vascular bundle: Types (conjoint, collateral, bi-collateral, open closed, radial, concentric: amphicribal and amphivasal).

UNIT II: Meristem

Meristem definition, classification, types and function, Shoot apical meristem theories: Apical cell theory, histogen theory, tunica-carpus theory, continuing meristematic residue, cytohistological zonation. Root apical meristem theories: Apical cell theories, histogen theory, korper-kappe theory, quiescent cell theory,

UNIT III: Analogy of Stem, Root and Leaf

Stem: Primary structure in dicotyledonous and monocotyledonous, primary anomalous structures. Root: Primary structure in dicotyledonous and monocotyledonous, development of lateral roots and adventitious root. Leaf- Internal structure of dorsiventral, isobilateral and centric leaves.

UNIT IV: Secondary growth

Secondary growth in dicot and monocot stem. Secondary structures: Wood structure, types and formation of wood, annual rings, tyloses, dendrochronology, periderm, bark and lenticels. Anomalous secondary growth in dicot stem, in monocot stem in dicot roots.

Learning Outcomes: After completion the course student would able to:

- ❖ Understand the structure and classification of tissues
- ❖ Distinguish simple and complex tissues.
- ❖ Explain the definition, classification, types and function of meristem.
- ❖ Discuss the anatomy of stem, root and leaf.

- ❖ Analyze different types of woods with secondary growth.

Suggested Readings:

1. Cuttler, E.G. 1971. Plant Anatomy. Part III Organs, Edward Arnold Ltd., London.
2. Cuttler, E.G. 1969. Plant Anatomy. Part I Cells and Tissue. Edward Arnold Ltd., London.
3. Eames, A.J. and MacDaniels, L.H. 1987. An Introduction to Plant Anatomy. Tata MacGraw-Hill Publishing Company Ltd., New Delhi.
4. Esau, k. 1985. Plant Anatomy. 2nd Edition Wiley Eastern, New Delhi.
5. Fahn, A. 1997. Plant Anatomy. Aditya Books (P) Ltd., New Delhi.
6. Fahn, A. 2000. Plant Anatomy. Permagon Press.
7. Gifford, E.M. And Foster, A.S. 1989. Morphology and Evolution of Vascular Plants. W.H. Freeman, New York.
8. Pandey, S.N. and Chadha, A. 2014. A text book of Botany- Plant anatomy and Economic Botany. Vikas publishing house Pvt. Ltd, New Delhi.
9. Vashishta, P.C. 1974. Plant Anatomy. Pradeep Publication, Jalandhar.
10. Singh, V.P., Pandey, P.C. and Jain, D.K. 2011. A Text book of Botany- plant Morphology and anatomy. Rastogi Publication, Merrut.
11. Trivedi, P.C., Sharma, N. and Dhankad, R. S. 2009. Plant Morphology and Anatomy. Ramesh Book Depot. Jaipur.

Botany- Paper-III : Anatomy Of Flowering Plants Plant Systematics

Objectives:

- ❖ To understand the scope and importance of plant systematics .
- ❖ To study the different taxonomical tools.
- ❖ To get knowledge about the principle and rules of botanical nomenclature.
- ❖ To aware students with different families with Bentham and hooker classification.
- ❖ To learn about the botanical gardens and herbariums.

UNIT I:

Scope and importance of taxonomy, history and classification of angiosperm (Linneaus, Bentham and Hooker and Engler and Prantl), concept of species, genus and family. Taxonomic tools: Herbarium, E-Flora, botanical garden, monograph, library index, journals, key and icons.

UNIT II:

Principle and rules of botanical nomenclature: Ranks, names, type method, principle of priority and its limitations, Rules of Validity, Rules of Effectivity, Terms and concepts (primitive and advanced, homology and analogy, parallelism and convergence, monophyly, paraphyly and polyphyly

UNIT III:

Taxonomic studies of the following families (Bentham and Hooker), Dicots: Ranunculaceae, Brassicaceae, Malvaceae, Rubiaceae, Fabaceae, Apiaceae, Asteraceae, Apocynaceae and Asclepidaceae.

UNIT IV:

Taxonomic studies of the following families (Bentham and Hooker): Solanaceae, Convolvulaceae, Acanthaceae, Lamiaceae, Amaranthaceae, Euphorbiaceae, Liliaceae, Orchidaceae and Poaceae.

Learning Outcomes: After completion the course student would able to:

- ❖ Understand the scope and importance of angiosperms.
- ❖ Enhance knowledge about the taxonomical tools.
- ❖ Discuss the principle and rules of botanical nomenclature.
- ❖ Compare different families with Bentham and hooker classification
- ❖ Learn about the botanical gardens and herbariums.

Suggested Readings:

1. Naik, V.N.2011. Taxonomy of Angiosperms. TATA McGraw Hill, New Delhi.
2. Pandey, S.N. and Misra, S.P. 2008. Taxonomy of Angiosperms. Ane Books India, New Delhi.
3. Saxena, N.B. and Saxena, S. 2011. Plant Taxonomy. Pragati Prakashan, New Delhi.
4. Sharma, B.D. 1984. Flora of India vol. I. Botanical Survey of India, Calcutta.
5. Sharma, O.P. 1996. Plant Taxonomy. TATA McGraw Hill, New Delhi
6. Simpson, M.C. 2006. Plant Systematics. Elsevier, Amsterdam.
7. Singh, G. 2001. Plant systematics. Oxford and IBH, New Delhi.
8. Sivarajan, V.V. 1991. Introduction to Principles of Plant Taxonomy. Oxford and IBH, New Delhi.

BOTANY PRACTICAL V

1. Study of different modifications of root, stem, leaf by using specimens.
2. Study of different epidermal appendages (trichome etc.) by making slides.
3. Study of floral apex.
4. Survey and study of dispersal mechanism of seeds.
5. Microscopic studies on types and anatomy of stomata (monocotyledons and dicotyledons).
6. Study of apical and lateral meristem using plant material and slides
7. Anatomical study of root, stem and leaf (dicotyledons and monocotyledons) by making double stained temporary and permanent slides.
8. Anatomical studies of anomalous secondary structure in stem by making temporary and permanent slides.
9. Anatomical study of dicot and monocot seed (Cicer, Maize and cotton)
10. Study of vegetative and floral characters of species of the families studied in theory.
11. Identification of selected taxa up to genus using taxonomic keys.
12. Herbarium technique.
13. Familiarity with local flora and preparation of herbarium sheet.

Semester-V

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 505	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology-Paper-I : Ethology

Objectives:

- ❖ To understand Concepts of Ethology- Motivation, Fixed Action Patterns (FAP), Sign Stimulus; Innate Releasing Mechanism (IRM); Action Specific Energy (ASE); Learning; Imprinting.

- ❖ To understand Methods of Studying Behaviour: Studies in Laboratory- Neurotransmitter, physiological and Neurochemical techniques. Brief account on Pheromones,
- ❖ To explain the Social organization.
- ❖ To learn about the Biological Rhythms
- ❖ To explain the control of behavior neural control hormonal control

Unit I: Concept of Ethology

- 1.1 Introduction and history of Ethology
- 1.2 Concepts and patterns of behaviour: FAP, Sign Stimulus, Innate Releasing Mechanism, Action Specific Energy, Concept of motivation
- 1.3 Learned behaviour and types of learning

Unit II: Study of Behaviour

- 2.1. Methods of studying Brain Behaviour: Neurotransmitter, Physiological and Neurochemical Technique
- 2.2 Genetic basis of behaviour
- 2.3 Control of behaviour: Neural control, Hormonal control
- 2.4 Elementary idea of role of Pheromones

Unit III: Social Organisation

- 3.1 Elements of Social Behaviour
- 3.2 Living in groups: Characteristics and advantages with respect to Honey bee, Deer, monkey
- 3.3 Migration in Birds; Causes of migration and Navigation

Unit IV Biological Rhythms

- 4.1 Faunal diversity in India and World; Endangered Mammals and Birds of India
- 4.2 Wild life Conservation with reference to India & Rajasthan
- 4.3 National Parks, Sanctuaries and Biosphere Reserves of India

Learning Outcomes: After completion the course student would able to:

- ❖ Concepts of Ethology- Motivation, Fixed Action Patterns (FAP), Sign Stimulus; Innate Releasing Mechanism (IRM); Action Specific Energy (ASE); Learning; Imprinting.
- ❖ Methods of Studying Behaviour : Studies in Laboratory- Neurotransmitter, physiological and Neurochemical techniques. Brief account on Pheromones,
- ❖ Understand the Social organization.
- ❖ Interprets the Biological Rhythms
- ❖ Discuss the control of behavior neural control hormonal control

Zoology-Paper-II : Biotechniques, Instrumentation and Bioinformatics

Objectives:

- ❖ To learn about the term Electrophoresis, Radioactivity.
- ❖ To understand the working principle of Centrifuge, Incubator, pH meter.
- ❖ To understand the cell culture techniques and separation techniques in biology.
- ❖ To Understand the Principle, parts, and its application of Microscopic techniques. Understand the working principle of UV-Vis principle, Colorimeter.
- ❖ To aware the recognize the importance of various databases

Unit –I: Biotechniques

- 1.1 Concepts of sterilization: Filtration, autoclaving, dry heat sterilization, wet sterilization and radiation
- 1.2 Separation of biomolecules: Centrifugation (Sedimentation, density gradient); Chromatography (Elementary idea of Paper – ascending and Circular, thin layer, gel filtration and ion exchange- Principles and applications)
- 1.3 Electrophoresis: Agarose Gel Electrophoresis, SDS-PAGE

Unit-II: Micro Technique

- 2.1 Fixation, dehydration, clearing, embedding & section cutting
- 2.2 Difficulties encountered during section cutting (causes and remedies)
- 2.3 Double staining with Haematoxylin and Eosin
- 2.4 Histochemical staining techniques for carbohydrates (Periodic acid schiff), proteins (Mercury-bromophenol blue) and lipids (Sudan black-B)

Unit-III: Instrumentation

- 3.1 Microscope: Principle of Microscopy and types
- 3.2 Principles of colorimeter
- 3.3 Principles of spectrophotometers

Unit-IV: Bioinformatics

- 4.1 Bioinformatics: Definition, Scope, Basic concepts in bioinformatics, importance and role of bioinformatics in life sciences
- 4.2 Bioinformatics databases- introduction, types of databases
- 4.3 Nucleotide sequence databases, Elementary idea of protein databases
- 4.4 BLASTA, FASTA, PHYLOGENY TREE Analysis

Learning Outcomes: After completion of the course student would be able to:

- ❖ Discuss the term Electrophoresis, Radioactivity.
- ❖ Understand the working principle of Centrifuge, Incubator, pH meter.
- ❖ Understand the cell culture techniques and separation techniques in biology.
- ❖ Understand the Principle, parts, and its application of Microscopic techniques. Understand the working principle of UV-Vis principle, Colorimeter.
- ❖ Recognize the importance of various databases

Zoology-Paper-III: Immunology & Biotechnology

Objectives:

- ❖ To understand Distinguish Innate immunity and Acquired Immunity
- ❖ To understand the importance of Immune system
- ❖ To understand Study and understand the DNA Recombinant technology
- ❖ To Understand the Scope and Significance of Biotechnology
- ❖ To learn about mechanism of Antigen & Antibody reaction

Unit –I: (Basics of Immunology)

- 1.1 Characteristics of Immune System; Types of immunity: Active, passive, innate and acquired immunity
- 1.2 Types of antibodies and their structure and function.

- 1.3 Mechanism of Antigen Antibody reactions: Precipitation, agglutination, Neutralisation, Opsonization, Complement

Unit –II: (Cells and Organs in Immunity)

- 2.1 Immune Cells & Organs: B and T Lymphocytes, Plasma Cell, Null Cell, Primary and Secondary Lymphoid Organs; tonsils, adenoids, thymus, bone marrow, bursa fabricus, macrophages
- 2.2 Mechanism: Humoral and Cell- Mediated Immunity.
- 2.3 Complement System, Interferons, Vaccines

Unit –III: (Biotechnology)

- 3.1 History, Scope and application of recombinant DNA technology; Genetic Engineering
- 3.2 Basic concepts in recombinant DNA technology, cDNA Library; DNA manipulation enzymes (Nucleases, Ligases, Polymerases)
- 3.3 Vectors for Gene Transfer (Plasmids and Phages)

Unit –IV: (Applications of Biotechnology)

- 4.1 Monoclonal antibodies and their production and applications
- 4.2 Protoplast Fusion and their Application
- 4.3 Environmental Biotechnology: Metal recovery; Petroleum recovery; Pest Control; Waste Water Treatment

Learning Outcomes: After completion the course student would able to:

- ❖ Distinguish innate immunity and Acquired Immunity.
- ❖ Understand the importance of Immune system.
- ❖ Study and understand the DNA Recombinant technology.
- ❖ Understand the Scope and Significance of Biotechnology.
- ❖ Discuss the mechanism of Antigen & Antibody reaction

Zoology Practical

Paper-I: Ethology

1. Locomotory behaviour of (Tribolium):
 - Effects of light intensity and light quality on the rate of locomotion
2. Study of individual and social behavioural patterns of a troop of monkey through visual aids
3. Antenal Grooming in Cockroach

Paper-II: Biotechniques, Instrumentation & Bioinformatics

1. Separation of amino acids by paper chromatography and TLC
2. Separation of proteins by electrophoresis technique
3. Double staining method
4. Demonstration of carbohydrates, proteins and lipids by histochemical methods
5. Introduction to basic laboratory instruments and equipments- Autoclave, Centrifuge, pH meter, Micropipettes, Digital balance, Homogenizer, Electrophoresis apparatus; Molar and normal solutions calculations
6. Use of internet for survey of literature using protein and nucleotide databases(NCBI)

7. Use of softwares like Microsoft offices, BLASTA, FASTA

Paper-III: Immunology & Biotechnology

1. Antigen – Antibody interaction by double diffusion method (Ouchterlony)
2. Study of histological slides of organs of immune system – Thymus, Lymph nodes and Spleen
3. Isolation of DNA/ Plasmid (Genomic DNA from any available source) by phenol extraction method.

Suggested Reading:

Biotechnology

1. Elements of Biotechnology – Gupta
2. T. B. of Biotechnology – Dubey
3. Modern Concept of Biotechnology – Kumar H. D
4. Advances in Biotechnology – Jogdand
5. T. B. of Biotechnology – Chatwal
6. Bhatiya and Jain, 2015, Immunology, Microbiology and Biotechnology, Himalaya Publishing House Pvt. Ltd. Delhi

Biotechnique and Microtechnique

1. Animal Tissue Technique – Humason
2. Histological Technique – Devaenport
3. Microtechnique – Jiwaji&Patki
4. Microtechnique – Wankhede
5. Biophysical Chemistry – Upadhyay, Upadhyay and Nath
6. Techniques in Life Sciences – D. B. Tembhare

Bioinformatics

1. Mount W. 2004. Bioinformatics and Sequence Genome Analysis 2nd Editon CBS Pub. New Delhi.
2. Bergman, N. H. Comparative Genomics. Humana Press Inc. Part of Springer Science+BusinessMedia, 2007.
3. Baxevanis, A. D. Ouellate, B. F. F. 2009. Bioinformatics: A Practical Guide to the
4. Analysis of Genes and Proteins. John-Wiley and Sons Publications, New York.
5. Campbell A. M. and Heyer, L. J. 2007. Discovering Genomics, Proteomics and Bioinformatics, 2nd Edition. Benjamin Cummings.
6. Des Higgins and Willie Taylor 2000. Bioinformatics: Sequence, Structure and Databanks. Oxford University Press.
7. Rashidi H. H. and Buehler 2002. Bioinformatics Basics: Applications in Biological Science and Medicine, CRC Press, London.
8. Gibas Cynthia and Jambeck P. 2001. Developing Bioinformatics Computer Skills:
9. Shroff Publishers and Distributors Pvt. Ltd. (O'Reilly), Mumbai.
10. Bhatiya and Jain, 2015, Immunology, Microbiology and Biotechnology, Himalaya Publishing House Pvt. Ltd. Delhi

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 601	General Hindi	CC	4	30	70	100

उद्देश्य-

- ❖ हिन्दी व्याकरण- संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ आदि का सामान्य ज्ञान करवाना।
- ❖ देवनागरी लिपि का परिचय देना।

❖ व्यावहारिक पत्रों की जानकारी देना।

इकाई-I

1. वर्ण-विचार, स्वर एवं व्यंजन-प्रयत्न और उच्चारण स्थान की दृष्टि से
2. हिन्दी का शब्द भण्डार -तत्सम, तद्भव, देशज और विदेशी शब्द
3. विकारी शब्द-संज्ञा, सर्वनाम, विशेषण, क्रिया (अकर्मक,सकर्मक) परिभाषा, भेद एवं उदाहरण
4. वर्तनी एवं वाक्य शुद्धि

इकाई-II

1. अविकारी शब्द- क्रिया विशेषण, समुच्चयबोधक, सम्बन्ध बोधक, विस्मयादि बोधक, निपात
2. संधि, समास, उपसर्ग, प्रत्यय
3. देवनागरी लिपि गुण एवं दोष
4. पत्राचार-सरकारी एवं अर्द्ध सरकारी

इकाई-III

1. अनेकार्थी शब्द, युग्म शब्द, वाक्यांश के लिए एक शब्द, पर्यायवाची शब्द, विलोम शब्द, लोकोक्ति एवं मुहावरे
2. पारिभाषिक शब्दावली (कार्यालयी)
3. निबन्ध लेखन

इकाई-IV

पाठ्यपुस्तक गद्य प्रवाह/गद्य संग्रह/काव्य संचय में से निम्न लिखित लेखकों की चयनित रचनायें-

- | | |
|--------------------|-----------------------------|
| 1. जयशंकर प्रसाद | भारत महिमा, प्रयाण गीत |
| 2. महादेवी वर्मा | बहिन सुभद्रा (रेखाचित्र) |
| 3. जैनेन्द्र कुमार | साधना के कवि (संस्मरण) |
| 4. हरिशंकर परसाई | मूल्यों का उलटफेर (व्यंग्य) |

उपलब्धियाँ-

- ❖ विद्यार्थियों के व्याकरण ज्ञान में वृद्धि होगी।
- ❖ विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे।
- ❖ विद्यार्थी देवनागरी लिपि के महत्त्व, उसकी विशेषता आदि से अपने ज्ञान में वृद्धि करेंगे।

पाठ्यपुस्तक/संदर्भ ग्रंथ-

1. काव्य संचय, संपादक- डॉ शम्भुनाथ पाण्डेय, अनुराग प्रकाशन, अजमेर
2. गद्य संग्रह, संपादक- डॉ विजय कुलश्रेष्ठ, अल्का पब्लिकेशन, अजमेर
3. हिन्दी व्याकरण एवं रचना, डॉ राधव प्रकाश, पिकसिंटी पब्लिकेशन, जयपुर
4. हिन्दी व्याकरण तथा रचना, डॉ भोलानाथ तिवारी, नेशनल पब्लिशिंग हाउस, नई दिल्ली
5. सुबोध हिन्दी व्याकरण एवं रचना, डॉ नरेन्द्र भानावत, डॉ भंवरलाल जोशी, अलका पब्लिकेशन, अजमेर

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 602	Pre. Internship	CC	4		100 Pre. Internship	100

Pre-internship distribution (4 Weeks)

Objectives:

- ❖ To acquire the knowledge of internship.
- ❖ To understand skill focused teaching.
- ❖ To develop ability of comprehensive school teaching.

- ❖ To understand and organize various school activities.

Sr. No.	Contents
1.	Skills Focused Teaching <ul style="list-style-type: none"> ➤ Introduction ➤ Questioning ➤ Black Board ➤ Reinforcement ➤ Stimulus Variation ➤ Communication ➤ Personality Development etc.
2.	Comprehensive School Teaching <ul style="list-style-type: none"> ➤ Demonstration Lesson Plan ➤ Lesson based on Various Approaches Method, such as -- <ul style="list-style-type: none"> ○ Co-operative Learning ○ Activities Based Approach ○ Team Teaching ○ Project Method ○ Brain Storming ○ Task Based ○ Programme Instruction etc.
3.	Unit Plan, Blue Print, Achievement Test and Use of Teaching Aids
4.	School Activities <ul style="list-style-type: none"> ➤ Physical ➤ Cultural ➤ Literary ➤ Yoga Exercises

Learning Outcomes: After completion of this course students would be able to:

- ❖ Acquire the knowledge of internship.
- ❖ Understand skill focused teaching.
- ❖ Develop ability of comprehensive school teaching.
- ❖ Understand and organize various school activities

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 601	Chemistry-I	Any Three CC	4	15	20	100
	Chemistry-II				20	

	Chemistry-III				20	
	Chemistry Practical				25 Practical	

Chemistry-Paper-I : Inorganic chemistry

Objectives:

- ❖ To develop understanding about metal ligand bonding, metal complexes and organometallic.
- ❖ To aware about the conceptual knowledge of spectral properties and kinetic aspects of metal complexes.
- ❖ To develop conceptual knowledge about selection rules, trans effect and substitution reactions.
- ❖ To give information about spectrochemical series, kinetic stability and bonding application of alkyls and aryls.

Unit I : Metal – ligand bonding in transition metal complexes

An elementary idea of crystal-field theory, crystal field splitting in octahedral, tetrahedral and square planar complexes, factors affecting the crystal – field parameters, colour of transition metal ions, limitations of crystal field theory.

Unit II : Spectral properties of transition metal complexes

Types of electronic transitions, selection rules for d-d transitions, spectroscopic ground states and Spectroscopic terms (L-S Coupling), spectrochemical series, Orgel- energy level diagram for d^1 and d^9 states, the electronic spectrum of $[Ti(H_2O)_6]^{+3}$ complex ion.

Unit III : Thermodynamic and kinetic aspects of metal complexes

Thermodynamic and kinetic stability, thermodynamic stability and factors affecting the stability, substitution reactions of square planar complexes, types of substitution reactions and trans effect.

Unit IV : Organometallic chemistry

Definition, nomenclature and classification of organometallic compounds, preparation, properties, bonding and applications of alkyls and aryls of Li, Al, Hg, Sn and Ti, a brief account of metal – ethylenic complexes and homogenous hydrogenation, mononuclear carbonyls and the nature of bonding in metal carbonyls.

Learning Outcomes: After completion the course student would able to:

- ❖ Classify the organometallic compounds and metal complexes on the basis of transition, stability and bonding structures.
- ❖ Measure the correlation among structural & kinetic properties of metal complexes.
- ❖ Apply the knowledge of bonding, spectral properties and structures to define basic properties of compounds.
- ❖ Draw and interpret the energy level diagram and spectroscopic series for various states

Chemistry-Paper-II : Organic Chemistry

Objectives:

- ❖ To develop conceptual knowledge about nuclear magnetic resonance, industrial uses and structures of compounds.
- ❖ To aware about classification, nomenclature and properties of carbohydrates, amino acids, fats and detergents.
- ❖ To develop understanding about synthesis, group analysis and industrial uses of fat, oil and detergents.

Unit I : Nuclear magnetic resonance(NMR) spectroscopy

Proton magnetic resonance ^1H -NMR spectroscopy, nuclear shielding and deshielding, chemical shift and molecular structure, spin spin splitting and coupling constant, areas of signals, interpretation of PMR spectra of simple organic molecules such as ethyl bromide, ethanol, acetaldehyde, 1,1,2 tri bromo ethane, ethyl acetate, toluene and acetophenone. Problems pertaining to the structure elucidation of simple organic compounds using UV, IR and PMR spectroscopic techniques.

Unit II : Carbohydrates :

Classification and nomenclature, monosaccharides, mechanism of osazone formation, inter conversion of glucose and fructose, chain lengthening and chain shortening of aldose. Configuration of monosaccharide. erythro and threo diastereomers. Conversion of glucose into mannose. Formation of glucosides, ethers and esters. Determination of ring size of monosaccharides. Cyclic structure of D (+)-glucose. Mechanism of mutarotation. Structure of ribose and deoxy ribose. An introduction to disaccharides (maltose, sucrose and lactose) and polysaccharides (starch and cellulose) without involving structure determination.

Unit III : Amino acids, peptides, proteins and nucleic acid

Classification, structure and stereochemistry of amino acids. Acid base behaviour of isoelectric point and electrophoresis. Preparation and reaction of α amino acid. Structure and nomenclature of peptides and proteins. Classification of proteins, peptide structure determination, end group analysis, selective hydrolysis of peptides. Classical peptides synthesis, solid phase peptide synthesis. Structure of peptides and proteins, levels of protein structure. Protein denaturation / renaturation.

introduction. Constituents of nucleic acid ribo and ribonucleosides, nucleotides. The double helical structure of DNA/RNA

Unit IV : Fats, oils and detergents

Natural fats edible and industrial oils of vegetable resin common fatty acids, glycerides, hydrogenation of unsaturated oils. saponification value, iodine value, acid value, soaps, synthetic detergents, alkyl and aryl sulphonates.

Learning Outcomes: After completion the course student would able to:

- ❖ Classify the various compounds on the basis of structure, stereochemistry and formation process.
- ❖ Describe and discuss about formation, structure and chemical reactions of carbohydrates, peptides and nucleic acids.
- ❖ Apply the knowledge of industrial uses of fats, oils and detergents to produce some useful products.

Chemistry-Paper-III: Physical chemistry

Objectives:

- ❖ To aware about conceptual knowledge of photochemistry, spectroscopy and mechanics.
- ❖ To develop understanding about qualitative and quantitative description of fluorescence, selection rules and isotopes.
- ❖ To develop analytical view about laws of photochemistry, degree of freedom and energy levels.

- ❖ To give information about transfer process, Raman spectrum and atomic orbitals.

Unit I: Photochemistry:

Interaction of radiation with matter, difference between thermal and photochemical processes. Laws of photochemistry: Grothus-Drapper law, Stark-Einstien law, Jablonski diagram depicting various processes occurring in the excited state., qualitative description of fluorescence, phosphorescence, non radiative process (internal conversion, inter system crossing) quantum yield, photosensitized reaction-energy transfer process (simple examples)

Unit II: Spectroscopy I

Introduction: Electromagnetic radiation of the spectrum, basic features of different spectrometers, statement of the Born Oppenheimer approximation, degree of freedom.

Rotational spectrum: Diatomic molecules, Energy levels of rigid rotator, (semiclassical principles) selection rules, spectral intensity, distribution using population distribution (Maxwell Boltzmann distribution), determination of bond length, qualitative description of non rigid rotator, isotope effect.

Electronic spectrum: Concept of potential energy curves for bonding and anti bonding molecular orbital's, qualitative description of selection rules and Frank –Condon principle.

Unit III: Spectroscopy II

Vibrational spectrum: Infrared spectrum: Energy levels of simple harmonic oscillator, selection rules, pure vibrational spectrum, intensity., determination of force constant, qualitative relations of force constants and bond energy, effect of anharmonic motion and isotopes on the spectrum, idea of vibrational frequencies of different functional groups.

Raman spectrum: Concept of polarizability, pure rotational and pure vibrational Raman spectra of diatomic molecules, selection rules.

Unit IV: Quantum Mechanics II:

Molecular orbital theory: Basic ideas criteria for forming M.O. from A.O. construction of M.O. s by LCAO- H_2^+ ion, calculation of energy levels from wave functions, physical picture of bonding and antibonding wave functions, concept of σ , σ^* and π , π^* orbitals and their characteristics. Hybrid orbitals sp , sp^2 , sp^3 , calculation of coefficients of atomic orbitals used in these hybrid orbitals.

Learning Outcomes: After completion the course student would able to:

- ❖ To measure the calculation of energy levels, coefficients and spectral intensity of compounds.
- ❖ To plot and interpret the bond energy, force constant, potential energy curves of compounds.
- ❖ To describes various properties of compounds on the basis of energy, potential and dipole moment etc.
- ❖ To analyze the various structures of compounds on the basis of quantum mechanics.

Term paper / Practicals

Inorganic chemistry

Calorimetry

- a) Jobs
- b) Mole ratio method
Adulteration –food stuffs
Effluent analysis water analysis.

Physical Chemistry

Electrochemistry

- To determine the strength of the given acid conductometrically using standard alkali solution
- To determine the solubility and solubility product of a sparingly soluble electrolyte conductometrically
- To study the saponification of ethyl acetate acetate conductometrically
- To determine the ionization constant of a weak acid conductometrically
- To titrate potentiometrically the given ferrous ammonium sulphate solution using $\text{KMnO}_4/\text{K}_2\text{Cr}_2\text{O}_7$ as titrant and calculate the redox potential of $\text{Fe}^{++}/\text{Fe}^{+++}$ system on the hydrogen scale.

Molecular weight determination :

- Determination of molecular weight of a non volatile solute by Rast method/Beckmann freezing point method.
- Determination of the apparent degree of dissociation of an electrolyte (e.g. NaCl) in aqueous solution at different concentrations by ebullioscopy.

Colorimetry:

To verify Beer- Lambert law $\text{KMnO}_4/\text{K}_2\text{Cr}_2\text{O}_7$ and determine the concentration of the given solution of the substance.

Viva-Voce & Record

Suggested Reading:

- A New Concise Inorganic Chemistry; Fifth Edition; J.D. Lee; Blackwell Science, London, 1989.
- Inorganic Chemistry; Third Edition; D.F. Shriver and P.W. Atkins; Oxford University Press, New York, 1999.
- Inorganic Chemistry; Third Edition; Gary L. Miessler and Donald A. Tarr; Pearson Education Inc. Singapore, 2005.
- Organic Chemistry; Seventh Edition; T.W. Graham Solomons & Craig B. Fryhle; John Wiley and Sons, 1998.
- Organic Chemistry; Sixth Edition; Robert Thornton Morrison & Robert Neilson Boyd; PHI Pvt. Ltd, 2004.
- Organic Chemistry Vol. I ; Fifth Edition; I.L. Finar; Longman Scientific and Technical, Singapore, 1975.
- Organic Chemistry: Vol 1, Mukerjee and Singh
- Organic Chemistry: Vol 2, Mukerjee and Singh
- Organic Chemistry: Vol 3, Mukerjee and Singh
- A Text Book of Physical Chemistry; A.S. Negi, S.C. Anand; New Age International (P) Limited, New Delhi, 2002.
- The Elements of Physical Chemistry; P.W. Atkins; Oxford University Press, 1996.
- University General Chemistry; C.N.R. Rao; Macmillan India Ltd., New Delhi, 1998.
- Physical Chemistry: Puri Sharma and Pathania
- Physical Chemistry: J. Moore
- कार्बनिक रसायन, सुरेश आमेटा, एच.के. पाण्डे, एच.एस. शर्मा, हिमांशु पब्लिकेशन्स, उदयपुर
- अकार्बनिक रसायन, ओझा, भोजक, कोठारी, चतुर्वेदी, रमेश बुक डिपो, जयपुर
- प्रायोगिक रसायन, भार्गव, लवानिया, ओझा, रमेश बुक डिपो, जयपुर
- भौतिक रसायन, शर्मा, भार्गव, गुप्ता, रमेश बुक डिपो, जयपुर
- कार्बनिक रसायन, विजयश्री मनोज छंगाणी, अल्का पब्लिकेशन, अजमेर
- अकार्बनिक रसायन, विजयश्री कोठारी छंगाणी, अल्का पब्लिकेशन, अजमेर
- प्रायोगिक रसायन, छंगाणी, विजयश्री, खण्डेलवाल, अल्का पब्लिकेशन, अजमेर

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
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BSE 602	Physics-I	CE*	4	15	20	100
	Physics-II				20	
	Physics-III				20	
	Physics Practical				25 Practical	

Physics- Paper-I: Mathematical Physics and Special Theory of Relativity – II

Objectives:

- ❖ To Understand the Lorentz Transformation.
- ❖ To know the concepts of Four Vector Formulation, longitudinal and Transverse Doppler's Effect.
- ❖ To aware the Transformation between Laboratory and Centre of mass.
- ❖ To develop concept about the Transformation Electric and Magnetic Field.

UNIT – I Lorentz Transformation:

Lorentz transformation and rotation in space-time, time like and space like vector, world line, macro-causality.

UNIT – II Four vector Formulation:

Four vector formulation, energy momentum four vector, relativistic equation of motion, invariance of rest mass, orthogonality of four force and four velocity, Lorentz force as an example of four force, transformation of four frequency vector, longitudinal and transverse Doppler's effect.

UNIT – III Transformation between Lab and CM:

Transformation between laboratory and center of mass system. Four momentum conservation, kinematics of decay products of unstable particles and reaction thresholds: Pair production, inelastic collision of two particles, Compton effect.

UNIT – IV Transformation electric and Magnetic field:

Transformation electric and Magnetic fields between two inertial frames.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss the Lorentz Transformation.
- ❖ Classify the concepts of Four Vector Formulation, Longitudinal and Transverse Doppler's Effect.
- ❖ Identify the Transformation between Laboratory and Centre of mass.
- ❖ Calculate the Transformation Electric and Magnetic Field.
- ❖ Differentiate longitudinal and transverse Doppler 's effect.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, गणितीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-II: Quantum Mechanics – II

Objectives:

- ❖ To Know the Bound State Problem-I
- ❖ To Understand the Bound State Problem-II
- ❖ To aware Application of Quantum Theory.
- ❖ o gain knowledge about molecular spectroscopy.

UNIT I Bound State Problems - I:

Potential step and rectangular potential barrier, calculation of reflection and transmission coefficient, Qualitative discussion of the application to alpha decay (tunnel effect), square well potential problem, calculation of transmission coefficient.

UNIT II Bound State Problems- II:

Particle in one dimensional infinite potential well and finite depth potential well, energy value and eigen functions. Simple harmonic oscillator (one dimensional) eigen function, energy eigen values, zero point energy.

UNIT – III Applications of Quantum Theory to Atomic Spectroscopy:

Quantum features of spectra of one electron atoms. Frank–Hertz experiment and discrete energy states. Schrodinger equation for a spherically symmetric potential, Schrodinger equation for a one electron atom in spherically coordinates, separation of variables, Orbital angular momentum and quantization spherical harmonics, energy levels of H–atom, Shapes of $n = 1$ and $n = 2$ wave functions, Average value of radius of H–atom, Comparison with Bohr Model and Bohr Correspondence Principle. Stern and Gerlach experiment, spin and magnetic moment. Spin orbit coupling and qualitative explanation of fine structure. Atoms in magnetic field Zeeman splitting.

UNIT – IV Molecular Spectroscopy:

Qualitative features of molecular spectra: Rigid rotator discussion of energy, eigen values and eigen function, rotational energy levels of diatomic molecules, Rotational spectra, vibrational energy levels of diatomic molecules, vibrational spectra, vibrational rotational spectra.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss on the Bound State Problem-I (Potential Step, Potential Barrier, Square Well Potential) and Tunnel Effect.
- ❖ Classify the Bound State Problem-II(One Dimensional Potential Box, Eigen Value, Eigen Function).
- ❖ Applies Quantum Theory to Atomic Spectroscopy.
- ❖ Identify the Concept of Molecular Spectroscopy.
- ❖ Differentiate vibrational spectra and rotational spectra

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना,, क्वांटम यांत्रिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015–16

Physics- Paper-III: Nuclear Physics

Objectives:

- ❖ To Understand the Concept of Nuclear Properties like Quadrupole Moment, Nuclear Spin, Nuclear Energy, Mass spectroscopy and Theory of Nuclear Forces.
- ❖ To know the Concept of Nuclear Fission.
- ❖ To Aware the Concept of Elementary Particles.
- ❖ To develop knowledge about the Concept of Detector and Accelerator.

UNIT-I Nuclear Properties:

Rutherford's theory of a particle scattering, Properties of Nuclei: Quadrupole Moment and Nuclear Ellipticity, Quadrupole Moment and Nuclear spin, Parity and Orbital angular momentum, Parity and its conservation, Nuclear Mass and Mass Spectroscopy, Nuclear Energy, Discovery of neutron and proton-neutron hypothesis, Neutron to proton Ration (n/z), The nuclear potential, Nuclear mass, Mass Defect and Binding energy, Theory of Nuclear forces.

UNIT-II Nuclear Fission:

The Discovery of Nuclear Fission, The Energy Release in Fission, The Fission products mass distribution of fission products, Charge distribution of fission products, ionic charge of fission products, Fission cross Section and threshold, Neutron emission in fission, The prompt neutron and delayed neutrons, Mechanism for the emission of delayed neutrons. Energy of fission Neutrons, Theory of nuclear fission and Liquid Drop Model, Barrier Penetration-Theory of Spontaneous fission, Nuclear Energy Sources, Nuclear Fission as a source of Energy, The Nuclear Chain Reaction, condition of controlled chain Reaction, Nuclear Reactors.

UNIT-III Elementary particles:

Classification of Elementary Particles, Fundamental Interactions, Unified approach (Basic ideas), The conservation Laws, Quarks (Basic ideas), Charmed and color Quarks. Nuclear Fusion: The sources of stellar Energy.

UNIT-IV Detector and Accelerators:

Particle and Radiation Detectors: Ionization Chamber, Region of Multiplicative Operation, Proportional Counter, Geiger-Muller Counter, Cloud Chamber, BF₃ and Scintillation detector. Ion sources, Cock-Craft-Walten High Voltage Generators, Van De-Graff Generators, Drift Tube Linear Accelerators, Wave Guide Accelerator, Magnetic Focussing In cyclotron, Synchrocyclotron, Betatron, The Electromagnetic Induction Accelerator, Electron Synchrotron, Proton Synchrotron.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss the Concept of Nuclear Properties like Quadrupole Moment, Nuclear Spin, Nuclear Energy, Mass spectroscopy and Theory of Nuclear Forces.
- ❖ Classify the Concept of Nuclear Fission.
- ❖ Identify the Concept of Elementary Particles.
- ❖ Applies the Concept of Detector and Accelerator.
- ❖ Differentiate drift tube linear accelerator and wave guide accelerator.

Suggested Reading :

1. प्रभा दशोरा, नीलम गुप्ता, उषा परनामी, मीनल बाफना, नाभिकीय भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015-16

Physics Practical: VI

1. Determination of Planck's constant by photo cell (retarding potential method using optical filters, preferably five wave length)
2. Determination of Planck's constant using solar cell.
3. Determination of Stefan's constant (Black body method)
4. Study of the temperature dependence of resistance of a semiconductor (four probe method).
5. Study of Iodine spectrum with the help of grating and spectrometer and ordinary bulb light.
6. Study of characteristics of a GM counter and verification of inverse square law for the same strength of a radioactive source.
7. Study of β -absorption in Al foil using GM counter.
8. To find the magnetic susceptibility of a paramagnetic solution using Qninck's method. Also find the ionic molecular susceptibility of the ion and magnetic moment of the ion in and magnetic moment of the ion in terms of both magnetons.
9. Determination of coefficient of rigidity as a function of temperature using torsional oscillator (resonance method).
10. Study of polarization by reflection from a glass plate with the help of Nichol's prism and photo cell and verification of Brewster law and law of Malus.
11. e/m measurement of magnetic field using ballistic galvanometers and search coil study of variation of magnetic field of an electromagnet with current.
12. Measurement of electric charge by Millikan's oil drop method.

Suggested Reading :

1. प्रो. प्रभा दशोरा, तृतीय वर्ष प्रायोगिकी भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली, 2015

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 603	Mathematics-I	CE*	4	15	20	100
	Mathematics-II				20	
	Mathematics-III				20	
	Mathematics Practical				25 Practical	

Mathematics- Paper-I : Algebra - II

Objectives:

- ❖ To aware the Integral domain and Field.
- ❖ To Understand the Ideals and Quotient Ring.
- ❖ To develop knowledge the Linear Dependence and Linear Independence of Vectors.
- ❖ To know sum of subspaces.

Unit 1 ; Integral domain and field. Characteristics of a Ring and Field.

Unit 2 : Ideals and Quotient Ring. Maximal ideal and Prime ideal. Principal Ideal domain. Field of quotients of an integral domain. Prime fields. Definition, Examples and Simple properties of Vector spaces and Subspaces.

Unit 3 : Linear combination, Linear dependence and Linear independence of vectors. Basis and Dimension.

Unit 4 ; Generation of subspaces. Sum of subspaces. Direct sum and Complement of subspaces. Quotient space and its dimension.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss about integral domain and Field.
- ❖ Identify the Ideals and Quotient Ring.
- ❖ Classify the Linear Dependence and Linear Independence of Vectors.
- ❖ Applies the Sum of Subspace.
- ❖ Discuss about quotient space

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड़. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-II : Complex Analysis -II

Objectives:

- ❖ To understand the Power Series.
- ❖ To develop knowledge about the Branch Point.
- ❖ To develop concept about the Conformal Mapping.
- ❖ To give information about cauchy's residue theorem.

Unit 1 ; Power series — Absolute convergence, Able' s theorem, Cauchy-Hadamard theorem, Circle and Radius of convergence, Analyticity of the sum function of a power series.

Unit 2: Singularities of an analytic function, Branch point, Meromorphic and Entire functions, Rouché's theorem, Casorati - Weierstrass theorem.

Unit 3; Residue at a singularity, Cauchy's residue theorem. Argument principle. Rouché's eorem. Fundamental theorem of Algebra.

Unit 4: Conformal mapping. Bilinear transformation and its properties. Elementary mappings: $w(z) = \frac{1}{2}(z + \frac{1}{z})$, z^2 , ez , $\sin z$, $\cos z$, and $\log z$.

Evaluation of a real definite integral by contour integration. Analytic continuation. Power series method of analytic continuation.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss on the Power Series.
- ❖ Identify the Branch Point.

- ❖ Applies Fundamental Theorem of Algebra.
- ❖ Analyze the Conformal Mapping.
- ❖ Discuss on the circle and radius of convergence

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Mathematics- Paper-III: Statics

Objectives:

- ❖ To understand the Resultant and Equilibrium Coplanar Force Acting on a Rigid Body.
- ❖ To know the Friction.
- ❖ To aware the Virtual Work.
- ❖ To develop knowledge about the Common Catenary Force in the 3-D.

Unit 1 Resultant and equilibrium coplanar force acting on a rigid body.

Unit 2 Friction

Unit 3 Virtual work,

Unit 4 common catenary force in the three dimensions.

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss on the Resultant and Equilibrium Coplanar Force Acting on a Rigid Body.
- ❖ Classify about the Friction.
- ❖ Calculate the Virtual Work.
- ❖ Identify the Common Catenary Force in the 3-D.
- ❖ Differentiate friction and virtual work.

Suggested Reading :

1. बी.एल. चौरसिया, संजीव त्यागी अनिल शर्मा, बी. एल. जांगीड. जांगीड़, जितेन्द्र सैनी, बीजगणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर-दिल्ली, 2015-16
2. जी.सी. गौखरू सैनी, बीजगणित जयपुर पब्लिशिंग हाउस, जयपुर, 2015

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 604	Botany-I	CE*	4	15	20	100
	Botany-II				20	
	Botany-III				20	
	Botany Practical				25 Practical	

Botany- Paper-I : Reproductive Biology Of Angiosperms

Objectives:

- ❖ To know the detailed structure of flower and male gametophyte.
- ❖ To understand the mechanism of distribution of pollen grains.
- ❖ To learn about the structure of pistil and female gametophyte.
- ❖ To get knowledge about the process of pollination and fertilization
- ❖ To study the development of embryo and endosperm

UNIT I: Structure of Flower and Male Gametophyte

Ontogeny of Flower parts- development and variations, structure of anther, microsporogenesis, microgametogenesis, Teptum Types and Functions, Development of Male Gametophyte, Structure of Pollen Grains.

UNIT II: Structure of Pistil and Female Gametophyte

Structure and types of ovule, special structures- aril, oburator etc., megasporogenesis, megagametogenesis (monosporic, bisporic and tetrasporic types), structure of typical embryo sac, (Polygonum, Allium and Adoxa type).

UNIT III: Pollination and Fertilization

Pollination types, significance adaptations; compatibility and incompatibility; basic concepts. Pollen tube entry, syngamy and triple fusion, double fertilization, development, type and function of endosperm.

UNIT IV: Development Of Embryo and Endosperm

Six types of Embryogeny; General pattern of development of dicot and monocot embryo suspensor structure and function, embryo-endosperm relationship; nutrition of embryo, apomixis, polyembryony, fruit-development and maturation.

Learning Outcomes: After completion of the course student would be able to:

- ❖ Explain the detailed structure of flower and male gametophyte.
- ❖ Discuss the mechanism of distribution of pollen grains.
- ❖ Interpret the structure of pistil and female gametophyte.
- ❖ Describe the process of pollination and fertilization
- ❖ Understand the development of embryo and endosperm

Suggested Readings:

1. Bhojwani, S.S. and Bhatnagar, S.P. 2004. The Embryology of Angiosperms. Vikas Publishing House, New Delhi.
2. Davis, C.L. 1965. Systematic Embryology of Angiosperms. John Wiley, New York.
3. Johri, B. D. 1984. Embryology of Angiosperms. Springer Verlag, Berlin.
4. Johri, B. M. 1984. Embryology of Angiosperms. Springer-Verlag, Netherlands.
5. Maheswari, P. 1985. Introduction to Embryology of Angiosperms. Mac Graw Hill House (P) Ltd., New York.
6. Raghavan, V. 2000. Developmental Biology of Flowering plants. Springer, Netherlands.
7. Trivedi, P.C. Sharma, N. and Sharma, J. L. 2003. Structure, Development and reproduction in Flowering Plants. Ramesh Book Depot., Jaipur.

Botany- Paper-II : Economic Botany And Ethnobotany

Objectives:

- ❖ To know the origin of cultivated plants
- ❖ To acquire knowledge of food plants, vegetables and fruits.
- ❖ To analyze the spices, oil yielding plants and Beverages.
- ❖ To understand medicinal plants, fibers and woods.
- ❖ To get aware about ethical aspects of Ethnobotany

UNIT I: Food Plants, Vegetables and Fruits

Centre of origin of cultivated plants , **Food plants** : rice, wheate , maize, potato, **Vegetables** : General account with a note on radish, garlic, cabbage, spinach, cauliflower, cucumber and pea. **Fruits** : General account with a note on apple, banana, mango, watermelon and orange.

UNIT II: Spices ,Oil yeilding Plants, and Beverages

Spices : General account with an emphasis on those cultivated in Rajasthan(Cumin,Capsicum, Coriender). **Beverages** : Characteristics and uses Beverages(Tea and Coffee) , Oil yielding plants (*Brassica* and *Cocus*).

UNIT III: Medional Plants, Fibers and Woods

Medional Plants : General account with an emphasis on those cultivated in Rajasthan(Senna, Isabgol, SAfed musli)

Fibers : General account with a note on Cotten and Jute. **Woods** : General account of sources of fire wood : timbers and bamboos.

UNIT IV: Ethnobotany

Ethnobotany and its concepts and relevance. Ethanobotanical areas of Rajasthan, ethnic groups in India and ethanobotanical study of any tribal area of Rajasthan. Ethical aspect of ethnobotany.

Learning Outcomes: After complition the course student would able to:

- ❖ Get knowledge about the cultivated plants
- ❖ Interpret different food plants, vegetables and fruits.
- ❖ Eenhance knowledge about spices, oil yielding plants and Beverages.
- ❖ Comprehend about medicinal plants, fibers and woods.
- ❖ Acquire knowledge about ethical aspects of Ethnobotany

Suggested Readings:

1. Gupta, S.K. and Kaushik, M.P. 1973. An Introduction to Economic Botany. K. Nath and Co., Meerut.
2. Hill, A.W. 1952. Economic Botany. McGraw Hill Book Co., New York.
3. Jain, S.K. 1981. Glimpses of Indian Ethnobotany. Oxford and IBH, New Delhi.
4. Jain, S.K. 1987. A Manual on Ethnobotany. Scientific Publisher, Jodhpur.
5. Prakash, G., Sharma, S. K. 1975. Introductory Economic Botany. Jai Prakash Nath and Cosec, Meerut.
6. Sambamurthy, A.V.V.S. and Subrahmanyam, N.S. 1989. A Text Book of Economic Botany. Wiley Eastern Ltd., New Delhi.
7. Sen, S. 1992. Economic botany. New Central Book Agency, Calcutta.

8. Singh, V., Pandey, P.C. and Jain, D.K. 1998-99. Economic Botany. Rastogi Publications, Meerut.
9. Verma, V. 1974. A Text Book of Economic Botany. Emkay Publications, New Delhi.

Botany- Paper-III : ECOLOGY

Objectives:

- ❖ To acquire knowledge of community, ecosystem and phytogeography
- ❖ To know about structure, components, food chains, hub, energy flows.
- ❖ To understand about vegetation and environmental pollution
- ❖ To get aware about environmental management
- ❖ To learn about different protocols.

UNIT I: Ecological factors and Population ecology

Environment and plant: Ecological factors; Atmosphere (four distinct zone), light (photosynthetically active radiation, zonation in water bodies, photoperiodism, heliophytes and sciophytes), temperature (Raunkier's classification of plant: megatherm, mesotherm, microtherm, heikistotherm, thermoperiodicity and vernalisation), soil (development, soil profile, properties). Ecological adaptations of hydrophytes, xerophytes, epiphytes and halophytes. Population ecology: growth curve, ecotypes, ecads. Population interaction among organisms (neutralism, amensalism, alleliopathy), competition, predation, parasitism and mutualism.

UNIT II: Community, Ecosystem and phytogeography

Community characteristics, frequency, density, cover, life forms, biological spectrum, ecological succession. Ecosystem: Structure, components, food chain, food web, energy flow, trophic levels and ecological pyramids, primary and secondary productivity, biogeochemical cycle of carbon and phosphorus.

UNIT III: vegetation and Environmental pollution

Biogeographic regions of India, vegetation types of India; forest grassland with special reference to Rajasthan. Environmental pollution- air, water and soil, WWF, chipko movement, green house effect, ozone depletion loss of biodiversity and extinction of species, red data book.

UNIT IV: Environmental management

Concept and principles of environmental management, principle of optimized use and sustainable development, threats to sustainable development, National Environmental Policy, management of forest and degraded lands, concepts and principles of environmental management, efforts to control these effects (Vienna Convention, Montreal Protocol, Earth summit, Kyoto Protocol, World Summit on sustainable development, 2002 Carbon trade); IPCC.

Learning Outcomes: After completion the course student would able to:

- ❖ Acquire complete knowledge of community, ecosystem and phytogeography
- ❖ Explain the structure, components, food chains and energy flows.
- ❖ Understand about vegetation and environmental pollution
- ❖ Interpret about environmental management
- ❖ Discuss and different protocols.

Suggested Readings:

1. Banerjee, P.K. 2006. Introduction to Biostatistics. S. Chand and Co., New Delhi.

2. Koromondy, E.J.1996. Concepts of Ecology. 4th Edition Prentice-Hall of India Pvt. Ltd., New Delhi.
3. Misra, K.C. 1988. Manuals of Plant Ecology. (3rd Edition) Oxford and IBH Publishing Co., New Delhi.
4. Odum, E.P. 1983. Basic Ecology. 5th Edition Thomson Business International Waldis Pvt. Ltd., Baricahd.
5. Odum, E.P. 2008. Ecology. Oxford and IBH Publisher.
6. Sharma, P.D. 2010. Ecology and Environment, (8th Edition) Rastogi Publications, Meerut.
7. Singh, J.S., Singh, S.P. and Gupta, S. 2006. Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi.

BOTANY PRACTICAL VI

1. Study different types of placentation, ovules and special structures of ovule through permanent slides, specimens or photographs.
2. Study of female gametophyte through permanent slides/ photographs: types and ultra structure of mature embryo sac.
3. Study of pollen grains: fresh and acetolyzed showing ornamentation and aperture, pseudomonads, pollinia (slides/photographs/ fresh materials).
4. Study of the different stages of anther development.
5. Study of pollen morphology of available plants.
6. Study of monocotyledons and dicotyledons embryo of angiosperms through slides/photographs..
7. Submission of economically important plants and plant products (cereals, pulses, spices, fibers, condiments, fat and oils, tea, coffee, wood, dyes, tobacco).
8. Study following specimens with special reference to :
 - Botany of the economically important part.
 - Processing if any involved.
 - Specimens of cereals, pulses, fibres, spices, beverage (tea, coffee), sugar, oil yielding plants and medicinal plants (mentioned in theory).
9. Microchemical test for starch, sugar, oils, proteins, fat, carbohydrate, lignin using wheat, maize, soyabean. Chana, sweet potato, clove, ground nut, mustard and match sticks.
10. Study of starch grains in potato .
11. Field trip to economically important place.
12. Collection, description and submission of at least 5 plants of ethnobotanical importance.
13. Study of adaptive anatomical and morphological features of Hydrophytes, Epiphytes and Xerophytes using plant material.
14. To study different statistical methods: mean, median and mode, standard error, standard deviation.
15. Regression analysis and application of statistical tests in environmental problems.
16. Determine the dissolved oxygen content in polluted and unpolluted water samples.
17. Field trip to a National Park/Biosphere reserve/Wild life Sanctuary (Student should submit a detailed project report based on the field trip. Evaluation of the project will be based on the detailed report and presentation).
18. Project work on a particular ecosystem/Polluted Site/ Level of Pollution in the City or Town/Land use site.

Semester-VI

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 605	Zoology-I	CE*	4	15	20	100
	Zoology-II				20	
	Zoology-III				20	
	Zoology Practical				25 Practical	

Zoology-Paper-I: Evolution and Biostatistics

Objectives:

- ❖ To understand the process of evolution.
- ❖ To discuss concept the Lamarkism, Neo-Lamarkism and Darwinism.
- ❖ To classify and draws the Geological time scale.
- ❖ To understand aware the students for Palaentology Fossils and its significance
- ❖ To describe the Biostatistics and Biostatistical Tools.

Unit –I: Evolution

- 1.1 Basics and origin of life: Definition, pre-darwinian theories of evolution; Oparin-Haldane concept of origin of life; Miller- Urey experiment
- 1.2 Micro-evolution: Lamarckism; Darwinism; Neo-Darwinism
- 1.3 Evidences of evolution: Various evidences favouring evolution: Homology, analogy, vestigial organs; palaeontological, embryological, biogeographical and biochemical evidences

UNIT II: Evolution II

- 2.1 Macro-evolution: Geological time scale,
- 2.2 Genetic basis of evolution: Hardy-Weinberg law, genetic drift, , Sewall -Wright effect;
- 2.3 Variation, Adaptations and Isolation, Mimicry
- 2.4 Formation of fossils and Important

UNIT III: Biostatistics Concept

- 3.1 Biostatistics: Definition and Scope
- 3.2 Census and sampling methods
- 3.3 Collection and Tabular Presentation of Data: Tabulation of data; Frequency
- 3.4 Distribution Table; Continuous and Discontinuous Series
- 3.5 Graphical Presentation of Data: Bar, Histogram, Line graph, Polygon, Pie Diagrams Ogives

UNIT IV: Biostatistical Tools

- 4.1 Measures of Central tendency: mean, median mode
- 4.2 Measures of Dispersion, Mean deviation & Standard deviation, and Standard error.
- 4.3 Probability

Learning Outcomes: After completion the course student would able to:

- ❖ Understand the process of evolution.
- ❖ Understand the Lamarkism, Darwinism and Neo-Darwinism.
- ❖ Interpret Geological time scale.
- ❖ Explain Palaentology Fossils and its significance
- ❖ Discuss the Biostatistics and Biostatistical Tools

Zoology-Paper-II : Economic Zoology

Objectives:

- ❖ To Understand the Various concepts in Sericulture, Lac culture and Apiculture.
- ❖ To interprets the various concepts in Chemical Control.
- ❖ To Understand aware the students and provides the economical importance of Vermiculture
- ❖ To Understand the Various concepts in Vector borne diseases, Animal husbandry.
- ❖ To classify the economics of aquaculture.

Unit I: Economic Entomology- Insects of economic importance

- 1.1 Sericulture: Types of Silkworm. Life cycle and rearing of Bombyx mori, Production of silk , chemical Composition of Silk,
- 1.2 Apiculture –Habits and Habitat, species of Hony Bees, Types of cates, method of Bee-keeping Honey Bee Product.
- 1.3 Lac culture – Lac insect, Laccifer lacca - Life cycle, Cultivation of Lac , Lac products and Economic Importance

Unit-II: Economic Entomology

- 2.1 Chemical control of Insecticides: Pyrethroids, Carbomate and HCN (mode of action, merits and demerits)
- 2.2 Biological control of Pests: Biological agents (predators and parasites; merits and demerits)
- 2.3 Animal pest: Life cycle, damage and control of
 - I. House fly – Musca nebulo
 - II. Stable fly – Stomoxys calcitrans

Unit III: Economics of aquaculture

- 3.1 Pisciculture – Steps of Fish culture, Fish Product,
- 3.2 Prawn culture -Culture techniques of fresh water Prawn,
- 3.3 Pearl culture: Habit, Habitat, General characters, mentle & Shell,Formation&culture.

Unit IV: Economic importance of other animals

- 4.1 Vector borne diseases. A brief account of insect vectors affecting the health of man and domestic animals
- 4.2 Animalhusbandry: Introduction to common dairy animals; Techniques of dairy management
- 4.3 Vermiculture: Vermitechnology, Bio-Fertilizers

Learning Outcomes: After completion the course student would able to:

- ❖ Discuss the various concepts in Sericulture, Lac culture and and Apiculture.
- ❖ Understand the various concepts in Chemical Control.
- ❖ Provide the economical importance of Apiculture
- ❖ Understand the various concepts in Vector borne diseases, and Animal husbandry
- ❖ Explain the Economical of aquaculture

Zoology-Paper-III: Ecology and Environmental Biology

Objectives:

- ❖ To differentiate current environmental issues based on Atmosphere.
- ❖ To understand Gain critical understanding on human influence on environment.
- ❖ To understand Positive attitude towards Biodiversity conservation.
- ❖ To describe the various concepts in Pollution.
- ❖ To know the sources, affect and control measures of water and noise pollution.

Unit I: Atmosphere

- 1.1 Atmosphere: Major zones and its importance, Composition of air
- 1.2 Hydrosphere: Global distribution of water, Physico-chemical characteristics of water
- 1.3 Lithosphere: Soil Layer; formation of soil
- 1.4 Light: As Abiotic factor; Physico- chemical characteristics of Light; Photoperiodism

Unit II: Ecosystem

- 2.1 Ecosystem: Definition, Structure and functions; Types of Ecosystem; Food chain, Food web and ecological pyramids
- 2.2 Ecosystem: Biogeochemical Cycle (O₂, CO₂, N, P, S); Energy flow in an ecosystem,
- 2.3 Population Introduction: Population characteristics, Population growth patterns: (exponential/ Malthusian and sigmoid growth patterns)
- 2.4 Community Characteristics, Structure and method (Quadr method Transect method, plotless method:

Unit III: Biodiversity & Conservation

- 3.1 Various Aspects of Biodiversity, Degree of Diversity,
- 3.2 Ex situ and In situ Conservation; Alpha, Beta and Gamma Diversity, Causes of reduction of Biodiversity
- 3.3 Conservation measures of Animals.

Unit IV: Pollution

- 4.1 Sources, effect and control measures of air pollution, Acid rain, green house effect, Ozone depletion and global warming
- 4.2 Sources, effect and control measures of water pollution
- 4.3 Sources effect and control measures of noise pollution

Learning Outcomes: After completion of the course student would be able to:

- ❖ Describe the current environmental issues based on ecological principles.
- ❖ Gain critical understanding on human influence on environment.
- ❖ Aware about the positive attitude towards Biodiversity conservation.
- ❖ Understand the various concepts in Pollution.
- ❖ Explain the sources, affect and control measures of water and noise pollution.

Semester VI Zoology Practical

Paper-I: Evolution and Biostatistics

1. Construction of frequency table, histograms, Polygons, Pie Charts
2. Exercise on Mean, Mode, Median, Std. Deviation, Std. error, Probability

Paper-II: Economic Zoology

1. Study of the following prepared slides/specimens: Honey Bee, Silk Worm, Termite, Earthworm types (any two) -(Drawida modesta, Pheretima posthuma ; Fish parasites, Larvivorous fishes (Guppy, Gambusia)

2. Economic importance of commonly occurring insect pests and preparation of life cycle of these pests.
3. Study of Beneficial insects and their life stages.

Paper-III: Ecology & Environmental Biology

1. Determination of population density in a terrestrial community or hypothetical community by quadrat method.
2. Study of life table and fecundity table, plotting of the three types of survivorship curves from the hypothetical data.
3. Estimation of pH, chlorides and water vapour quantity in soil
4. Estimation of Dissolved oxygen, Salinity, pH, free CO₂ in water samples
5. Plankton study in Fresh water
6. Study of natural ecosystem and field report; Visit to a National park and Sanctuary (candidates are required to submit the report of the visit)

Suggested readings:

Evolution

1. Gupta, P.K., A Text Book of Cytology, Genetics and Evolution, Rastogi Publication, Meerut
2. Ridley, M. (2004) Evolution. III Editio. Blackwell Publishing
3. Stricberger, M.W. Evolution. Jones & Bartlett, USA 1996
4. Hall and Hallgrimsson: Strickberger's Evolution (2008, Jones and Bartlett)
5. Moody: Introduction to Evolution (1978, Kalyani).
6. Rastogi: Organic Evolution (2007, Kedarnath & Ramnath
7. Kohli, Ranga, Lori, Bhatia, Animal Diversity and Evolution, RBD Publishing House, Jaipur.

Statistics:

1. Probability and Statistics for Engineers and Scientists by Walpole, Myers, Myers and Ye, 7th Edition, Pearson Education.
2. Mathematical Statistics by Freund, Prentice Hall, India
3. Introduction to Statistical Quality Control by Montgomery, John Wiley and Sons.
4. Principles of Biostatistics by M. Pagano and K. Gauvreau: Thompson learning (2nd edition)
5. Biostatistics: A Foundation for Analysis in the Health Sciences by W. W. Daniel: John Wiley and Sons Inc (7th edition); Indian Reprint 2006.
6. Biostatistics by Satguru Prasad: Emkay Publication
7. G.S. Shukhla, Upadhyay, Reena Mathur, S.G. Prasad, 2011, Economic Animal Science, Biostatistics and Animal Behaviour, Rastogi Publication, Meerut, Delhi

Economic Zoology:

1. Shukla and Upadhyaya : Economic Zoology (Rastogi Publishers, 1999-2000)
2. Shrivastava: Test book of Applied Entomology, Vol. I & II (Kalyani Publishers, 1991)
3. Mani: Insects, NBT, India, 2006.
4. Jabde: Text Book of Applied Zoology: Vermiculture, Apiculture, Sericulture, Lac culture, Agricultural Pests and their Control, 2005 Publisher Vedams eBooks (P) Ltd. New Delhi
5. G.S. Shukhla, Upadhyay, 2015, Economic Animal Science, Rastogi Publication, Meerut, Delhi

Ecology & Environmental Biology

1. Odum, E. P. (1996). Ecology: A bridge between science and society. *Sinauer Associates Inc.*
2. Chapman, J. L. And Reiss, M. J. (1992). Ecology, principles and applications. *Cambridge University Press.*

3. Verma, P. S. & Agarwal, V. K. (1983). Environmental biology (principles of ecology). *S.Chand & Co.*
4. Singh, J. H. *et al* (2006). Ecology, environment and resource conservation. *Anamaya Publ.N. Delhi*
5. Kendeigh, S. C. Animal ecology. *Prentice Hall*
6. Kormondy, E. T. Concept of ecology. *Prentice Hal*
7. *Dhirendra, Devershi, Ecology and Environmental Biology, College Book House. Pvt. Ltd., Jaipur*

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 701	Creating and Inclusive Education	CC	4	30	70	100

Objectives:

- ❖ To develop the understanding of the concept and philosophy of inclusive education in the context of education for all.
- ❖ To identify and address diverse needs of all learners
- ❖ To familiarize with the trends and issues in inclusive education
- ❖ To develop an attitude to foster inclusive education
- ❖ To develop and understanding of the role of facilitators in inclusive education
- ❖ To prepare teachers for inclusive schools

Course Contents:

Unit- I Introduction to Inclusive Education

- a) Meaning, Objective , Need and Types of Inclusive Education
- b) Principles of Inclusive Education
- c) Solution and challenge of Inclusive Education
- d) ICT Material of Inclusive Education

Unit- II Legislation, Emerging Issues and Role of Agencies in Inclusive Education

- a) Legislation for inclusive education- National policy of disabilities 2006
- b) Sarva Shiksha Abhiyan (2002)
- c) NGO
- d) RTE-2009

Unit- III Exceptional Child and Special Educational

- a) Exteptional Child : Meaning and Types
- b) Mentally Retared Child
- c) Physically Handicapped Child
- d) Hearing Impaired Child
- e) Visually Handicapped Child
- f) Emotionally Disturb Child

Unit- IV Special Educational Need (SEN) of learners in Inclusive School

- a) Speech Defective Children
- b) Language Handicapped Child
- c) Learning Disadvantage Child
- d) Parents of Exceptional Children
- e) Guidance of Exceptional Children
- f) Special School (Building Co-curricular Activities)

Assignment & Practical Work (Any Two)

- One term paper
- Write a One Article of Disabilities Child
- Case study of disabilities child
- Write a report of evaluation process in inclusive school

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand of the concept and philosophy of inclusive education in the context of education for all.
- ❖ Identify and address diverse needs of all learners
- ❖ Describe the trends and issues in inclusive education
- ❖ Apply the attitude to foster inclusive education
- ❖ Develop and understanding of the role of facilitators in inclusive education
- ❖ Prepare teachers for inclusive schools

Suggested Readings:

1. Ahuja, A., Jangira, N.K. (2002) : "Effective Teacher Training, Co-operative Learning Based approach", National Publishing House, 23 Daryaganj, New Delhi-02
2. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
3. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
4. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
5. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
6. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006)., शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
7. परवीन, आबिदा (2013), शिक्षण एवं अधिगम के मनो-सामाजिक आधार, आस्था प्रकाशन, जयपुर
8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
9. बिन्दु आभारानी, सक्सैना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा
10. योगेन्द्रजीत, भाई (2008), शिक्षा में नवाचार और नवीन प्रवृत्तियाँ, विनोद पुस्तक मंदिर, आगरा
11. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
12. हन्फी, एम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU 702	Language Across the Curriculum	CC	4	30	70	100

Objectives:

- ❖ To understand the various mode of language like reading, writing, speaking and listening.
- ❖ To develop the skill of oral and written language.
- ❖ To acquaint with the idea of composition and art of writing i.e. letter, paragraph, application etc.
- ❖ To develop the Vocabulary Building and Language Problems & its Remedies
- ❖ To develop the vocabulary and language proficiency and related remedies.

Course Contents:

Unit -I Language acquisition and development

- a) Language : Concept, Meaning and Nature
- b) Language usages : Written, Oral, Role Playing with Communication
- c) 3 Language Policy : First (Mother tongue)
: Second (Foreign language)
: Third (Religious or classical language)
- d) Language development : From childhood to Adult stages.

Unit -II Language Skills

- a) Reading : Silent reading vs Rapid reading, News Paper, Journal, Books
- b) Narrative Text vs. Expository text
- c) LSRW (Listening, Speaking, Reading, Writing)
- d) Note making and creative writing (Essay, Application, Letter, Paragraph)

Unit -III Language & Classroom Interaction

- a) Expression : Public Speech, Lecture, Debating
- b) Multilingualism in classroom
- c) Summarizing and Reflection
- d) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

- a) New Structure and building of vocabulary
- b) Learning new vocabulary and Diagnostic Language Errors
- c) Language Phonemes & Identification of Sound Errors
- d) Remedial Programme for Language Development

Assignment & Practical Work (Any Two)

- Write any one term paper
- Identify speech defect in classroom teaching
- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature and use of language.
- ❖ Develop the idea of Multilingualism in class room teaching.
- ❖ Create the sense of language and its flavor.
- ❖ Inculcate language skills among trainees.
- ❖ Evaluate skills creative writing and expression.

- ❖ Acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ Develop ornamental use of vocabulary in different curriculum.

Suggested Readings:

1. Baruah, T.C. (1985), The English Teacher's Hndbook, New Delhi, Sterling Publication Pvt. Ltd.
2. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
3. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 701	Chemistry	Pedagogy of a School Subject Any two CE	4	30	70	100
BSE 702	Physics					
BSE 703	Mathematics					
BSE 704	General Science					
BSE 705	Biology	CE	4	30	70	100

BSE 701 : Chemistry

Objectives:

- ❖ To develop a broad understanding of the principles and procedures used in moden science specially in chemistry.
- ❖ To develop essential skill for practising modern science education.
- ❖ To understand aims and objectives of chemistry.
- ❖ To gain ability for critically evaluate the existing syllabus of science.
- ❖ To prepare achievement test and diagnostic test.
- ❖ To enable him to organize co-curricular activities related to science.
- ❖ To appreciate the contribution of world scientist in connection with historical development of chemistry.

Course Contents:

UNIT-I Nature and Scope

- a) Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects
- b) Values of Teaching Chemistry
- c) Scientific Attitude, Scientific Literacy
- d) Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.
- e) Globalisation and Chemistry

UNIT-II Curriculum planning and activities

- a) Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum
- b) Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library

- c) Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

UNIT-III Methods and approaches of teaching

- a) Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method
- b) Panel Discussion. Seminars and Workshop Laboratory Method.
- c) Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips
- d) Laboratory- Lay out Plans, Equipments, Furniture, Maintenance of Records, Repair, Care and Improvisation of Apparatus, Safety measures in Laboratory

UNIT-IV

- a) Planning for Teaching and Role of Teachers. Annual Plan, Content analysis, Pedagogical Analysis
- b) Inquiry Model of Teaching Lesson Plan and Level Plan Piagian and Brunerian Approach- Behaviourist Contribution
- c) Evaluation - Criteria of good Evaluation Concept of Evaluation, Types of Test Items : Objective, Short Answer, Essay Type, their Merits and Demerits, Blue Print for a Unit Test
- d) Achievement and Diagnostic Test

Term Paper : (Any one)

- Make a list of practicals related to secondary science curriculum
- Essay related to any topic of the paper
- Make a list of local resources useful in teaching chemistry to the students of vv Secondary class
- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understanding Importance of Chemistry and correlate it with other subjects
- ❖ Acquaint with the Modern Trends in Chemistry.
- ❖ Gain ability for critically evaluate the existing syllabus of science.
- ❖ Prepare achievement test and diagnostic test.
- ❖ Organize co-curricular activities related to science.

Suggested Reading:

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt.Limited, New Delhi.
2. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
3. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
4. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
5. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
6. NCERT: General Science, Handbook of activities Class-VI-VIII
7. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
8. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
9. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर

10. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. नेगी जे. एस., नेगी आर, (2000), रसायन विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

BSE 702 : Physics

Objectives:

- ❖ To appreciate the contribution of eminent physicist in connection with the development of the subject.
- ❖ To familiar with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- ❖ To plan curriculum at the secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- ❖ To develop scientific attitude and provide training in scientific method to their student.
- ❖ To write objectives in behavioural term content analysis and content mapping .
- ❖ To develop yearly plan, unit plan and lesson plan.
- ❖ To plan, equip and organize physics practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and classroom situation.
- ❖ To prepare test paper for theory and practical work.

Course Contents:

Unit- I Nature Scope & Curriculum

- a) Nature of science and physics, major milestones in the development of physics
- b) Aims, objectives and values of teaching physics at secondary and senior secondary level
- c) Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience
- d) Correlation of physics with other school subjects and its role in daily life
- e) Critical appraisal of the prescribed syllabus of physics (at senior secondary, secondary level of Rajasthan and CBSE board)

Unit- II Planning for Instruction and Role of Teachers

- a) Writing of objectives in behavioural terms, content analysis.
- b) Developing yearly, unit and daily lesson plan.
- c) Teachers role in training students in scientific method and in development of scientific attitude.
- d) Qualities, responsibilities and professional growth of physics teacher.
- e) Creativity among students.

Unit- III Methods and Approaches of Teaching Physics

- a) Demonstration method, heuristic method, inductive-deductive method.
- b) Laboratory method, Project method, problem solving method, assignment method.

- c) Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT
- d) Co-curricular activities like science club, science fairs and field trip.
- e) Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

Unit- IV Evaluation

- a) Types of test items.
- b) Construction of various test items.
- c) Preparation of blue print and achievement test.
- d) Diagnosis and remedial teaching in physics, enrichment material.
- e) Evaluation and practical work in physics.

Assignment & Practical Work (Any Two)

- Planning of an out of class activity to use local environment to teach physics.
- Life sketch of any two modern physicists.
- Essay related to a topic prescribed in the paper .
- Case study of any one senior secondary lab of physics.
- Conducting and reporting three experiments useful at secondary level.
- Description of design of any improvised apparatus.

Learning Outcomes: After completion of this course students would able to:

- ❖ Appreciate the contribution of eminent physicist in connection with the development of the subject.
- ❖ Understand with the aims and objective of the subject in relation to the present need of the society and educational policies of India.
- ❖ Plan curriculum at the secondary level and analyze the syllabus of the subject in relation to its applicability to practical situation.
- ❖ Develop scientific attitude and provide training in scientific method to their student.
- ❖ Write objectives in behavioural term content analysis and content mapping .
- ❖ Develop yearly plan, unit plan and lesson plan.
- ❖ Plan, equip and organize physics practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and classroom situation.
- ❖ Prepare test paper for theory and practical work

Suggested Reading:

1. Joshi S. R. (2005) Teaching of Science, APH Publishing Corporation, New Delhi.
2. Maitre, K. (1991), Teaching of Physics, Discovery Publishing House, New Delhi.
3. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
4. Sharma, R;C. (1971), Teaching of Science Dhanpat Rai and Sons, Delhi.
5. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
6. Vaidya, N. (1970), The impact of science Teaching, Oxford & IBH Publishing Company, New Dehli.
7. Yadav M. S., Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
8. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर

9. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
10. त्यागी एस.के. (2000), भौतिक विज्ञान शिक्षण साहित्य प्रकाशन, आगरा
11. नेगी जे. एस., (2007), भौतिकी शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
14. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
15. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

BSE 703 : Mathematics

Objectives:

- ❖ To understand and appreciate the uses and significance of Mathematics in daily life
- ❖ To learn various approaches of teaching mathematics and use them judiciously.
- ❖ To know the methods of planning instruction for the classroom.
- ❖ To prepare curricular activities and organize the mathematics Laboratory.
- ❖ To appreciate and organize activities to develop aesthetics of mathematics.
- ❖ To give competence in teaching different mathematics topic effectively

Course Contents:

Unit- I Concept meaning and objectives of mathematics.

- a) Concept, meaning and nature of mathematics
- b) History of mathematics
- c) Contribution of Indians and western mathematics.
- d) Aims and objectives of teaching mathematics
- e) Blooms taxonomy relating to the teaching objectives in mathematics (cognitive , Affective, psychomotor domain)

Unit- II Methods and approaches of teaching mathematics.

- a) Inductive vs. Deductive
- b) Analytical vs. synthesis
- c) Heuristic, Project, drill, assignment and supervised study, Laboratory method.
- d) Lesson planning, Unit plan and Yearly plan for mathematics teaching.
- e) Audio visual teaching aids in mathematics (Chart, Model, OHP, LCD, ICT), Improvising Low cost teaching aids in mathematics.

Unit- III Planning for instruction and curriculum.

- a) Curriculum development principle for the secondary and senior secondary level.
- b) Teaching of Arithmetic, algebra and Geometry
- c) Text book in mathematics, Quality of good book in mathematics.
- d) Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.
- e) Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

Unit- IV Evaluation in teaching mathematics:

- a) Academic testing – objective vs. subjective type test.

- b) Diagnostic evaluation in mathematics.
- c) Preparation of blue print and achievement test.
- d) Preparations of standardized vs. teacher made test in mathematics.
- e) Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

Assignment & Practical Work (Any Two)

- Preparation of detailed plan about development of mathematics laboratory or mathematics club.
- Life sketch of any two Mathematicians.
- Essay related to a topic prescribed in above paper.
- Prepare a case study of slow learner in mathematics or gifted child in mathematics.
- Observation of mathematics classroom teaching in any secondary school and then prepare a diagnostic and remedial teaching plan.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand and appreciate the uses and Significance of Mathematics in daily life
- ❖ Use various approaches of teaching mathamethics and use them judiciously.
- ❖ Understand the methods of planning instruction for the classroom.
- ❖ Prepare curricular activities and organize the mathematics Laboratory.
- ❖ Appreciate and organize activities to develop aesthetics of mathematics.
- ❖ Give competence in teaching different mathematics topic effectively

Suggested Reading:

1. Kumar S., Ratnalikar D. N. (2003), Teaching of mathematics, Anmol Publications Pvt. Ltd. New Delhi.
2. Mustafa M. (2004), Teaching of mathematics, New trends and innovations, Deep and Deep Publications Pvt. Ltd., New Delhi.
3. Wadhwa S., (2000), Modern methods of teaching mathematics, Sarup and sons, New Delhi.
4. Yadav S. (2007), Teaching of mathematics, Vinod Pustak Mandir, Agra.
5. जैन, एस. एल. (2007), गणित शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
6. नेगी जे. एस. (2006), गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
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BSE 704 : General Science

Objectives:

- ❖ To develop the knowledge about science and its nature.
- ❖ To acquire the knowledge about contribution of eminent Indian scientists.
- ❖ To aware about the aims, objectives and construction of curriculum.
- ❖ To develop understanding about co-curricular activities, methods of teaching and preparation of test paper.

Course Contents:

UNIT- I Concept and Nature of General Science

- a) Science : concept, nature and scope
- b) Correlation of science with other subjects
- c) General Science and its importance in school curriculum.
- d) Inquiring influence of science on man and environment.
- e) Scientist and their professional achievement.

UNIT- II Aims Objectives and Curriculum

- a) Writing aims and objectives in behavioural term.
- b) Developing yearly, unit and daily lesson plan.
- c) Principle of curriculum construction in General Science.
- d) Teachers role in training students in scientific method and scientific attitude.
- e) Professional growth of General Science teacher.

UNIT-III Methods of Teaching General Science

- a) Lecture method, Demonstration method
- b) Inductive-deductive method
- c) Project method, problem solving method
- d) Laboratory method, Assignment method
- e) Heuristic method

UNIT- IV Activities and Evaluation

- a) Science laboratory
- b) Teaching aids in General science- OHP, LCD Projector , Television.
- c) Co curricular activities, Science club, Science fair
- d) Evaluation : concept and importance
- e) Preparation of blue print and test paper construction.

Assignment & Practical Work (Any Two)

- Make a list of practicals related to secondary science curriculum.
- Essay related to one topic prescribe in the paper.
- Preparation of a comprehensive field trip to plan for a group of twenty students.
- Make a list of local resources useful in teaching general science to the students.
- Make a visit at any senior secondary science laboratory of a school and prepare a report.
- Conducting and reporting three experiments useful at secondary level.
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- ❖ Contribution of eminent Indian scientists in connection with the development of the subject.
- ❖ Familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
- ❖ Plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- ❖ Identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
- ❖ Develop a broad understanding of the principles and procedures used in modern science education.
- ❖ Prepare test paper for evaluation.

Suggested Reading:

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2. Dass- R.C. (1986), Teaching Science in India, Sterling Publications Pvt. Limited, New Delhi.
3. Gupta Nirmal (1967), Method of Teaching Science, Rastogi and Company Meerut.
4. Joshi S. R. (2005), Teaching of Science, APH Publishing Corporation, New Delhi.
5. Mittal A. (2004), Teaching of Chemistry, APH Publishing Corporation, New Delhi.
6. Nayak A. K. (2004), Teaching of Physics, APH Publishing Corporation, New Delhi.
7. NCERT: General Science, Handbook of activities Class-VI-VIII
8. Sood, J. K. (1989), New direction in Science teaching, Kohli Publication, Chandigarh.
9. Yadav M. S.,(2000), Modern methods of teaching science, Anmol Publications Pvt. Ltd. New Delhi.
10. अग्रवाल वी. पी., सिडाना के., पारीक के, (2007), विज्ञान शिक्षण, शिक्षा के प्रकाशन, जयपुर
11. कुलश्रेष्ठ पी. के. (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
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15. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
16. शर्मा एस. आर. (2008), विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस, नई दिल्ली
17. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
18. श्रीमाली एन. के., भूषण ए., रिहानी आई, (2007), विज्ञान शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

BSE 705 : Biology

Objectives:

- ❖ To acquire the knowledge of nature and scopes of Biology.
- ❖ To develop understanding the principles of curriculum, planning and E-resources in Biology.
- ❖ To develop awareness about various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ To develop knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ To aware about construction of blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

Course Contents:

Unit- I Theoretical Perspective of Biology

- a) Meaning , Nature and Scope of Biological science and its branches
- b) Historical Development of Biological science
- c) Development of values through Biology teaching
- d) Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge
- e) Developing and significance of Scientific Temper through activities
- f) Aims and Objectives of Biological teaching
- g) Writing Objectives in Behavioral terms and Content analysis

Unit- II Curriculum and Planning

- a) Concept and principles of curriculum
- b) Models and approaches related to curriculum organization
- c) Recent curriculum innovations in context of National Curriculum Framework (NCF)
- d) Planning : Concept, Types and Importance
- e) Co- Curricular activities- Excursion, Science fair, Science club
- f) E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

Unit- III Methods and Approaches

- a) Herbertian & Constructivist approach (Five 'E' model)
- b) Co- operative learning approach
- c) Inquiry training model & its application
- d) Problem solving approach
- e) Inductive and Deductive methods
- f) Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

Unit- IV Measurement and Evaluation

- a) Concept of Measurement and Evaluation
- b) Criteria of good Evaluation
- c) Preparation of Blue Print
- d) Diagnostic test and Remedial learning material
- e) Continuous and Comprehensive Evaluation in biology

Assignment & Practical Work (Any Two)

- Construct, administer and interpret an achievement/diagnostic test and resolving related problems through remedial measure too
- Prepare the Concept map related to school level teaching and demonstrate them to learn different contents in classroom
- Prepare the report on environmental problems in local area and resolving issues through scientific project.
- Poster Presentation/ Drama on various issues related to community awareness about biodiversity/ environmental problems/ waste management.
- Organization of exploratory activities to develop scientific attitude and temper

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire the knowledge of nature and scopes of Biology.
- ❖ Understand the principles of curriculum, planning and E-resources in Biology.
- ❖ Know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ Apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ Construct blue print, diagnostic test and remedial self learning material and conduct CCE procedure.

Suggested Reading:

- 1 Choudhary, S. (2010), Teaching of Biology, APH Publishing Corporation, New Delhi.
- 2 Grear, T. L., The Teaching of Biology in Secondary Schools.
- 3 Joshi, S. R. (2005), Teaching of Science, A.P.H. Publishing Corporation, New Delhi.
- 4 Lakshmi, Gade Bhuvneswara, Rao Digumarti Bhaskara, (2004), Method of Teaching Life Science, Discovery Publishing House, New Delhi.
- 5 Mohan, Radha (2007), Innovative Science Teaching, Prentice Hall of India, (p) Ltd., New Delhi.
- 6 Singh, Yogesh Kumar & Nath, Ruchika (2005), Teaching of General Science, A.P.H. Publishing Corporation, New Delhi.
- 7 Sood, J. K. (1987), Teaching of Life Science, Kohali Publishers, Chandigarh.
- 8 Yadav, M. S. (2000), Modern methods of Teaching Science, Anmol Publishers, Delhi.
- 9 कुलश्रेष्ठ, प्रदीप कुमार (2006), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
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- 11 मंगल, एस. के. (2010), जैविक विज्ञान शिक्षण, लॉयल बुक डिपो, मेरठ
- 12 माहेश्वरी, बी. के. (2003), जीव विज्ञान शिक्षण, सूर्या पब्लिकेशन, मेरठ
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- 16 श्रीमाली, नंदकिशोर (2007), विज्ञान शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Semester VII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BSE 706	Optional Course Environmental Education	Any one CE	4	30	70	100
BSE 707	Health and Physical					
BSE 708	Guidance and Counseling					
BSE 709	Distance Education					
BSE 710	Additional Course (Any one)					
	5.1 Chemistry					
	5.2 Physics					
	5.3 Mathematics					
	5.4 General Science					
	5.5 Biology					

BSE 706 : Environmental Education

Objectives:

- ❖ To understand the problems of concerning environment through multi disciplinary approach.
- ❖ To develop the skill of planning and organizing ecological activities in the schools.
- ❖ To create consciousness about environment among the adult learners.
- ❖ To give information on different techniques and materials for the affective dissemination of environmental information.

Course Contents:

UNIT- I Concept Of Environment

- a) Meaning , Scope, Importance
- b) Eco-System – Charecteristic Qualities
- c) Inter- Dependence In Environment
- d) Natural Resources
- e) Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

- a) Meaning, Importance and Objective
- b) Scope of Environmental Education
- c) Need for Public Awareness as a subject
- d) Muti-disciplenary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

- a) Air Pollution
- b) Water Pollution
- c) Soil Pollution
- d) Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

- a) Global Issue (Global Warming, Climate Change, Depletion of Ozone Layer and Energy Crisis)
- b) Different Aspects Related To Environmental Conservation.
- c) Environmental Preservation & Improvement (At National & International Level)
- d) National Environment Policy

Assignment & Practical Work (Any Two)

- Study on Any one environmental problems. The report on the study must include efforts of the pupil / teacher in developing awareness among people about the environmental problems.
- Prepare a plan to teach environment at education to the adults.
- One term paper solve.
- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

Learning Outcomes: After completion of this course students would able to:

- ❖ Students are able to understand the problems concerning environment through multi disciplinary approach.
- ❖ Students are able to develop the skill of planning and organizing Ecological activities in the schools so the children can equipped to play their part in protection and enrichment of environment.
- ❖ Students are able to create Environment Consciousness among the adult learners.
- ❖ Students are able to use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ Students are able to conduct local surveys, arrange field trips Environmental games and hobbies.

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1. उपाध्याय, राधावल्लभ, (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
2. गुप्ता, चाँदमल, शर्मा, रेनू (2008), पर्यावरण शिक्षा, आस्था प्रकाशन, जयपुर
3. गोयल, एम. के. (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
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5. बरौलिया, ए. पराशर, राधिका एवं दुबे, श्री कृष्ण, पर्यावरण शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
6. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
7. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन्स, अजमेर
8. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी,

BSE 707: Health and Physical

Objectives:

- ❖ To develop the organic system of the body.
- ❖ Development of understanding and appreciation of the techniques and strategies of sports
- ❖ To develop correct health habits.
- ❖ Attainment of knowledge of proper health procedure as related with physical exercise.
- ❖ The physical education program will allow the students to participate in developmentally appropriate activities.

Course Contents:

Unit- I Concept of Health Education

- a) Meaning of Health education.
- b) Environmental factor which promote and affect In Health.
- c) Importance and objective of Health education.
- d) General Exercises in school.

Unit- II Environment and Science of Living and Yoga

- a) Importance of water to life and our environment.
- b) Science of Living and yoga.
- c) Role of Individual in improvement of sports environment.
- d) Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

- a) Meaning and Importance of physical Education
- b) Balanced Diet and Nutrition : Macro and Micro Nutrients
- c) First Aid

Unit- IV History of Volleyball & Kabbadi

- a) Historical Development of Volleyball
- b) Measurement and Rule of Volleyball
- c) Historical Development of Kho-Kho
- d) Measurement and Rule of Kabbadi

Assignment & Practical Work

- Write a Term paper on a topic given in the course
- Skill of any one Team Game of choice from the given List

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the organic system of the body.
- ❖ Understand and appreciation of the techniques and strategies of sports
- ❖ Aware about correct health habits.
- ❖ Attain knowledge of proper health procedure as related with physical exercise

Suggested Readings:

1. Thorburn, M. (2000), Physical Education-Intermediate Course Notes, Leckie & Leckie Publisher.
2. कमलेश एवं संगरल, शारीरिक शिक्षा में शिक्षण विधियां, विनोद पब्लिकेशन, लुधियाना।
3. पाराशर, गीता एवं कुमार सुनील (2014), स्वास्थ्य शिक्षा तथा मनोरंजन।
4. सफाया, आर. के. स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
5. सिंह, बलदेव, स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
6. सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बार्थोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा-9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

BSE 708 : Guidance and Counseling

Objectives:

- ❖ To educate about the basic concept, nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims and objectives of educational and vocational guidance.
- ❖ To make enable about the importance of educational and vocational guidance.
- ❖ To give knowledge of role and responsibilities of guidance workers in school.
- ❖ To understand the nature and types of guidance service & with reference to school education.
- ❖ To understand the concept, nature and types of counseling.

Course Contents:

Unit- I Basics of Guidance

- a) Meaning and Nature of Guidance.
- b) Aims and Principles of Guidance.
- c) Types of Guidance
- d) Importance of Guidance in schools for individual and for society.
- e) Process of Guidance.

Unit- II Basics of Counseling

- a) Meaning, Nature and Principles of counseling
- b) Types of Counseling.
- c) Distinction between Guidance and Counseling.
- d) Role and Responsibilities of Guidance workers in school.
- e) Qualities of a good guidance programme.

Unit- III Area of Guidance

- a) Educational guidance
- b) Vocational guidance
- c) Personal guidance
- d) Guidance Implication in the current Indian scenario.
- e) Problems of guidance in India.

Unit- IV Guidance Services

- a) Introduction to Guidance Services.
- b) Individual Inventory Service
- c) Information Service
- d) Cumulative Record
- e) Placement Services
- f) Follow up Service

Assignment & Practical Work (Any Two)

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.
- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the basic concept, Nature and scope of Educational and Vocational guidance.
- ❖ Describe aims objective of educational and vocational guidance.
- ❖ Understand importance of educational and vocational guidance.
- ❖ Identify nature and types of guidance service & with reference to school education.
- ❖ Understand the concept, nature and types of counseling.

Suggested Readings:

1. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
2. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
3. Nayak A. K., Rao V. K. (2007), Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
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7. Vashist, S. R. (2001), Methods of Guidance, Anmol Publication, Pvt. Ltd., N. Delhi
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10. शर्मा, आर. ए., चतुर्वेदी, शिखा (2009), शैक्षिक एवं व्यवसायिक निर्देशन एवं परामर्श, आर. लाल बुक डिपो, मेरठ
11. सिंह, रामपाल, उपाध्याय, राधावल्लभ (2004), शैक्षिक एवं व्यवसायिक निर्देशन, विनोद पुस्तक मंदिर, आगरा

BSE 709 : Distance Education

Objectives:

- ❖ To provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ To provide an efficient and less expensive education.
- ❖ To provide education facilities to all qualified and willing persons.
- ❖ To provide opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.
- ❖ To provide education facilities to those individuals who look upon education as a life-long activity.

Course Contents:

Unit-I Theoretical Prospective of Distance Education

- a) Meaning and Definition of Distance Education.
- b) Characteristics of Distance Education
- c) Distance education as a discipline.
- d) Need for establishing Distance Education as a discipline.

Unit-II Scenario of Distance Education Institutes

- a) State wise situation of Distance Education Institutes in India.

- b) Objectives of Indira Gandhi National Open University.
- c) Main Theoretical Bases of Distance Education.
- d) Theory of Independent study by CHARLES WEDEMEYER.

Unit-III Essential Elements of Developing in Distance Education

- a) Essential Elements of Developing curriculum in Distance education.
- b) Different services provided by Sanchar Kendra IGNOU.
- c) Non- Print Instructional media in Distance Education: Educational RADIO.
- d) Major educational Television projects in Distance education.

Unit-IV Counseling for Distance Learners

- a) Organizing counseling Services for Distance Learners.
- b) Various Types of Tele - Conferencing.
- c) Format of the Text in Distance Education.
- d) Distance Learners and Counseling

Assignment & Practical Work

- Write any one term paper on a topic with in the content.
- Make the list of Distance Education programme of various universities in India.

Learning Outcomes: After completion of this course students would able to:

- ❖ Provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ Understand an efficient and less expensive education.
- ❖ Explain education facilities to all qualified and willing persons.
- ❖ Identify the opportunities of academic pursuits to educate citizens willing to improve their standard of knowledge.

Suggested Readings:

1. Datt, Rudder (1985), Distance Education in India, Open School, New Delhi
2. Hillard, R. I., Writing for T.V. and Radio, N.Y. Hastings House
3. Parmaji, S. (1984), Distance Education, Sterling Publication, New Delhi
4. यादव, सियाराम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा

BSE 710 : 5.1 Chemistry

Objectives:

- ❖ To gain the knowledge of Chemistry for secondary and senior secondary level.
- ❖ To improve the various skills of student teachers in practical work.
- ❖ To understand the practical and theoretical description of various content.
- ❖ To solve different problems related with the content of chemistry.
- ❖ To know importance and use of course content.
- ❖ To plan, equip and organize chemistry practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situations.
- ❖ To develop scientific attitude and provide training in scientific method to their students.

Course Contents:

Unit- I Chemical Properties

- a) Chemical Equation
- b) Chemical Equilibrium

- c) Types of Chemical Reactions
- d) Acid and Base
- e) Chemical Change

Unit- II Metal and Non Metals

- a) Metal
- b) Nonmetal
- c) Chemical Properties of Metal
- d) Hydrogen
- e) Water

Unit- III Carbon

- a) Bonding in Carbon
- b) Saturated and Unsaturated Carbon Compound
- c) Nomenclature of Carbonic Compound
- d) Chemical Properties of Carbon Compound
- e) Coal and Petroleum

Unit- IV Periodic Table

- a) Periodic Table and Atoms
- b) Atoms and Molecules
- c) Atomic Mass and Mole Concept
- d) Atomic Models
- e) Isotopes and Isobars

Assignment & Practical Work (Any Two)

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments useful at secondary level.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of Chemistry for secondary and senior secondary level.
- ❖ Improve the various skills of student teachers in practical work.
- ❖ Understand the practical and theoretical description of various content.
- ❖ Solve different problems related with the content of chemistry.
- ❖ Know importance and use of course content.
- ❖ Plan, equip and organize chemistry practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and class room situations.
- ❖ Develop scientific attitude and provide training in scientific method to their students

Suggested Readings:

1. रसायन विज्ञान, (2014) भाग-1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. रसायन विज्ञान, (2014) भाग-2, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

3. रसायन विज्ञान, (2014) भाग-1, कक्षा 12 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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BSE 710 : 5.2 Physics

Objectives:

- ❖ To gain the knowledge of concepts of physics.
- ❖ To improve the various skills of student teachers in practical work.
- ❖ To understand the practical and theoretical description of various content.
- ❖ To able for solving different problems related with the content of physics.
- ❖ To plan, equip and organize physics practical in the laboratory.

Course Contents:

Unit- I Electric field

- a) Electric charge
- b) Conductor and non conductor
- c) Charge through induction
- d) Characteristics of electric charge
- e) Coulomb's law

Unit- II Optics

- a) Mirror reflection, refraction
- b) Spherical mirror
- c) Total internal reflection
- d) Lens
- e) Power of lens

Unit- III Characteristics of matter

- a) Elasticity of solids
- b) Stress
- c) Pressure
- d) Viscosity
- e) Surface energy and surface tension

Unit- IV Gravitation and Energy

- a) Gravitation
- b) Work
- c) Energy

- d) Power
- e) Sound

Assignment & Practical Work (Any Two)

- Preparation of a term paper based on any above topic.
- Solve an examination question paper.
- Make a presentation based on any above topic.
- Conducting and reporting three experiments based on above topics.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of physics for secondary and senior secondary level.
- ❖ Improve the various skills of student teachers in practical work.
- ❖ Understand the practical and theoretical description of various content.
- ❖ Solve different problems related with the content of physics.

Plan, equip and organize physics practical in the laboratory

Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. भौतिकी, (2014) भाग 1, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
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BSE 710 : 5.3. Mathematics

Objectives:

- ❖ To gain the knowledge of Mathematics.
- ❖ To know different methods for solve mathematical problems.
- ❖ To understand the mathematics formulas and use them appropriately.
- ❖ To solve various types of mathematical problems

Course Contents:

Unit- I Number System

- a) Irrational numbers
- b) Real numbers and their decimal expansions
- c) Operation on real numbers
- d) Laws of exponents for real number
- e) Fundamental theorem of arithmetic

Unit- II Plane Geometry

- a) Angles and lines at a point
- b) Angles made by a transversal with two lines
- c) Classification of triangles on the basis of sides and angles
- d) Square, Rectangle and Circle
- e) Congruence of triangles

Unit- III Algebra

- a) Linear equations (in two variables)
- b) Polynomials in one variable
- c) Zeros of a polynomial
- d) Factorization of polynomial
- e) Quadratic equation

Unit- IV Trigonometry

- a) Introduction
- b) Trigonometric ratio
- c) Trigonometric ratio of various angles
- d) Surface area
- e) Statistics –mean, mode , median

Assignment & Practical Work (Any Two)

- Preparation of a term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of Mathematics.
- ❖ Know the different methods for solve mathematical problems.
- ❖ Understand the mathematics formulas and use them appropriately.
- ❖ Solve various types of mathematical problems

Suggested Readings:

1. गणित, (2014), कक्षा 7 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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BSE 710 : 5.4. General Science

Objectives:

- ❖ To develop knowledge of General Science for secondary and Senior Secondary level
- ❖ To improve various skills of student teachers in practical work
- ❖ To understand the practical and theoretical description of various content
- ❖ To solve different problems related with the content of science
- ❖ To make student teachers to know importance and use of course content
- ❖ To plan, equip and organize physics practical in the laboratory.
- ❖ To use various methods with appropriateness of content, level and class room situation.
- ❖ To develop scientific attitude and provide training in scientific method to their students.

Course Contents:

Unit- I Matter in Our Surroundings

- a) Matter
- b) States of matter
- c) Change in state of matter
- d) Mixture and solution
- e) Physical and chemical changes

Unit- II Atoms and Molecules

- a) Laws of chemical combination
- b) Molecule
- c) Atom
- d) Chemical formula
- e) Mole concept

Unit- III Motion

- a) Displacement
- b) Velocity
- c) Acceleration
- d) Force
- e) Laws of motion

Unit- IV Atomic Structure

- a) Atomic structure
- b) Chemical bonding (Ionic bond and covalent bond)
- c) IUPAC nomenclature
- d) Periodic table
- e) Acid - base concept

Assignment & Practical Work (Any Two)

- Preparations of term paper based on any above topic
- Solve an examination question paper
- Make a presentation based on any above topic
- Conducting and reporting three experiments based on above topics.

Learning Outcomes: After completion of this course students would able to:

- ❖ Gain the knowledge of General Science for secondary and Senior Secondary level
- ❖ Improve various skills of student teachers in practical work
- ❖ Understand the practical and theoretical description of various content
- ❖ Different problems related with the content of science
- ❖ Make student teachers to know importance and use of course content
- ❖ Plan, equip and organize physics practical in the laboratory.
- ❖ Use various methods with appropriateness of content, level and class room situation.
- ❖ Develop scientific attitude and provide training in scientific method to their students.

Suggested Readings:

1. भौतिकी, (2014) भाग 1, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
2. भौतिकी, (2014) भाग 2, कक्षा 11 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
3. रसायन विज्ञान, (2014) भाग-1, कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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5. विज्ञान, (2014) कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
6. विज्ञान, (2014) कक्षा 9 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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10. रावत डी. एस. (2009), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा
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12. सूद जे. के. (2007), विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा

BSE 710 : 5.5. Biology

Objectives:

- ❖ To understand the various concepts related to Biology.
- ❖ To facilitate the development of Scientific Temper in learner.
- ❖ To provide critical and analytical knowledge to student teacher.
- ❖ To enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- ❖ To develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.
- ❖ To stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

Course Contents:

Unit- I Growth and Development

- a) Cell structure and cell cycle (Mitosis, Meiosis).
- b) Tissues : Types and functions, Internal structure of Monocot and Dicot root, Secondary Growth process, Tissue culture
- c) Taxonomy of plants, Structure of flower, Floral formula & Floral diagram.
- d) Photosynthesis: Pigment, Light & Dark reaction, C3 and C4 cycle, Calvin cycle & affecting factors, Crassulacean acid Metabolism

Unit- II Reproduction and Genetics

- a) Reproduction : Types, System, Procedure and Reproductive health issues in animals
- b) Genetics and Evolution: Molecular basis, Mendelism, Gene cloning, Gene transfer
- c) Embryology - Stages and Growth, Organogenesis and Test tube baby
- d) Biotechnology : Recombinant DNA technology, Gene mapping

Unit- III Physiology and Regulation

- a) Respiration : Types, System and process in animals, Glycolysis, Kerb cycle, Oxidative phosphorylation and Fermentation
- b) Human physiology : Various system, Related process (Digestion, Circulation, Excretion)
- c) Regulation in Animals : Nervous system, Endocrine system

Unit- IV Biodiversity and New Trends

- a) Neo Darwinism, Palentogical & Morphological evidences, Hardy-winberg law.
- b) Biodiversity and Ecology : Types of pollution, Global Warming, Alnino effect, Ecological Pyramids, Bio-geo-chemical cycles
- c) Community and Diseases : Malaria, AIDS, Polio, Cancer, malnutrition etc
- d) New Trends and contribution of Eminent Indian Scientist in Biology

Assignment & Practical Work (Any Two)

- Preparation of planning with concept mapping and teaching learning process belongs to five topics in any above unit
- Solve an examination question paper
- Make a power point presentation based on any above topic in units
- Prepare a report related to diseases in local area and organize a awareness campaign in school

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the various concepts related to Biology.
- ❖ Facilitate the development of Scientific Temper in learner.
- ❖ Provide critical and analytical knowledge to student teacher.
- ❖ Enhance creativity, skillfulness and teaching abilities among trainees to teach the school level students.
- ❖ Develop the skills related to problem solving, critical analysis and awareness to solve various health problems of community.

- ❖ Stimulate curiosity, application of knowledge and constructive thinking among the student teacher for whole biosphere.

Suggested Readings:

1. Gregoire, L., Gallagher, P. (1992), Life Science, SMD Educational, Publishers, Leiden, The Netherlands.
2. Nair, P. K. G., Hegde, M. J., Prabhu, S. G. (1998), A Text book of Biology (Vol.2), Himalaya Publishing House, Mumbai
3. Naumov, D. (1987) , Zoology, Mir Publishers, Moscow
4. Rajendra, K., D' Silva Precilla., Dernandes, Anita (2004), Biology, Boscus Publications, Mangalore
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7. शुक्ल, बी. आर. के. व रस्तोगी, सुधा (1994), मानव उद्विकास, सुलभ प्रकाशन, लखनऊ

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU-801	Knowledge and Curriculum (part-A)	CC Any one	4	30	70	100
EDU -802	Knowledge and Curriculum (part-B)					

EDU 801: Knowledge and Curriculum (part-A)

Objectives:

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.

Course Contents:

Unit- I Knowledge and Curriculum Concept

- a) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
- b) Curriculum: Meaning, Definition, Characteristics, Aims Importance
- c) Difference between old and new concepts of curriculum
- d) Principle of curriculum construction and Knowledge

Unit- II Bases of curriculum

- a) Sociological bases
- b) Scientific bases
- c) Philosophical bases
- d) Psychological bases

Unit- III Types of curriculum

- a) Activity centred and life centred curriculum
- b) Subject centred and core centred
- c) Experience centred and work based curriculum
- d) Hidden Curriculum

Unit- IV National curriculum

- a) Concept and Characteristics of National curriculum
- b) Curriculum reform in India
- c) NCF-2005 (School education)
- d) NCFTE-2009(Teacher education)

Assignment & Practical Work (Any Two)

- One term paper on the topic related with the unit.
- Preparation of any one term paper on curriculum .
- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the concept, objective and principles of curriculum.
- ❖ Develop the idea and bases of curriculum.
- ❖ Evaluate the relevancy of curriculum.
- ❖ Describe various approaches to curriculum construction

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2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
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11. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
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15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

EDU 802 : Knowledge and Curriculum (part-B)

Objectives:

- ❖ To develop ideas of philosophical bases of curriculum
- ❖ To various Sociological bases of curriculum
- ❖ To develop various psychological bases of curriculum
- ❖ To develop Educational New Trends of curriculum

Course Contents:

Unit- I Philosophical bases of curriculum development

- a) Idealism, Naturalism, Pragmatism and curriculum
- b) Jain philosophy , Geeta Philosophy , Buddhism Philosophy and curriculum
- c) M. K. Gandhi, Vivekanand , R. N. Tagore and curriculum

Unit- II Sociological basis of curriculum development

- a) Social change and curriculum
- b) Social Mobility and curriculum
- c) Social development and curriculum
- d) Culture and curriculum

Unit- III Psychological bases of curriculum development

- a) Structuralism and curriculum
- b) Behaviourism and curriculum
- c) Associationism and curriculum
- d) Gestaltism and curriculum

Unit- IV Educational New Trends of curriculum

- a) Skill and curriculum
- b) Values and curriculum
- c) NCF-2005(School Education)
- d) NCFTE-2009(teacher Education)

Assignment & Practical Work (Any Two)

- Preparation of One term Paper.
- One abstracts of Educational New trends article published in some standard Journals
- Preparation of curriculum Design (any subject related)
- Curriculum frame work for B.Ed. programme.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe various philosophical bases of curriculum
- ❖ Understand various Sociological bases of curriculum
- ❖ Acquire various psychological bases of curriculum
- ❖ Develop Educational New Trends of curriculum

Suggested Readings:

1. अग्निहोत्री, रवीन्द्र , आधुनिक भारतीय शिक्षा
2. अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
3. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
5. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का अतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद
6. त्यागी, निरंजन, माध्यमिक विद्यार्थियों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,
8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
10. यादव, संगीता, सिन्धू पूनम (2014), पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड, दरियागंज, नई दिल्ली-2
11. रावत, प्यारेलाल, प्राचीन एवं आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन, आगरा
12. सक्सेना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ
13. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
14. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
15. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
16. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi

Semester VIII

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
EDU -803	Post Internship	CC	16		160 Internship+ 120+120=240 Practical (Two Subjects final lesson)	400

Objectives:

- ❖ To develop unit plan and lesson plan
- ❖ To write objective in behavioural terms
- ❖ To observe the lessons of the school teachers.
- ❖ To prepare schedule of various activities for studetns.
- ❖ To organize different co-curricular activities in the school.
- ❖ To prepare blue pring and test paper for different classes.

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop unit plan and lesson plan
- ❖ Write objective in behavioural terms
- ❖ Observe the lessons of the school teachers.
- ❖ Prepare schedule of various activities for students.
- ❖ Organize different co-curricular activities in the school.
- ❖ Prepare blue print and test paper for different classes.

Post Internship distribution

Sr.no	Content
1.	Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons)
2.	Observation
3.	Block Teaching School Admission Time Table Morning Assembly Classroom Mangement Oraganization of Various Activities Physical Activities Cultural Activities Leterary Activities Yoga Exercies Field Trips/Picnic Counducting of Meeting Maintenance of Garden/School Action Research Preparation of Register Liberary Management Other Work of School
4.	Community Service Swachhata Abhiyan S.U.P.W Environment Related Work Final Lesson (Two teaching Subject)