

M.Ed. (Master of Education)

Two Years Regular Programme

Semester I

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|---------|---------------|--|------------------------------------|------------|------------|-----------|
| MED-01 | C C 01 | Course - 01 | Psychology of Learning and Development | 70 | 30 | 100 | 4 |
| MED -02 | C C 02 | Course - 02 | History and Political Economy | 70 | 30 | 100 | 4 |
| MED -03 | C C 03 | Course - 03 | Education Studies | 70 | 30 | 100 | 4 |
| MED -04 | C C 04 | Course - 04 | Introduction to Research Method | 70 | 30 | 100 | 4 |
| MED -05 | C C 05 | Course - 05 | Dissertation | 35 Practical & Viva-voce | 15 | 50 | 2 |
| MED -06 | C C 06 | ISB* A | *Communication and Expository Writing | - | 25 | 25 | 1 |
| MED -07 | C C 07 | ISB* B | Self Development | - | 25 | 25 | 1 |
| MED-08 | C F -01 | EPC- 1 | Science of Living, Yoga & Preksha Meditation | 35 Practical & Viva-voce | 15 | 50 | 2 |
| | | Total | | 350 | 200 | 550 | 22 |

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|---------------|--|--|------------|------------|-----------|
| MED -09 | C C 08 | Course - 06 | Philosophy of Education | 70 | 30 | 100 | 4 |
| MED -10 | C C 09 | Course - 07 | Sociology of Education | 70 | 30 | 100 | 4 |
| MED -11 | C C 10 | Course - 08 | Curriculum Studies | 70 | 30 | 100 | 4 |
| MED -12 | C C 11 | Course - 09 | Teacher Education - I | 70 | 30 | 100 | 4 |
| MED -13 | C C 12 | ISB* C | Internship in T E | 70 Practical & Viva-voce | 30 | 100 | 4 |
| MED-14 | C F 02 | EPC- 2 | Information and Communication Technology in Education | 35 Practical & Viva-voce | 15 | 50 | 2 |
| | | | | 385 | 165 | 550 | 22 |

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|---------------|--|--|------------|------------|-----------|
| MED -15 | C E 01 | Course -10 | Specialization on course I Area A Elementary Education - I OR Area B Secondary & Senior Secondary Education - I | 70 | 30 | 100 | 4 |
| MED -16 | C E 02 | Course -11 | Specialization on course II Area A Elementary Education - II OR Area B Secondary & Senior Secondary Education -II | 70 | 30 | 100 | 4 |
| MED -17 | C C 13 | Course -12 | Research Methods and Advanced Statistics | 70 | 30 | 100 | 4 |
| MED -18 | C C 14 | Course -13 | Internship | 70 Practical & Viva-voce | 30 | 100 | 4 |
| MED -19 | C C 15 | ISB* C | Dissertation | 35 Practical & Viva-voce | 15 | 50 | 2 |
| MED-20 | C C 16 | EPC -3 | Academic Writing | 35 Practical & Viva-voce | 15 | 50 | 2 |
| MED-21 | C F 03 | EPC -4 | Gender Education | 35 Practical & Viva-voce | 15 | 50 | 2 |
| | | | | 385 | 165 | 550 | 22 |

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|------------|---|------------------------------------|-----|-------|--------|
| MED -22 | C C 17 | Course -14 | Teacher Education - II | 70 | 30 | 100 | 4 |
| MED -23 | C E 03 | Course -15 | <p>1. Specialization on courses - I</p> <p>Student will choose any one area which will comprise of three papers</p> <p>Area (a) : Educational Administration and Managements</p> <p>1. Principles of Educational Administration and Management</p> <p>Area (b) Educational Technology</p> <p>1. Principles of Educational Technology</p> <p>Area (c) Measurement and Evaluation</p> <p>1. Principles of Measurement and Evaluation</p> | 70 | 30 | 100 | 4 |
| MED -24 | C E 04 | Course -16 | <p>2. Specialization on courses - II</p> <p>Area (a) : Educational Administration and Managements</p> <p>2. Educational Administration and Management Practice</p> <p>Area (b) Education Technology</p> <p>2. Innovative Methods and Techniques in Educational Technology</p> <p>Area (c) Measurement and Evaluation</p> | 70 | 30 | 100 | 4 |

| | | | | | | | |
|---------|--------|------------------|--|---|------------|------------|-----------|
| | | | 2. Tools and Techniques of Evaluation in Education | | | | |
| MED -25 | C E 05 | Course -17 | 3. Specialization on courses - III Area (a) : Educational Administration and Management 3. Modern Trends in Educational Administration and Management Area (b) Education Technology 3. Educational Technology and Computer Application Area (c) Measurement and evaluation 3. New Trends in Educational Assessment and Statistics | 70 | 30 | 100 | 4 |
| MED -26 | C C 18 | ISB* C | Dissertation | 70 (Viva-voce-35 & Evaluation -35) | 30 | 100 | 4 |
| MED -27 | C F 04 | E P C- 05 | Inclusive Education | 35 Practical & Viva-voce | 15 | 50 | 2 |
| | | | | 385 | 165 | 550 | 22 |

Note :

**I S B (Inter Semester break),
E P C (Enhancing Professional Capacities),
C I A (Continuous Internal Assessment),
C C (Core Compulsory),
C F (Core Foundation),
C E (Core Elective)**

Semester - I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|--|------------------------------------|-------|-------|--------|
| MED-01 | C C 01 | Course -01 | Psychology of Learning and Development | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ To understand 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 asses 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

Assignment Works : Any one

- Administer any one standardized Psychological Test
- Prepare any two term paper based on the Psychological content in the syllabus

Practical Works : Any one

- Prepare a psychological test
- Prepare a report on contribution of any two psychologists

References :

1. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण-अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
2. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा
3. भटनागर, सुरेश (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा
4. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
5. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली
6. अस्थाना, बिपिन, अस्थाना श्वेता, (2007), मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा
7. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
8. गुप्ता, एस.पी., गुप्ता अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
9. पाठक, पी. डी, (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा.
10. शर्मा, गणपतराम, व्यास हरिश्चन्द्र, 2007, अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
11. भाटिया, के. के., (2006), शिक्षण अधिगम प्रक्रिया का मनोविज्ञान, कल्याणी पब्लिशर्स, लुधियाना
12. अरोड़ा रीता, मारवाह सुदेश, (2006), शिक्षा मनोविज्ञान एवं सांख्यिकी, शिक्षा प्रकाशन, जयपुर
13. Murlidhar Dash (2004), Educational Psychology, Deep & Deep Publication, New Delhi
14. विद्यालंकार, जगदीश (1990), भारतीय मनोविज्ञान, राधा पब्लिकेशन्स
15. पाण्डेय, के.पी, (1985), मनोविज्ञान और शिक्षा में सांख्यिकी, दुआबा हाऊस, दिल्ली
16. Philip G. Zimbardo (1985), Psychology and life, Stanford University, Harper collins, XIIth Edition,
17. Richard H. Price, Mitebell crlicksten Dajd L. Horton (1982), Principles of psychology, University of
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20. स्क्रीनर, सी. ई., (1972), शिक्षा मनोविज्ञान के तत्त्व, उत्तरप्रदेश हिन्दी ग्रंथ अकादमी, लखनऊ
21. Jhohn P. Dececo (1968), The Psychology of Learning and Instruction, Prentice Hall India
22. Morris L. Bigge and Maurice P. Haunt (1962), Psychological Foundation of Education,
23. S. S. Chauhan, Advanced Educational Psychoogy, Vikas Publications
24. Bigge and Hunt : Foundation of Educational Psychology
25. Lay Cook : Educational Psychology.
26. Maryland Ronald Basilo, University of Michigan, B S college Publishing, New York
27. K.C. shukla, Tara Chand, Practical Psychology, Commonweath Publishers, New Delhi
28. Philip Gammage, Reutledge and Kegan Paul, Teacher and Pupil: Some Socio-Psychological Aspects

Semester - I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|-------------------------------|------------------------------------|-------|-------|--------|
| MED-02 | C C 02 | Course -02 | History and Political Economy | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ To the Prospective Teacher to have Knowledge of the Indian Education System as it has Evolved from the past , as it is today
- ❖ To help the student to acquire the basic understanding in the field of Economy
- ❖ To develop an ability to Conduct Various surveys 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) Material period - (1200-1757)
- c) British period - (1757-1947)
- d) Modern period - Education policies Commission
- e) 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 Economics of Education
- b) Main characteristics of XIIth plan
- c) 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.

Assignment Works: (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.

Practical Works: (Any one)

- Case Study Of Economically under developed Student.
- Report on fund to education in present five year plan.

References :

1. पाण्डेय, रामशकल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
2. शर्मा, ओ. पी., गुप्ता शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
3. त्रिपाठी, शालिग्राम (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
4. पाठक, पी. डी. (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
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9. चौबे, सरयूप्रसाद (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
10. Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
11. Hanseu, D.A. et. al (1965), On Education : Sociological Perspective. New York :John Wiley and Sons,.
12. Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
13. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.

Semester I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credi t |
|---------|--------|------------|-------------------|------------------------------------|----------|-------|------------|
| MED-03 | C C 03 | Course -03 | Education Studies | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ To enable the students to understands 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

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

Unit- IV Current Problems

- a) Women Empowerment.
- b) Human Rights in Education.
- c) Peace education.
- d) Values Education.

Assignment Works: (any one)

- Three abstract of Educational articles published in some standard journals.

Practical Works :

- Make a presentaiton based on any one topic of the course.
- Any one education studies through survey method in the society.

References:

1. पाण्डेय, रामशकल (2007), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा।
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7. पाठक, एवं त्यागी (2005), शिक्षा के सामान्य सिद्धान्त, विनोद पुस्तक मंदिर, आगरा।

Semester I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|---------------------------------|------------------------------------|-------|-------|--------|
| MED-04 | C C 04 | Course -04 | Introduction to Research Method | 70 | 30 | 100 | 4 |

Learning Outcomes : After completion of this course the student will able:

- ❖ 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

- a) Meaning ,Nature ,Scope, Needs & Purpose of Educational Research
- b) Types of Research : Fundamental/ Basic, Applied and Action Research
- c) 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

Assignment Work:

- Write one term paper.
- Prepare a Research based Article of any problems of Education.

Practical work:

- Prepare a Research Design / Research proposal with Reference to Current Educational problems.
- Construct a Literature Review/ book Review of any reference.

References :

1. गुप्ता एस.पी. (2011), अनुसंधान संदर्शिका, सम्प्रत्यय, कार्यविधि एवं प्रविधि, शारदा पुस्तक भवन, इलाहाबाद ।
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5. कौल, लौकेश, (2009), शैक्षिक अनुसंधान की कार्य प्रणाली, तृतीय पुर्नमुद्रण, विकास पब्लिशिंग हाउस प्रा. लि., नई दिल्ली ।
6. गुप्ता एस.पी. एवं अलका गुप्ता (2008), व्यवहारपरक विज्ञानों में सांक्ष्यिकी विधियां, चतुर्थ संस्करण, शारदा पुस्तक भवन, इलाहाबाद ।
7. Mangal, S.K. (2008), Statistical in Psychology and Education, New Delhi: Prentice Hall of India Private Limited.
8. पाण्डेय, के.पी. (2008), शैक्षिक अनुसंधान, तृतीय संस्करण, विश्वविद्यालय प्रकाशन, वाराणसी ।
9. राय, पासर नाथ (2007), अनुसंधान परिचय, द्वादशम संस्करण, लक्ष्मी नारायण अग्रवाल, आगरा ।
10. मुहम्मद सुलेमान (2006), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, तृतीय संशोधित संस्करण, जेनरल बुक एजेन्सी, पटना ।
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24. Garrett, H.E. (1971), Statistical in Psychology and Education, New Delhi: Paragon International Publisher.
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26. Kerlinger, Fredan N. (1964), Foundations of Behavioral Research (Page 741) Holt Rinherth and Winston, New Yourk
27. सेठी, विनोद करण (1961), सांख्यिकी के सिद्धान्त और उपयोग, प्रथम संस्करण, भार्गव भूषण प्रेस, वाराणसी।
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Semester I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|-----------------|------------------------------------|-------|-------|--------|
| MED -05 | C C 05 | Course -05 | Dissertation | 35 Practical/ Viva-voce | 15 | 50 | 2 |

❖ Preparation of Research Design (Quantitative research)

Semester I

| Sr. No. | Cours e | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|------------|--------------|---------------------------------------|------------------------------------|-------|-------|--------|
| MED -06 | C C 06 | ISB* A | *Communication and Expository Writing | - | 25 | 25 | 1 |

ISB-I Communication and Expository writing. (Any three practical work)

1. Concept of communication
2. Effective communication
3. Barrier in communication
4. Communication process
5. Writing in communication
6. Style of writing
7. Precise writing of three article
8. Writing article on current problem
9. Mode of Communication

Semester I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|-----------|------------------|------------------------------------|-------|-------|--------|
| MED -07 | C C 07 | ISB* B | Self Development | - | 25 | 25 | 1 |

(Any three practical work)

1. Concept, characteristics and needs of self.
2. Self mental ability (Memory, imagination and Reflection) practice for fostering these activities.
3. Identification of self values developed in your life.
4. Inculcate humanitarian values through yoga and Preksha dhyan.
5. Self introspection and extrospection.

6. Enlist good conduct of any five great personalities and compare them with your conduct.
7. Prepare self appraisal report.
8. Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

Semester I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-------|-------|--------|
| MED-08 | C F 01 | EPC- 1 | Science of Living, Yoga & Preksha Meditation | 35 Practical & Viva-voce | 15 | 50 | 2 |

उद्देश्य :

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

विषयवस्तु :

इकाई-1 जीवन विज्ञान : एक परिचय

- a) जीवन विज्ञान का अर्थ, परिभाषा, उद्देश्य
- b) जीवन विज्ञान की 12 ईकाइयों का संक्षिप्त परिचय,
- c) विद्यालयी जीवन विज्ञान शिक्षा के सन्दर्भ में

इकाई-2 प्रेक्षाध्यान : एक परिचय

- a) प्रेक्षाध्यान का अर्थ, परिभाषा, सहायक अंग का संक्षिप्त परिचय एवं उनका महत्त्व
- b) प्रेक्षाध्यान के मुख्य अंगों का संक्षिप्त परिचय एवं उनका महत्त्व

इकाई – 3 जीवन विज्ञान का प्रायोगिक प्रशिक्षण

- a) प्रार्थना सभा में जीवन विज्ञान –प्रयोग
- b) जीवन विज्ञान का प्रशिक्षण
- c) जीवन विज्ञान के प्रयोग का परिणाम और प्रस्तुति

इकाई – 4 प्रेक्षाध्यान और योग प्रशिक्षण

- a) चयनित यौगिक क्रियाएं
(आँख, गर्दन, कंधे, कमर, पैर : स्थिति, विधि एवं लाभ)
- b) चयनित आसन
(उत्तानपादासन, पवनमुक्तासन, भुजंगासन, शलभासन, पश्चिमोत्तासन, शशांकासन, ताड़ासन, त्रिकोणासन स्थिति, विधि एवं लाभ)
- c) प्राणायाम – अनुलोम-विलोम, मुद्रा – ज्ञानमुद्रा
- d) प्रेक्षाध्यान – महाप्राण ध्वनि, कायोत्सर्ग, दीर्घश्वास प्रेक्षा, एवं ज्योतिकेन्द्र प्रेक्षा (प्रयोग, अभिव्यक्ति एवं प्रस्तुति) प्रयोग करने एवं कराने की क्षमता का मूल्यांकन

सत्रीय कार्य :

- यौगिक अभ्यास (प्रार्थना सभा के आसन), मुद्रा : ज्ञान मुद्रा, कायोत्सर्ग, अनुप्रेक्षा।

प्रायोगिक कार्य

- विषयवस्तु से सम्बन्धित कोई दो टर्म पेपर तैयार करना।

References:

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

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|-------------------------|------------------------------------|-------|-------|--------|
| MED -09 | C C 08 | Course -06 | Philosophy of Education | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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 enable the students to understand about the critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.
- ❖ To develop the ability to make comparison between different philosophies and their educational implications.
- ❖ To develop the capacity to do independent thinking and a deeper insight into the philosophical roots of educational problems.
- ❖ 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 Upnishad 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

Assignment Works:

- Preparation of one term paper with PPT.
- Three abstracts of Philosophical article published in some standard journals.

Practical works:

- Make a presentation based on any one topic of the course.

References:

1. ओड, के. लक्ष्मीलाल (2008), शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|------------------------|------------------------------------|-------|-------|--------|
| MED -10 | C C 09 | Course -07 | Sociology of Education | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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)

Assignment Works:

- Preparation of one Sociological term paper.
- Three abstracts of Sociological article published in some standard journals.

Practical works:

- Make a presentation based on any one topic of the course.
- Prepare a report on any social problem through survey method in the society.

References:

1. पाण्डेय रामशकल, (2008), उभरते हुए भारतीय समाज में शिक्षा, प्रकाशन विनोद पुस्तक मंदिर, आगरा
2. शर्मा, ओ.पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, प्रकाशन विनोद पुस्तक मंदिर, आगरा
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
6. एच.एस. बघेला (2007), शैक्षिक एवं उदीयमान भारतीय समाज, राजस्थान प्रकाशन, जयपुर
7. सिन्हा मंजरी, सिन्धू आई.एस. (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा
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
12. Gore, M.S. et al. (1967), Papers in the Sociology of Education in India, NCERT, New Delhi,
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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|--------------------|------------------------------------|-------|-------|--------|
| MED -11 | C C 10 | Course -08 | Curriculum Studies | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of the course the student will able:

- ❖ 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

Assignment works :

- Prepare one term paper with related to content.

Practical Works:

- Construct any one curriculum model with in the content.

References:

1. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|-----------------------|------------------------------------|-------|-------|--------|
| MED -12 | C C 11 | Course -09 | Teacher Education - I | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of the course the student will able:

- ❖ To acquaint with the concept, objectives and principles of Teacher education with its historical perspectives.
- ❖ To acquaint with the problems and issues related to the Teacher Education.
- ❖ To acquaint with essentials of Teacher Education.
- ❖ To understand about the development of teacher education curriculum in India, various organizational, patterns in India.
- ❖ To understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
- ❖ 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 and in-service professional education for teachers at different levels in the present Indian situation.
- b) Need and type of pre-service and in-service teacher education.

- 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.

Assignment Work:

- 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.

Practical Work:

- 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.

Internship: Critical Analysis (One topic)

- 1 College Admission Process
- 2 Time Management
- 3 Morning Assembling Programme
- 4 Introduction of College
- 5 Class Management
- 6 Library Management
- 7 Field Management
- 8 Laboratory Management
- 9 Co-curricular Activities
- 10 Conducting of Meeting
- 11 Facilities in College

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।
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6. सिंह, मयाशंकर (2007), अध्यापक शिक्षा गुणात्मक विकास अध्ययन पब्लिशर एण्ड डिस्ट्रीब्यूटर, दिल्ली।
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8. Shrivastava. R. C. and Bose. K. (1973), Theory and Practice-Teacher Education in India. Chug Publication, Allahabad.
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10. Hallard, F. H. (1971), Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd., London.
11. Mukherjee, S.N. (1968), Education of Teachers in India (Vol. I). S. Chand & Co. Delhi,
12. Stinnet. T.M. (1965), The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi,

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/Vi va-voce | C I A | Total | Credit |
|---------|--------|-----------|-------------------|-------------------------------------|-------|-------|--------|
| MED -13 | C C 12 | ISB* C | Internship in T E | 70 Practical & viva-voce) | 30 | 100 | 4 |

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

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|---------|---------------|---|--|-------|-------|--------|
| MED-14 | C F -02 | EPC- 2 | Information and Communication Technology (ICT) in Education | 35 Practical & Viva-voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the students will able:

- ❖ 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 Fundamental of I C T

- a) ICT : Concept, Characteristics, Importance
- b) New challenges for ICT
- c) Computer, Internet and its Application

Unit - II Communication Technology

- a) Communication Technology : Concept, Process and elements of communication
- b) Barriers & merits of Communication
- c) Communicative skill of English and Hindi : Listening, Speaking, Reading & Writing

Unit -III MS Office

- a) MS Word : Introduction of features (Text management)
- b) MS. Excel : Introduction of main features (Preparation Marksheets)
- c) MS Power Point : Preparation of Slides
- d) MS Access : creating a database, creating a table, queries and forms

Unit - IV Various Use in ICT

- a) Smart class, Virtual class, Digital book
- b) Email, Chating
- c) Searching, Downloading and Uploading
- d) Video Conferencing

Assignment Works:

- Write any one term paper with in the content.

Practical Works:

- Prepare a P P T on any one subject.

References:

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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
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11. मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा-कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.
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Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|---------|------------|---|------------------------------------|-------|-------|--------|
| MED -15 | C E -01 | Course -10 | Specialization on course I Area A <ul style="list-style-type: none">Elementary Education-I OR Area B <ul style="list-style-type: none">Secondary & Senior Secondary Education-I | 70 | 30 | 100 | 4 |

Elementary Education - I

Learning Outcomes: After completion of this course the student will able:

- ❖ 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

- Concept of Primary Education.
- Primary Education : Origin and Development.
- Compulsory Primary Education : History and Development
- Objective of Primary Education

Unit - II Problems of Primary Education

- Wastage and Staganation
- Single Teacher School
- School Building and Other Facilities
- Lack of Proper Guidance

Unit - III Activities in Primary Education

- Right to Education Act - 2009 : Review
- Review the Recent Curriculum of Primary Education
- Recent Evaluation System of Primary Education
- Different Activities Organized in Primary Education

Unit - IV Recent Govt. Schemes for Primary Education

- 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

Assignment Work:

- Prepare a term paper on a given topic of your syllabus.
- Review any two recent articles on Primary Education.

Practical Work:

- Observe a Primary School, prepare detail report and suggest the solution of its problems.

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।
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Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|---------|------------|---|------------------------------------|-------|-------|--------|
| MED -15 | C E -01 | Course -10 | Specialization on course I Area A <ul style="list-style-type: none">Elementary Education-I OR Area B <ul style="list-style-type: none">Secondary & Senior Secondary Education-I | 70 | 30 | 100 | 4 |

Secondary & Senior Secondary Education I

Learning Outcomes: After completion of this course the student will able:

- ❖ 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

- Introduction of Secondary Education.
- Secondary Education before Independence.
- Secondary Education after Independence.
- Development of Secondary Education.

Unit - II Problems Their Solution of Secondary Education

- Aimlessness.
- Student Indiscipline.
- Dearth of Money.
- Absence of Community Life.

Unit - III Objective of Secondary Education

- Secondary Education Commission 1952-53.
- Education Commission 1964-66.
- Reasons & Purposes for setting up the education Commission.
- Government Revolution on Secondary Education Policy 1913.

Unit - IV Suggestion & Recommendation of the Commission

- Equalization of Educational Opportunities.
- Science Education.

- c) Teaching Methods, Guidance & Evaluation.
- d) Teacher Status.

Assignment Work

- Write a term paper on a topic given in course.

Practical Work:

- Prepare a structure of different policy.

References:

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2. सिंह, राकेश, मानवता की आधारशिला : अनुशासन (2006), बात-शिक्षा की वार्षिक पत्रिका।
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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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|---|------------------------------------|-------|-------|--------|
| MED -16 | C E 02 | Course -11 | Specialization on course II Area A • Elementary Education - II OR Area B • Secondary & Senior Secondary Education - II | 70 | 30 | 100 | 4 |

Elementary Education -II

Learning Outcomes: After completion of this course the student will able:

- ❖ 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

Assignment Work: The students may undertake any two the following activities:

- 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

References:

1. Lewis, Ramon (2008), Understanding Pupil Behaviour, Routledge Publication, U K
2. Rao, V. K. (2007), Universalization of Elementary Education, Indian Publishers, New Delhi
3. Aggarwal, J.C. and Gupta, S. (2007), Early childhood care and Education (1st Ed.) Shipra Publication, New Delhi.
4. UNESCO (2007), Strong Foundation : Early childhood care and Education, Paris
5. Mishra, R.C. (2005), Early Childhood Education Today, Prentice Hall Publisher
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Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|--|------------------------------------|-------|-------|--------|
| MED -16 | C E 02 | Course -11 | Specialization on course II Area A <ul style="list-style-type: none">Elementary Education II OR Area B <ul style="list-style-type: none">Secondary & Senior Secondary Education II | 70 | 30 | 100 | 4 |

Secondary & Senior Secondary Education - II

Learning Outcomes: After completion of this course the student will able:

- ❖ 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

- Teacher Education for Secondary Level.
- Teacher Education for Higher Secondary Level.
- Teacher Education for Higher Secondary Level -Vocational System.

Unit - II In Service Teacher Education & Methods

- In Service Teacher Education for Secondary Level .
- Methods of in-service Teacher Education for Secondary Level.
- Board of Education, Rajasthan.

Unit - III Curriculum , Control, Administration, Examination, Evaluation of Secondary Education

- Curriculum of Secondary Education.
- Control and Administration of Secondary Education.
- Examination, Evaluation in Secondary Education.

Unit - IV Vocationalisation, Expansion of Secondary Education

- Vocationalisation of Secondary Education.
- Jawahar Navodaya Vidyalaya.
- Expansion of Secondary Education.

Assignment Work

- Write a term paper on a topic given in the course.

Practical Work:

- Critically evaluate of the teaching methods of any one school.

References:

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3. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर-खीरी।
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11. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, खण्ड 44-45, अंक - 3-4।
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14. सिंघल, महेश चन्द्र, भारतीय शिक्षा की वर्तमान समस्या, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
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16. अग्निहोत्री रविन्द्र, भारतीय शिक्षा की वर्तमान समस्या, रिसर्च पब्लिकेशन्स, दिल्ली।
17. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
18. कबीर, हुमायूँ, स्वतंत्र भारत में शिक्षा, राजपाल एण्ड सन्स, दिल्ली।

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|--|------------------------------------|-------|-------|--------|
| MED -17 | C C 13 | Course -12 | Research Methods and Advanced Statistics | 70 | 30 | 100 | 4 |

Course Objectives: After completion of this course the students able :

- ❖ 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
 - Usability
 - Norms

- 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
 - Partial and Multiple Correlation
 - Bi- Serial and Point Bi- Serial Correlation
 - Tetra choric and Phi- Coefficient

Assignment work:

- Write any one term paper with examples and solution.

Practical work:

- Calculate Reliability and Validity of any Teacher made test.
- Prepare a calculation sheet on SPSS Package.

References :

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Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/Viva-voce | C I A | Total | Credit |
|---------|--------|------------|-----------------|---------------------------------|-------|-------|--------|
| MED -18 | C C 14 | Course -13 | Internship | 70 Practical & Viva-voce | 30 | 100 | 4 |

Distribution of Internship

| Course | Theory/ Practical/Viva-voce | CIA | Total |
|---|--------------------------------|-----|-------|
| Field observation Experience | | | |
| a) Class supervision of prepare innovative lesson (any 4 methods) | 40 | 20 | 60 |
| b) Institutional planning, system, structure at the school stage | 30 | 10 | 40 |

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/Viva-voce | C I A | Total | Credit |
|---------|--------|-----------|-----------------|---------------------------------|-------|-------|--------|
| MED-19 | C C 15 | ISB* C | Dissertation | 35 Practical & Viva-voce | 15 | 50 | 2 |

Preparation of Research Design (Qualitative)

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|-----------|------------------|------------------------------------|-------|-------|--------|
| MED-20 | C C 16 | EPC- 3 | Academic Writing | 35 | 15 | 50 | 2 |

| | | | | | | | |
|--|--|--|--|----------------------------------|--|--|--|
| | | | | Practical & Viva-voce | | | |
|--|--|--|--|----------------------------------|--|--|--|

Academic Writing Works:

1. Prepare an Article on current topic.
2. Present a Seminar paper (National/State/International)
3. Prepare two content lesson of B. Ed. syllabus. (any two)
4. Prepare a base review (any reference book)
5. Script/Story (Drama)

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/Viva-voce | C I A | Total | Credit |
|---------|--------|--------------|------------------|--|-------|-------|--------|
| MED-21 | C F 03 | EPC-4 | Gender Education | 35 Practical & Viva-voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student will able:

- ❖ To understand the modern concept of Gender Education.
- ❖ To develop basic understanding & familiarity with key Concept, Society, Social problem, Social relationship, new trends.
- ❖ To acquire knowledge of the role of different organization.
- ❖ To know different activities related to gender issue in school.

Course Contents:

Unit - I Gender Related Concepts

- a) Concept of Gender
- b) Gender and human development
- c) Gender - Based Violence
- d) Gender and Economics Rights

Unit - II Role of Society & Organization in Gender

- a) Concept of Gender Education
- b) Gender and Media relation
- c) Gender & Citizenship
- d) Equality & Inequality of Caste and Gender

Unit - III School Activities related to Gender

- a) Suggestion of parents and teacher for Gender Equality
- b) Activities for Gender Equality, Prayer Assembly, Art Education, Games

- c) Observation and Presentation related to Gender disparities in Present Society

Unit - IV Creative Writing in Gender Issue and Govt. Provision

- a) Review of a text book/article related to Gender Equality
b) Write a summary of Auto-biography/stories/self experience related to Gender Inequality
c) Planning of Gender Education in Govt. sector

Assignment Works:

- Study of any one significant of a secondary school, prepare report detail - it's possible causes and solution.
- One term paper solve.

Practical Works:

- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O. working locally.

References:

1. June, Marry E. (Ed.) (2008), Women's Studies in India, A reader. New Delhi, Penguin books.
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3. Chakravarti, Uma (2003), Gendring Cast Through a feminist lens., Calcutta, Bhatkal & Son's
4. Govt. of India (1992), Natioanl Policy on Education 1986/92, New Delhi: MHRD, Govt. of India
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7. www.gender.com.ac.uk.
8. www.genderstuddies.org.
9. www.genderpaddigm.com./publication/html.

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|------------|------------------------|------------------------------------|-------|-------|--------|
| MED -22 | C C 17 | Course -14 | Teacher Education - II | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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 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) Nation level agencies of teacher education (NCTE, NUEPA, NCERT, UGC, NAAC)
- c) 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

Assignment work:

- One term paper on any topic related with the about unit.

Practical work:

- 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.

References:

1. सेन, अमृत (2008), अध्यापक शिक्षा, इंडियन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली।
2. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा की समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
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6. सिंह, मयाशंकर (2007), अध्यापक शिक्षा गुणात्मक विकास अध्ययन पब्लिशर एण्ड डिस्ट्रीब्यूटर, दिल्ली।
7. Lomax Donald. E. (1973), The Education of Teachers in Britain, John Wiley & Sons, London
8. Shrivastava. R. C. and Bose. K. (1973), Theory and Practice-Teacher Education in India. Chug Publication, Allahabad.
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11. Edmund. J. King (1970), The Teacher Education, Holt Rinehart Winston, London,.
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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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|----------------|---|------------------------------------|-------|-------|--------|
| MED -23 | C E 03 | Course - 15 | 1. Specialization on courses - I Student will choose any one area which will comprise of three papers Area (a) : Educational Administration and Management 1. Principles of Educational Administration and Management | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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.

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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7. सिडाना अशोक शर्मा, अंजलि, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
8. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
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10. बघेला एच. एस., (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
11. सिंह रामपाल, (2005), विद्यालय प्रबंधन एवं शिक्षा की समस्याएं, विनोद पुस्तक मंदिर आगरा
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15. Compbell, R. F., John E. Coorabally and John A. (1962), Introduction to Educational Administration, Allynand Bacan, Boston.
16. Griffiths, David (1959), Administrative Theory, Appleton Century Crafts. Inc. New York.
17. मोहन्ती, जै. शैक्षिक प्रबन्धन एवं प्रकाशन, दीप एवं दीप पब्लिकेशन, नई दिल्ली।
18. गुप्ता, एल. डी. उच्च शैक्षिक प्रशासन, हरियाणा साहित्य अकादमी, चण्डीगढ़।

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|----------------|---------------|------------------|---|---|--------------|--------------|---------------|
| MED -24 | C E 04 | Course -16 | 2. Specialization on courses II Area (a) : Educational Administration and Management 2. Educational Administration and Management Practice | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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 two)

- 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.

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
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4. सिंह मया शंकर (2007), शैक्षिक प्रबंधन एवं शिक्षण तकनीकी, अध्ययन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
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6. वर्मा जे. पी शैक्षिक प्रबन्धन (2007), राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
7. सिडाना अशोक शर्मा, अंजलि (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
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17. Sundar Ram D. (ed.) (1996), Dynamics of District Administration- A New Perspective, Kanishka Pub.
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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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C IA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|------|-------|--------|
| MED -25 | C E 05 | Course 17 | 3. Specialization on courses III Area (a) : Educational Administration and Management 3. Modern Trends in Educational Administration and Management | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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 provisions at central and state level
- d) Educational management information system (EMIS), Project management information system (PMIS)

References:

1. प्रसाद केशव (2008), विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
2. सिंह मया शंकर (2007), शैक्षिक प्रबंधन एवं शिक्षण तकनीकी, अध्ययन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
1. वर्मा जे. पी शैक्षिक प्रबंधन (2007), राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
2. सिडाना अशोक शर्मा, अंजलि (2007), शैक्षिक प्रबंधन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
3. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक (2007), शैक्षिक प्रबंधन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
4. पाण्डेय रामशक्ल (2007), शैक्षिक नियोजन और वित्त प्रबंधन, विनोद पुस्तक मंदिर, आगरा
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9. Kapoor, Shashi (1999), Human Resource Development & Training-In Practice, Pub. By Infinity Books, New Delhi
10. Delors Jacques, (1998), Education for the 21st Century: Issues and Prospects. UNCESCO
11. Kaushik Vijaya Kumar & S.R. Sharma (1997), Education and Human Resource Development, Anmol Pub. New Delhi
12. Sundar Ram D. (ed.) (1996), Dynamics of District Administration- A New Perspective, Kanishka Pub.
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15. Treasury (1984), Economic Management, Government Printer, Wellington
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17. Tanner, C. Kenneth, Willams Eart J. (1981), Educational Planning and Decision making, Lexington Books Massachusetts
18. Hall, Richard H. (1977), organizations, Structure and Process, Prentice Hall Inc. New Jersey
19. Sayles Leonard R. Strauss George (1977), Managing Human Resources, Prentice Hall, Inc. New Jersey
20. Martin John. Rich. (1972), Conflict and Decision analyzing Educational issues. Harper & Row publication.

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|---|------------------------------------|-----|-------|--------|
| MED -23 | C E 03 | Course 15 | 1. Specialization on courses - I Student will choose any one area which will comprise of three papers Area (b) Education Technology 1. Principles of Educational Technology | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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.

Assignment Work :

- Preparation and administration of programmed learning materials (at least 20 frames) or Development of a computer programme on a topic.

Practical Work:

- Preparation of any two low cost teaching aid/ PPT Preparation

References :

1. मित्तल, सन्तोष (2008), शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सिंह, कर्ण (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन।
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5. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा।
6. Sampath, K. Painiselvam A. and Santhanam (1981), Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
7. Nickson. M. (1981), Educational Technology Technology: A Systematic Approach for Teachers. London,
8. Sharma, R.A. (1980), Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
9. Dale, E. (Ed.) (1973), Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
10. Amidon, E.J. and John B.H. (1967), Interaction Analysis: Theory Research & Application Addison Wesley Publishing Co. Reading Massachusetts, Lonson,.
11. Wardlock Educational Thomas, C.A., (1963) : Programmed Learning in Perspective-Aguide to programme writing, Banking Essex, Adelphi.
12. Green, E.J.(1960),The Learning Process & Programmed Instruction. NY.Holt, 1968, Rinehart & Winston Inc.
13. Buch,M.B. & Santhanam M.R. : Communication in Class Room CASE Baroda.

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|---------|------------|---|------------------------------------|-----|-------|--------|
| MED -24 | C E -04 | Course -16 | 2. Specialization on courses II Area (b) Education Technology 2. Innovative Methods and Techniques in Educational Technology | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will be able:

- ❖ 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)

Assignment Work: (Any two)

- Write one term paper.
- Prepare a lesson plan with using any innovative methods.

Practical Works:

- Prepare a Teaching model with examples

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
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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
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|---|------------------------------------|-----|-------|--------|
| MED -25 | C E 05 | Course17 | 3. Specialization on courses III Area (b) Education Technology 3. Educational Technology & Computer Application | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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

- b) 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

Assignment Works:

- Write one term paper.

Practical work:

- Prepare a P P T lesson with any concept of this paper.

References:

1. Nickson. M. (1981), Educational Technology Technology: A Systematic Approach for Teachers. London, Wardlock Educational.
2. Sampath, K. Painiselvam A. and Santhanam S. (1981), Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
3. Sharma, R.A. (1980), Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
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6. Amidon, E.J. and John B.H. (1967), Interaction Analysis: Theory Research & Application Addison Wesley Publishing Co. Reading Massachusetts, Lonson,.
7. Thomas, C.A. (1963), Programmed Learning in Perspective-A guide to programme writing, Banking Essex, Adelphi.
8. Green, E. J. (1960), The Learning Process & Programmed Instruction. NY.Holt, 1968, Rinehart & Winston Inc.

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|------------|--|------------------------------------|-----|-------|--------|
| MED -23 | C E 03 | Course -15 | 3. Specialization on courses - I Area (c) Measurement and Evaluation 1. Principle of Measurement and Evaluation | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

- ❖ 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

Assignment Work : (Any two)

- 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

References :

1. Ferguson , George A.(1971), Statistical Analaysis 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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|------------|---|------------------------------------|-----|-------|--------|
| MED -24 | C E 04 | Course -16 | 3. Specialization on courses II Area (c) Measurement and Evaluation 2. Tools and Techniques of Evaluation in Education | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student will able:

1. To understand the process and performance through using various types of test items.
2. To acquaint the knowledge of preparing tools like Check list, Rating scales, Questionnaires etc.
3. To develop understanding about various Evaluation procedures
4. To obtain the knowledge of objectives in Evaluation
5. 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

Assignment and Practical Works: (any two)

- Write any two term paper in the content
- Prepare any one questionnaire for a test.
- Develop a Check List or Interview Schedule.

References :

1. Gronland, 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
3. Dayton, C. (1970), The Design of Educational Experiments, MC Graw Hill, New York
4. Edwards A.L. (1970), Techniques of Allitude Scale Construction , Mc Graw Hill, New York
5. Anastasi , A. (1968), Psychological Testing (3rd Edition) Macmillan , New York
6. Adams, G. S. (1966), Measurement and Evaluation in Education, Psychology and Guidance, Hott Rinehart and Winston, New York
7. Vernon ,P.E. (1965), The Measurement of Abilities, University of London Press Ltd.
8. Numally Jum, C. (1964), Educational Measurment and Evaluation, MC Graw Hill Bool Company New York
9. Freeman, F.S. (1962), Theory and Practice of Psychological Testing, Oxford and I.B.H. Publication company, New Delhi (3rd Edition)

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| MED -25 | C E-05 | Course 17 | 3. Specialization on courses III Area (c) Measurement and Evaluation 3. New Trends in Educational Assessment and Statistics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the students will able:

- ❖ 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

Assignment Work: (Any one)

- Prepare a diagnostic test or remedial material.
- Write a short notes about new trends of Evaluation in Education.

Practical Work:

- Collection and prepare a question bank (minimum five years).
- Choose a problem and calculate Mean, Median, Mode and Standard in the same problems.

References:

1. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT
2. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
3. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
4. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
5. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
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10. Hopkins, KD. (1998). Educational and Psychological Measurement and Evaluation. Boston: Allyn and Bacon.
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12. Aggrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremnt. New Delhi: Vikas Publishing House Pvt. Ltd.
13. 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.
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|--------|-----------|-----------------|--|-------|-------|--------|
| MED -26 | C C 18 | ISB* C | Dissertation | 70 (Viva-voce-35 & Evaluation-35) | 30 | 100 | 4 |

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 three persons:

- The External Examiner
- The Supervisor Concerned
- The Head of the Department

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|---------|---------|-----------|---------------------|------------------------------------|-------|-------|--------|
| MED-27 | C F -04 | E P C-05 | Inclusive Education | 35 Practical & Viva-voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student will able:

- ❖ To develop an 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 of Inclusive Education
- b) Principles of Inclusive Education
- c) Evaluation of Inclusive Education
- d) Solution and challenge's of Inclusive Education

Unit- II Types of Inclusive Child

- a) Concept of Gifted child
- b) Problems of Gifted or Talented Child
- c) Creative Child -Concept, Characteristics
- d) Problems of Deprived Child

Unit- III Exceptional Child and Special Educational

- a) Exceptional Child : Meaning and Types
- b) Physically Handicapped Child
- c) Hearing & Visually Handicapped child
- d) Identification of Behavioural disorder of Special child in class

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

- a) Language Handicapped Child
- b) Special School (Building Co-curricular Activities)
- c) Guidance Service for Exceptional Child (Inside School & Outside School)
- d) Enlisted the Creative Work of Special Child in School activities

Assignment work: (Any one)

- Write one term paper of above contents.
- Prepare a book review on special child text.

Practical work : (Any one)

- Write a report of evaluation process in inclusive school.

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3. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा
4. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
5. बिष्ट, आभारानी, सक्सैना, स्वाति (2008), विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा।
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8. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर।
9. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
10. कुशवाहा, पुष्पलता, एवं सक्सैना, कनक (2006), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर।
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12. Sharma, P.L. (1990), Teacher Handbook on IED, Helping Children with Special Needs NCERT, Publication Delhi
13. UNESCO (1989), UN Convention on the Right of the Child, UNESCO

B.Ed. (Bachelor of Education)

Two Years Regular Programme

Semester I

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|----------|----------------------------------|---------------------------------------|--|------------|------------|-----------|
| BED-01 | C C - 01 | Course -01 | Childhood and Growing Up | 70 | 30 | 100 | 4 |
| BED-02 | C C - 02 | Course -02 | Contemporary India and Education | 70 | 30 | 100 | 4 |
| BED-03 | C C -03 | Course -03 | Language across the Curriculum | 70 | 30 | 100 | 4 |
| BED-04 | C C -04 | Course -04 | Understanding Discipline and Subjects | 70 | 30 | 100 | 4 |
| BED-05 | C C -05 | Practical E P C - I | Reading and Reflecting on Texts | 35 Practical & Viva-voce | 15 | 50 | 2 |
| BED-06 | C F -01 | Practical E P C - II | Preksha Meditation & Yoga Education | 35 Practical & Viva-voce | 15 | 50 | 2 |
| BED-07 | C F -02 | Practical E P C - III | Value Education | 35 Practical & Viva-voce | 15 | 50 | 2 |
| | | Total | | 385 | 165 | 550 | 22 |

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical /Viva- voce | CIA | Total | Credit | | |
|---------|---------|--------------------------------|--|---|------------|------------|-----------|---------------|----------------------------|
| BED-08 | C C -06 | Course 5 | Learning and Teaching | 70 | 30 | 100 | 4 | | |
| BED-09 | C C -07 | Course 6 | Assessment for Learning | 70 | 30 | 100 | 4 | | |
| BED-10 | C E -01 | Course 7 a | Pedagogy of a School Subject - I Course 7a & 7b for Any two of the following subject to offer | 70 | 30 | 100 | 4 | | |
| | | | 1. Hindi | | | | | 2. English | 3. Sanskrit |
| | | | 4. History | | | | | 5. Civics | 6. Social Science |
| | | | 7. Economics | | | | | 8. Geography | 9. Home Science |
| | | | 10. Physics | | | | | 11. Biology | 12. General Science |
| | | | 13. Mathematics | | | | | 14. Chemistry | 15. Commercial Practice |
| | | | 16. Bookkeeping | | | | | -- | -- |
| BED-11 | C E -02 | Course 7b | Pedagogy of a School Subject - II | 70 | 30 | 100 | 4 | | |
| BED-12 | C F -03 | Practical E P C- IV | Peace Education and Human Rights | 35 Practical & Viva- voce | 15 | 50 | 2 | | |
| BED-13 | C C -08 | Internship A | Pre- Internship | 70 Practical & Viva- voce | 30 | 100 | 4 | | |
| | | Total | | 385 | 165 | 550 | 22 | | |

Semester III

| Sr. NO. | Course | Paper No. | Title of Papers | Theory/ Practical/V iva-voce | CIA | Total | Credit |
|---------|---------|--------------------------------------|----------------------------------|--|----------------|------------|-----------|
| BED-14 | C C -09 | Course 8 a | Knowledge and Curriculum -Part I | 70 | 30 | 100 | 4 |
| BED-15 | C C -10 | Practical E P C - V | Critical Understanding of ICT | 35 Practical & Viva-voce | 15 | 50 | 2 |
| BED-16 | C C -11 | Practical E P C - VI | Understanding the self | 35 Practical & Viva-voce | 15 | 50 | 2 |
| BED-17 | C F -04 | Practical E P C - VII | Introduction to Jainism | 35 Practical & Viva-voca | 15 | 50 | 2 |
| BED-18 | C C -12 | Internship - B | Mid Internship | 90+90=180 Two subject final lesson | 60+60 = 120 | 300 | 12 |
| | | Total | | 355 | 195 | 550 | 22 |

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit | | | | | | | | | | | | | | | | | | |
|-----------------|---------------|-------------------------|--|------------------------------------|------------|-------------|------------|-----------|-------------------|--------------|--------------|-----------------|-------------|-------------|---------------------|-----------------|---------------|-------------------------|-----------------|----|----|----|----|-----|---|
| BED-19 | C C -13 | Course 8 b | Knowledge and Curriculum -Part II | 70 | 30 | 100 | 4 | | | | | | | | | | | | | | | | | | |
| BED-20 | C C -14 | Course 9 | Gender, School and Society | 70 | 30 | 100 | 4 | | | | | | | | | | | | | | | | | | |
| BED-21 | C C -15 | Course 10 | Creating an Inclusive School | 70 | 30 | 100 | 4 | | | | | | | | | | | | | | | | | | |
| BED-22 | E O -01 | Course 11 | <p>Optional Course*</p> <p>Any one of the following subject to offer</p> <p>1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course</p> <p style="text-align: center;">Or</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">1. Hindi</td> <td style="width: 33%;">2. English</td> <td style="width: 33%;">3. Sanskrit</td> </tr> <tr> <td>4. History</td> <td>5. Civics</td> <td>6. Social Science</td> </tr> <tr> <td>7. Economics</td> <td>8. Geography</td> <td>9. Home Science</td> </tr> <tr> <td>10. Physics</td> <td>11. Biology</td> <td>12. General Science</td> </tr> <tr> <td>13. Mathematics</td> <td>14. Chemistry</td> <td>15. Commercial Practice</td> </tr> <tr> <td>16. Bookkeeping</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </table> | 1. Hindi | 2. English | 3. Sanskrit | 4. History | 5. Civics | 6. Social Science | 7. Economics | 8. Geography | 9. Home Science | 10. Physics | 11. Biology | 12. General Science | 13. Mathematics | 14. Chemistry | 15. Commercial Practice | 16. Bookkeeping | -- | -- | 70 | 30 | 100 | 4 |
| 1. Hindi | 2. English | 3. Sanskrit | | | | | | | | | | | | | | | | | | | | | | | |
| 4. History | 5. Civics | 6. Social Science | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Economics | 8. Geography | 9. Home Science | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Physics | 11. Biology | 12. General Science | | | | | | | | | | | | | | | | | | | | | | | |
| 13. Mathematics | 14. Chemistry | 15. Commercial Practice | | | | | | | | | | | | | | | | | | | | | | | |
| 16. Bookkeeping | -- | -- | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | |
|--------|---------|----------------------------------|---|---|------------|------------|-----------|
| | | | Note : The same school subject an in course 7 but at the higher secondary level for students teacher with a PG Degree in that subject. | | | | |
| BED-23 | C C -16 | Practical E PC - VIII | Drama and Art in Education | 35 Practical & Viva- voce | 15 | 50 | 2 |
| BED-24 | C C -17 | Internship C | Post Internship | 70 Practical & Viva- voce | 30 | 100 | 4 |
| | | Total | | 385 | 165 | 550 | 22 |

Total papers : C C - 17, C F - 04, C E - 02, E O - 01 = 24 papers

- ❖ **C I A (Continuous Internal Assessment)**
- ❖ **E P C (Enhancing Professional Capacities)**
- ❖ **C C (Core Compulsory)**
- ❖ **C F (Core Foundation)**
- ❖ **E O (Elective Open)**
- ❖ **C E (Core Elective)**

Semester - I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|----------|------------|--------------------------|------------------------------------|-----|-------|--------|
| BED-01 | C C - 01 | Course -01 | Childhood and Growing Up | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know the concept, methods & applications of Educational Psychology.
- ❖ To know the implication of Educational Psychology for school education.
- ❖ To know the concept of Growth & Development.
- ❖ To know the concept and developmental dimensions of childhood.
- ❖ To plan various activities to fostering imagination, creativity & interests at school level.
- ❖ To know about various aspect related to Cognitive, Emotional & Social development of learner.
- ❖ To aware about various activities for personality development & balanced mental health of a learner.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.

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 Works : (Any one)

- 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

Practical Works : (Any one)

- 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

References :

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2. Das, J. P. (1998), The Working Mind : An Introduction to Psychology, Sage Publication.
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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.
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7. Brown J. (1976), Recall and recognition, London.
8. Piaget, J. (1970), Science of Education and The Psychology of child, New York : Orion Press.
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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
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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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|----------|------------|----------------------------------|------------------------------------|-----|-------|--------|
| BED-02 | C C - 02 | Course -02 | Contemporary India and Education | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able :

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

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 Works : (Any one of following)

- 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 of following)

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

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21. पाठक, पी. डी., (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
22. पाठक एवं त्यागी, (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
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24. शर्मा, ओ. पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
25. सिन्हा, मंजरी, सिन्धु, आई. एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

Semester - I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|----------|------------|--------------------------------|------------------------------------|-----|-------|--------|
| BED-03 | C C - 03 | Course -03 | Language across the Curriculum | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the nature and use of language.
- ❖ To develop the idea of Multilingualism in class room teaching.
- ❖ To create the sense of language and its flavor.
- ❖ To inculcate language skills among trainees.
- ❖ To evaluate skills creative writing and expression.
- ❖ To acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ To develop ornamental use of vocabulary in different curriculum.

Semester - I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|----------|------------|--|------------------------------------|-----|-------|--------|
| BED-04 | C C - 04 | Course -04 | Understanding Discipline and Subjects | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand language of various discipline.
- ❖ To develop expression of various language areas.
- ❖ To acquire Scientific study of language phonetics.
- ❖ To know the Scientific idea of science education.
- ❖ To apply the thought of social science language in their day today life.
- ❖ To develop interdisciplinary approach of language (Hindi/Sanskrit/English).

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 Works : (Any one)

- Write any one term paper
- Write a short note on Importance of Language in teacher

Practical Works: (Any one)

- Read and review an article
- Prepare a report on creative writing

References :

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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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------|----------|-------------------------------|------------------------------------|--|-----|-------|--------|
| BED-05 | C C - 05 | Practical E PC - I | Reading and Reflecting on Texts | 35 Practical & Viva-Voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

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

Course Contents:

Unit- I Introduction to Speech

- a) Meaning , objectives, importance and types of speech.
- b) Describe an Idea and tips for effective speaking.
- c) Explain with stage of any self expression of any one guest.
- d) Demonstrate different types of speaking.

Unit- II Reading Comprehension

- a) Enlist errors in reading among school students.
- b) Review of any two books with reading.
- c) Write the educational essence of any five stories and morale thought with reading.

Unit- III Writing Composition & Action Plan

- a) Recite 15 poem / verse/ stanza and write it.
- b) Prepare an action plan and organize accordingly.
- c) Read the biography of three philosopher/ educationist and write about it.

Unit- IV Effective Speech & Remedial Instructions

- a) To identify the causes of ineffective speech and remedies for it.
- b) Instruction of proof reading.
- c) Prepare list of innovative vocabulary for speaking. (100 words).
- d) Construct speech related materials.

Assignment Works :

- One term paper on any topic related to above units.

Practical Works :

- Prepare a plan and organize any two activities related to above units.

Semester - I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|---------|--------------------------------|-------------------------------------|------------------------------------|-----|-------|--------|
| BED-06 | CF - 01 | Practical E PC - II | Preksha Meditation & Yoga Education | 35 Practical & Viva- Voce | 15 | 50 | 2 |

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 प्रेक्षाध्यान

- d) प्रेक्षाध्यान का अर्थ, उद्देश्य, उपयोगिता
- e) प्रेक्षाध्यान के मुख्य चरणों का संक्षिप्त परिचय
- f) प्रेक्षाध्यान का प्रयोग

इकाई-2 प्रार्थना सभा में जीवन विज्ञान का प्रयोग

- d) प्रेक्षाध्यान, महाप्राण ध्वनि, कायोत्सर्ग, दीर्घ श्वासप्रेक्षा एवं ज्योति केन्द्र प्रेक्षा (प्रयोग अभिव्यक्ति एवं प्रस्तुति)

इकाई - 3 योग एवं शिक्षा

- a) योग : स्वरूप, अष्टांग योग की उपयोगिता
- b) योग एवं शिक्षा का सह सम्बन्ध
- c) योग से सर्वांगीण विकास : पंचकोशमय जीवन

इकाई - 4 सूर्य नमस्कार की प्रक्रिया

- e) सूर्य नमस्कार की 12 स्थितियाँ
 1. प्रणामासन 2. हस्त उत्तानासन 3. पाद हस्तासन 4. अश्व संचालनासन 5. पर्वतासन 6. अष्टांग नमस्कार 7. भुजंगासन 8. पर्वतासन 9. अश्व संचालनासन 10. पाद हस्तासन 11. हस्ता उत्तानासन 12. प्राणामासन

सत्रीय कार्य :

- विषय से सम्बन्धित कोई दो टर्म पेपर तैयार करना।

प्रायोगिक कार्य :

- सूर्य नमस्कार की विभिन्न स्थितियों का प्रदर्शन।

सन्दर्भ ग्रन्थ सूची :

21. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
22. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार

23. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
24. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
25. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
26. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
27. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
28. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
29. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
30. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
31. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
32. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
33. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, भाभकरण सुराना
34. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
35. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेटालाल जवेरी, मुनि महेन्द्र कुमार
36. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेटालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
37. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
38. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
39. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
40. Science of Living, Ed. Muni Mahendra Kumar

Semester - I

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|----------|---------------------------------------|-----------------|------------------------------------|-----|-------|--------|
| BED-07 | C F - 02 | Practical E PC - III | Value Education | 35 Practical & Viva-Voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop good morale character through Value Education.
- ❖ To built good teacher through Value Education.
- ❖ To develop and understanding of Value Education strategies
- ❖ To consider the relation beetwen Value and personal behaviour affecting the achivement of sustinable future
- ❖ To reflect on your future awareness, commitment and actions
- ❖ To develop skills for using values clarification and values analysis in teaching

Course Contents:

Unit-I Concept of Value Education

- a) Value Education : Concept, Need, Nature and Sources
- b) Classification of values
- c) Views of NCFTE, 2009 for Value Education
- d) Celebration of Value based Activities for Promoting National Values

Unit-II Components and Development of Values

- a) Human and LifeValues
- b) Values in Environmental Education
- c) Values in Peace Education
- d) Prepare a test for Value Education

Unit-III Role of Value Education and its Survey

- a) Mass Media in Value Education
- b) Co-curricular Activities for Promoting Value Education
- c) Family, School and Society in development of Values Education
- d) Role of Prayer Assesmbly Activities for Value Education

Unit-IV Various Discipline of Value Education

- a) Values Education Through Language
- b) Identification of Value from different discipline (Minimum 10 values per subject)
- c) Enlisted 15 Values from your Teaching Subject

Assignment works : [Anyone of the following]

- One term paper on any topic related with above Unit.

Practical Works :

- Prepare the list of values of teachers in School.

References :

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Semester - II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|---------|-----------|-----------------------|------------------------------------|-----|-------|--------|
| BED-08 | C C -06 | Course 5 | Learning and Teaching | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To acquire knowledge and understanding of learning and Teaching.
- ❖ To understand the theories of learning.
- ❖ To develop the skill of active engagement of students in teaching learning activity.
- ❖ To investigate differences and connections between learning in school and learning outside school.
- ❖ To inculcate the knowledge of teaching and its process.
- ❖ To understand learners, learning process and school.

Course Contents:

Unit- I Learning: concept, theory and application

- a) Definition of learning: Concept, Factors, Methods
- b) Theory of learning: Trial and Error
- c) Classical conditioning theory
- d) Operant conditioning theory
- e) Insightful learning
- f) Application of learning in classroom

Unit- II Teaching: concept , theory and application

- a) Teaching. : Concept, characteristics, relationship between teaching and learning
- b) Theory: process, activity and product.
- c) Teaching as a complex activity.
- d) Analyzing teaching in diverse classrooms.
- e) Teaching as a profession.
- f) Level of teaching: memory, comprehension, reflection.

Unit- III Understanding learner and learning

- a) Identify learners: need, interest, ability.
- b) Level of learner: Risk students and Average students.
- c) Active Students Engagement.
- d) Motivation through classroom learning.
- e) Cognitive learning : Piaget, Vygotsky, Bruner.
- f) Understanding learning : socio-cultural and out of school.

Unit- IV Learning and Teaching in classroom

- a) Interpersonal relationship :Teacher vs learners
- b) Student- Teacher engagement : inside school vs outside school
- c) Dimensions of learning : knowledge , skills ,values, attitude and habits
- d) Self- esteem and freedom of learner

- e) Inquiry mode students participation
- f) Teaching: sensitization paralization

Assignment works : (any one)

- Prepare a video lesson in the classroom teaching
- Listed 20 varieties of capture images and learning

Practical Works : (any one)

- Study risk students and prepare a report
- Observe and prepare a classroom interaction analysis matrix

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Semester - II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|---------|-----------|-------------------------|------------------------------------|-----|-------|--------|
| BED-09 | C C -07 | Course 5 | Assessment for Learning | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To describe the role of assessment in education.
- ❖ To distinguish 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
 - Validity
 - Reliability
 - Usability
 - Norms
- 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 Works: (any one)

- Prepare an achievement test of any school subject of secondary school.
- Write two term paper with in the content

Practical Works: (any one)

- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|---|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Hindi | 70 | 30 | 100 | 4 |

अधिगम उपलब्धि : इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

- ❖ 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 एक 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

प्रायोगिक कार्य :

- 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।

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3. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
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17. सिंह, सावित्री (2001), हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credi |
|--------------|--------------|-----------------|--|------------------------------------|-----|-------|-------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject -I - II English | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know about various basic application 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 apply different teaching skills in the class room.
- ❖ To develop lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

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:

- 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) Strategies: Language games, Puzzles, role playing, concept mapping

Unit- IV Developing Language skill:

- 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)

Assignment Works :

- List of structural items included in the text book at the secondary stage.
- Preparation of 5 word cards, 5 Picture cards and 5 puzzles.

Practical Works :

- Enlist 50 innovative words with lexical interpretation.
- Prepare an audio/video recording for English Pronunciation

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3. Bright and McGregor (2000), Teaching English as Second Language, Longman.
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16. Venkateshwaran, S. (1995), Principles of Teaching English. Dehli: Vikas Publishing House Pvt. Ltd.
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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|---|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject -I - II Sanskrit | 70 | 30 | 100 | 4 |

अधिगम उपलब्धियाँ :

- ❖ 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।

- (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 श्चुर्नाश्चुः, 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 एक विषय पर सत्रीय कार्य करना)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विधा पर शैक्षिक पाठ्यक्रम का आलेखन।

प्रायोगिक कार्य :

- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

I nHKZ xJfK I ph %

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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|--|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject -I - II History | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To enable the Student teacher to understand the nature, scope and importance of learning history at secondary.
- ❖ To understand the aim and objectives of teaching history at different levels of the secondary stage.
- ❖ To develop knowledge about the basic principle governing the construction of history curriculum and develop the ability history curriculum and develop the ability to organize Co-curricular activities and community resources for promoting history learning.
- ❖ To develop classroom skills needs for applying 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 needed for 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 Methods in Teaching History

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

Assignment Works: Any one of the following

- Term paper
- 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

Practical works: Any one of following

- 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

References:

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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|--|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Civics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the concept, nature & scope of civics.
- ❖ To understand the aims and objectives of teaching civics.
- ❖ To prepare unit plans and lesson plans for different classes.
- ❖ To apply appropriate methods and techniques of teaching civics.
- ❖ To develop competencies in 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 Principal of Formulation Curriculum in Civics
- c) Characteristics of a good Text Book
- d) Planning a Civics Studies Room

Assignment works : any one of the following

- Write an essay on any political problem.

- One term paper solve.
- A critical study of any one aspect of the constitution or one of its amendments.

Practical works : any one of the following

- 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

References :

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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|--|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Social Science | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To enable the student teacher to appreciate the need for learning social science .
- ❖ To help them to understand the place of social science in the secondary school curriculum.
- ❖ To develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.
- ❖ To develop the classroom skills needed for teaching of social science.
- ❖ To develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- ❖ To acquire the ability to develop instructional support materials.
- ❖ To review the text –book of social science (secondary level).

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 works : any one of following

- 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
- Term paper any two topic

Practical works : any one of the following

- 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

References :

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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|-----------|-----------|--------------|---|------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Economics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Works :

- Preparation of two teaching aids related to subject. (PPT Transparency)

Practical Works : Any one of the following :

- Review of two published papers related to subject.
- Review of a text-book at school level.

References :

1. Arora, P. N.; Evaluation in Economics, NCERT, New Delhi, 1985
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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|-----------|-----------|--------------|---|------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Geography | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 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 Works: - Any one of the following :

- 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.

Practical Works: Any one of the following :

- 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.

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2. Bamard, Principles and Practical of Teaching Geography.
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8. Morrey, D. C. . (1972), Basic Geography, Heinemann Education Books, London
9. Rao, M.S., Teaching of Geography.
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11. Source Book for the Teaching Geography- UNESCO Publication.
12. UNESCO; New Source Book for Teaching Geography
13. Verma, O. P. . (1984), Geography Teaching, Sterling Publications Ltd., New Delhi
14. Walford, Rex . (1981), Signposts for GEography Teaching, Longman, London

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|--|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Home Science | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the Concept, Nature and Scope of Home science.
- ❖ To provide knowledge related to pedagogical concept like as 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.
- ❖ To analyze school syllabus of the subject in relation to its applicability in local situations.

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

- 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 PublicIssues and Home Science

- a) Food & nutrition – classification, composition and functions, Dietary management for diseases, food preservation

- b) Human development & child care – Reproductive health and child care, Life span stages and related problems
- c) Textile & clothing : Fashion Designing, Principles of clothing construction, Fabric finishing etc.
- d) Community related issues: Women Empowerment , Consumer protection & Rights, Human welfare, Extension programmes & skill development

Practical works: (Any two of the following)

- 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

Assignment Works:

- 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

References:

1. Asthana S.R. (2007), Grih Vigyan Ka Adhyapan, Laxminarayan Agarwal Prakashan, Agra.
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11. शर्मा, श्रीमती राजकुमारी व तिवारी, श्रीमती अंजना (2006), गृह विज्ञान शिक्षण, राधा प्रकाशन मंदिर, आगरा

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|---|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Physics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 works :

- 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 .

Practical works : (Any one of the bellow)

- 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.

References :

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.
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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|---|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Biology | 70 | 30 | 100 | 4 |

Learning outcomes: After completion of this course the student teacher will be able to :

- ❖ To acquire the knowledge of nature and scopes of Biology.
- ❖ To understand the principles of curriculum, planning and E-resources in Biology.
- ❖ To know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ To apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ To construct 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) Maier's 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 Works :

- 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.

Practical works : (Any one of the following)

- Poster Presentation/ Drama on various issues related to community awareness about biodiversity
- Organization of exploratory activities to develop scientific attitude and temper

References:

- 1 Choudhary, S. (2010), Teaching of Biology, APH Publishing Corporation, New Delhi.
- 2 Gear, 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.
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- 16 श्रीमाली, नंदकिशोर (2007), विज्ञान शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|-----------|-----------|--------------|---|------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II General Science | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To appreciate the contribution of eminent Indian scientists in connection with the development of the subject.
- ❖ To familiar with the aims and objectives of the subject in relation to present needs of the society and education policies in India.
- ❖ To plan curriculum at secondary and senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- ❖ To identify proper methodology to deal with the content which is to be handled by him as teacher in secondary and higher level.
- ❖ To develop a broad understanding of the principles and procedures used in modern science education.
- ❖ To prepare test paper for evaluation.

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 Works :

- 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.

Practical Works : (Any one of the bellow)

- 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.

References :

1. Dass- R.C. (1985), Science Teaching in Schools, Sterling Publications Pvt. Limited, New Delhi.
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.
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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|-----------|-----------|--------------|---|------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Mathematics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand and appreciate the uses and Significance of Mathematics in daily life
- ❖ To learn successfully various approaches of teaching mathamethics 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 Works :

- 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.

Practical works : (Any one of the bellow)

- 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.

References :

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.
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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|---|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Chemistry | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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, Safetymeasures 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 Works :

- 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

Practical Works : (Any one of the bellow)

- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

References :

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.
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Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|---|------------------------------------|-----|-------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Commercial Practice | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To help the student 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 Works :

- Content Related subject topic

practical works :

- Preparation any two teaching aids (Model, P.P.T.,

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1. Bhorali devadas (1988) commerce education in india, D.K. publisher distributors (p) Ltd. New delhi
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
3. Jain KCS (1986), Vanyjaya shikhan (Hindi) general academy
4. Khan , M.S., The teaching of commerce, sterling publishers (p) Ltd. Jullundar -3
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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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|--------------|--------------|-----------------|--|------------------------------------|-----|---------|--------|
| BED 10-11 | C E 01-02 | Course 7a-7b | Pedagogy of a School Subject - I - II Book-keeping | 70 | 30 | 10 0 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 scope of Book–keeping and Accountancy

- a) Meaning and scope of book–Keeping and Accountancy. it's 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-keping 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 Works :

- Content related to subject topic

Practical works :

- Any one subject topic

References :

1. Agarwal. J.C.: Teaching of Commerce.
2. Boynton Lewwis D: Methods of teaching Book –Keeping. South Western publication Co. Cincinnanti. 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.
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8. Tonne: Pohem and Freeman : Method of teaching Business Subject. Gregg Pub... Dir., Mc Graw Hill Book Co., Inc. New York.
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11. जैन.के.सी. एस: वाणिज्य शिक्षण
12. सिंह एवं सिंह : वाणिज्य शिक्षण

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|---------------------------------|-------------------------------------|------------------------------------|-----|-------|--------|
| BED - 12 | C F -03 | Practical E P C - IV | Peace Education and Human Rights | 35 Practical & Viva-Voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop the understanding and awareness of human rights, duties and co-existence of all living beings.
- ❖ To help them to understand the methodology of behavioral modification through training in non-violence.
- ❖ To enable the teacher student to identify and understand the role of peace education vis-à-vis the aim of transforming the prevalent society in a peaceful state.
- ❖ To acquaint teacher, students with the various perspective of environment ethics and help them to reframe their life style for a harmonious relation with nature.

Course Contents:

UNIT-I Non-violence and Peace

- a) Conceptual Development.
- b) Training in Non-violence Action
- c) Non- violent Resistant with Examples of Victory without violence.
- d) Peace organization

UNIT-II Human Right

- a) Conceptual Development of Human Right.
- b) Human Rights Survey in Schools
- c) Problem of Violation of Human Right.
- d) Right to peace, Development, Share the Heritage

UNIT-III Peace Education

- a) Concept and development of Peace Education.
- b) Value Education Demo
- c) Legitimacy and limitation of peace Education.
- d) Promoters of Peace Education

UNIT-IV Harmony with Nature

- a) Relation between Human and Nature
- b) Environment Sustainability
- c) Environmental Issues
- d) Environmental Movements.

Assignment works :

- Preparation of one Assignment on Harmony with Nature or on Conceptual Development of Nonviolence.

Practical works :

- Organise a workshop for school students for the life style modification.

References :

1. Acharya Mahaprajna (1998), Ahimsa ke Achhooto Pahloo, JVB, Ladnun.
2. Acharya Mahaprajna, Democracy, Social Revolution through Individual Transformation, JVB, Ladnun.
3. Anil Dhar (2011), Human Rights, Peace and Gandhian Philosophy (Hindi), JVBI, Ladnun.
4. Anil Dhar (2014), Peace Movement in Post Gandhian Era, JVBI, Ladnun.
5. Devi Prashad (1984), Peace Education or Education for Peace, GPF, New Delhi.
6. Doris Hunter and Krishna Mallick (1990), Non-violence : A Reader in the Ethics of Action, G.P.F., New Delhi.
7. Human Rights in India (1993), Amnesty International Publications, New Delhi.
8. Jawahar L. Kaul (1998), Human Rights : Issues and Prospectives, Regency Publications, New Delhi.
9. Prof. Raja Mutthirulandi (1998), Human Rights, Soorya Pathippakalm, Tiruchirappalli.
10. R.P. Mishra (1993), Environmental Ethics, Gandhi Bhawan, New Delhi.
11. Talesra and Pancholy (2003), Human Rights and Education (Hindi) Ankur Pub., Udaipur.
12. Talesra and pancholy (2001), Human Rights Education (Edited) and Nagda, Regency Publication, New Delhi.

Semester II

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credi |
|----------|---------|----------------|------------------|------------------------------------|-------|-------|-------|
| BED - 13 | C C -08 | Internship - A | Pre - Internship | 35 Practical & Viva-Voce | 15 | 50 | 2 |

Pre-internship distribution

| Sr. No. | Contents | Theory/ Practical/ Viva-voce | C I A | Total |
|---------|--|------------------------------------|-------|-------|
| 1. | Skills Focused Teaching <ul style="list-style-type: none"> ➤ Introduction ➤ Questioning ➤ Black Board ➤ Reinforcement ➤ Stimulus Variation ➤ Communication ➤ Personality Development etc. | 15 | 05 | 20 |
| 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. | 25 | 15 | 40 |
| 3. | Unit Plan, Blue Print, Achievement Test and Use of Teaching Aids | 10 | 05 | 15 |
| 4. | School Activities <ul style="list-style-type: none"> ➤ Physical ➤ Cultural ➤ Literate ➤ Yoga Exercises | 20 | 05 | 25 |
| | | 70 | 30 | 100 |

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|-----------|--------------------------------------|------------------------------------|-----|-------|--------|
| BED - 14 | C C -09 | Course 8a | Knowledge and Curriculum - Part I | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.
- ❖ To evaluate the relevancy of curriculum.
- ❖ To describe various approaches to curriculum construction.

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 definition of National curriculum
- b) Curriculum reform in India
- c) Characteristics of National curriculum
- d) Design of national curriculum

Assignment Works : (Any one of the following)

- One term paper on the topic related with the unit.
- Preparation of any one term paper on curriculum .

Practical Works : (Any one of the following)

- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

Referances :

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 विद्यलयों 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. सक्सैना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ
13. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
14. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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 III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|----------|---------|--------------------------------------|-------------------------------|------------------------------------|-------|-------|--------|
| BED - 15 | C C -10 | Practical E P C - V | Critical Understanding of ICT | 35 Practical & Viva-Voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the students will able:

- ❖ 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 - ICT Fundamental

- a) ICT : Concept, Characteristics, IMportance and Critical
- b) Smart Class, Virtual class, Lab, Digital books.
- c) T.V. Use in Classroom, Projector use in Classroom, Mobile use in Classroom, Use of Printer

Unit - II Learning & Web Based Learning

- a) E-learning
- b) web Based Learning
- c) Peer Learning, Co-operative Learning, Group Larning, Project Based Learning

Unit - III MS Office

- a) MS- word (Text management)
- b) MS-Excel (Preparation Marksheet)
- c) Power Point (Preparation of Slide)

Unit - IV Internet and Multimedia

- a) E-mail, Chat
- b) Searching, Downloding and Uploding
- c) Concepts of Multimedia and its Education Uses.

Assignment Works :

- Prapare one term paper on any topic related to above units.

Practical Works :

- Prepare power point presentation on any two topics related to above units.

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|---------------------------------------|------------------------|------------------------------------|-----|-------|--------|
| BED - 16 | C C -11 | Practical E P C - VI | Understanding the self | 35 Practical & Viva-Voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop knowledge about self
- ❖ To acquire the skill of Introspection & Contemplation

Course Contents: (Any five)

- 1 Concept, characteristics and needs of understanding the self.
- 2 Self mental ability (Memory, Imagination and Reflection) practice for fostering these activities.
- 3 Identification of self values an develop life values.
- 4 Inculcate humanitarian values through yoga and Preksha dhyan.
- 5 Self Introspection and Extrospection.
- 6 Enlist five good conduct with in you how can you adopt in your life.
- 7 Prepare self appraisal report.
- 8 Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

Assignment Works :

- Write any three term paper

Practical Works :

- Prepare self appraisal report

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|--|-------------------------|------------------------------------|-----|-------|--------|
| BED - 17 | C F -04 | Practical E P C - VII | Introduction to Jainism | 35 Practical & Viva-Voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop understanding about Jain Ethics & Conduct.
- ❖ To acquire knowledge of Jain way of life.

Course Contents:

Unit - I History of Jainism

- a) Antiquity of Jainism (Rishabh to Mahaveer)

Unit - II Jain Ethics

- a) Three Jewels
- b) Jain Festival (Mahaveer Jayanti, Shrut Panchmi, Akshay Tritiya, Raksha Bandhan, Paryushan, Deepawali etc.

Unit - III Jain Principles

- a) Non Possession
- b) Doctrine & Karma

Unit - IV Jain Way of Life

- a) Right Faith
- b) Non-absolutism
- c) Non-Violence
- d) Saman Sanskriti
- e) Self Control
- f) Right Profession
- g) Right Education (Sanskar)
- h) Right Food
- i) Non-Addiction
- j) Friendly Behaviour

Assignment Works:

- Two assignment out of any one term paper

Practical works:

- Temple visit and festival report

References:

1. Jain Darshan Manan Aur Mimansa - Acharya Mahaprajna
2. Jain Dharma by Pt. Kailash Chandra Jain
3. Jain Sanskriti aur Jeevan Mulya, Part 1-2- Dr. Samani Riju Prajna

Semester III

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | C I A | Total | Credit |
|----------|---------|---------------|-----------------|---|----------------|-------|--------|
| BED - 18 | C C -12 | Internship -B | Mid Internship | 90+90= 180 Practical & Viva-Voce | 60+60 = 120 | 300 | 12 |

Mid Internship distribution

| Sr. No. | Contents | Theory/ Practical/ Viva-voce | C I A | Total |
|---------|---|------------------------------------|------------|------------|
| 1. | Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons) | -- | 50+50 | 100 |
| 2. | Observation | -- | 10+10 | 20 |
| 3. | Final Lesson (Two teaching subject) | 90+90 | -- | 180 |
| | | 180 | 120 | 300 |

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|------------|---------------------------------------|------------------------------------|-----|-------|--------|
| BED - 19 | C C -13 | Course 8 b | Knowledge and Curriculum - Part II | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop various philosophical bases of curriculum
- ❖ To develop 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 works : (Any One of the Following)

- Preparation of One term Paper.
- One abstracts of Educational New trends article published in some standard Journals

Practical works : (Any one of the following)

- Preparation of curriculum Design (any subject related)
- Curriculum frame work for B.Ed. programme.

References :

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
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6. त्यागी, निरंजन, माध्यमिक विद्यालयों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
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9. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, 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

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|-----------|----------------------------|------------------------------------|-----|-------|--------|
| BED - 20 | C C -14 | Course 9 | Gender, School and Society | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the modern concept of Society & organization Gender sensitivity.
- ❖ To understand the Dimension of Development of School Administration.
- ❖ To develop basic understanding & familiarity with Key concept, society, social problem, social relationship, new Trends
- ❖ To develop Knowledge of the role of different NGO & Organization.

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: (any one of the following)

- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Term paper solve.

Practical works: (Any one of the Following)

- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

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
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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
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10. www.gender.com.ac.uk.
11. www.genderstudies.org.
12. www.genderparadigm.com/publication/html

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|-----------|------------------------------|------------------------------------|-----|-------|--------|
| BED - 21 | C C -15 | Course 10 | Creating an Inclusive School | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

- e) Meaning, Objective , Need and Types of Inclusive Education
- f) Principles of Inclusive Education
- g) Solution and challenge of Inclusive Education
- h) ICT Material of Inclusive Education

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

- e) Legislation for inclusive education- National policy of disabilities 2006
- f) Sarva Shiksha Abhiyan (2002)
- g) NGO
- h) RTE-2009

Unit- III Exceptional Child and Special Educational

- e) Exteptional Child : Meaning and Types
- f) Mentally Retared Child
- g) Physically Handicapped Child
- h) Hearing Impaired Child
- i) Visually Handicapped Child
- j) Emotionally Disturb Child

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

- e) Speech Defective Childern
- f) Language Handicapped Child
- g) Learning Disadvantage Child
- h) Parents of Exceptional Childern
- i) Guidance of Exceptional Childern
- j) Special School (Building Co-curricular Activities)

Assignment works : (Any one)

- One term paper
- Write a One Article of Disabilities Child

Practical works : (Any one)

- Case study of disabilities child
- Write a report of evaluation process in inclusive school

References :

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17. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
18. UNESCO (2009), Policy Guideline on Inclusion in Education UNESCO
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21. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
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25. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> | 70 | 30 | 100 | 4 |
| | | | 1- Environmental Education | | | | |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the problems Concerning Environment through multi disciplinary approach.
- ❖ To make the students in the schools environmentally conscious.
- ❖ 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.
- ❖ To create Environment Consciousness among the adult learners.
- ❖ To use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ To conduct local surveys, arrange field trips Environmental games and hobbies.

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 Work : - Any one of following

- 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.

Practical Work : - Any one of following

- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

संदर्भ ग्रन्थ सूची :

1. उपाध्याय, राधावल्लभ, (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,

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> | 70 | 30 | 100 | 4 |
| | | | 2- Health and Physical Education | | | | |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

Sessional Works :

- Write a Term paper on a topic given in the course

Practical Works :

- Skill of any one Team Game of choice from the given List

References:

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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4. सफाया, आर. के. स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
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6. सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बार्थोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा-9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> | 70 | 30 | 100 | 4 |
| | | | 3- Guidance & Counseling | | | | |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the basic concept , Nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.
- ❖ To understand the importance of educational and vocational guidance.
- ❖ To understand the 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 Works : (Any one)

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.

Practical Works : (Any one)

- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

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.
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9. भाटिया, के. के., (2006), मार्गदर्शन एवं परामर्श के सिद्धान्त, कल्याणी पब्लिशर्स, नई दिल्ली
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | E O-01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> | 70 | 30 | 100 | 4 |
| | | | 4- Distance Education | | | | |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To provide an effective alternative path to wider opportunities in education and especially in higher education.
- ❖ TO provide an effecient 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 Scenareo 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 Counselling for Distance Learners

- a) Organising counselling Services for Distance Learners.
- b) Various Types of Tele - Conferencing.
- c) Format of the Text in Distance Education.
- d) When do Distance Learners Need Counselling?

Assignment Works :

- Write any one term paper on a topic with in the content.

Practical Works :

- Make the list of Distance Education programme of various universities in India.

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
4. यादव, सियाराम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credi |
|---------|--------|-----------|--|------------------------------------|-----|-------|-------|
| BED-22 | EO-01 | Course 11 | Optional Course Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course 5- An Additional Pedagogy Course Hindi | 70 | 30 | 100 | 4 |

अधिगम उपलब्धि : इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

उद्देश्य :

- ❖ 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 – व्याकरणीय 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 एक करें)

- 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।

प्रायोगिक कार्य : (निम्न में से कोई एक करें)

- 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।

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।
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8. पाण्डेय, रामशक्ल, (2008), हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
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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।
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course 11 | Optional Course Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course <hr/> 5- An Additional Pedagogy Course English | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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) Unit plan and Micro plan
- b) Lesson planning
- c) Blue print and Achievement test
- d) Teaching Aids in English:(Audio ,Visual, Audio- Visual)
- e) 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(Subjective Vs Objective types)

Assignment Works :

- Review of a English Text book

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

Practical Works :

- 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)

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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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4. Brumfit, C.J. (1984), Communicative Methodology in Language Teaching, Cambridge: C.U.P.
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7. Hornby, A.S. (1998), Guide to-Patterns and Usage in English O.U.P
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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.
15. Thomson, A.J. and Martinet (1998), A Practical English Grammar, ELBS, O.U.P.
16. Venkateshwaran, S (1995), Principles of Teaching English. Dehli: Vikas Publishing House Pvt. Ltd.
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|---|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course 11 | Optional Course Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course 5- An Additional Pedagogy Course Sanskrit | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

अधिगम उपलब्धियाँ :

- ❖ 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, क्तवतु, 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, सम्, 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, रूच्वर्थानां-प्रीयमाणः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः । ध्रुवमपायेऽपादानम्, भीत्रार्थानां भयहेतुः ।, आधारोऽधिकरणम्, यतश्चनिर्धारणम् । षष्ठीशेषे, कर्तृकर्मणोः कृतिः ।
- b) छन्दा – 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 एक विषय पर सत्रीय कार्य)

- कक्षा 10 की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- पाठ्यक्रम के किसी एक इकाई के एक प्रकरण को विस्तार से समझाइये।

व्यावहारिक कार्य:

- 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।

संदर्भ ग्रन्थ सूची :

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- ओझा, श्रीकृष्ण (1990), संस्कृत व्याकरण, कॉलेज बुक डिपो, जयपुर।
- गौतम, शैलजा एवं गौतम, रजनी (2006), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा-2।
- तिवारी, भोलानाथ (1992), भाषा विज्ञान, किताब महल, थार्नहिल रोड, अहमदाबाद।
- जैन, बनवारी लाल, गोस्वामी, प्रभाकर, भारद्वाज रतन, सैनी, सत्येन्द्र (2007), संस्कृत शिक्षण, शिक्षा प्रकाशन, जयपुर।
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- शर्मा, रीटा, एवं जैन, अमिता (2005), संस्कृत शिक्षण, आविष्कार पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, जयपुर।
- शर्मा, राममूर्ति, संस्कृत वाङ्मय का इतिहास।
- शास्त्री, आचार्य राम (1998), संस्कृत शिक्षण, सरणी आचार्य रामशास्त्री ज्ञानपीठ, संस्कृतनगर, रोहिणी, दिल्ली।
- शास्त्री, मंगलदेव, भारतीय संस्कृति का इतिहास।
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course 11 | Optional Course Any one of the following subject to offer: 1- Environmental Education 2- Health and Physical Education 3- Guidance and Counseling 4- Distance Education 5- An Additional Pedagogy Course 5- An Additional Pedagogy Course History | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand ancient history on the basis of political, social and economic conditions.
- ❖ To develop the idea of Vedic Jainism, Buddhism & Saivism religious.
- ❖ To acquire Knowledge of medieval periods in respect of temple, fort's 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 place 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 Saivism & 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-sufisaints.
- 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 work : (Any one)

- Archaeological report on a main site.
- Historical story(Two)
- Planning, organization and report writing on seminar.

Practical works : (Any one)

- Picture of 1857 (Scrab-Book)
- Prepare a Historical model/Historical Democracy

Reference :

1. Jain, M.S. (2004), Concise History of Modern Rajasthan, Wishwa Prakashan, New Delhi.
2. Sareen Tilakra, Indian Revolutionary Movement (1905-1921) Sterling Publishers Pvt. Ltd., New Delhi.
3. www.syllabus - Class 12 Arts html.
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5. कक्षा 6 से 12 तक इतिहास की पाठ्यपुस्तकें (2014), एन.सी.आर.टी., नई दिल्ली
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED -22 | EO -01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> <hr/> <p>5- An Additional Pedagogy Course</p> <p>Civics</p> | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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.Bhem Raw 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 Scenerio

- a) Recent governing member and central, state level ministry
- b) Fundamental rights and duties
- c) Lock Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad
- d) Precident, Prime Minister, Governer, Cheif Minister

Assignment works: (any one of following)

- One term paper solve class 11 & 12
- Write an essay on any political problem.
- Study the causes of political problem and write a report of the same.

Practical works: (any one of following)

- Write an essay, story, poem can be created to tell moral values to litigants.
- Prepare scrap book of an political news.
- Write any two abstracts related to political issues.

References:

1. आर. सी. अग्रवाल, राजनीति शास्त्र के मूल आधार, एस. चॉद एण्ड कम्पनी, नई दिल्ली
2. ऐ. सी कपूर, राजनीतिक विज्ञान के मूल सिद्धान्त, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
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5. जैन, पुखराज, राजनीति शास्त्र के मूल आधार, साहित्य भवन पब्लिकेशन, आगरा
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9. सफाया, शुक्ला, भाटिया (2006), शिक्षार्थी का विकास एवं शिक्षण अधिगम प्रक्रिया, धनपतराय पब्लिशिंग
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11. सिंह, योगेश कुमार (2010), नागरिक शास्त्र शिक्षण, एस. एन. नागिया प्रकाशन

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> <hr/> <p>5- An Additional Pedagogy Course</p> <p>Social Science</p> | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able :

- ❖ 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, Castism, 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 works : (Any one)

- Write a article on current Social issue.
- Prepare term paper any two subject topic.

Practical works :

- Prepare a case study of any one local problem.

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1. Devi, Shakuntala (1999), Caste System in India, Pointer Publishsers, Jaipur
2. Kooiman, Dick (1989), Conversion and Social Equality in India, Manohar Publication, New Delhi
3. Robinson, W. Peter (1996), Social Group and Identities, Butter worth-Heineman Linacre House, Jorden Hill, Oxford.
4. Sharma, K. L. (1994), Social Stratification and Mobility, Rawat Publication, Jaipur
5. Sharma, K. L. (1995), Social One Quality in India.
6. Sharma, K. L. (1995), Caste and Class in India., Rawat Publication, Jaipur
7. Srinivas, M. N. (1998), Caste in Modern India, Printed in India, Bombay
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|---|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> <hr/> <p>5- An Additional Pedagogy Course</p> <p>Economics</p> | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Mecro Economics

- a) Micro Economics
- b) Mecro 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 Works :

- Preparation a term paper any one subject topic.

Practical Works :

- Review of two published papers related to subject

Referances :

1. Datt. Ruddar, Sundharam, K. M. (2006), Indian Economy, S. Chand & Company Ltd., New Delhi
2. Lawson, Tony (1997), Economics and REality, Rout Ledge, London and New York
3. Rasure, K. A. (2009), Economics and Buisness Environment, Avinash Paper Backs, Delhi
4. Samuelson & Nordhaus (2006), Economics, Tata Mc Grow-Hill Publishing Company Limites, New Delhi
5. Swami, Gupta, Vashnav (2006-07), Economics and Business Environment, Ramesh Book Depot, Jaipur
6. V. Shanmuga Sundaram (2011), The New Institutional Economics, Depp & Deep Publication Pvt. Ltd., New Delhi
7. कुमार, राजीव (2009), आधुनिक अर्थशास्त्र विश्व कोष भाग 1-10, अर्जुन पब्लि. हाऊस, जयपुर
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9. जैन, टी. आर. त्रेहन मुकेश, त्रेहन, रंजू (2009-10), व्यावसायिक वातावरण, बी. के. इण्डिया इण्टरप्राइजेज, नई दिल्ली
10. जैन टी. आर. एवं ओहरी, बी. के. (1994), प्रारम्भिक अर्थशास्त्र, नई दिल्ली
11. माथुर, बी. एल. (2009), आर्थिक नीति एवं विकास, अर्जुन पब्लिशिंग हाऊस, नई दिल्ली

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|---|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> <hr/> <p>5- An Additional Pedagogy Course</p> <p>Geography</p> | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Statical Data

Assignment Works : (One of the following)

- Term paper any two topic subject related

Practical Works :

- Any two map making

References:

1. Barry & Chroley, Atmosphere, Weather & Climate.
2. Bradshaw, M.J. Abbott., A.J. and Gelstrophe, A.P. "The Earth" Shnanging Surface.
3. Cotter, C.H., The Physical Geography of the Oceans.
4. Easter book, D.J., Principles of Gemorphology.
5. Savindra Singh, Physical Geography English, Pragya Pustak Bhawan, Allahabad.
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7. कौशिक, एस. डी. (1998), भौगोलिक विचारधाराएं एवं विधि तंत्र, रस्तोगी पब्लिकेशनन्स, मेरठ
8. कौशिक, उस. डी. रावतत्र डी.एस. (2015), भौगोलिक विचारधाराएं एवं विधि तंत्र, रस्तोगी पब्लिकेशनन्स, मेरठ
9. मामोरिया, चतुर्भुज, भारत का भूगोल, साहित्य भवन पब्लिकेशन, आगरा
10. शर्मा, जे.पी. (2014), प्रयोगात्मक भूगोल की रूपरेखा, रस्तोगी पब्लिकेशनन्स, मेरठ
11. सिंह, सविन्द्र, भू-आकृति विज्ञान, वसुन्धरा प्रकाशन, गोरखपुर
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13. सिंह, जगदीश, सिंह कामेश्वर नाथ, पटेल, रामबस (1989), भारत एवं समीपवर्ती देश, ज्ञानोदय प्रकाशन, गोरखपुर

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED- 22 | EO-01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> <hr/> <p>5- An Additional Pedagogy Course</p> <p>Home Science</p> | 70 | 30 | 100 | 4 |

Learning Outcomes : After completion of this course the students-teacher will able :

- ❖ 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 Counselling ; Welfare Organizations

Assignment Works :

- 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

Practical Works : (Any one of the following)

- 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

References:

1. Choudhary, M. & Mogra R. (1999), A Manual on Human Nutrition, Department of Food and Nutrition, College of Home Science, Udaipur
2. Deulkar, D. & Tara Bai (1967), Household Textiles and Laundry work, Atma Ram & Son's, Delhi
3. Jelliffe D. B. (1966), The assessment of the Nutritional Status of the Community, WHO Monograph Service No. 53, WHO Geneva.
4. NIN (1998), Dietary Guidelines for Indians & A Manual National Institute of Nutrition, Hyderabad.
5. Nickell, P. & Darsey, J. M. (1967), Management in Family Living, John Wiley and Son's, Inc.
6. पारीक, आशा (1988), बाल विकास एवं पारिवारिक सम्बन्ध, कॉलेज बुक डिपो, एस. एल. प्रिन्टर्स, जयपुर
7. भार्गव, बेला (1998), गृह प्रबन्ध, साधन व्यवस्था एवं आंतरिक सज्जा, यूनिवर्सिटी बुक हाउस, जयपुर
8. वर्मा, प्रमिला (1993), वस्त्र विज्ञान एवं परिधान, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल
9. शैरी, जी. पी. (1995), पोषण एवं आहार विज्ञान, विनोद पुस्तक मंदिर, आगरा
10. सिरोही, सरिता (1997), आधुनिक गृह विज्ञान भाग – 2, कक्षा 12वीं, फ्रैंकी पब्लिशिंग हाउस, नई दिल्ली

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|---|------------------------------------|-----|-------|--------|
| BED-22 | EO -01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> <hr/> <p>5- An Additional Pedagogy Course</p> <p>Physics</p> | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To gain the knowledge of physics 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 able for solving different problems related with the content of physics.
- ❖ 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 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 works :

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

Practical works : (Any one of the bellow)

- Make a presentation based on any above topic.
- Conducting and reporting three experiments based on above topics.

Reference :

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
4. भौतिकी, (2014) भाग 2, कक्षा 12 के लिए पाठ्य पुस्तक राजस्थान राज्य पाठ्य पुस्तक मण्डल, जयपुर
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
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> | 70 | 30 | 100 | 4 |
| | | | <p>5- An Additional Pedagogy Course</p> <p>Biology</p> | | | | |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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, skilfulness 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 works : (Any one)

- Preparation of planning with concept mapping and teaching learning process belongs to five topics in any above unit
- Solve an examination question paper

Practical works :

- 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 compaign in school

References :

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3. Naumov, D. (1987) , Zoology, Mir Publishers, Moscow
4. Rajendra, K., D' Silva Precilla., Dernandes, Anita (2004), Biology, Boscus Publications, Mangalore
5. Scott, Peter Physiology and Behaviour of Plants, John Wiley & Son's Ltd. West Sussex, England.
6. "जीव विज्ञान" पाठ्य पुस्तकें कक्षा 11 एवं 12 : राष्ट्रीय शैक्षिक एवं अनुसंधान परिषद्, नई दिल्ली
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO -01 | Course11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> | 70 | 30 | 100 | 4 |
| | | | <p>5- An Additional Pedagogy Course</p> <p>General Science</p> | | | | |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To gain the 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 Works :

- Preparations of term paper based on any above topic
- Solve an examination question paper

Practical works : (Any one of the bellow)

- Make a presentation based on any above topic
- Conducting and reporting three experiments based on above topics.

References :

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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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
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO -01 | Course 11 | <p>Optional Course</p> <p>Any one of the following subject to offer</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> <hr/> <p>5- An Additional Pedagogy Course</p> <p>Mathematics</p> | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To gain the knowledge of Mathematics for Secondary and Senior Secondary level.
- ❖ To know different methods for solve mathematical problems.
- ❖ To understand the mathematics formulas and use them appropriately.
- ❖ To make student teachers speed and accuracy for solving different mathematical questions.
- ❖ To encourage student teachers in the development of mathematical interest.
- ❖ To solve various types of methametrical problems
- ❖ To develop mathematical attitude and provide training in preparing various teaching aids in mathematics.

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 Works :

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

Practical Works :

- Make a presentation based on any above topic.

References :

1. गणित, (2014), कक्षा 7 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
2. गणित, (2014), कक्षा 8 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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4. गणित, (2014), कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
5. गणित, (2014), कक्षा 11 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर
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Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|---|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> <hr/> <p>5- An Additional Pedagogy Course</p> <p>Chemistry</p> | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Works :

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

Practical Works : (Any one of the below)

- Make a presentation based on any above topic .
- Conducting and reporting three experiments useful at secondary level.

Reference:

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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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
7. विज्ञान, (2014) कक्षा 10 के लिए, पाठ्यपुस्तक, राजस्थान राज्य पाठ्य पुस्तक मंडल, जयपुर

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|---|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course11 | <p>Optional Course</p> <p>Any one of the following subject to offer</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> | 70 | 30 | 100 | 4 |
| | | | <p>5- An Additional Pedagogy Course</p> <p>Commercial Practice</p> | | | | |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Buisness 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 works :

- Content related to subject topic.

Practical Works :

- Anylysis two or article from news paper, T.V., Radio or Journal related buisness organization and management.

References :

1. Marvin Philip (971), Multiplying Management Effectiveness American Management Association, U.S.A.
2. Nolakha, Dr. R.L. (2011), Principles of Management, Ramesh Book Depot. Jaipur
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4. Tripathi, P.C. (2005)] Personal Management and Industrial Relation, Sultan Chand & Son;s, New Delhi
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8. ओझा, डोसी, जैन, मेहता (2002), वित्तीय प्रबंधन, अजमेरा बुक कम्पनी, जयपुर
9. शर्मा, एन.एन., शर्मा, आर.के, गुप्ता शशी के. (2006), वित्तीय प्रबन्धन, कल्याणी पब्लिशर्स, लुधियाना
- 10.साध्वी, मोहन कुमारी, साध्वी प्रेमलता (2004) व्यवसाय प्रबन्धन के सूत्र और आचार्य भिक्षु की मर्यादाएं, आदर्श साहित्य संघ प्रकाशन, चुरु

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------|--------|-----------|--|------------------------------------|-----|-------|--------|
| BED-22 | EO-01 | Course11 | <p>Optional Course</p> <p>Any one of the following subject to offer:</p> <p>1- Environmental Education</p> <p>2- Health and Physical Education</p> <p>3- Guidance and Counseling</p> <p>4- Distance Education</p> <p>5- An Additional Pedagogy Course</p> | 70 | 30 | 100 | 4 |
| | | | <p>5- An Additional Pedagogy Course</p> <p>Book-keeping</p> | | | | |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Works :

- Content related to subject topic.

Practical Works :

- 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.

References :

1. Jain, Khandelwal, Pareek (2009), Book-keeping and Accountancy, Ajmera Book Company, Jaipur
2. Jain, S.P. Narang L.K. (2005), Cost Accountancy, Kalyani Publishers, New Delhi
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10. वर्मा, जी.डी. गुप्ता, शशी के, गुप्ता आर. के (2005), प्रबन्धकीय लेखांकन, कल्याणी पब्लिशर्स, लुधियाना
11. शर्मा, जांगीड़, अग्रवाल, माथुर, सुथार, सक्सैना, गुजराल (2011-12), वित्तीय लेखांकन, आर.बी.डी. पब्लिकेशन, जयपुर
12. शुक्ला, एम.सी. ग्रेवाल, टी. एस., गुप्ता एम.पी., अग्रवाल बी. एम., एडवांस एकाउण्टेन्स, एस. चन्द एण्ड कम्पनी लि. नई दिल्ली

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|--|----------------------------|---|-----|-------|--------|
| BED - 23 | C C -16 | Practical E PC - VIII | Drama and Art in Education | 35 Practical/ Viva-voce | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Write Utility, Material and Methodology and Preparation

(Write Article of one)

- a) Prepare Arts and crafts with un usual material
- b) Prepare Fine Arts with paper
- c) Hand made Architecture
- d) Soft toys (Teddy bear)

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

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

Unit- IV Preparation of any two

- a) Dance Art
- b) Fine Arts/ Painting
- c) Skill of Playing musical instrument
- d) Food Shep
- e) Handicraft

Assignment Works :

- Prepare any one term paper related to above units.

Practical Works :

- Plan and organize any two activities related to above units.

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------|---------|----------------|-----------------|------------------------------------|-----|-------|--------|
| BED - 24 | C C -17 | Internship - C | Post Internship | 70 Practical/ Viva-voce | 30 | 100 | 4 |

Post Internship distribution

| Sr. No. | Contents | Theory/ Practical/ Viva-voce | CIA | Total |
|---------|--|------------------------------------|-----------|------------|
| 1. | 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 ○ Librery Management ○ Other Work of School | 40 | 15 | 55 |
| 2. | Community Service <ul style="list-style-type: none"> ○ Swachhata Abhiyan | 10 | 05 | 15 |
| 3. | Education Tour | 10 | 05 | 15 |
| 4. | S. U. P. W. | 10 | 05 | 15 |
| | | 70 | 30 | 100 |

B.A/B.Sc - B.Ed.

(Bachelor of Arts/Bachelor of Science-Bachelor of Education)

Four Years Integrated Regular Programme

Semester I

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | |
|--------------------------|----------|--------------|---|------------------------------------|---------------|------------|-----------|-----|---|
| BA/B.SC. -B.Ed. 01 | C E - 01 | Course 01 | For - Arts students Any three of the following subject to offer | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 02 | C E - 02 | Course 02 | 1.1 Hindi | 1.1 English | 1.1 Sanskrit | 70 | 30 | 100 | 4 |
| | | | 1.1 History | 1.1. Pol. Science | 1.1 Sociology | | | | |
| BA/B.SC. -B.Ed. 03 | C E -03 | Course -03 | 1.1 Geography | 1.1 Economics | 1.1 Home Sc. | 70 | 30 | 100 | 4 |
| | | | For - Science students Any three of the following subject to offer | | | | | | |
| | | | 1.1 Physics | 1.1 Mathamatics | 1.1 Botany | | | | |
| | | | 1.1 Chemistry | 1.1. Zoology | | | | | |
| BA/B.SC. -B.Ed. 04 | E O -01 | Course 04 | (Any one paper) 1. Ahimsa Evam Anuvarat 2. Jain Sanskriti Evam Jeevan Moolya | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 05 | C C -01 | Course 05 | Childhood and Growing Up | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 06 | C C -02 | Course 06 | Value & Peace Education | 70 Practical & Viva-voce | 30 | 100 | 4 | | |
| | | Total | | 420 | 180 | 600 | 24 | | |

(B.A./B.SC.-B.Ed.)

Semester II

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | | | | | | | | |
|---------------------------|------------------|---------------|--|------------------------------------|---------------|--------------|-------------|------------------|---------------|---------------|-------------|-----|----|----|-----|---|
| BA/B.SC. -B.Ed. 07 | C E -04 | Course 07 | For - Arts students Any three of the following subject to offer | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 08 | C E - 05 | Course 08 | <table border="1"><tr><td>2.2 Hindi</td><td>2.2 English</td><td>2.2 Sanskrit</td></tr><tr><td>2.2 History</td><td>2.2 Pol. Science</td><td>2.2 Sociology</td></tr></table> | 2.2 Hindi | 2.2 English | 2.2 Sanskrit | 2.2 History | 2.2 Pol. Science | 2.2 Sociology | 70 | 30 | 100 | 4 | | | |
| 2.2 Hindi | 2.2 English | 2.2 Sanskrit | | | | | | | | | | | | | | |
| 2.2 History | 2.2 Pol. Science | 2.2 Sociology | | | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 09 | C E -06 | Course 09 | <table border="1"><tr><td>2.2 Geography</td><td>2.2 Economics</td><td>2.2 Home Sc.</td></tr></table> For - Science students Any three of the following subject to offer <table border="1"><tr><td>2.2 Physics</td><td>2.2 Mathamatics</td><td>2.2 Botany</td></tr><tr><td>2.2 Chemistry</td><td>2.2 Zoology</td><td></td></tr></table> | 2.2 Geography | 2.2 Economics | 2.2 Home Sc. | 2.2 Physics | 2.2 Mathamatics | 2.2 Botany | 2.2 Chemistry | 2.2 Zoology | | 70 | 30 | 100 | 4 |
| 2.2 Geography | 2.2 Economics | 2.2 Home Sc. | | | | | | | | | | | | | | |
| 2.2 Physics | 2.2 Mathamatics | 2.2 Botany | | | | | | | | | | | | | | |
| 2.2 Chemistry | 2.2 Zoology | | | | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 10 | E O -02 | Course 10 | (Any one paper) 1. Manvadhikar Evam Kartvyas 2. Ahimsha Evam Shanti | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed.. 11 | C C -03 | Course 11 | Assesment for Learning | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 12 | C C -04 | Course 12 | Learning and Teaching | 70 | 30 | 100 | 4 | | | | | | | | | |
| | | Total | | 420 | 180 | 600 | 24 | | | | | | | | | |

(B.A./B.SC.-B.Ed.)**Semester III****Distribution of Papers, Marks and Credit**

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit | | | | | | | | | |
|--------------------------|------------------|---------------|--|---------------------------------------|---------------|--------------|-------------|------------------|---------------|---------------|--------------|-----|----|----|-----|---|
| BA/B.SC.- B.Ed. 13 | C E -07 | Course 13 | For - Arts students Any three of the following subject to offer | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC.- B.Ed. 14 | C E - 08 | Course 14 | <table border="1"> <tr> <td>3.3 Hindi</td> <td>3.3 English</td> <td>3.3 Sanskrit</td> </tr> <tr> <td>3.3 History</td> <td>3.3 Pol. Science</td> <td>3.3 Sociology</td> </tr> </table> | 3.3 Hindi | 3.3 English | 3.3 Sanskrit | 3.3 History | 3.3 Pol. Science | 3.3 Sociology | 70 | 30 | 100 | 4 | | | |
| 3.3 Hindi | 3.3 English | 3.3 Sanskrit | | | | | | | | | | | | | | |
| 3.3 History | 3.3 Pol. Science | 3.3 Sociology | | | | | | | | | | | | | | |
| BA/B.SC.- B.Ed. 15 | C E -09 | Course 15 | <table border="1"> <tr> <td>3.3 Geography</td> <td>3.3 Economics</td> <td>3.3 Home Sc.</td> </tr> </table> For Science students Any three of the following subject to offer <table border="1"> <tr> <td>3.3 Physics</td> <td>3.3 Mathamatics</td> <td>3.3 Botany</td> </tr> <tr> <td>3.3 Chemistry</td> <td>3.3. Zoology</td> <td></td> </tr> </table> | 3.3 Geography | 3.3 Economics | 3.3 Home Sc. | 3.3 Physics | 3.3 Mathamatics | 3.3 Botany | 3.3 Chemistry | 3.3. Zoology | | 70 | 30 | 100 | 4 |
| 3.3 Geography | 3.3 Economics | 3.3 Home Sc. | | | | | | | | | | | | | | |
| 3.3 Physics | 3.3 Mathamatics | 3.3 Botany | | | | | | | | | | | | | | |
| 3.3 Chemistry | 3.3. Zoology | | | | | | | | | | | | | | | |
| BA/B.SC.- B.Ed. 16 | E O -03 | Course 16 | (Any one paper) 1. Yoga Evam Prekshadhayan 2. Bhartiya Darshan | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC.- B.Ed. 17 | C F - 01 | Course 17 | Ability Enhancement of Pedagogy Paper | 70 Practical & Viva-voce | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC.- B.Ed. 18 | C C -05 | Course 18 | A Critical Understanding of ICT | 70 | 30 | 100 | 4 | | | | | | | | | |
| | | Total | | 420 | 180 | 600 | 24 | | | | | | | | | |

(B.A./B.SC.-B.Ed.)

Semester IV

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | | | | | | | | |
|--------------------------|------------------|---------------|--|------------------------------------|---------------|--------------|-------------|------------------|---------------|---------------|-------------|-----|----|----|-----|---|
| BA/B.SC. -B.Ed. 19 | C E -10 | Course 19 | For - Arts students Any three of the following subject to offer | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 20 | C E -11 | Course 20 | <table border="1"><tr><td>4.4 Hindi</td><td>4.4 English</td><td>4.4 Sanskrit</td></tr><tr><td>4.4 History</td><td>4.4 Pol. Science</td><td>4.4 Sociology</td></tr></table> | 4.4 Hindi | 4.4 English | 4.4 Sanskrit | 4.4 History | 4.4 Pol. Science | 4.4 Sociology | 70 | 30 | 100 | 4 | | | |
| 4.4 Hindi | 4.4 English | 4.4 Sanskrit | | | | | | | | | | | | | | |
| 4.4 History | 4.4 Pol. Science | 4.4 Sociology | | | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 21 | C E -12 | Course 21 | <table border="1"><tr><td>4.4 Geography</td><td>4.4 Economics</td><td>4.4 Home Sc.</td></tr></table> For - Science students Any three of the following subject to offer <table border="1"><tr><td>4.4 Physics</td><td>4.4 Mathamatics</td><td>4.4 Botany</td></tr><tr><td>4.4 Chemistry</td><td>4.4 Zoology</td><td></td></tr></table> | 4.4 Geography | 4.4 Economics | 4.4 Home Sc. | 4.4 Physics | 4.4 Mathamatics | 4.4 Botany | 4.4 Chemistry | 4.4 Zoology | | 70 | 30 | 100 | 4 |
| 4.4 Geography | 4.4 Economics | 4.4 Home Sc. | | | | | | | | | | | | | | |
| 4.4 Physics | 4.4 Mathamatics | 4.4 Botany | | | | | | | | | | | | | | |
| 4.4 Chemistry | 4.4 Zoology | | | | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 22 | E O -04 | Course 22 | (Any one paper) 1. Moolyaparak Prashikshan 2. Jeevan Vigyan Evam Swasthya | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 23 | CF - 02 | Course 23 | Ability Enhancement basis of Computer | 70 Practical & Viva-voce | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 24 | C C -06 | Course 24 | Gender, School and Society | 35 | 15 | 50 | 2 | | | | | | | | | |

| | | | | | | | |
|--------------------------|---------|--------------|-----------------------------|-----------------------------------|------------|------------|-----------|
| BA/B.SC. -B.Ed. 25 | C C -07 | Course 25 | Drama and Arts in Education | 70 Practical & Viva-voce | 15 | 50 | 2 |
| | | Total | | 420 | 180 | 600 | 24 |

(B.A./B.SC.-B.Ed.)

Semester V

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | | | | | |
|--------------------------|------------------|---------------|--|------------------------------------|------------------|---------------|---------------|---------------|--------------|----|----|-----|---|
| BA/B.SC. -B.Ed. 26 | C E -13 | Course 26 | For - Arts students | 70 | 30 | 100 | 4 | | | | | | |
| | | | Any three of the following subject to offer | | | | | | | | | | |
| BA/B.SC. -B.Ed. 27 | C E -14 | Course 27 | <table border="1"><tr><td>5.5 Hindi</td><td>5.5 English</td><td>5.5 Sanskrit</td></tr></table> | 5.5 Hindi | 5.5 English | 5.5 Sanskrit | 70 | 30 | 100 | 4 | | | |
| 5.5 Hindi | 5.5 English | 5.5 Sanskrit | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 28 | C E -15 | Course 28 | <table border="1"><tr><td>5.5 History</td><td>5.5 Pol. Science</td><td>5.5 Sociology</td></tr><tr><td>5.5 Geography</td><td>5.5 Economics</td><td>5.5 Home Sc.</td></tr></table> | 5.5 History | 5.5 Pol. Science | 5.5 Sociology | 5.5 Geography | 5.5 Economics | 5.5 Home Sc. | 70 | 30 | 100 | 4 |
| 5.5 History | 5.5 Pol. Science | 5.5 Sociology | | | | | | | | | | | |
| 5.5 Geography | 5.5 Economics | 5.5 Home Sc. | | | | | | | | | | | |
| | | | For - Science students | | | | | | | | | | |
| | | | Any three of the following subject to offer | | | | | | | | | | |
| | | | <table border="1"><tr><td>5.5 Physics</td><td>5.5 Mathamatics</td><td>5.5 Botany</td></tr><tr><td>5.5 Chemistry</td><td>5.5 Zoology</td><td></td></tr></table> | 5.5 Physics | 5.5 Mathamatics | 5.5 Botany | 5.5 Chemistry | 5.5 Zoology | | | | | |
| 5.5 Physics | 5.5 Mathamatics | 5.5 Botany | | | | | | | | | | | |
| 5.5 Chemistry | 5.5 Zoology | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 29 | CF - 03 | Course 29 | Ability Enhancement in Education Research | 70 Practical & Viva-voce | 30 | 100 | 4 | | | | | | |
| BA/B.SC. -B.Ed. 30 | C C -08 | Course 30 | General English | 70 | 30 | 100 | 4 | | | | | | |
| BA/B.SC. -B.Ed. 31 | C C -09 | Course 31 | Contemprary India and Education | 70 | 30 | 100 | 4 | | | | | | |
| | | Total | | 420 | 180 | 600 | 24 | | | | | | |

(B.A./B.SC.-B.Ed.)**Semester VI****Distribution of Papers, Marks and Credit**

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | |
|--------------------------|---------|--------------|--|------------------------------------|---------------|------------|-----------|-----|---|
| BA/B.SC. -B.Ed. 32 | C E -16 | Course 32 | For - Arts students | 70 | 30 | 100 | 4 | | |
| | | | Any three of the following subject to offer | | | | | | |
| BA/B.SC. -B.Ed. 33 | C E -17 | Course 33 | 6.6 Hindi | 6.6 English | 6.6 Sanskrit | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 34 | C E -18 | Course 34 | 6.6 History | 6.6 Pol. Science | 6.6 Sociology | 70 | 30 | 100 | 4 |
| | | | 6.6 Geography | 6.6 Economics | 6.6 Home Sc. | | | | |
| | | | For - Science students | | | | | | |
| | | | Any three of the following subject to offer | | | | | | |
| | | | 6.6 Physics | 6.6 Mathamatics | 6.6 Botany | | | | |
| | | | 6.6 Chemistry | 6.6 Zoology | | | | | |
| BA/B.SC. -B.Ed. 35 | CF - 04 | Course 35 | Ability Enhancement Preksha Life Skills | 70 Practical & Viva-voce | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 36 | C C -10 | Course 36 | General Hindi | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 37 | C C -11 | Course 37 | Language Across the Currirulum | 70 | 30 | 100 | 4 | | |
| | | Total | | 420 | 180 | 600 | 24 | | |

(B.A./B.SC.-B.Ed.)
Semester VII
Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit | | |
|---------------------------|---------|-----------------|--|------------------------------------|------------|------------|-----------|-----------------|---------------|
| BA/B.SC. -B.Ed. 38 | C E -19 | Course 38 | Pedagogy of Schools Subjects I & II Any two of the following subject to offer For - Arts students | 70 | 30 | 100 | 4 | | |
| | | | 7.1 Hindi | | | | | 7.2. English | 7.3 Sanskrit |
| | | | 7.4 History | | | | | 7.5 Pol.Science | 7.6 Sociology |
| | | | 7.7 Geography | | | | | 7.8 Economics | 7.9 Home Sc. |
| BA/B.SC. -B.Ed.. 39 | C E 20 | Course 39 | For - Science students Any two of the following subject to offer | 70 | 30 | 100 | 4 | | |
| | | | 7.1 Physics | | | | | 7.2 Mathamatics | 7.3 Botany |
| | | | 7.4 Chemistry | | | | | 7.5 Zoology | |
| | | | | | | | | | |
| BA/B.SC. -B.Ed. 40 | C C -12 | Course 40 | Yoga Education, Self Understanding & Development | 70 Practical & Viva-voce | 30 | 100 | 4 | | |
| BA-B.Ed. 41 | C C -13 | Course 41 | Health and Physical Education | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 42 | C C -14 | Internship I | Internship I | 140 Practical & Viva-voce | 60 | 200 | 8 | | |
| | | Total | | 420 | 180 | 600 | 24 | | |

(B.A./B.SC.-B.Ed.)**Semester VIII****Distribution of Papers, Marks and Credit**

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|---------------|------------------|----------------------------------|---|------------|--------------|---------------|
| BA/B.SC. -B.Ed. 43 | C C -15 | Course 42 | Guidance and Counselling | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed.. 44 | C C -16 | Course 43 | Environmental Education | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 45 | C C -17 | Course 44 | Creating and Inclusive Education | 35 | 15 | 50 | 2 |
| BA-B.Ed 46 | C C -18 | Course 45 | Reading and Reflection on Text | 35 Practical & Viva-voce | 15 | 50 | 2 |
| BA-B.Ed. 47 | C C -19 | Course 46 | Knowledge and Curriculum | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 48 | C C -20 | Internship II | Internship II | 140 | 60 | 200 | 8 |
| | | Total | | 420 | 180 | 600 | 24 |

(B.A./B.SC-B.Ed.)**Semester I****Distribution of Papers, Marks and Credit**

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | |
|--------------------------|----------|--------------|---|------------------------------------|---------------|------------|-----------|-----|---|
| BA/B.SC. -B.Ed. 01 | C E - 01 | Course 01 | For - Arts students Any three of the following subject to offer | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 02 | C E - 02 | Course 02 | 1.1 Hindi | 1.1 English | 1.1 Sanskrit | 70 | 30 | 100 | 4 |
| | | | 1.1 History | 1.1. Pol. Science | 1.1 Sociology | | | | |
| BA/B.SC. -B.Ed. 03 | C E - 03 | Course -03 | 1.1 Geography | 1.1 Economics | 1.1 Home Sc. | 70 | 30 | 100 | 4 |
| | | | For - Science students Any three of the following subject to offer | | | | | | |
| | | | 1.1 Physics | 1.1 Mathamatics | 1.1 Botany | | | | |
| | | | 1.1 Chemistry | 1.1. Zoology | | | | | |
| BA/B.SC. -B.Ed. 04 | E O -01 | Course 04 | (Any one paper) 1. Ahimsa Evam Anuvarat 2. Jain Sanskriti Evam Jeevan Moolya | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 05 | C C -01 | Course 05 | Childhood and Growing Up | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 06 | C C -02 | Course 06 | Value & Peace Education | 70 | 30 | 100 | 4 | | |
| | | Total | | 420 | 180 | 600 | 24 | | |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|-------------|--------------|-----------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | 1-1 e/; dkyhu l kfgR; | 70 | 30 | 100 | 4 |

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1. भक्तिकालीन काव्य एवं कवियों से परिचित करवाना ।
2. साहित्य के विभिन्न रूपों की जानकारी प्रदान करना ।
3. विभिन्न साहित्यकारों की काव्यशैलियों से परिचित करवाना ।

bdkb/ 1

1. कबीर का व्यक्तित्व एवं कृतित्व— सामान्य परिचय
2. कबीर की काव्यगत विशेषताएं
3. कबीर के पद – 1 से 8 (हिन्दी काव्य संग्रह से)
साखी – 1 से 15 (हिन्दी काव्य संग्रह से)

bdkb/ 2

1. जायसी एवं सूरदास का व्यक्तित्व एवं कृतित्व— सामान्य परिचय
2. जायसी एवं सूरदास की काव्यगत विशेषताएं
3. नागमती वियोग खण्ड— (प्रथम 15 पद जायसी ग्रंथावली / हिन्दी काव्य संग्रह)
4. सूरदास – विनय के पद— प्रथम 5 पद (हिन्दी काव्य संग्रह)
भ्रमरगीत 6—13 पद (हिन्दी काव्य संग्रह)

bdkb/ 3

1. तुलसीदास का व्यक्तित्व एवं कृतित्व— सामान्य परिचय
2. तुलसीदास की काव्यगत विशेषताएं
3. भरत महिमा (हिन्दी काव्य संग्रह)

bdkb/ 4

1. मीरां एवं रसखान का व्यक्तित्व एवं कृतित्व— सामान्य परिचय
2. मीरां एवं रसखान की काव्यगत विशेषताएं
3. मीरां के पद (1 से 11 हिन्दी काव्य संग्रह)
4. रसखान के सवैया (1 से 13 सवैया हिन्दी काव्य संग्रह)

mi yfC/k; k;&

1. भक्तिकालीन साहित्य से प्रेरणा प्राप्त कर जीवन में आध्यात्मिक मार्ग पर अग्रसर होंगे।
2. विभिन्न साहित्यकारों की लेखनशैली 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।

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1. हिन्दी काव्य संग्रह, संपादक—हेमराज मीणा, मीरा सरिन, केन्द्रीय हिन्दी संस्थान, आगरा

l nHKz i qrd&

1. जायसी ग्रंथावली सं. आ. रामचंद्र शुक्ल नागरी प्रचारिणी सभा, काशी
2. भ्रमरगीतसार सं. आ. रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी
3. रामचरितमानस तुलसीदास, गीता प्रेस गोरखपुर
4. रसखान रचनावली संपादक— विद्यानिवास मिश्र, वाणी प्रकाशन, नई दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|-------------|--------------|--------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | 1.1 English - Poetry and Drama | 70 | 30 | 100 | 4 |

Objectives -

- ❖ To enable the students to know about the Elizabethan poetry and Romantic Poetry.
- ❖ To give them the knowledge of the Forms of Literature.
- ❖ To make them aware about Indian poetry.

Unit-I Four one act plays

- i. The Boor - Anton Chekhov.
- ii. The Dear Departed - Stanley Houghton.
- iii. Bishop's Candlesticks – Norman Mc Kinnel
- iv. The Little Man – John Galsworthy

Unit-II Poems from The Poet's Pen

- i. All the World is a Stage – Shakespeare
- ii. Death the Leveller – James Shirley
- iii. From An Essay on Man – Alexander Pope

- iv. The Charge of the Light Brigade - A.L. Tennyson
- v. Abou Ben Adam – James Leigh Hunt

Unit-III Poem from Indian Poetry in English

- i. Where the Mind is Without Fear – R. N. Tagore
- ii. The Master - Kabir
- iii. The Lecturer - P. Lal
- iv. Graft - K.N. Daruwalla

Unit-IV Tughlaq - Girish Karnad

Outcomes –

1. The students can understand poetry.
2. They learn the differences between the Figures of Speech and Forms of Literature.

Reference and Text Books :

1. Paper-I : Poetry and Drama. Jain Vishva Bharati Institute, Ladnun, 2005
2. Tughlaq - Girish Karnad, Oxford University Press, New Delhi.
3. Poet's Pen : (ed.) Homai P' Dustoor, Oxford University Press.
4. Contemporary Indian Poetry in English - (ed.) Salim Peeradina, MacMillan, New Delhi, 1994.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|-------------|--------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | 1.1 Ld'r 0; kdj .k , oa kfgR; ¼y?kfl) kar dksqnh½ | 70 | 30 | 100 | 4 |

míś ; &

- प स्वरों एवं व्यंजनों का सामान्य ज्ञान करवाना ।
इष शब्दों की सन्धि एवं सन्धि विच्छेद का अभ्यास करवाना ।
बष लघु कथाओं से संस्कृत भाषा का अभ्यास करवाना ।

1. y?kfl) kar dksqnh 40
 - संज्ञा, सन्धि, सुबन्त प्रकरण (अजन्त पुल्लिङ्ग तक) सूत्र (1-215)
2. j pukupkn dksqnh ¼i kB 1 | s 10½ 10
- 3- l q Hkkre- 10
- 4- - vfHk/kku fpUrkef.k NBk dk.M ¼' ykd 1 | s 30½ 1 0

mi yfC/k; k&

1. स्वरों के ज्ञान से उच्चारण शुद्धि होगी।
2. संस्कृत भाषा को बोलने व समझने का अभ्यास होगा।
3. लेखन कला का विकास होगा।

i jh{k k l c a/kh ukv % उपर्युक्त प्रकरणों से "बुद्धार्थ, रूपसिद्धि और संधि विषयक प्रश्न पूछे जाएंगे/परिभाषाएँ और शब्द रूप भी पूछे जायेंगे। रचनानुवाद कौमुदी से संस्कृत से हिन्दी अनुवाद व हिन्दी से संस्कृत अनुवाद पूछा जाएगा।

i kB; qrd %

1. लघु सिद्धान्त कौमुदी, श्रीवरदराजकृत, संपादक—महेश सिंह, कु"वाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी, आचार्य विश्वविद्यालय प्रका"न, वाराणसी
3. सुप्रभातम्, आचार्य महाप्रज्ञ, जैन वि"व भारती, लाडनूं
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रका"न, वाराणसी

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1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|-------------|--------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | 1.1 i kphu Hkjr dk bfrgkl %i kj Hk Ls 1206 bZ rd% | 70 | 30 | 100 | 4 |

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 परिक्षाओं 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, विस्तार क्षेत्र, कालक्रम, नगर योजना, आर्थिक स्थिति, सामाजिक स्थिति एवं पतन।

इकाई –2

वैदिक सभ्यता—ऋग्वैदिक काल एवं उत्तरवैदिक काल—मूल निवास, स्थान, राजनैतिक, आर्थिक एवं सामाजिक स्थिति। सोलह महाजनपदों का उदय। मौर्य वंश—चन्द्रगुप्त मौर्य का उदय एवं उपलब्धियां, अशोक का धम्म, मौर्य प्रशासन, साम्राज्य का पतन।

इकाई—3

सातवाहन वंश—गौतमी पुत्र शातकर्णी की उपलब्धियाँ। कुषाण वंश—कनिष्क प्रथम की उपलब्धियाँ। सातवाहन—कुषाणकालीन सांस्कृतिक अध्ययन। गुप्तवंश—जानकारी के स्रोत, 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।

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।

सन्दर्भ ग्रंथ:

- i. झा, द्विजेन्द्र एवं के.एम., श्रीमाली—प्राचीन भारत का इतिहास, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
 - ii. शर्मा, कृष्णगोपाल, शर्मा, मुरारीलाल एवं जैन, हुकुमचंद—भारत का इतिहास, अजमेरा बुक कम्पनी।
 - iii. पाण्डे, डॉ. विमल चन्द्र—प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास, सेन्द्रल पब्लिशिंग हाऊस, इलाहाबाद।
 - iv. थापर, रोमिला—भारत का इतिहास, राजकमल प्रकाशन, नई दिल्ली।
 - v. श्रीवास्तव, कृष्णचन्द्र—प्राचीन भारत का इतिहास तथा संस्कृति, यूनाईटेड बुक डिपो, इलाहाबाद।
5. Basham, A.L. – A cultural history of India.
 6. Kosambi, D.D. – An Introduction to the study of Indian History

| Sr. No. | Course | Paper No. | Title of Papers | | Theory/ Practical/ Viva-voca | CIA | Total |
|----------------|-------------|--------------|---------------------------------|--|------------------------------------|-----|-------|
| BA-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | 1.1 राजनीति विज्ञान के मूल आधार | | 70 | 30 | 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 विज्ञान का पारम्परिक एवं अभिनव दृष्टिकोण, व्यवहारवाद एवं उत्तर-व्यवहारवाद।

इकाई—2

राज्य : प्रकृति, राज्य का सावयव सिद्धान्त, लोक-कल्याणकारी राज्य की अवधारणा

इकाई—3

राजनीतिक व्यवस्था, राजनीतिक विकास, राजनीतिक आधुनिकीकरण, राजनैतिक दल, दबाव समूह, प्रतिनिधित्व के सिद्धान्त।

इकाई—4

राजनीतिक विचारधाराएँ : उदारवाद, आदर्शवाद, मार्क्सवाद, लोकतांत्रिक समाजवाद एवं अराजकतावाद

उपलब्धियाँ—

1. 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।

सन्दर्भ ग्रंथ :

1. Sir, E. Barker : Principles of Social and Political Theory, Calcutta, Oxford University, Press, 1976
2. N.P. Barry : Introduction to Modern Political Theory, London, Macmillan, 1995
3. M. Carnoy : The State and Political Theory, Princeton NJ, Princenton University, Press, 1984.
4. G. Catlin : A Study of the Principles of Politics, London and New York, Oxford University Press, 1930.
5. आर.सी. अग्रवाल—राजनीति शास्त्र के मूल आधार, एस. चाँद एण्ड कम्पनी, नई दिल्ली
6. ए.सी. कपूर—राजनीति विज्ञान के सिद्धान्त, एस. चाँद 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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|------------|--------------|-------------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 1/2/3 | CE - 1/2/3 | Course 1/2/3 | 1.1 Principales of Sociology | 70 | 30 | 100 | 4 |

Objective:

- 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

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 : Essay on Approach and Method, New Delhi, OUP
7. Giddens Anthony 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 Robert P. Lamm 1999, Sociology, New Delhi, Tata Mac Graw Hill.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|-------------|--------------|-------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | 1.1 Physical Geography | 70 | 30 | 100 | 4 |

Objective:

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.

- 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.

Outcome-

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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|-------------|--------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | 1.1 Economics - Salient Features of Indian Economy | 70 | 30 | 100 | 4 |

Objective:

- ❖ 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 understnad the need for industrialisation in India.

Unit - I Introduction of Indian Economy

- ❖ Characteristics of Indian Economy
- ❖ Problems of poverty and inequality
- ❖ Human resourse - population growth and population policy

Unit - II Main features of Indian agriculture

- ❖ Factors affectin cropping pattern and productivity in India.
- ❖ Recent measures for agricultueal 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 the their development
- ❖ Industrial and licensing policies in India
- ❖ Funcation 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.

Reference:

1. रूद्रदत्त 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)

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|-------------|--------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | 1.1 Home Science - Food and Nutrition | 70 | 30 | 100 | 4 |

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

- Concept and Types of Nutrition
- Classification and Functions of Food
- Functions , sources, Effect of deficiency & Daily allowances of :
Macro nutrients: Carbohydrates, Proteins & Fats
Micro Nutrients: Minerals, Calcium, Iron, Iodine, Fluorine, Vitamins
- 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

- Basic terminology used in food preparation
- 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
- Role of Beverages and appetizers in diet : a) Stimulating b) Refreshing c) Nutrition
- Meal planning: Goals, Factors & Significance
- 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

- a) Therapeutic Nutrition: Modification of normal diet to therapeutic diet
- b) Dietary management for obesity, underweight, diseases of the gastrointestinal tract- Diarrhoea, Constipation, Indigestion, Fever, Jaundice, Diabetes, Hypertension
- c) 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

References Books:

1. Srilakshmi, B. (2011) Dietetics, New Age International Publishers, New Delhi
2. Srilakshmi, B. Food Science, New Age International Publishers, New Delhi
3. Swaminathan, MS(2010) Aahar evam Poshan, NR Brothers, My Hospital Marg, Indore
4. Bamji MS, Krishnaswamy K, Brahman GNV (2009) Text book of Human Nutrition, 3rd Edition, Oxford and IBH publishing co. pvt. Ltd.
5. Chadha R and Mathur P (2015) Nutrition: A Lifecycle Approach, Orient Black Swan, Delhi
6. Wardlaw and Insel MG, Insel PM (2004) Perspectives in Nutrition, Mosby
7. 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.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|----------------------|-------------|--------------|--|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | For Science Students 1.1 Physics - Mechanics and Oscillations | 70 | 30 | 100 | 4 |

Objective:

- ❖ To know principles of the mechanics.
- ❖ To understand the concept and applications of mechanics.
- ❖ To understand the numerical problems related with the content.

UNIT-I

Frame of reference, Particle in Cartesian co-ordinate frame of reference, Inertial and non inertial frame of reference, co-ordinate transformation, Galilean Invariance theory, Michelson Morley experiment.

Postulates of special theory of relativity, Lorentz transformation, transformation and addition of Velocities, Lorentz transformation of acceleration.

UNIT-II

Non inertial frames and fictitious force, Transformation in Uniformly Rotating Frame of reference, motion relative to earth, Effect of coriolis force on moving particle in horizontal direction of earth, some effects of coriolis Force, Effect of coriolis force on bodies moving vertically downward on earth, Effect of coriolis force on particle thrown vertically downward on earth centre of mass.

Unit-III

Rigid body, Translation and Rotational method, Equation of a motion of rotating rigid body, Inertial coefficient, case of J not parallel to w , Kinetic energy of rotation, principle axis, precessional motion of a spinning top, Work, Energy, Power, Work-Energy theorem,

Conservative & non-conservative forces, potential energy, conservation of mechanical energy.

Unit-IV

Central forces, laws of conservation of angular momentum under central force, law of invariance of aerial velocity, law of conservation of energy, equation of path for a moving particle, gravitational interaction, inertial and gravitational mass, general solution of motion of a particle under gravitational interaction, discussion of Trajectories, equation of path of a moving particle in Cartesian coordinates.

Reference:

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. प्रो. प्रभा दशोरा, डॉ. नीलम गुप्ता, डॉ. उषा परनामी, डॉ. मीनल बाफना, 2015–16, यांत्रिकी, आर.बी. डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Practicals :

- Study of conservation of Momentum in two-dimensional oscillations.
- Study of a compound pendulum.
- Study of damping of a bar pendulum under various mechanics.
- Study of oscillations of a mass under different combination of springs.
- Study of bending of a cantilever or a beam.
- Study of torsion of a wire (static and dynamic methods)

Reference:

1. प्रो. प्रभा दशोरा,, 2015, प्रथम वर्ष, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|-------------|--------------|--|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | For Science Students 1.1 Mathamatics - Calculus | 70 | 30 | 100 | 4 |

Objectiv:

- ❖ To know the details of the course content of calculus.
- ❖ To understand the formulate related with the content
- ❖ To solve various problems of mathamatics related with the course.

Unit -I

Series –Infinite series and convergent series. Test for Convergence of a series- comparison test, D’Alembert ratio test, Cauchi n-th root test, Raabe’s test, De-Morgan-Bertrand’s test, Cauchy’s condensation test, Gauss’s test,(derivation of test is not required). Alternating series. Absolute convergence. Taylor’s theorem. Maclaurin’s theorem. Power series expansion of a function. Power series expansion of $\sin x$, $\cos x$, e^x , $\log_e(1+x)$, $(1-X)^n$

Unit -II

Dervative of the length of an arc. Pedal equations. Curvature- Various formulae, Centre of curvature and chord of curvature. Partial differentiation. Euler’s theorem for homogeneous function. Chain rule of partial differentiation. Total differentiation, Differentiation of implicit functions.

Unit -III

Envelops, Maxima and Minima of functions of two variables. Lagrange’s method of undermined multipliers. Asymptotes. Multiple points. Curve tracing of standard curves (Cartesian and polar curves).

Rectification , Areas, Volumes and Surfaces of Solids of revolution.

Unit- IV

Double integrals in Cartesian and polar coordinates, Change of order of integration. Triple integrals. Application of double and triple integrals in finding areas and volumes. Dirichlet’s integral.

Referance:

1. डॉ. वी.बी.एल. चौरसिया, डॉ. सुमन जैन, सुशीला चौधरी, डॉ. सुवीन अग्रवाल, जितेन्द्र सैनी (2015–16), अवकलन गणित, आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|-----------------|--|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | For Science Students 1.1 Botony - Diversity of Microbes | 70 | 30 | 100 | 4 |

Objective:

- ❖ To enable students to understand structure, multiplication and disease symptoms of virus.
- ❖ To enable students to understand nutrition, reproduction and economic importance of bacteria.
- ❖ To enable students to understand structure, life cycles, origion and reproduction in Algae.
- ❖ To enable students to understand occurance, thallus organisation, reproduction and economic importance of Fungi.

UNIT- I Virus and vacteria:

Structure, multiplication, transmission and disease symptoms of viruses; structure of TMV and Bacteriophage.

Structure and economic importance of micoplasma.

Structure, nutrition, reproduction and economic importance of bacteria.

Gram's staining ; general account and economic importance of cyanobacteria.

UNIT- II Algae:

General characters, occurance, classification (Fritch 1935)

Fine structure of algae plastids, life-cycles ,origion and evolution of sex and thallus in algae.

Cyanophyceae: nostoc and oscillatoria.

UNIT- III Structure, reproduction and evolutionary significance of following genera:

Chlorophyeae : volvox,chara.

Xanthophyceae : vaucheria.

Phaeophyceae : ectocarpus.

Rhodophyceae : polysiphonia.

UNIT- IV Fungi

General characters, occurance, classification (Alexopolus and mims, 1979; G.C. ainswort,1986.)

Thallus organization, reproduction and economic importance.

Structure,reproduction and life history of:

Mastigomycotina - Albugo, sclerospora.

Ascomycotina - Aspergellus,claviceps,peziza.

Basidiomycotina - puccinia, agaricus.

Deuteromycotina - atternaria.

General account of lichens.

Practicals: course content

- Study of the genera included in theory syllabus of algae and fungi by making temporary micro preparations and observation of permanent slides.
- Observation of disease symptoms in host infected by fungi, bacteria, viruses and micoplasma.
- Section cutting of diseased material and identification of the pathogens as per the theory syllabus.
- Maintenance & submission of a record of all the laboratory activities.

Suggested book:

1. Alexopoulos C.J. and mims, C.W. (2000), Introductory Mycology, john wiley and sons, New York
2. Dube, H.C. (1989), fungi, rastogi publication, Meerut.
3. Sarabhai, R.C. and Saxena, R.C. (1990), text book of botany, rastogi publication, Meerut
4. Sharma; O.P. (2000), fungi, today and tomorrow, printers and publishers, New Delhi
5. Vashihsta, B.R. (2001), botany for degree students-fungi, S.chand & co. New Delhi
6. Bilgrami, K.S. anddube, H.C. (2000), a text book of modern plant pathology, vikas publications, New Delhi
7. Biswas, S.B. and biswas, a (2000), an introduction to viruses, vikas publication, New Delhi.
8. Madahar, C.L. (1978), introduction of plants virus, S.chand and co. New Delhi
9. Purohit, S.S. (2002), microbiology, agro. Bot. publication, Jodhpur
10. Sharma, P.D. (2003), microbiology and pathology, rastogi publication, Meerut
11. Singh.V.and srivastava V. (1998), introduction of bacteria ,vikas publication
12. Cappuccino, J.and Sherman, N. (2013), microbiology: A laboratory manual (10th Ed.), Benjamin cummings
13. Aneja, K.R. (2003), experiments in microbiology, plant pathology and biotechnology new age international (p) Ltd., publishers, New Delhi
14. Mehrotra, R.S. and aggarwal, ashok (2003), plant pathology, tata mc graw-hill education.
15. त्रिवेदी, पी.सी., शर्मा, निरंजन, धनखड़, आर.एस. (2015–16), सूक्ष्म जैविकी, कवक एवं पादपरोग विज्ञान, आर.बी.डी. पब्लिशिंग हाउस, नई दिल्ली।
16. त्रिवेदी, पी.सी., शर्मा, निरंजन, धनखड़, आर.एस. (2015–16), शैवाल, लाइकेन एवं ब्रायोफाईटा, आर.बी.डी. पब्लिशिंग हाउस, नई दिल्ली।

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|-------------|--------------|---|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | For Science Students 1.1 Chemistry - Inorganic Chemistry I | 70 | 30 | 100 | 4 |

Objectives:

- ❖ Explain the various principles related to atomic structures like as Aufbau and Pauli's exclusion principle, Hund's rule of maximum multiplicity etc.
- ❖ Concept of periodic table, modern periodic law and various properties of elements
- ❖ Types of overlap, formulation of σ and π bonds S – S overlap, P-P overlap, p-d overlap
- ❖ Molecular orbital (MO) and VSEPR theory, its assumption and applications to explain geometry of irregular molecules like H_2O , NH_3 , ClF_3 , ICl_2 etc.
- ❖ Explain ionic solids and their properties like as solubility, lattice energy and lattice defects
- ❖ Electronic configuration and Chemical properties of noble gases
- ❖ Meaning of S-block elements, alkali metals and alkaline earth metals.
- ❖ Diagonal relationship between lithium and magnesium, beryllium and aluminum.
- ❖ Explain structural principle of Fullerenes, carbides, fluorocarbons, silicates tetra sulphur tetra nitride and basic properties of halogens, interhalogens and polyhalides.

Unit –I Atomic structure and periodic properties

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.

Atomic and ionic radii, ionization energy, electron affinity and electronegativity - definition, methods of determination or evaluation trends in periodic table and application in predicting and explaining the chemical behavior.

Unit – II Chemical Bonding

Covalent Bond: Valence bond theory and its limitations, directional characteristics of covalent bond, various types of hybridization and shapes of simple inorganic molecules and ions. Valence shell electron pair repulsion (VSEPR) theory to NH_3 , H_3O^+ , SF_4 , ClF_3 , ICl_2 , and H_2O

Molecular orbital theory: Homonuclear and heteronuclear (CO and NO) diatomic molecules, multicentre bonding in electron deficient compounds, bond strength and bond energy, percentage ionic character from dipole moment and electro negativity difference.

Unit – III Ionic solids, Noble Gases and Solvents

Ionic structures, radius ratio effect and coordination number, limitation of radius ratio rule, lattice defects, semiconductors, lattice energy and Born-Haber cycle, solvation energy and solubility of ionic compounds, polarizing power and polarisability of ions, Fajan's rule. Metallic bond - free electron, valence bond and band theories.

Chemical properties of the noble gases, chemistry of xenon, structure and bonding in xenon compounds

Physical properties of a solvent, types of solvents and their general characteristics reactions in non-aqueous solvents with reference to liquid NH_3 and SO_2

Unit – IV S and P Block Elements

S Block Elements: Comparative study, diagonal relationship, salient features of hydrides, solvation and complexation tendencies including their functions in biosystems and introduction to alkyls and aryls.

P Block Elements: Comparative study (including diagonal relationship) of group 13-17 elements, compounds like hydrides, oxides and halides of group 13-16, hydrides of boron-diborane and higher boranes, borazine, borohydrides.

Fullerenes, carbides, fluorocarbons, silicates (structural principle), tetrasulphur tetra nitride, basic properties of halogens, interhalogens and polyhalides.

Practicals:

Semimicro analysis- Cation analysis, separation and identification of ions from Groups I, II, III, IV, V and VI, Anion analysis including interfering anions.

References:

1. J.D. Lee, Concise Inorganic Chemistry, 5th Edn.
2. G.I. Brown, A new guide to modern valence theory
3. F.A. Cotton, P.L. Caus & Wikinson, Basic Inorganic Chemistry
4. G.L. Miessler and D.A. Tarr, Inorganic chemistry, Prentice Hall
5. B. Douglas & D. Mc. Daniels, Concepts and Models of Inorganic Chemistry
6. D.E. Shriver, P.W. Atkins and C.H. Langford, Inorganic chemistry, Oxford
7. A.G. Sharpe(2007), Inorganic chemistry, Alexander Mohan Wiley & sons 3rd Edn.
8. W.W. Porterfield Addison Wesley, Inorganic chemistry
9. Svehla, Vogel's Qualitative inorganic analysis, Orient Longman
10. W.G. Palmer Cambridge, Experimental Inorganic Chemistry
11. C.N.R. Rao, V.C. Agarwal, Experiments in General Chemistry, East- West Press

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credi |
|-------------------|-------------|--------------|--|------------------------------------|-----|-------|-------|
| B.Sc.-B.Ed. 1/2/3 | C E - 1/2/3 | Course 1/2/3 | For Science Students 1.1 Zoology - Non Chordata - I | 70 | 30 | 100 | 4 |

Objectives:

To enable students to understand invertebrates, the organizational hierarchies and complexities, the evolutionary trends in external morphology and internal structure, identification and classification with examples, to enable them to understand various modes of adaptations in animals.

Unit - I

- a) Outline Classification of Protozoa, Porifera and Coelenterata up to order.
- b) Habit and Habitat, Structure, Nutrition, Osmoregulation and Reproduction of Paramecium and Euglena.
- c) Locomotion in Protozoans-Pseudopodial, Ciliary and Flagellar.
- d) Nutrition and Reproduction in Protozoa.
- e) Habit, Habitat, Morphology, Internal Structure, Reproduction of Sycon.
- f) Canal System and Skeleton in Sponges
- g) Habit, Habitat, Morphology, Internal Structure, Nutrition and Reproduction of Aurelia and Polymorphism in Coelenterates.

Unit - II

- a) Outline Classification of Platyhelminthes and Nematelminthes up to order.
- b) Habit and Habitat, Morphology, Internal Structure, Reproduction and Lifecycle of
 - Fasciola
 - Taenia
 - Ascaris

Unit - III

- a) Outline Classification of Annelida and Arthropoda up to order
- b) Habit and Habitat, Structure, Nutrition, Respiration, Circulation, Excretion, Nervous System and Reproduction of-
 - Hirudinaria
 - Palaemon
- c) Peripatus : Structure and Affinities.
- d) Mouth Parts and Feeding Habits of Insect.

Unit - IV

- a) Outline Classification of Mollusca and Echinodermata up to order
- b) Habit and Habitat, Structure, Nutrition, Respiration, Blood Vascular System, Excretion and Reproduction of Pila.

- c) Torsion in Gastropoda.
- d) Habit and Habitat, Structure, Nutrition, Respiration, Blood Vascular System, Excretion and Reproduction of Asterias.
- e) Larval Forms of Echinoderms.

Practical:

1. Study of museum specimens:-

Porifera - Sycon, Spongilla, Euplectella, Leucosolenia, Hylonema, Hippospongia, Euspongia, Coelenterata - Hydra, Tubularia, Millepora, Physalia, Porpita, Vellela, Tubipora, Alcyonium, Gorgonia, Pennatula, Adamsia, Fungia, Helminthes-Fasciola, Taenia solium, Planaria, Ascaris, Ancylostoma, Annelida : Neries, Heteroneries, Aphrodite, Chaetopterus, Arenicola, Pheritima, Hirudinaria, Arthropoda, Palaemon, Eupagurus, Scolopendra, Apis, Peripatus, Mollusax, Chiton, Pila, Aplysia, Helix, Dentalium, Mytilus, Pinctada, Unio, Sepia, Loligo, Octopus, Echinodermata- Antedon, Holothuria, Cucumaria, Astropecten, Asterias Echinus.

2. Study of Permanent Slides:-

Paramecium, Paramecium in Conjugation, Paramecium binary fission, Euglena, Vorticella, Sycon, L.S. Sycon T.S., Hydra L.S. Hydra T.S., Cercaria larva, Metacercaria, Miracidium larva, Sporocyst larva, Redia larva, Ascaris ,male and female T.S., T.S. of Gizzard of Earthworm, T.S. through Pharynx region of Earthworm, T.S. through intestinal region of Earthworm, T.S. through buccal cavity of hirudinaria, Zoea, Metazoea, Nauplius, Mysis, T.S. of gill of unio, T.S. of the shell & mantle of unio. Glochidium larva of unio,

Reference:

1. Modern Textbook of Zoology Invertebrates by R.L. Kotpal, Rastogi Publication Meerut.(10th Revised Edition)
2. Invertebrate Zoology Series (Protozoa to Echinodermata), by R.L. Kotpal, Rastogi Publication Meerut
3. Invertebrate Zoology, by E.L. Jordan and P.S. Verma - S. Chand & Company, Delhi
4. Invertebrate Zoology, by J.K. Dhama and P.S. Dhama -- S. Chand & Company, Delhi
5. A Textbook of Invertebrate Zoology by S.N. Prasad , Kitab Mahal, Allahabad
6. Life of Invertebrates by Russel and Hunter - (Macmillan)
7. Invertebrate Zoology by R.D. Barnes - (W.B. Saunders, Philadelphia)
8. A Manual of Zoology, Vol. I by Ekamernatha Ayyar (Vishwanathan Madras)
9. The Invertebrate Series of L.H.Hyman - (Mc Graw Hill)
10. A Student's textbook of Zoology by Adam Sedgwick Vol. I,II & III - (Central Book Depo Allahabad)
11. A Textbook of Zoology Vol. I by Parkar and Haswell - (Macmillan)
12. Non-chordata by S.S.Jain and Dhirandra Devrashi (College Book House, Jaipur) 2000

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|---------|-----------|-----------------------|------------------------------------|-----|-------|--------|
| BA/B.Sc.-B.Ed. 04 | E O -01 | Course 04 | 1. अहिंसा एवं अणुव्रत | 70 | 30 | 100 | 4 |

उद्देश्य—

अणुव्रत के विशेष संदर्भ में अहिंसा तत्त्व को समझाना।

इकाई—1

अणुव्रत का दार्शनिक आधार

इकाई—2

अणुव्रत का प्रायोगिक स्वरूप : अणुव्रत आन्दोलन

इकाई—3

अणुव्रत आन्दोलन के अहिंसक कार्यक्रम

इकाई—4

अणुव्रत आन्दोलन का सामाजिक/राजनीतिक स्वरूप

उपलब्धियाँ—

अणुव्रत आंदोलन को जानकर संयम की दिशा में आगे बढ़ेंगे।

पाठ्य पुस्तक :

1. अणुव्रत दर्शन— आचार्य महाप्रज्ञ
2. अहिंसा और अणुव्रत— सिद्धान्त और प्रयोग— मुनि सुखलाल एवं आनन्दप्रकाश त्रिपाठी
3. गांधी पश्चात् शांति आंदोलन— प्रो. अनिल धर

प्रायोगिक :

1. कायोत्सर्ग, महाप्राण ध्वनि, ज्योति केन्द्र पर श्वेत रंग का ध्यान।
2. आसन— शशांकासन, योगमुद्रा
3. अनुप्रेक्षा— सहिष्णुता
4. अणुव्रत आचार संहिता

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|---------|-----------|--------------------------------|------------------------------------|-----|-------|--------|
| BA/B.Sc.-B.Ed. 04 | E O -01 | Course 04 | 2. जैन संस्कृति एवं जीवन मूल्य | 70 | 30 | 100 | 4 |

उद्देश्य—

- ❖ जैन संस्कृति एवं भगवान महावीर का परिचय देना
- ❖ जैन सिद्धान्तों का परिचय देना।
- ❖ जीवन मूल्यों का प्रायोगिक प्रशिक्षण देना।

इकाई—1 : जैन संस्कृति एवं इतिहास

- a) जैन धर्म और उसकी प्राचीनता
- b) भगवान महावीर : जीवन दर्शन
- c) जैन धर्म के प्रमुख सम्प्रदाय
- d) जैन संस्कृति की विशेषताएं
- e) शाकाहार

इकाई—2 : जैन दर्शन के सिद्धांत

- a) आत्मवाद
- b) कर्मवाद
- c) लोकवाद
- d) नौ तत्त्व

इकाई—3 : जीवन विज्ञान

- a) जीवन विज्ञान : एक परिचय
- b) जीवन के सात अंग
- c) जीवन विज्ञान में निर्धारित सोलह मूल्य
- d) मूल्य विकास की प्रक्रिया : अनुप्रेक्षा

इकाई —4 : जीवन मूल्य

- a) अनेकांत और उसके व्यावहारिक प्रयोग
- b) अहिंसा का स्वरूप और जीवन शैली में अहिंसा
- c) अणुव्रत आंदोलन और आचार संहिता
- d) प्रेक्षाध्यान और उसके अंग

उपलब्धियाँ—

- जैन संस्कृति से परिचित होंगे।
- जैन साहित्य और सिद्धान्तों से परिचित होंगे।
- जैन जीवन शैली से मूल्यों का विकास होगा।

प्रायोगिक—

- आसन—ताड़ासन, त्रिकोणासन, शशांकासन, पवनमुक्तासन, भुजंगासन
- प्राणायाम—अनुलोम—विलोम
- मुद्रा—ज्ञानमुद्रा, वायुमुद्रा
- ध्वनि— महाप्राण ध्वनि
- ध्यान—कायोत्सर्ग (संक्षिप्त), अन्तर्यात्रा, दीर्घश्वासप्रेक्षा, ज्योतिकेन्द्र प्रेक्षा,
- अनुप्रेक्षा—सहिष्णुता

पाठ्य पुस्तक :

1. जैन संस्कृति एवं जीवन मूल्य, भाग 1, 2, 3, डॉ. सह—आचार्य समणी ऋजुप्रज्ञा, जैन विश्वभारती संस्थान, लाडनूं

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|------------------|---------|-----------|---------------------------------|------------------------------------|-----|-------|--------|
| BA/B.Sc.-B.Ed.05 | C C -01 | Course 05 | Childhood and Growing Up | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know the concept, methods & applications of Educational Psychology.
- ❖ To know the implication of Educational Psychology for school education.
- ❖ To know the concept of Growth & Development.
- ❖ To know the concept and developmental dimensions of childhood.
- ❖ To plan various activities to fostering imagination, creativity & interests at school level.
- ❖ To know about various aspect related to Cognitive, Emotional & Social development of learner.
- ❖ To aware about various activities for personality development & balanced mental health of a learner.
- ❖ To know the related problems of Adolescence & remedies through Guidance & Counselling services.

Course Contents:

UNIT-I Educational Psychology and Development

- f) Educational Psychology : Concept, Methods & Applications
- g) Implications of Educational Psychology: Teachers, Curriculum, Class-room Situations
- h) Indian Psychology : Concept and its implication
- i) Growth & Development
- j) Cognitive development:- Piaget & Bruner

UNIT-II Childhood and Its Development

- f) Childhood : Its concept & characteristics
- g) Childhood : Physical, Mental, Emotional, Social & Moral Development
- h) Childhood : Dimensions to fostering Imagination, Memory & Creativity
- i) Childhood : Activities for Personality Development
- j) Childhood : Language Development

UNIT-III Adolescence and Its Development

- g) Adolescence : Its Meaning & Characteristics
- h) Adolescence : Physical, Emotional, Social, Spiritual & Moral Development
- i) Adolescence : Fostering Thinking, Reasoning & Problem- solving abilities
- j) Adolescence : Activities for Personality Development
- k) Adolescence : Related Problems & Remedies
- l) Guidance & Counselling services in schools

UNIT-IV Learner : Psychological Dimensions & New Trends

- f) Personality : Concept, Types & Measurement
- g) Intelligence & Multiple Intelligence : Meaning, Theories & Measurement

- h) Creativity : Meaning, Development & Measurement
- i) Adjustment : Concept, Process & Mechanism
- j) Mental Health : Concept, Components & Scope

Assignment Works : (Any one)

- 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

Practical Works : (Any one)

- 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

References :

17. Backett Chris (2004), Human Growth & Development, Sage Publication
18. Das, J. P. (1998), The Working Mind : An Introduction to Psychology, Sage Publication.
19. Chomsky, N. (1968), Language and Mind, Harcourt Brace, Jovanovich.
20. Singh Indramani & Parasuraman, Raja (1998) Human Cognition - A Multi Disciplinary Perspective, Sage Publication.
21. Baddeley, A. D. (1996) Human Memory : Theory and Practice, Washington, DC : Psychology Press.
22. 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.
23. Brown J. (1976), Recall and recognition, London.
24. Piaget, J. (1970), Science of Education and The Psychology of child, New York : Orion Press.
25. Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi
26. गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
27. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
28. मंगल, एस.के.,(2008),शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड,नई दिल्ली
29. मूरजानी जानकी, नारंग, दर्शन कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान, अपोलो प्रकाशन, जयपुर
30. यादव, सियाराम, (2008),अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
31. शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
32. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|---------|-----------|------------------------------------|------------------------------------|-----|-------|--------|
| BA/B.Sc.-B.Ed. 06 | C C -02 | Course 06 | Value & Peace Education | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop good moral character through Value Education.
- ❖ To built good teacher through Value Education.
- ❖ To develop and understanding of Value Education strategies
- ❖ To consider the relation beetwen Value and personal behaviour affecting the achivement of sustainable future
- ❖ To reflect on your future awareness, commitment and actions
- ❖ To develop skills for using values clarification and values analysis in teaching

Course Contents:

Unit-I Concept of Value Education

- e) Value Education : Concept, Need, Nature and Sources
- f) Classification of values
- g) Views of NCFTE, 2009 for Value Education
- h) Celebration of Value based Activities for Promoting National Values

UNIT-II Peace Education

- e) Concept and development of Peace Education.
- f) Value Education Demo
- g) Legitimacy and limitation of peace Education.
- h) Promoters of Peace Education

Unit-III Role of Value Education and its Survey

- e) Mass Media in Value Education
- f) Co-curricular Activities for Promoting Value Education
- g) Family, School and Society in development of Values Education
- h) Role of Prayer Assessmby Activities for Value Education

UNIT-IV Non-violence and Peace

- e) Conceptual Development.
- f) Training in Non-violence Action
- g) Non- violent Resistant with Examples of Victory without violence.
- h) Peace organization

Assignment works : [Anyone of the following]

- One term paper on any topic related with above Unit.

Practical Works :

- Prepare the list of values of teachers in School.

References :

9. पाण्डेय, बृजेश, (2002), मूल्यपरक शिक्षा : वर्तमान परिदृश्य, भारतीय आधुनिक शिक्षा
10. पाण्डेय, रामशक्ल, एवं मिश्रा, करुणा शंकर, (2006), मूल्य शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, अंक : 3-4, खण्ड 44-45
12. मोदी, विकास, (2006), नैतिक मूल्य व शिक्षा, शिविरा पत्रिका, जुलाई
13. राधाकृष्णन्, एस. : जीवन का आदर्श दृष्टिकोण
14. लोढा, महावीरमल, (1996), नैतिक शिक्षा के विविध आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
15. शर्मा, गणपतराय एवं व्यास हरिश्चन्द्र (2008), उदीयमान भारतीय समाज और शिक्षा, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
16. सक्सैना, एन.आर. स्वरूप व पाण्डेय, कामता प्रसाद (2004), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, आर. लाल. बुक डिपो, मेरठ
17. Acharya Mahaprajna (1998), Ahimsa ke Achhoote Pahloo, JVB, Ladnun.
18. Acharya Mahaprajna, Democracy, Social Revolution through Individual Transformation, JVB, Ladnun.
19. Anil Dhar (2011), Human Rights, Peace and Gandhian Philosophy (Hindi), JVBI, Ladnun.
20. Anil Dhar (2014), Peace Movement in Post Gandhian Era, JVBI, Ladnun.
21. Devi Prashad (1984), Peace Education or Education for Peace, GPF, New Delhi.
22. Doris Hunter and Krishna Mallick (1990), Non-violence : A Reader in the Ethics of Action, G.P.F., New Delhi.
23. Human Rights in India (1993), Amnesty International Publications, New Delhi.
24. Jawahar L. Kaul (1998), Human Rights : Issues and Prospectives, Regency Publications, New Delhi.
25. Prof. Raja Mutthirulandi (1998), Human Rights, Soorya Pathippakalm, Tiruchirappalli.
26. R.P. Mishra (1993), Environmental Ethics, Gandhi Bhawan, New Delhi.
27. Talesra and Pancholy (2003), Human Rights and Education (Hindi) Ankur Pub., Udaipur.
28. Talesra and pancholy (2001), Human Rights Education (Edited) and Nagda, Regency Publication, New Delhi.

(B.A./B.SC.-B.Ed.)
Semester II
Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | | | | | | | | |
|---------------------------|------------------|---------------|--|------------------------------------|---------------|--------------|-------------|------------------|---------------|---------------|-------------|-----|----|----|-----|---|
| BA/B.SC. -B.Ed. 07 | C E -04 | Course 07 | For - Arts students Any three of the following subject to offer | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 08 | C E - 05 | Course 08 | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">2.2 Hindi</td> <td style="width: 33%;">2.2 English</td> <td style="width: 33%;">2.2 Sanskrit</td> </tr> <tr> <td>2.2 History</td> <td>2.2 Pol. Science</td> <td>2.2 Sociology</td> </tr> </table> | 2.2 Hindi | 2.2 English | 2.2 Sanskrit | 2.2 History | 2.2 Pol. Science | 2.2 Sociology | 70 | 30 | 100 | 4 | | | |
| 2.2 Hindi | 2.2 English | 2.2 Sanskrit | | | | | | | | | | | | | | |
| 2.2 History | 2.2 Pol. Science | 2.2 Sociology | | | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 09 | C E -06 | Course 09 | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">2.2 Geography</td> <td style="width: 33%;">2.2 Economics</td> <td style="width: 33%;">2.2 Home Sc.</td> </tr> </table> <p>For - Science students Any three of the following subject to offer</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">2.2 Physics</td> <td style="width: 33%;">2.2 Mathamatics</td> <td style="width: 33%;">2.2 Botany</td> </tr> <tr> <td>2.2 Chemistry</td> <td>2.2 Zoology</td> <td></td> </tr> </table> | 2.2 Geography | 2.2 Economics | 2.2 Home Sc. | 2.2 Physics | 2.2 Mathamatics | 2.2 Botany | 2.2 Chemistry | 2.2 Zoology | | 70 | 30 | 100 | 4 |
| 2.2 Geography | 2.2 Economics | 2.2 Home Sc. | | | | | | | | | | | | | | |
| 2.2 Physics | 2.2 Mathamatics | 2.2 Botany | | | | | | | | | | | | | | |
| 2.2 Chemistry | 2.2 Zoology | | | | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 10 | E O -02 | Course 10 | (Any one paper) 1. Manvadhikar Evam Kartvyva 2. Ahimsha Evam Shanti | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed.. 11 | C C -03 | Course 11 | Assesment for Learning | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 12 | C C -04 | Course 12 | Learning and Teaching | 70 | 30 | 100 | 4 | | | | | | | | | |
| | | Total | | 420 | 180 | 600 | 24 | | | | | | | | | |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|------------|--------------|-----------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | 2.2 उपन्यास एवं कथा साहित्य | 70 | 30 | 100 | 4 |

उद्देश्य—

1. विद्यार्थियों को नवीन गद्य विद्या, उपन्यास एवं कहानी से परिचित कराना।
2. विद्यार्थियों में कहानी लेखन कौशल विकसित करना।
3. विद्यार्थियों को गद्य समीक्षा कौशल में निपुण बनाना।

इकाई I

1. उपन्यास विधा का संक्षिप्त इतिहास
2. महाभोज उपन्यास का कथासार
3. महाभोज उपन्यास में राजनीतिक यथार्थ
4. औपन्यासिक तत्वों के आधार पर महाभोज की समीक्षा

इकाई II

1. कहानी विधा का संक्षिप्त इतिहास
2. निम्नोक्त कहानियों की कहानी तत्वों के आधार पर समीक्षा
चयनित कहानियाँ—
 - गुल्ली डंडा— प्रेमचंद
 - ममता— जयशंकर प्रसाद
 - इनाम— जैनेन्द्र कुमार

इकाई III

- कहानी
1. सेव और देव— अज्ञेय
 2. परदा— यशपाल
 3. पंचलाइट— फणीश्वर नाथ रेणु

इकाई IV

- कहानी
1. परमात्मा का कुत्ता— मोहन राकेश
 2. उसने कहा था— पंडित चन्द्रधर शर्मा गुलेरी
 3. परिन्दे— निर्मल वर्मा

उपलब्धियाँ—

1. विद्यार्थी उपन्यास एवं कहानी साहित्य की विस्तृत जानकारी प्राप्त कर विभिन्न लेखन शैलियों से परिचित होंगे।
2. विद्यार्थी स्वयं कहानी लेखन का अभ्यास कर सकेंगे।

संदर्भ ग्रंथ—

- i. उपन्यास महाभोज, मन्नु भण्डारी
- ii. कथा संचय कहानियां (1-07) संपादक—डॉ. दुर्गाप्रसाद
- iii. समालोचक पत्र— जयपुर
- iv. 20वीं सदी की हिन्दी कहानियाँ, भाग-1 एवं 5, संपादक— महेश दर्पण, सामयिक प्रकाशन, नई दिल्ली।

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|------------|--------------|------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | 2.2 Prose and Fiction | 70 | 30 | 100 | 4 |

Objectives:

- ❖ To enable the students to composed stories.
- ❖ To make them aware about the government system and corruption.
- ❖ To give them knowledge of Grammar.
- ❖ To give them inspiration through great writings.

Unit-I Short Stories from A choice of Short Stories

- a) The Refugee - Pearl S. Buck
- b) The Interview – Khushwant Singh
- c) Miracle – Kartar Singh Duggal
- d) The Baboos of Nayanjore – R.N.Tagore
- e) Dusk- Saki

Unit -II A Remedial Course in English For Colleges

Unit-III Animal Farm

Unit-IV Ignited Minds - A.P.J. Abdul Kalam

Outcomes-

- 1.They will be able to composed stories.
2. They will be aware about the different government systems.

References:

1. A Choice of Short Stories. (Ed.) Shakti Batra and PS Sidhu. OUP.
2. A Remedial Course in English for Colleges. CIEFL, Hyderabad
3. Animal Farm - George Orwell, Orient Longman.
4. Ignited Minds - A.P.J. Abdul Kalam, Pengnin (New Delhi)

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|------------|--------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | 2.2 संस्कृत व्याकरण एवं साहित्य (लघु सिद्धान्त कौमुदी) | 70 | 30 | 100 | 4 |

उद्देश्य—

- ❖ शब्दों के स्त्रिलिङ्गी प्रत्ययों का ज्ञान कराना।
- ❖ अव्ययों का ज्ञान कराना।
- ❖ शेषुषी में व्याकरण एवं साहित्य का समन्वयात्मक ज्ञान कराना।

(1) लघु सिद्धान्त कौमुदी

- सुबन्त (अजन्त स्त्रीलिङ्ग से सुबन्त तक), अव्यय प्रकरण (सू. 216–372), स्त्री प्रकरण (सू. 1244–1272)

(2) रचनानुवाद कौमुदी (पाठ 11 से 20)

(3) शेषुषी/छन्द एवं अलंकार

- चयनित छन्द— अनुष्टुप, इन्द्रव्रजा, उपेन्द्रव्रजा, शिखरिणी
- चयनित अलंकार— अनुप्रास, यमक, श्लेष, उपमा एवं दृष्टान्त

(4) अभिधान चिन्तामणि (श्लोक 31 से 60)

अंक विभाजन :

(1) लघु सिद्धान्त कौमुदी

35

(1) सुबन्त (अजन्त स्त्रीलिङ्ग से सुबन्त तक)

(2) अव्यय प्रकरण

(3) स्त्री प्रकरण

(2) रचनानुवाद कौमुदी

10

(3) शेषुषी/छन्द एवं अलंकार

15

1. अनुवाद

2. लघुत्तरात्मक प्रश्न

3. श्लोक रचना

(4) अभिधान चिन्तामणि

10

1. दो श्लोक पूर्ति

2. दो शब्दों के संस्कृत में पर्यायवाची

3. पांच शब्दों के अर्थ

उपलब्धियाँ—

1. स्त्रिलिंग शब्दों के निर्माण की प्रक्रिया का ज्ञान होगा।
2. अव्ययों का सामान्य ज्ञान होगा।
3. सरल संस्कृत संभाषण का अभ्यास होगा।

परीक्षा संबंधी नोट—

उपर्युक्त प्रकरण में से रूप सिद्धि, सूत्र की व्याख्या, संज्ञाओं की परिभाषा और शब्दों के रूप विषयक प्रश्न पूछे जायेंगे। रचनानुवाद कौमुदी में से शब्दार्थ, संस्कृत से हिन्दी अनुवाद और हिन्दी से संस्कृत अनुवाद पूछा जायेगा।

पाठ्य पुस्तक :

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. शोमपुत्री, युवाचार्य महाश्रमण, जैन विश्व भारती, लाडनूं
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी

संदर्भ ग्रंथ :

1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
2. संस्कृत वाक्य रचना बोध, लेखक—आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
3. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
4. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
5. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा
6. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

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|----------------|-----------|--------------|--------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 7/8/9 | CE -4/5/6 | Course 7/8/9 | 2.2 भारतीय संस्कृति के मूलाधार | 70 | 30 | 100 | 4 |

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 महत्व को समझाना।
4. कालिदास, तुलसीदास, राजा राममोहन राय, महात्मा गाँधी, 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 शिक्षाएँ, 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। सैन्धवकालीन कला की प्रमुख विशेषताएं, मौर्यकालीन कला की मुख्य विशेषताएं, गुप्तकालीन मन्दिर स्थापत्य कला एवं प्रमुख मंदिर, जैन कला की विशेषताएं।

इकाई—4

भक्ति आंदोलन और उसका भारतीय संस्कृति पर प्रभाव, महात्मा गाँधी का अहिंसा एवं सत्याग्रह की विचारधारा, आचार्य तुलसी का जीवन परिचय एवं उनके सामाजिक, सांस्कृतिक विचारों का 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।

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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|------------|--------------|--------------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | 2.2 प्रतिनिधि भारतीय राजनीतिक विचारक | 70 | 30 | 100 | 4 |

उद्देश्य—

1. विद्यार्थियों को प्राचीन भारतीय राजनैतिक 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

इकाई—2 राजाराम मोहन राय, स्वामी दयानन्द सरस्वती

इकाई—3 गोपाल कृष्ण गोखले, बाल गंगाधर तिलक

इकाई—4 मोहनदास करमचन्द गांधी, जवाहरलाल नेहरू, डॉ. भीमराव अम्बेडकर

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।

संदर्भ पुस्तकें—

1. Jayswal : Hindu Policy
2. Sharma R.S. : Political Ideas and Institutions in Ancient India.
3. Ghosal : History of Indian Political Ideas.
4. Verma V.P. : Modern Indian Political Ideas.
5. J. Bandhopadhyaya : Social and Political Thought of Gandhi, Bombay Alieid, 1969.
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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CI A | Total | Cred |
|----------------|------------|--------------|---------------------------|------------------------------------|---------|-------|------|
| BA-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | 2.2 Indian Society | 70 | 30 | 100 | 4 |

Objectives:

- ❖ 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

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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|------------|--------------|-----------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | 2.2 Geography of Rajasthan | 70 | 30 | 100 | 4 |

Objectives:

- ❖ 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 lineargraph, Climograph.

- Measures of Central Tendency : Arithmetic mean, mode, median (Direct Method)

Outcomes -

1. The students after getting aware about climate conditions can adapt themselves as per climate.
2. Proper utilization of available scale resources (Physical & Human) can be made possible.
3. Will be aware about various industries of Rajasthan.

References:

- 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।

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------|------------|--------------|-----------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | 2.2 Economics Theory | 70 | 30 | 100 | 4 |

Objective:

- ❖ 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

- a) The commodity Market- Market Demand and Market Supply, Price and put determination in perfect competition
- b) Simple and Discriminatory Monopoly, Monopolistic Competition, Chamberlin's Group Equilibrium
- c) The Factor Market - Marginal Productivity Theory of Distribution
- d) Rent-Recardian, Quasi-Rent and Modern Theories
- e) Profit : Dynamic Risk and Uncertainty Theories
- f) Wages : Meaning, Nominal and Real/Wage Rate Modern Theory of Wages

References:

1. Seth, M.L., Principles of Economics,
2. Samuelson and Norrdhaus : Economics, Latest English and Hindi Edition
3. Hal, R. Varian : Intermediate Microeconomics, W W Norton and Co. Fifth Edition
4. D. Salvator : Micro Economics, Harper Colline
5. Ahuja H.L., Advanced Economics Theory; S.Chand and Company, New Delhi
6. Left Witch, R. H.; Price system and Resource Allocation holt, Reinhart and Winston, 3rd Edition (Hindi & English)
7. आहुजा, एच, एल. उच्चतर आर्थिक विद्वान्तए एस, चाँद एण्ड कम्पनी, नई दिल्ली
8. नाथुरामका, लक्ष्मीनारायण रू व्याप्ति अर्थशास्त्र, रमेश बुक डिपो, जयपुर

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|----------------|------------|--------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | 2.2 Home Science - Family Resource Management | 70 | 30 | 100 | 4 |

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

- a) Housing and Family: Functions, needs & scope.
- b) Principles of house planning: aspect, prospect, grouping of room, roominess, privacy, orientation, flexibility, aesthetics economy, ventilation services
- c) Site selection: Vegetation- size, soil type drainage, orientation
- d) Kitchen planning: planning, importance of counters, storage and heights

Unit II Interior designing

- a) Principles and elements of arts and design as related to interior decoration with specific reference to color and light
- b) Floor decoration with use of elementary art, Table setting & etiquettes
- c) 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

- a) Meaning, definition and importance of home management
- b) Process of management : Planning, organization, implementation, controlling and evaluation
- c) Introduction to motivational factor: Meaning and types of values, goals, standards, decision making
- d) Time management: Time cost, time norms, peak loads, work curve and rest periods, process of managing time
- e) Energy management: Process, body mechanics, work simplification, Ergonomics

Unit IV Consumer problems and Waste management

- a) Consumer problems, rights and responsibilities
- b) Seeking redress to consumer problems with special reference to consumer courts
- c) Household waste & its management by 3R
- d) Selection and care of household equipment related to waste management
- e) Swachh Bharat Abhiyaan: Goals, significance and programmes in reference to waste management

Assignment: Any two of the following:

- 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.

References:

1. Agarwal, S. (2009) Grih prabandh Manual, Shivam book house, Jaipur
2. Birrel Verla Leone (1967) Colour and Design, A Basic text (Vol. I & II)
3. Bryan, Lawson (1980) How designer think, Architectural press Ltd.
4. David H, Bangs Jr. The market planning guide, Gougotera publishing 3rd Ed.
5. Don, Wellers(1974) Who buys- A study of the consumer
6. Donnelly JH, Gibson JL and Ivancevich JM(1995) Fundamental of Management, Chicago
7. Kale MG (1998) Management and human resources

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|-------------------|-------------|--------------|---|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 7/8/9 | C E - 4/5/6 | Course 7/8/9 | For Science Students 2.2 Physics - Electronmagnetism | 70 | 30 | 100 | 4 |

Objective

- ❖ To know principles of Electromagnetism
- ❖ To understand the concept and application of electromagnetism
- ❖ To understand the numerical problems related with the content

Unit- I

Scalar and vector quantities, scalar and vector field, gradient of a scalar field, concept of solid angle, Gauss's Divergence and stoke's curl theorem, Derivation of Gauss law from inverse square law, Differential form of Gauss law potential energy in a static electronic field, Energy required to build a uniformly charged sphere classical radius of an electron, potential due to uniformly charged spherical shell

Unit-II

Invariance of charge, Gaussian and SI units and their interconversion, electric field measured in moving frames, electric field of a point charge moving with constant velocity, electric field in matter, multiple expansion: The moments of a charge distribution, polar and non polar molecule, induced dipole moment.

Unit-III

Free and bound charged, the potential and electronic field due to a polarized sphere, electric field due to a dielectric sphere placed in a uniform electric field, electric field due to a charge placed in dielectric medium and Gauss law.

Unit-IV

Magnetic field: Initial concept and properties, force on moving charge in magnetic field: Lorentz force, line integral of magnetic field, ampere's law and its differtial form, comparative study of properties of statics electric and magnetic field, applications of Ampere's law, magnetic vector potential and Poisson's equation for vector potential.

Referance:

1. Berkeley Physics Course Vol. 2, Electricity and Magnetism Ed. E.M. Procell (Mc Graw-Hill)
2. Haliday and Resnik, Physics- VI Ed.
3. V.V. Savate, Electromagnetic Field and Waves (Wiley Eastern Ltd. New Delhi)
4. Kakani and Hemrajani, Electromagnetism theory and Problems, (CBS, Publishers and Distributors, New Delhi)
5. प्रो. प्रभा दशोरा,, डॉ. उषा परनामी, डॉ. मीनल बाफना, डॉ. नीलम गुप्ता 2015-16, विद्युत चुम्बकत्व, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

Practicals :

- Study of magnetic field due to a current.
- Measurement of low resistance by Carey-Foster bridge.
- Study of decay of currents in LR and RC circuits.
- Response curve for LCR circuit and resonance frequency and quality factor.
- To study the characteristics of a semiconductor junction diode and to determine forward and reverse resistance.
- Conversion of galvanometer into an ammeter.
- Conversion of galvanometer into a voltmeter.

Referance:

1. प्रो. प्रभा दशोरा,, 2015, प्रथम वर्ष, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

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|-------------------|-------------|--------------|--|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 7/8/9 | C E - 4/5/6 | Course 7/8/9 | For Science Students 2.2 Mathematics Three Dimentional Geometry | 70 | 30 | 100 | 4 |

Objectives

- To know the principles of sphere cone and Cylinder.
- To understand central conicoids.
- To explain tangent lines and tangent planes.
- To describe generating lines of hyperboloid of one sheet system of generating lines and its properties.

Unit I

Sphere , cone , Cylinder

Unit -2

Central conicoids – Ellipsoid, paraboloids . Plane sections of conicoids. Hyperboloid of one and two sheets.

Unit -3

Tangent lines and tangent planes. Direct spheres, Normals

Unit-4

- Generating lines of Hyperboloid of one sheet system of generating lines and its properties. Reduction of a general equation of second degree in three dimention to standard forms.

Referance:

1. डॉ. वी.बी.एल. चौरसिया, डॉ. संजीव त्यागी डॉ. अनिल शर्मा, डॉ. बी. एल. जांगीड़, जितेन्द्र सैनी (2015–16), निर्देशांक ज्यामिति II (त्रिविम), आर.बी.डी. पब्लिशिंग हाउस, जयपुर–दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|--------------|---|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 7/8/9 | C E - 4/5/6 | Course 7/8/9 | For Science Students 2.2 Botany - Bryophytes & Pteridophytes | 70 | 30 | 100 | 4 |

Objectives:

- ❖ To enable the learners to understanding structure, reproduction and significance of Bryophytes
- ❖ To enable the learners to understanding characters, distribution, reproduction and significance of pteridophytes
- ❖ To enable the learners to understanding economic importance of Bryophytes and pteridophytes

UNIT-I: Bryophytes:

- a) General characters, distribution, origin, classification, evolutionary trends in thallus and sporogonium development; Alternation of generation; classification and economic importance of bryophytes.

UNIT-II: Structure, reproduction and significance of following genera:

- a) Hepaticopsida - Riccia, marchantia.
- b) Anthocerotopsida - Anthoceros.
- c) Bryopsida - Funaria.

UNIT-III: Pteridophytes:

- a) General characters, distribution, classification, stelar evolution, heterospory, origin of seed habits and life cycles in pteridophytes.

UNIT-IV: structure, reproduction and significance of the following genera:

- a) Psilotum, Lycopodium, Selaginella, Equisetum, pteris and marsilea.

Practicals: course content

- Study of morphology, anatomy and reproductive structures of genera included in Bryophytes and pteridophytes by making temporary micropreparation and observation of permanent slides.
- Gram staining of bacteria.
- Maintenance & submission of a record of all the laboratory activities.

References:

1. Bold, H.C. Alexopoulos, C.J. and Delevoryas, T. (1980), Morphology of plant and fungi (4th Ed.) Harper & Foul co., New York
2. Ghemawat, M.S., Kapoor, J.N. and Narayan, H.S..(1976), A text book of algae, Ramesh book depot, Jaipur,
3. Gilbert, M. Smith (1985), cryptogamic botany. vol. I & II (2nd Ed.), Tata McGraw hill. Publishing co., Ltd., New Delhi
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7. Singh, V., Pande, P.C. and Jain, D.K. (2001) A text book of botany, Rastogi, & co., Meerut,
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10. त्रिवेदी, पी.सी., शर्मा, निरंजन, धनखड़, आर.एस. (2015-16), प्रायोगिक वनस्पति शास्त्र, आर.वी.डी. पब्लिसिंग हाउस, नई दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|--------------|---|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 7/8/9 | C E - 4/5/6 | Course 7/8/9 | For Science Students 2.2 Chemistry- Physical Chemistry | 70 | 30 | 100 | 4 |

Objectives:

- Define logarithm and their relationships.
- Plot the graph and find slope and intercept.
- Solve the problems based on differentiation of a function with factorials and probability, logarithmic function etc.
- Explain ideal and non- ideal behaviour of (real) gas on the basis of PV against P relationship.
- Deviation of gases from Ideal behaviour and kinetic gas theory.
- Derive Vander Waal's gas equation.
- Physical significance of Vander Waal's gas constant 'a' and 'b'
- Describe chemical kinetics, rate of reaction, radioactive decay and catalyzed reaction mechanism.

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 and Liquid states

- Postulates of kinetic theory of gases, derivations of gaseous laws
- Distribution of molecular velocities, Types of molecular velocities, mean free path, collision diameter
- Deviation of gases from ideal behaviour and Vander Waals equation, Isotherms
- Critical phenomenon, relationship between critical constants and Vander Waals' constant, Liquefaction of Gases
- Intermolecular forces and qualitative description related to structure of liquids, Difference among solids, liquid and gases
- Classification of Liquid crystals, Thermography and seven segment cell

Unit III Solid and Colloidal states

- a) Crystalline and Amorphous states, Space lattice and unit cell
- b) Laws of crystallography, Diffraction and classification of crystals structure of NaCl, KCl and CsCl (Laue's and powder methods)
- c) Bond Theory and solids, Defects in crystals
- d) Colloids: Basic properties, classification, their formation and purification methods
- e) Liquid in Liquids (Emulsion): Types, preparation, applications and Emulsifier
- f) Liquids in solids (Gels): Classifications, preparation, properties and applications

Unit IV Chemical kinetics and catalysis

- a) Chemical kinetics: Scope, Theories of reaction rates, Experimental methods
- b) Rate of Reaction: Influencing factors, integrated rate equations and different orders, determination of the order of reaction
- c) Radioactive Decay and its measurement
- d) Catalysis: Catalyzed reactions, Reaction mechanism of various catalyzed reactions

Practicals:

Chemical Kinetics

To study the effect of acid strength on the hydrolysis of an ester.

To compare the strengths of HCl and H₂SO₄ by studying the kinetics of hydrolysis of ethyl acetate.

To study kinetically the reaction rate of decomposition of iodide by H₂O₂.

Viscosity, Surface Tension

To determine the percentage composition of given binary mixture by surface tension method (Acetone & Ethyl Methyl ketone)

To determine the viscosity / surface tension of a pure liquid (alcohol etc.) using Ostwald viscometer/ stalagmometer.

Reference Books:-

1. F. Daniel, Mathematical preparation for physical Chemistry, Mc. Graw Hill Publication.
2. C.N. R. Rao, University General Chemistry. Mc. Milan Publication.
3. Maron and Pruton, Principles of Physical Chemistry, 4th Ed. Oxford and IBH publication.
4. G.M. Barrow, Physical Chemistry, Mc Milan Publication.
5. B. R. Puri; L.R. Sharma; Principles of Physical Chemistry
6. A.S. Negi; S.C. Anand, A Text book of Physical Chemistry
7. Ira N. Levine, Physical Chemistry
8. C.M. Gupta; J.K. Sexena; M.C. Purohit, Physical chemistry

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|------------|--------------|--|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 7/8/9 | C E -4/5/6 | Course 7/8/9 | For Science Students 2.2 Zoology- Cyto-Genetics | 70 | 30 | 100 | 4 |

Objectives:

To enable students to comprehend the modern concept and applied aspects of cell biology and modern concept of genetics to create awareness regarding inheritance.

Unit - I

- a) Introduction to cell : Discovery, Characteristics of Prokaryotic (bacterial) and Eukaryotic cells (plant and animal cells), Cell theory, Viruses and Viroids
- b) Cell membrane : Ultra Structure, Chemical Composition, Models, Unit Membrane Concept, Fluidity, Glycocalyx and Functions of cell membrane. Modifications (specializations) of Plasma membrane.
- c) Transport across cell membrane : Passive transport (osmosis, diffusion) facilitated (mediated) diffusion; Active transport (primary and secondary) and Endocytosis and Exocytosis.
- d) Ultrastructure, Types, Chemical Composition, Origin and Function of
 - I. Mitochondria
 - II. ER and Golgi-complex
 - III. Lysosome, Ribosomes
 - IV. Centriole
 - V. Cilia and flagella

Unit - II

- a) Nucleus : Occurrence, Number, Shape, Size and Structure (nuclear Envelopes, nuclear matrix and nucleolus)
 - a. Chromosomes: Introduction, Discovery, Morphology, Structure (chromatids, primary and secondary constrictions. nucleolar organizer and telomeres) Types, chemical composition and functions. Chromosomal organization, Euchromatin, heterochromatin. nucleosome concept, chromatin packaging
- b) Cell Reproduction : Cell Cycle, Phases, Process and Significances of Mitosis and Meiosis.
- c) Chromosomal mutations
- d) Variation in chromosome number (aneuploidy and euploidy)
- e) Structural changes in chromosomes (deletion, duplication, inversion and translocation)

Unit - III

- a) Mendelian principles of inheritance - monohybrid and dihybrid crosses, back cross and test cross.
- b) Deviation of Mendelism - incomplete dominance, codominance and lethal genes; modifications of 3:1 and 9:3:3:1 ratios with examples. Problems.
- c) Gene interaction: Epistasis, complementary, supplementary, duplicate, duplicate genes with cumulative effects and collaborator genes Problems.
- d) Multiple alleles: Characters, examples, pseudo alleles, inheritance of A, B, AB, O and Rh blood group (antigen - antibody reactions)

Unit - IV

- a) Sex-determination-Genetic (sex chromosome, genic balance and haplodiplidy mechanisms), hormonal and environmental control of sex determination with examples.
- b) Sex-linked inheritance-white eye colour in drosophila, colour blindness and hemophilia in man
- c) Linkage: Definition, difference between linkage and independent assortment, different views, chromosomal theory of linkage, kinds, linkage groups and significances.
- d) Crossing over-Definition, mechanism, theories, kind, frequency, factors affecting crossing over and significance.

Practical:-

- Microscope: simple and compound, working mechanism and maintenance.
- Study of bacterial and eukaryotic cell.
- Slides of sub cellular components (cell organelles)
- Erythrocytes plasma membrane permeability.
- Study of karyotype and Ideogram of man.
- Study of bar- bodies in human buccal epithelial cells.
- Study of meiosis in grasshopper or cockroach testis.
- Drosophila culture and life cycle.
- Sexual Dimorphism in Drosophila; identification of wild or mutant varieties.
- Study of salivary gland chromosomes of Drosophila.
- Problems on pedigree analysis.

Reference:

1. Cell and Developmental Biology by Sastry, Singh & Tomar, Rastogi Publications, 2008
2. Cell and Molecular Biology by P.K. Gupta, Rastogi Publications, 2008
3. Cell Biology by C.B. Power, Himalaya Publishing House, Bombay
4. Cell Biology by De Robertis et. al, W.B. Saunders, Philadelphia
5. A textbook of Cytology by R.C. Dalela & S.R. Verma, Jaiprashnath & Co. Meerut
6. Cell Biology by J.D. Burke, Scientific Book Agency, Calcutta
7. Cell Biology: A molecular approach by R.D. Dyson, Allyn & Bacon, Boston
8. Cell Biology by R.M. Dowben, Harper & Row, New York
9. Cell function by L.L.Langley, Affiliated East West Press, New Delhi
10. Cytology by C.D. Darlington
11. Cell and Molecular Biology by De Robertis EDP & De Robertis EMI Jr. (1996), Holt WB Saunders International
12. Genetics - P.S. Verma & V.K. Agarwal, S. Chand & Co.
13. Principles of Genetics - Gardner, Wiley Eastern Pvt. Ltd.
14. Genetics - Winchester, Oxford IBH Publications
15. Genetics - Stickberger, MacMillian Publication
16. Cell Biology and Genetics by Narendra Jain, Sikha Patni, Maha Singh, R.B.D. Publication House, New Delhi, 2016
17. Cell Biology, Genetics and Plant Breeding by Trivedi, Sharma, Sharma, R.B.D. Publication House, New Delhi- 2016
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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|------------------------|---------|-----------|-----------------------------|------------------------------------|-----|-------|--------|
| B.A./B.Sc.-B.Ed. 10 | E O -02 | Course 10 | 1. Manvadhikar Evam Kartvya | 70 | 30 | 100 | 4 |

उद्देश्य—

1. मानवाधिकार एवं कर्तव्य की जानकारी देना।

इकाई—1

मानवाधिकार : अर्थ एवं परिभाषा, ऐतिहासिक विकास

इकाई—2

मानवाधिकार— मानव अधिकारों का स्वरूप, मानवीय गरिमा का आदर एवं विश्व नागरिकता, जीवन के प्रति सम्मान

इकाई—3

भारतीय दृष्टिकोण में मानवाधिकार

इकाई—4

अधिकार एवं कर्तव्य, मानवाधिकार का अन्तर्राष्ट्रीय घोषणा पत्र

उपलब्धियाँ—

1. मानवाधिकारों एवं कर्तव्यों के प्रति जागरूकता बढ़ेगी।

पाठ्य पुस्तक :

1. अहिंसा प्रशिक्षण एवं विश्व शांति— प्रो. बच्छराज दूगड़
2. मानवाधिकार, शांति एवं गांधी दर्शन— डॉ. अनिल धर एवं पूजा शर्मा

Practical (Any One)

- i. Case study of : Violation of Rights of woman and child.
- ii. Study of legal efficiency in the violation cases.
- iii. Preparation of Histogram of the human rights Scenario in Rajasthan/India.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|------------------|---------|-----------|--|------------------------------------|-----|-------|--------|
| BA/BSc.-B.Ed. 11 | E O -02 | Course 10 | (Any one paper) 2. अहिंसा और शांति : भारतीयेतर दृष्टि - I | 70 | 30 | 100 | 4 |

उद्देश्य—

1. विभिन्न धर्मों में वर्णित अहिंसा एवं शांति तत्त्व को समझाना।

इकाई—1

यहूदी धर्म में अहिंसा एवं शांति

इकाई—2

ईसाई धर्म में अहिंसा एवं शांति

इकाई—3

इस्लाम धर्म में अहिंसा एवं शांति

इकाई—4

सूफी परम्परा में अहिंसा एवं शांति

उपलब्धियाँ—

1. सभी धर्मों के प्रति सद्भावना बढेगी।

पाठ्य पुस्तक :

1. सामान्य धर्म दर्शन— याकूब मसीह
2. जैनधर्म में अहिंसा— वशिष्ट नारायण सिन्हा
3. अहिंसा एवं शांति— भारतीयेतर दृष्टि— प्रो. अनिल धर

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|------------------|---------|-----------|------------------------|------------------------------------|-----|-------|--------|
| BA/BSc.-B.Ed. 12 | C C -03 | Course 11 | Assesment for Learning | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To describe the role of assessment in education.
- ❖ To distinguish 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

- f) Concept of measurement, assessment and evaluation
- g) Types, Need, scope and relevance of evaluation
- h) Principles of assessment and evaluation
- i) Test, scale and measurement
- j) Types of scale : nominal, ordinal, interval and ratio

Unit II -Tools and Techniques of Assessment and Evaluation

- f) Characteristics of a good measuring instrument
 - Validity
 - Reliability
 - Usability
 - Norms
- g) Achievement test: steps of construction of achievement test – Teacher made and Standardized test
- h) Types of test items and its construction : subjective test items and objectives test item
- i) Diagnostic test construction and preparation of remedial materials
- j) Analysis of test items – item difficulty level and item discrimination power

Unit III -Trends in Assessment

- e) Continuous and Comprehensive Evaluation
- f) Marking system vs Grading system
- g) Semester system (C B C S) Choice Based Credit System
- h) Open book examination and question bank

Unit IV - Basic Statistics in Evaluation

- c) Measure of Central Tendency:
 - Mean
 - Median
 - Mode
- d) Measure of variability
 - Range

- Quartile Deviation
- Average Deviation
- Standard Deviation

Assignment Works: (any one)

- Prepare an achievement test of any school subject of secondary school.
- Write two term paper with in the content

Practical Works: (any one)

- Construct a remedial material for school students in any content problems.
- Select, analyses and try- out a sample tool/test with item discrimination power.

References:

16. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measurement. New Delhi: Vikas Publishing House Pvt. Lt..
17. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
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19. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
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21. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
22. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
23. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
24. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
25. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
26. Hopkins, KD. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
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28. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT

29. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
30. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|------------------|---------|-----------|------------------------------|------------------------------------|-----|-------|--------|
| BA/BSc.-B.Ed. 10 | C C -04 | Course 12 | Learning and Teaching | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To acquire knowledge and understanding of learning and Teaching.
- ❖ To understand the theories of learning.
- ❖ To develop the skill of active engagement of students in teaching learning activity.
- ❖ To investigate differences and connections between learning in school and learning outside school.
- ❖ To inculcate the knowledge of teaching and its process.
- ❖ To understand learners, learning process and school.

Course Contents:

Unit- I Learning: concept, theory and application

- g) Definition of learning: Concept, Factors, Methods
- h) Theory of learning: Trial and Error
- i) Classical conditioning theory
- j) Operant conditioning theory
- k) Insightful learning
- l) Application of learning in classroom

Unit- II Teaching: concept , theory and application

- g) Teaching. : Concept, characteristics, relationship between teaching and learning
- h) Theory: process, activity and product.
- i) Teaching as a complex activity.
- j) Analyzing teaching in diverse classrooms.
- k) Teaching as a profession.
- l) Level of teaching: memory, comprehension, reflection.

Unit- III Understanding learner and learning

- g) Identify learners: need, interest, ability.
- h) Level of learner: Risk students and Average students.
- i) Active Students Engagement.
- j) Motivation through classroom learning.
- k) Cognitive learning : Piaget, Vygotsky, Bruner.
- l) Understanding learning : socio-cultural and out of school.

Unit- IV Learning and Teaching in classroom

- g) Interpersonal relationship :Teacher vs learners
- h) Student- Teacher engagement : inside school vs outside school

- i) Dimensions of learning : knowledge , skills ,values, attitude and habits
- j) Self- esteem and freedom of learner
- k) Inquiry mode students participation
- l) Teaching: sensitization paralization

Assignment works : (any one)

- Prepare a video lesson in the classroom teaching
- Listed 20 varieties of capture images and learning

Practical Works : (any one)

- Study risk students and prepare a report
- Observe and prepare a classroom interaction analysis matrix

References:

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49. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
50. शर्मा गणपतराम, व्यास हरिश्चन्द्र, (2007), अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
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Semester III

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | | | | | | | | |
|--------------------------|------------------|---------------|---|------------------------------------|---------------|--------------|-------------|------------------|---------------|---------------|--------------|-----|----|----|-----|---|
| BA/B.SC.- B.Ed. 13 | C E -07 | Course 13 | For - Arts students Any three of the following subject to offer | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC.- B.Ed. 14 | C E - 08 | Course 14 | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">3.3 Hindi</td> <td style="width: 33%;">3.3 English</td> <td style="width: 33%;">3.3 Sanskrit</td> </tr> <tr> <td>3.3 History</td> <td>3.3 Pol. Science</td> <td>3.3 Sociology</td> </tr> </table> | 3.3 Hindi | 3.3 English | 3.3 Sanskrit | 3.3 History | 3.3 Pol. Science | 3.3 Sociology | 70 | 30 | 100 | 4 | | | |
| 3.3 Hindi | 3.3 English | 3.3 Sanskrit | | | | | | | | | | | | | | |
| 3.3 History | 3.3 Pol. Science | 3.3 Sociology | | | | | | | | | | | | | | |
| BA/B.SC.- B.Ed. 15 | C E -09 | Course 15 | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">3.3 Geography</td> <td style="width: 33%;">3.3 Economics</td> <td style="width: 33%;">3.3 Home Sc.</td> </tr> </table> <p>For Science students Any three of the following subject to offer</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">3.3 Physics</td> <td style="width: 33%;">3.3 Mathamatics</td> <td style="width: 33%;">3.3 Botany</td> </tr> <tr> <td>3.3 Chemistry</td> <td>3.3. Zoology</td> <td></td> </tr> </table> | 3.3 Geography | 3.3 Economics | 3.3 Home Sc. | 3.3 Physics | 3.3 Mathamatics | 3.3 Botany | 3.3 Chemistry | 3.3. Zoology | | 70 | 30 | 100 | 4 |
| 3.3 Geography | 3.3 Economics | 3.3 Home Sc. | | | | | | | | | | | | | | |
| 3.3 Physics | 3.3 Mathamatics | 3.3 Botany | | | | | | | | | | | | | | |
| 3.3 Chemistry | 3.3. Zoology | | | | | | | | | | | | | | | |
| BA/B.SC.- B.Ed. 16 | E O -03 | Course 16 | (Any one paper) 1. Yoga Evam Prekshadhayan 2. Bhartiya Darshan | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC.- B.Ed. 17 | C F - 01 | Course 17 | Ability Enhancement of Pedagogy Paper | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC.- B.Ed. 18 | C C -05 | Course 18 | A Critical Understanding of ICT | 70 | 30 | 100 | 4 | | | | | | | | | |
| | | Total | | 420 | 180 | 600 | 24 | | | | | | | | | |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|--------------------|----------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 13/14/15 | C E -07/8/9 | Course 13/14/15 | 3.3 हिन्दी – आधुनिक हिन्दी काव्य | 70 | 30 | 100 | 4 |

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।

इकाई I

1. वीरसतसई (सूर्यमल्ल मीसण) प्रथम 20 दोहे
2. बिहारी (हिन्दी काव्य संग्रह से दोहा संख्या 1, 3, 10, 11, 14, 16, 22, 27, 29, 32)

इकाई II

1. अज्ञेय– असाध्य वीणा (आँगन के पार द्वार से)
2. मैथिलीशरण गुप्त– सखी, बसंत से कहाँ गए वे, सखी वे मुझ से कहकर जाते

इकाई III

1. जयशंकर प्रसाद– चिंता (हिन्दी काव्य संग्रह से)
2. जयशंकर प्रसाद– मधुमय देश (हिन्दी काव्य संग्रह से)

इकाई IV

1. सूर्यकान्त त्रिपाठी निराला– जुही की कली, भिक्षुक, बादल राग
2. महादेवी वर्मा–मैं नीर भरी दुःख की बदली, पंथ होने दो अपरिचित, मधुर–मधुर मेरे दीपक जल

उपलब्धियाँ–

1. विद्यार्थी विभिन्न कवियों की लेखनशैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
2. विद्यार्थियों में देश–प्रेम एवं वीरता के भाव जागृत होंगे।
3. विद्यार्थी आधुनिक काव्य का परिचय प्राप्त कर स्वयं काव्य रचना का प्रयास कर सकेंगे।

संदर्भ पुस्तकें :

1. हिन्दी काव्य संग्रह–संपादक हेमराज मीणा, मीरा सरीन
2. वीर सतसई– सूर्यमल्ल मीसण, संपादक– डॉ. कन्हैयालाल सहल, ईश्वरदान आसिया, पतराम गौड़, राजस्थानी ग्रन्थागार, जोधपुर
3. आँगन के पार द्वार– अज्ञेय
4. आधुनिक काव्य संचयन– संपादक डॉ. शकुन्तला तँवर, एस.के. पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|--------------------|--------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 13/14/15 | C E -07/8/9 | Course 13/14/15 | 3.3 English : Poetry and Drama | 70 | 30 | 100 | 4 |

Objectives-

1. To enable the students how to composed a poem .
2. To make them able to make difference between Figure of speech and Forms of Literature.
3. To give them a practical knowledge of English speaking.
4. To make them familiar with Indian dramatic style.

Unit I : Tiger's Eye : Alan McConnell Duff. OUP.(First Five Chapter) 15

Unit II : Indian Poetry 20

- i. Servants- Gireve Patel
- ii. A Bomb-site- Adil Jussawalla
- iii. Advice to fellow swimmers- kamala Das
- iv. Enterprise- Nissim Ezekiel
- v. Consel to the mind- Guru Nanak

Unit III : The Poes's Pen (PE & Homai P Dustoor) 20

- i. Dover Beach – Mathew Arnod
- ii. Prospice – Robert Browning
- iii. Ulysses- Alfred Tennyson
- iv. Weathers-Thomas Hardy
- v. Sailing to Byzantium-W.B. Yeats

Unit IV : Tara- Mahesh Dattani 15

Outcome-

1. They can speak English Friquantly.
2. They become able to compose a poem.

Reference and Text Books Books :

1. Poetry and Drama, Jain Vishva Bharati Institute, Ladnun
2. Tiger's Eye. Alan McConnel Duff. OUP.
3. Contemporary Indian Poetry in English (Ed.) Saleem Peeradina. MacMillan. New Delhi. 1994.
4. Poet's Pen- PE & Homai P Dustoor.
5. Tara – Mahesh Dattani

Suggested Reading :

1. R.N.Bose & T.S. Sterling, Elements of English Rhetoric and Prosody. Chuckerverty, Chattrjee, Calcutta, 1981

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 13/14/15 | C E -07/8/9 | Course 13/14/15 | 3.3 Sanskrit : संस्कृत व्याकरण एवं साहित्य (कालूकौमुदी) | 70 | 30 | 100 | 4 |

उद्देश्य—

1. शब्दों के स्त्रिलिङ्गी प्रत्ययों का ज्ञान करवाना।
2. तद्धित शब्दों की विधि सीखाना।
3. नाटक एवं महाकाव्य की शैली का अवबोध करवाना।

| | |
|--|----|
| 1. कालू कौमुदी (पूर्वार्द्ध)—स्त्रीप्रत्यय, तद्धित (सू. 295 से 328 एवं 514 से 681) | 30 |
| 2. वाक्य रचना बोध (38 से 52 पाठ) | 05 |
| 3. रघुवंशम् (द्वितीय सर्ग) | 15 |
| 4. स्वप्नवासदत्तम् | 15 |
| 5. अभिधान चिन्तामणि नाममाला (छठा काण्ड षष्ठम्, श्लोक 61 से 90) | 05 |

अंक विभाजन :

| | |
|--|----|
| 1. कालू कौमुदी पूर्वार्द्ध—स्त्रीप्रत्यय, तद्धित | 30 |
| (क) स्त्रीप्रत्यय | |
| (ख) तद्धित प्रकरण | |
| सूत्रार्थ | |
| रूपसिद्धि | |
| प्रकृति प्रत्यय | |
| 2. वाक्य रचना बोध | 05 |
| (क) संस्कृत से हिन्दी अनुवाद | |
| (ख) हिन्दी से संस्कृत अनुवाद | |
| (ग) शब्दार्थ | |
| 3. रघुवंशम् | 15 |
| 1. सप्रसंग व्याख्या | |
| 2. आलोचनात्मक प्रश्न | |
| 4. स्वप्नवासदत्तम् | 15 |
| 1. सप्रसंग व्याख्या | |
| 2. आलोचनात्मक प्रश्न | |

उपलब्धियाँ—

1. शब्दों के विभिन्न रूपों की जानकारी होगी।
2. नाटक पठन से संभाषण कला का ज्ञान होगा।

पाठ्य पुस्तक :

1. कालू कौमुदी, आदर्श साहित्य संघ, चूरु
2. वाक्य रचना बोध, आचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनूं
3. रघुवंशम् द्वितीय सर्ग—महाकवि कालिदास संपादक—डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007
4. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006
5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी

सहायक ग्रन्थ :

1. संस्कृत वाक्य रचना बोध, लेखक—आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
2. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विश्व भारती, लाडनूं
3. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
4. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा
5. संस्कृत रचनानुवाद कौमुदी – बी.एस. आप्टे

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 सीखाना।

1. लघुसिद्धान्तकौमुदी

30

कारक प्रकरण (सूत्र 888 से 903 तक)

समास प्रकरण (सूत्र 904 से 993 तक)

तद्धित प्रकरण (चातुरर्थिका तक) (सूत्र 994 -1064 तक)

2. रचनानुवाद कौमुदी (पाठ 21 से 30)

05

3. रघुवंशम् (द्वितीय सर्ग)

15

4. स्वप्नवासदत्तम्

15

अभिधान चिन्तामणि (छठा काण्ड, श्लोक 61 से 90)

05

अंक विभाजन-

1. लघुसिद्धान्तकौमुदी

30

(क) कारक प्रकरण

(ख) समास प्रकरण

(ग) तद्धित प्रकरण

2. रचनानुवाद कौमुदी

05

3. रघुवंशम्

15

1. चरित्र चित्रण

2. श्लोकार्थ

4. स्वप्नवासदत्तम्

15

1. चरित्र चित्रण

2. अनुवाद

3. कथा सारांश

5. अभिधान चिन्तामणि

05

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 :

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. रघुवंशम् द्वितीय सर्ग—महाकवि कालिदास संपादक—डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007
4. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006
5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी

सहायक ग्रन्थ :

1. लघु सिद्धान्त कौमुदी, महेश सिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. लघु सिद्धान्त कौमुदी, टीकाकार—राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
3. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
4. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, वाराणसी
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे
6. कालू कौमुदी, मुनि चौथमल, जैन विश्व भारती, लाडनूं

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 13/14/15 | C E -07/8/9 | Course 13/14/15 | 3.3 History e/; dkyhu Hkkj r dk bfrgkl | 70 | 30 | 100 | 4 |

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। दिल्ली सल्तनत में बलबन की महत्वपूर्ण 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, उपलब्धियाँ 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 जुन्टा गुट की भूमिका। औरंगजेब की राजपूत नीति, दक्षिण नीति एवं असफलता के कारण। शिवाजी का उत्कर्ष एवं शासन प्रबंध।

मुगलकालीन—स्थापत्य कला, शासन प्रबंध एवं 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 बढेगी।

सन्दर्भ ग्रंथ—

- भार्गव, डॉ. वी.एस.—मध्यकालीन भारतीय इतिहास, रिसर्च पब्लिकेशन, जयपुर।
- वर्मा, हरिश्चन्द्र—मध्यकालीन भारतीय इतिहास, भाग—1 एवं 2, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
- गुप्ता व पेमाराम—मध्यकालीन भारत का इतिहास, क्लासिक पब्लिकेशन हाउस, जयपुर
- सेंगर, शैलेन्द्र—मध्यकालीन भारत का इतिहास, अटलांटिक पब्लिशर्स, जयपुर, 2005

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 13/14/15 | C E -07/8/9 | Course 13/14/15 | 3.3 Political Science प्रमुख राजनीतिक व्यवस्थायें | 70 | 30 | 100 | 4 |

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 I

ब्रिटेन का संविधान—प्रमुख विशेषताएं, संवैधानिक परम्परायें (अभिसमय) सम्राट एवं राजमुकुट, मन्त्रिमण्डल एवं प्रधानमंत्री, स्पीकर का पद, संसद—कॉमन सभा एवं लार्ड सभा

इकाई II

संयुक्त राज्य अमेरिका संविधान—प्रमुख विशेषताएं, शक्ति पृथक्करण का सिद्धांत, अमेरिकी संघ व्यवस्था, राष्ट्रपति का पद, कांग्रेस—प्रतिनिधि सभा एवं सीनेट, सर्वोच्च न्यायालय

इकाई III

स्विस संविधान—प्रमुख विशेषताएं, मौलिक अधिकार एवं स्विस संघ व्यवस्था, संसद, संघीय परिषद्, संघीय सर्वोच्च न्यायालय, प्रत्यक्ष प्रजातंत्र।

इकाई IV

जनवादी चीन का संविधान—प्रमुख विशेषताएं, राष्ट्रीय जन कांग्रेस, राष्ट्रपति एवं राज्यपरिषद्, चीन का साम्यवादी दल।

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।

संदर्भ पुस्तकें :

1. Ogg & Zink : Modern Foreign Governments.
2. Menelly : Contemporary Government Japan. Houghton Muffin, 1963
3. V.D. Mahajan : Modern Constitutions.
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—प्रमुख राजनीतिक व्यवस्थायें, कॉलेज बुक हाउस, जयपुर
8. आर.सी.अग्रवाल—विश्व के प्रमुख संविधान, एस.चन्द एण्ड कम्पनी, नई दिल्ली
9. वीरकेश्वर प्रसाद सिंह—विश्व के प्रमुख संविधान, ज्ञानदा प्रकाशन, नई दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------|-----------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 13/14/15 | C E -07/8/9 | Course 13/14/15 | 3.3 Sociology : Social Research Method | 70 | 30 | 100 | 4 |

Learning outcomes : After completion of this course the student will able-

- ❖ 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 Soical Research
- ❖ Objective 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 fo Data

- ❖ Sources of Data : Primary and Secondary
- ❖ Tabular and Diagramatic Presentation of Data : Tables, Graphs, Histograms
- ❖ Measures of central tendency : Mean, Mode, Median

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, Macmillias
4. Kothari C.R., 1989, Research Methodology : Methods and Techniques, Bangalore, Wileg Eastern
5. Young P.V., 1988, Scientific Social Surveys and Research

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-----------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 13/14/15 | C E - 07/8/9 | Course 13/14/15 | 3.3 Geography : Human Geography | 70 | 30 | 100 | 4 |

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

- a) Definition and scope of Human geography.
- b) Its relation with other Subjects.
- c) Schools of Human geography : determinism, possibilism and neo-determinism.
- d) Fundamental principles of Human geography : Principle of activity, Principle of terrestrial unity.

Unit-II

- a) Races of man kind :- criteria of classification and distribution according to G. Taylor
- b) Migration zone theory by Griffith Taylor
- c) Factors of evolution of human races
- d) Tribes in the world, Habitat, Occupation & social organization : Pigmies, Bushmen, Eskimos and Khirgiz.

Unit-III

- a) Distribution of Tribes in India. Habitat, economic activities and social organization of Bhil, Naga, Toda and Santhal.
- b) Early economic activities of mankind : Food gathering, Hunting, Fishing & Shifting cultivation.
- c) World distribution, Concept of over population, optimum population and zero population growth.
- d) Migration-internal and international, general laws of Migration

Unit-IV

- a) Concept of human development and population problems and policy of India.
- b) Rural, Urban settlement-origin of towns, patterns of cities.
- c) Functional classification of cities, zoning of cities, Christaller's theory.
- d) Urbanization and problems : slums, town planning, concept and principles.

Practical :**Marks 20**

- a. Methods of Relief Representation: Hachure', Contours, layer tint, BM, Spot height, Trachographic Method.
- b. Drawing of Profiles: Serial, Composites and Superimposed.
- c. Prismatic Compass Survey: Instrument required for prismatic compass survey
- d. Prismatic Compass Survey: Radiation and intersection method.
- e. Correction of closing error with Bowditch rule.

Outcomes-

1. Having Knowledge of human geography & its principles, students can adjust & adapt themselves with different cultures prevailing.
2. Comes to know about problems regarding overpopulation, migration & steps to solve them.
3. Deep knowledge about people residing in urban & rural areas, their problems & solutions.

Suggested Readings :

1. Blache Vidal de la: Manav Bhugol ke Siddhant (In Hindi)
2. कौशिक, एस.डी. : मानव भूगोल के सरल सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ
3. हूसैन, माजिद : मानव भूगोल, रावत पब्लिकेशन्स

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-----------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 13/14/15 | C E - 07/8/9 | Course 13/14/15 | 3.3 Economics of Development and Planning in India | 70 | 30 | 100 | 4 |

Objective:

- ❖ To enable to understand the Economics of development.
- ❖ To enable to understand the Rostow'n 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, objective 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.

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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
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| BA-B.Ed. 13/14/15 | C E - 07/8/9 | Course 13/14/15 | 3.3 Home Science - Human Development | 70 | 30 | 100 | 4 |

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

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 objectives 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.

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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practica I/Viva- voca | CIA | Total | Credit |
|------------------------------|------------|-----------------|----------------------|--|-----|-------|--------|
| B.A.-B.Sc. B.Ed. 13/14/15 | C E -7/8/9 | Course 13/14/15 | 3.3 Physics : Optics | 70 | 30 | 100 | 4 |

Objectives

- To know the principles of sphere optics.
- To understand the concepts of interference.
- To develop knowledge about the diffraction and resolving power
- To make the applications of polarization, laser and Holography.

Unit 1 Interference

Definition and propagation of wavefront ,hygens principle of secondary wavelets, superposition of waves from two point source ;interference ,necessity of coherence for observing sustained interference condition for sustained interference , methods of producing coherent sources ,double slit experiment,fresnel's biprism interference with white light by biprism , determine the thickness of transparent thin film by biprism interference by division of amplitude , interference in thin films ,interference due to thin wedge shaped film, newtons ring , michelson interference

Unit 2 Fresnel's Diffraction

Fresnel's half period zones,for spherical wavefront for cylindrical wave front ,zoneplate,fraunhofer diffraction from a single slit,fraunhofer diffraction due to a circular aperture, fraunhofer diffraction due to two parallel slits, diffraction due to n parallel slits,diffraction grating, grating spectrum ,dispersion power of grating, difference between grating and prism spectra , concave reflection grating ,rowland mounting , resolving power, raylight's criterion for resolution

Resolving power of telescope ,relation between magnifying power and the resolving power of telescope ,resolving power of a microscope,resolving power of plane diffraction grating ,resolving power of prism

Unit 3 :Polarization

State of polarization of plane electromagnetic waves,polarization of light by reflection ,propagation of electromagnetic wave in an anisotropic medium, double refraction , phase retardation plates, production of polarized light, analysis of polarized light optical activity, specific rotation ,polarimeter

Unit 4 : Laser And Holography

Principle of laser action , various kind of laser , special properties of laser beam application of laser beam holography

Practical :

1. Study of dependence of velocity of wave propagation on line parameter using torsional wave apparatus.
2. Study of variation of reflection coefficient of nature of termination using torsional wave apparatus.
3. Using platinum resistance thermometer 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 interferometer find out the wave length of given monochromatic source (sodium light)
6. To determine dispersive power of prism.
7. To determine wave length of sodium light using grating.
8. To determine wave length of sodium light using Biprism.
9. Determine the thermodynamic constant using Clement'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.

Reference

- 1 प्रो. प्रभा दशोरा, डॉ. मीनल बाफना, डॉ. नीलम गुप्ता, डॉ. उषा परनामी, 2015–2016, प्रायोगिक भौतिकी, आर. बी. डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

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|------------------------------|----------------|--------------------|----------------------------------|------------------------------------|-----|-------|--------|
| B.A.-B.Sc. B.Ed. 13/14/15 | C E - 7/8/9 | Course 13/14/15 | 3.3 Mathematics : Algebra | 70 | 30 | 100 | 4 |

Objectives

- To know the principles of algebra.
- To understand various types of matrix.
- To describe definitions and examples of groups
- To apply appropriate methods for solving various problems.

Unit I

Symmetric, Skew symmetric, Hermitian and skew Hermitian matrices, Linear independence of rows and column matrices, Row Rank, Column Rank and rank of a matrix, equivalence of column and row ranks, Eigen values, Eigen vectors and the characteristic equation of a matrix. Cayley's theorem and its use in finding the inverse of a matrix.

Unit II

Applications of matrices to a system of linear homogeneous and non homogeneous equations, Theorems on consistency of a system of linear equations, Relations between the roots and coefficients of general polynomial equations in one variable, transformation of equations, Descartes's rule of signs, solution of cubic equations (Cardan method).

Unit III

Definition and examples of Groups, General properties of Groups, Sub Groups, Cyclic groups, cosets, Lagrange's theorem, Fermat's and Euler's theorems, Homomorphism and Isomorphism, Normal subgroups, Quotient groups.

Unit VI

The fundamental theorem of homomorphism permutations, Groups, Even and odd permutation, Cayley's theorem.

Introduction to Rings, Sub rings, Integral Domains and Fields, Boolean Algebra.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|------------------------------|----------------|--------------------|--|------------------------------------|-----|-------|--------|
| B.A.-B.Sc. B.Ed. 13/14/15 | C E - 7/8/9 | Course 13/14/15 | 3.3 Botany : Diversity In Seed Plants | 70 | 30 | 100 | 4 |

Learning outcomes : after completion of this course the student teacher will able:

- ❖ To know the general features, classification, morphology and reproduction of gymnosperms.
- ❖ To understand the origin and evolution of angiosperms.
- ❖ To know the fossilization and fossil gymnosperms.
- ❖ To understand the significance of seed, dispersal strategies and ecological adaptations.

Unit- 1

Characteristics of seed plants; evolution of the seed habit; seed plant with fruits(angiosperm) and without fruit(gymnosperms) fossil and living seed plants; geological time scale, fossilization and fossil gymnosperms.

Unit – 2

Angiosperm: origin and evolution; primitive angiosperm. Diversity in plant forms-annual, biennial and perennial; convergence of evolution of tree habit in gymnosperms, monocotyledons and dicotyledons, trees largest and longest lived organism?

Unit – 3

General features of gymnosperms and their classification; morphology and anatomy of vegetative and reproductive parts; life cycle of *cycas*, *pinus* and *Ephedra*.

Unit – 4

Significance of seed- suspended animation; ecological adaptation; unit of genetic recombination and replenishment; dispersal strategies, vegetative reproduction, grafting and economic aspects.

Suggested Laboratory Exercises-

- Study of external morphology, anatomy of vegetative and reproductive parts of *cycas*, *pinus* and *Ephedra*.
- Study of fossils and slides of fossils.
- Preparation of charts of geological time scale.

Suggested Readings-

- Sarabhai, R.C. and Saxena,R.C.(1990), A Text Book Of Botany, Rastogi Publication , Meerut.
- Sporne, K.R.(2002), The Morphology of Gymnosperms, B.I. Pub. Pvt. Ltd. Mumbai, Kolkata, Delhi.
- Wilson, N.S. and Rothewall, G.W. (1993), Palaeobotany and Evolution of Plants, Cambridge University Press, U.K.
- Singh, V. Pandey, P.C. & Jain, D.K.(2013), A Text Book of Botany, Rastogi Publication , Meerut.
- Bhatnagar, A.P. and Moitra, A.(1996), Gymnosperms, New Age International Ltd., New Delhi.
- Gifford, E.M. and Foster, A.S. (1998), Morphology and Evolution of Vascular Plants, W.H. Freeman & Company, Newyork.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------------|----------------|--------------------|--|------------------------------------|-----|-------|--------|
| B.A.-B.Sc. B.Ed.13/14/15 | C E - 7/8/9 | Course 13/14/15 | 3.3 Chemistry : Inorganic Chemistry | 70 | 30 | 100 | 4 |

Learning outcomes: After completion of this course students will able to learn:

- Chemistry of elements and properties of d-block elements.
- Chemistry of elements of second and third transition series.
- Principles involved in the extraction of the elements and use of redox potential.
- Werner's coordination theory and its experimental verification.
- Concept effective atomic number and valence bond theory.
- General features and atomic structure of Lanthanide and actinides.

Unit I Chemistry of elements of first Transition Series

Characteristic properties of d-block elements

Properties of the elements of the first transition series, their binary compounds and complexes illustrating relative stability of their oxidation states, coordination number and geometry

Unit II Chemistry of Elements of Second and Third Transition Series

General characteristics, comparative treatment with their 3d-analogues in respect of ionic radii, oxidation states, magnetic behaviour, spectral properties and stereochemistry

Unit III (a) Oxidation and Reduction

Use of redox potential data-analysis of redox cycle, redox stability in water-Frost, Latimer and Pourbaix diagrams, Principles involved in the extraction of the elements

(b) 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

Unit IV (a) Chemistry of Lanthanide elements

Electronic structure, oxidation states and ionic radii and lanthanide contraction, complex formation, occurrence and isolation, lanthanide compounds

(b) Chemistry of Actinides

General features and chemistry of actinides, chemistry of separation of Np, Pu and Am from Uure, similarities between the later actinides and the later lanthanides

Practicals:

i) Preparation of Standard solutions
Dilution – 0.1 M to 0.001 M solution

(ii) Volumetric Analysis:

- (a) Determination of acetic acid in commercial vinegar using NaOH
- (b) Determination of alkali content- antacid tablet using HCl
- (c) Estimation of calcium content in chalk as calcium oxalate by permanganometry.
- (d) Estimation of copper using thio sulphate
- (e) Estimation of ferrous and ferric by dichromate method.

(iii) Gravimetric Analysis

Cu as CuSCN

Ni as Ni (dimethylglyoxime)

References:

1. Lee, J.D., Concise Inorganic chemistry, 5th Edition, Chapman and hall.
2. Cotton & Wilkinson, Basic Inorganic Chemistry.
3. J.E. Huheey, E.A, Inorganic Chemistry – Principles of structure and reactivity.
4. G.I., Brown, New Guide to Modern Valence Theory.
5. B. Douglas & D. Mc. Daniels (2007), Concepts and Models of Inorganic Chemistry, Alexander Mohan Wiley & sons, 3rd Edn.
6. James Huheey, Keiter, Medhi, Principles of structure & reactivity, Pearson Education.

Semester III

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|------------------------------|----------------|--------------------|------------------------|------------------------------------|-----|-------|--------|
| B.A.-B.Sc. B.Ed. 13/14/15 | C E - 7/8/9 | Course 13/14/15 | 3.3 Zoology - Chordate | 70 | 30 | 100 | 4 |

Objectives:

- ❖ To enable students to understand in respect of vertebrates; their organizational hierarchies And complexities; the evolutionary trends in external morphology and classification with Examples; to enable them to understand various modes of adaptations in animals.

Unit-I Habit and habitat, structure reproduction (excluding development) and affinities of following types:-

- Hemichordate: Balanoglossus
- Urochordata: Herdmania, asclidian tadpole larva and its metamorphosis.
- Cephalochordate: Amphioxus

Unit- II Habit, habitat. Structure (morphology, digestive system, respiratory system, blood Vascular system, nervous system – central and peripheral and urinogenital system) of the following types:-

- Agnatha: petromyzon (including its affinities)
- Pisces: Scoliodon (including sense organs)
- Scales and fins of fishes.

Unit-III Habit, habitat, structure (morphology, digestive system, respiratory system, blood, Vascular system, nervous system–central and peripheral urinogenital system) of the following types:-

- Amphibian - Rana
- Reptilia : Uromastix
- Poisonous and non-poisonous snakes, poison apparatus & biting mechanism.

Unit-IV

1. Habit, habitat, structure (morphology, digestive system, respiratory system, blood vascular, System, nervous system – central and peripheral, urinogenital system) of The following types :-

- Aves: Columba,
- Mammal: Rabbit,
- Origin of birds,

An outline classification of chordates up to orders but up to subclasses only in case of protochord groups and mammals.

Migration of birds

Practical :

1. Study of Museum/Specimens.

- Hemichordate: Balanoglossus.
- Urochordata: Herd mania, Pyrosoma.
- Cephalochordate: Amphioxus Lanceolatum.
- Cyclostomata, Petromyzon, Myxine.
- Pisces: Scoliodon, Sphyrna Torpedo, Pristis, Trygon Lepidosteus, Labeo, Clarias, Ophiocephalus, Anabas Exocoetus, Hippocampus, Tetrodon. Protopterus.
- Amphibia: Ichthyophis. Necturus, Proteus, Ambystoma, Axototal larva Triturus Amphiuma, Alytes, Bufo.
- Reptilia Testulo. Trionyx Sphenodon, Hemidactylus Draco; Calotes Chamaeleon. Varanus, Heloderma, Typhlops Eryx, Hydrophis. Viper, Bunagarus Naja, Alligator, Gavialis.
- Aves: Pavo, Columba, Psitacula, Corvus, Archaeopteryx.
- Mammals: ormithorhynchus, Echidna, Macropus, Loris, Manis, Rattus .

2. Study of Permanent Slides:

- Balanoglossus: T.S. of proboscis, collar, region and trunk
- Amphioxus: T.S. of oral hood, pharynx,
- Mammals: T.S. skin Stomach, Duodenum, Heum, liver, pancreas, spleen lung, kidney, testis, Ovary.

3. Osteology:

- Study of skull bones of Frog, bird and Rabbit.
- Study of vertebral of Frog, Rabbit, bird and rabbit.
- Study of girdles, forelimb and hind limb bones of Frog, rabbit, bird and rabbit.

4. Dissect and display the following;

- Scoliodon: Afferent bronchial system
- Efferent bronchial system
- Cranial nerves (V, VII & IX, X) and Internal ear.

References:

1. Modern Textbook of zoology: Vertebrates by R.L. Kotpal – Rastogi publications. Meerut, 3rd Edition, 2008.
2. A Textbook of Zoology Voll. II by parkar and Hasswel – (Mac Millan).
3. A Textbook of Zoology Voll. II R.D. Vidyarthi – (S. Chand & Co, Delhi).
4. Life of Vertebrates by J.Z. Young – (Oxford University press).
5. The Vertebrates by A.S.Romer- (Vakils, Ferrer & Simons, Bombay).
6. Elements of Chordate Anatomy by Weichert – (McGraw Hill).
7. The Birds by R.L. Kotpal (4th edition) – (Rastogi publications, 2008).
8. Bird Migration by D.R. Griffin – (Doubleday, Garden City, USA).
9. The Book of Indian birds by Salim Ali.
10. Fish and Fisheries by K. Pandey and J.P. Shukla (2nd Edition) (Rastogi publications, 2008).
11. Indian Fishes by Qureshi and Qureshi – (Brij Brothers, Bhopal).
12. Comparative anatomy of the vertebrates by George C Kent – 3rd saint loais: The C.V. Mosby Company, 1973.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|---------|-----------|--|------------------------------------|-----|-------|--------|
| B.A./B.Sc.- B.Ed. 16 | E O -03 | Course 16 | (Any one paper) 1. Yoga Evam Prekshadhayan | 70 | 30 | 100 | 4 |

उद्देश्य—

1. योग के अंगों का परिचय करवाना।
2. योग पद्धतियों का परिचय करवाना।
3. प्रेक्षाध्यान के मुख्य अंगों के आध्यात्मिक और वैज्ञानिक दृष्टिकोण का ज्ञान करवाना।
4. प्रेक्षाध्यान के मुख्य अंगों के प्रयोजन और निष्पत्तियों का ज्ञान करवाना।

इकाई—1

भारतीय परम्परा में योग एवं प्रेक्षाध्यान, योग का अर्थ, परिभाषा एवं योग की विविध शाखाएं, पातंजल योग : अष्टांग योग, प्रेक्षाध्यान उद्भव

इकाई—2

प्रेक्षाध्यान : अर्थ, स्वरूप, ध्येय, उपसंपदा चर्यासूत्र, सहायक अंग—आसन, प्राणायाम, ध्वनि, मुद्रा, विशिष्ट अंग—अनिमेष प्रेक्षा, व वर्तमान क्षण की प्रेक्षा, आध्यात्मिक व वैज्ञानिक दृष्टिकोण एवं निष्पत्तियां

इकाई—3

प्रेक्षाध्यान के मुख्य अंग—कायोत्सर्ग—अर्थ, परिभाषा, प्रयोजन निष्पत्तियां, आध्यात्मिक व वैज्ञानिक दृष्टिकोण। श्वास प्रेक्षा—श्वासप्रेक्षा—प्रकार, आध्यात्मिक व वैज्ञानिक दृष्टिकोण तथा निष्पत्तियां

इकाई—4

चैतन्य केन्द्र प्रेक्षा और लेश्याध्यान—चैतन्य केन्द्र प्रेक्षा—स्थान, प्रक्रिया, आध्यात्मिक व वैज्ञानिक दृष्टिकोण व निष्पत्तियां, लेश्याध्यान का परिचय और प्रयोजन, लेश्याध्यान—आध्यात्मिक व वैज्ञानिक दृष्टिकोण तथा निष्पत्तियां

उपलब्धियाँ—

1. योग की विभिन्न परम्पराओं से परिचित हो सकेंगे।
2. प्रेक्षाध्यान की आध्यात्मिकता एवं वैज्ञानिकता को जान सकेंगे।
3. प्रेक्षाध्यान के मुख्य अंगों के प्रयोजन और निष्पत्तियों से परिचित हो सकेंगे।
4. तनाव मुक्ति की प्रक्रिया से परिचित हों सकेंगे।
5. शरीर एवं मन की आन्तरिक शक्तियों की जागरण की विधि को जान सकेंगे।

प्रायोगिक भाग :

1. आसन—त्रिकोणासन, भुजंगासन, जानुशिरासन, पश्चिमोत्तानासन
2. प्रेक्षाध्यान—ध्यान की पूर्व तैयारी, ध्यान के चार चरण एवं ध्यान का समापन
3. अनुप्रेक्षा—कर्त्तव्यनिष्ठा एवं स्वावलम्बन
4. प्राणायाम— अनुलोम—विलोम

पाठ्यपुस्तकें :

1. जीवन विज्ञान सिद्धांत समणी श्रेयसप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, लाडनूं
संदर्भ—पुस्तकें :

1. जीवन विज्ञान की रूपरेखा, समाकलन—मुनि धर्मेश, जैन विश्वभारती संस्थान, लाडनूं
2. अहिंसा और अणुव्रत : सिद्धांत और प्रयोग, समाकलन—मुनि सुखलाल,
3. आचार्य महाप्रज्ञ : प्रेक्षा पुष्प, जैन विश्व भारती प्रकाशन, लाडनूं
4. अपना दर्पण अपना बिम्ब— युवाचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूं
5. जीवन विज्ञान, प्रेक्षाध्यान एवं योग, सम्पादक समणी डॉ. मल्लि प्रज्ञा, जैन विश्व भारती, लाडनूं
6. पातंजल योग दर्शन : आचार्य ब्रह्मलीन, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली,
7. योग तत्त्वांक, गीताप्रेस, गोरखपुर
8. महावीर की साधना का रहस्य— आचार्य महाप्रज्ञ, तुलसी अध्यात्म नीडम् प्रकाश,
9. श्रीमद्भागवतगीता, गीता प्रेस, गोरखपुर

प्रायोगिक संदर्भ पुस्तकें—

1. यौगिक क्रिया—मुनि किशनलाल
2. प्रेक्षाध्यान प्रयोग पद्धति—आचार्य महाप्रज्ञ
3. आसन—प्राणायाम—मुनि किशनलाल

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|---------|-----------|---|------------------------------------|-----|-------|--------|
| B.A./B.Sc.- B.Ed. 16 | E O -03 | Course 16 | (Any one paper) 2. Bhartiya Darshan | 70 | 30 | 100 | 4 |

उद्देश्य—

1. भारतीय दर्शनों का संक्षिप्त परिचय देना।
2. उनके प्रमुख सिद्धान्तों की जानकारी देना।

इकाई—1

1. भारतीय दर्शन का संक्षिप्त परिचय
2. भारतीय दर्शन की कतिपय विशेषताएं

चार्वाक दर्शन

1. प्रमाण विचार
2. तत्त्व विचार
3. चार्वाक के नैतिक नियम

इकाई—2

जैन दर्शन और बौद्ध दर्शन

1. प्रमाण विचार
2. तत्त्व विचार
3. जैन आचार
4. मोक्ष विचार
1. बुद्ध के चार आर्य सत्य
2. बुद्ध के मूल दार्शनिक विचार
3. बौद्ध दर्शन के चार सम्प्रदाय

इकाई—3

सांख्य दर्शन और योगदर्शन एवं मीमांसा

1. सांख्य दर्शन का सृष्टि विकास
2. पुरुष एवं प्रकृति और सत्कार्यवाद
3. प्रमाण विचार
4. मोक्ष विचार

योग दर्शन

1. योग का महत्त्व
2. चित्तवृत्तियां एवं चित्त भूमियां
3. योग के अष्टांग साधन

4. सम्प्रज्ञात एवं असम्प्रज्ञात समाधि
5. ईश्वर विचार

मीमांसा दर्शन

1. प्रमाण विचार
2. प्रामाण्य विचार
3. ब्रह्म विचार

इकाई-4

न्याय दर्शन और वैशेषिक दर्शन एवं वेदान्त

1. षोडश पदार्थ
2. प्रमाण विचार
3. जगत् सम्बन्धी विचार
4. जीवात्मा और मोक्ष
5. ईश्वर विचार

वैशेषिक दर्शन

- सप्तपदार्थ— 1. द्रव्य, 2. सामान्य, 3. अभाव, 4. गुण
5. विशेष, 6. कर्म, 7. समवाय

वेदान्त दर्शन

1. वेदान्त दर्शन में शंकर का अद्वैत
1. जगत् विचार, 2. ब्रह्म विचार, 3. आत्म विचार
2. रामानुज का विशिष्टद्वैत
1. सृष्टि विचार, 2. ब्रह्म विचार, 3. आत्म विचार

पाठ्य पुस्तक :

1. भारतीय दर्शन— दत्ता एवं चटर्जी
2. भारतीय दर्शन— बलदेव उपाध्याय

संदर्भ पुस्तकें :

1. षड्दर्शन— आचार्य हरिभद्र
2. सर्वदर्शन संग्रह— माधवाचार्य (हिन्दी टीका— प्रो. उमाशंकर शर्मा 'ऋषि')
3. वेदान्तसार— सदानन्द
4. न्याय सूत्र

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|----------|-----------|---------------------------------------|------------------------------------|-----|-------|--------|
| B.A./B.Sc.- B.Ed. 16 | C F - 01 | Course 17 | Ability Enhancement of Pedagogy Paper | 70 | 30 | 100 | 4 |

Learning outcomes after completion of this course the student will able

*TO understand the idea of method

*To develop knowledge of various teaching skill

*To apply teaching for effective and Innovative classroom teaching

Course content:

Unit (1) Autocratic style teaching methods: Concept, steps, lesson plan

- (A) Lecture method
- (B) Demonstration method
- (C) Tutorials
- (D) Programmed Instruction

Unit (2) Democratic style teaching method: Concept, steps, lesson plan

- (A) Project method
- (B) Problem solving method
- (C) Brain storming method
- (D) Group discussion method

Unit (3) Teaching skills: Concept and lesson plan

- (A) Introduction skill
- (B) Question skill
- (C) Demonstration skill
- (D) Black board

Unit (4) Innovative Techniques

- (A) Video conferencing
- (B) Smart class
- (C) E-Learning
- (D) Computer Assisted Instruction (CAI)

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|---------|-----------|---------------------------------|------------------------------------|-----|-------|--------|
| B.A./B.Sc.- B.Ed. 16 | C C -05 | Course 18 | A Critical Understanding of ICT | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the students will able:

- ❖ 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 - ICT Fundamental

- d) ICT : Concept, Characteristics, IMportance and Critical
- e) Smart Class, Virtual class, Lab, Digital books.
- f) T.V. Use in Classroom, Projector use in Classroom, Mobile use in Classroom, Use of Printer

Unit - II Learning & Web Based Learning

- d) E-learning
- e) web Based Learning
- f) Peer Learning, Co-operative Learning, Group Larning, Project Based Learning

Unit - III MS Office

- d) MS- word (Text management)
- e) MS-Excel (Preparation Marksheet)
- f) Power Point (Preparation of Slide)

Unit - IV Internet and Multimedia

- d) E-mail, Chat
- e) Searching, Downloding and Uploding
- f) Concepts of Multimedia and its Education Uses.

Assignment Works :

- Prapare one term paper on any topic related to above units.

Practical Works :

- Prepare power point presentation on any two topics related to above units.

(B.A./B.SC.-B.Ed.)**Semester IV****Distribution of Papers, Marks and Credit**

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | | | | | | | | |
|--------------------------|------------------|---------------|--|------------------------------------|---------------|--------------|-------------|------------------|---------------|---------------|-------------|-----|----|----|-----|---|
| BA/B.SC. -B.Ed. 19 | C E -10 | Course 19 | For - Arts students Any three of the following subject to offer | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 20 | C E -11 | Course 20 | <table border="1"> <tr> <td>4.4 Hindi</td> <td>4.4 English</td> <td>4.4 Sanskrit</td> </tr> <tr> <td>4.4 History</td> <td>4.4 Pol. Science</td> <td>4.4 Sociology</td> </tr> </table> | 4.4 Hindi | 4.4 English | 4.4 Sanskrit | 4.4 History | 4.4 Pol. Science | 4.4 Sociology | 70 | 30 | 100 | 4 | | | |
| 4.4 Hindi | 4.4 English | 4.4 Sanskrit | | | | | | | | | | | | | | |
| 4.4 History | 4.4 Pol. Science | 4.4 Sociology | | | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 21 | C E -12 | Course 21 | <table border="1"> <tr> <td>4.4 Geography</td> <td>4.4 Economics</td> <td>4.4 Home Sc.</td> </tr> </table> <p>For - Science students Any three of the following subject to offer</p> <table border="1"> <tr> <td>4.4 Physics</td> <td>4.4 Mathamatics</td> <td>4.4 Botany</td> </tr> <tr> <td>4.4 Chemistry</td> <td>4.4 Zoology</td> <td></td> </tr> </table> | 4.4 Geography | 4.4 Economics | 4.4 Home Sc. | 4.4 Physics | 4.4 Mathamatics | 4.4 Botany | 4.4 Chemistry | 4.4 Zoology | | 70 | 30 | 100 | 4 |
| 4.4 Geography | 4.4 Economics | 4.4 Home Sc. | | | | | | | | | | | | | | |
| 4.4 Physics | 4.4 Mathamatics | 4.4 Botany | | | | | | | | | | | | | | |
| 4.4 Chemistry | 4.4 Zoology | | | | | | | | | | | | | | | |
| BA/B.SC. -B.Ed. 22 | E O -04 | Course 22 | (Any one paper) 1. Moolyaparak Prashikshan 2. Jeevan Vigyan Evam Swasthya | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 23 | CF - 02 | Course 23 | Ability Enhancement basis of Computer | 70 | 30 | 100 | 4 | | | | | | | | | |
| BA/B.SC. -B.Ed. 24 | C C -06 | Course 24 | Gender, School and Society | 35 | 15 | 50 | 2 | | | | | | | | | |
| BA/B.SC. -B.Ed. 25 | C C -07 | Course 25 | Drama and Arts in Education | 35 | 15 | 50 | 2 | | | | | | | | | |
| | | Total | | 420 | 180 | 600 | 24 | | | | | | | | | |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 गद्य साहित्य (नाटक, एकांकी, निबन्ध) | 70 | 30 | 100 | 4 |

उद्देश्य-

1. विद्यार्थियों को नाटक, एकांकी एवं निबंध साहित्य की सामान्य जानकारी देना।
2. हिन्दी के प्रमुख गद्य साहित्यकारों का परिचय देना।
3. हिन्दी की प्रमुख गद्य शैलियों का ज्ञान प्रदान करना।
4. विद्यार्थियों में गद्य लेखन क्षमता का विकास करना।

इकाई I

1. निबंध विद्या का संक्षिप्त इतिहास
2. चयनित निबंध- बालमुकुन्द गुप्त बनाम लॉर्ड कर्जन- बालमुकुन्द गुप्त
3. श्रद्धा-भक्ति, आचार्य रामचन्द्र शुक्ल

इकाई II

1. अशोक के फूल- आचार्य हजारी प्रसाद द्विवेदी
2. चेतना का संस्कार- अज्ञेय
3. मेरे राम का मुकुट भीग रहा है- डॉ. विद्यानिवास मिश्र

इकाई III

1. नाटक विद्या का संक्षिप्त इतिहास
2. ध्रुवस्वामिनी (नाटक)- जयशंकर प्रसाद

इकाई IV

1. एकांकी विद्या का संक्षिप्त इतिहास
2. चयनित एकांकियाँ- (क) दीपदान- डॉ. रामकुमार वर्मा
(ख) धरोहर- सेठ गोविन्द दास
(ग) हरितगन्धा- हमीदुल्ला

उपलब्धियाँ-

1. विद्यार्थी प्रमुख साहित्यकारों की रचनाओं से प्रेरणा पाकर अपने लेखन कौशल का अभ्यास कर सकेंगे।
2. विद्यार्थी गद्य की विभिन्न शैलियों का ज्ञान प्राप्त कर स्वयं की लेखनशैली का विकास कर सकेंगे।
3. विद्यार्थी स्वयं गद्य लेखन की ओर अग्रसर हो सकेंगे।

पाठ्यपुस्तक :

1. ध्रुवस्वामिनी-जयशंकर प्रसाद, वाणी प्रकाशन, नई दिल्ली।
2. धरोहर- संपादक- डॉ. रामचरण महेन्द्र, बुकलैण्ड पब्लिशर्स, लालजी सांड का रास्ता, जयपुर
3. चेतना के संस्कार-संपादक-विश्वनाथ तिवारी, वाणी प्रकाशन, नई दिल्ली।

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 English - Prose and Fiction | 70 | 30 | 100 | 4 |

Objectives -

1. To enable the students to compose stories.
2. To make aware about the government system and corruption.
3. To give knowledge of grammar.
4. To give inspiration through great writings.

Unit I A Choice of Short Stories

20

(Ed. Shakti Batra and PS Sidhu. OUP.)

- i. A Cup of Tea-Katherine Mansfield
- ii. An Astrologer's Day-R.K. Narayan
- iii. A Friend in Need – W.S. Maugham
- iv. The Silver Lining – Chaman Nahal

Unit II Essays:

15

- i. The End of Living and the Beginning of Survival-Chief Seattle
- ii. The End and the Means – Swami Vivekanand
- iii. The Civilization of Today – CEM Joad
- iv. India's Strength and Weakness – J.L. Nehru
- v. In praise of Mistakes – Robert Lynd

Unit III Train to Pakistan – Khuswant Singh

15

Unit IV Five point Someone – Chetan Bhagat

20

Outcome-

1. The students will be able to compose a short play based on a story.
2. They will learn to compose essays.
4. They will understand the purpose of education.

References and Text Books :

1. A Choice of Short Stories. (Ed.) Shakti Batra and PS Sidhu. OUP.
2. Train to Pakistan – Kushwant Singh] Orient Long man.
3. Paper – II : Collection of Essays. JVBI, Ladnun.
4. Five Point Someone –Chetan Bhagat

Suggested Reading :

1. R.N. Bose & T.S. Sterling, Elements of English Rhetoric and Prosody. Chuckervetty, Chatterjee, Calcutta, 1981.
2. A Sanders, The Short Oxford History of English Literature. (rev. edn.) OUP, 1996.
3. D. Daiches, A Critical History of English Literature. M. Secker & Warburg, London, 1960.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 संस्कृत व्याकरण एवं साहित्य (लघुसिद्धांतकौमुदी) | 70 | 30 | 100 | 4 |

उद्देश्य-

1. वाक्य निर्माण का अभ्यास कराना।
2. अनुवाद की विधा का प्रशिक्षण देना
3. तद्धित शब्दों की विधि समझाना।

तद्धित प्रकरण

(शैषिका अधिकार से स्वार्थिका तक) (सूत्र 1065 से 1243 तक)

रचनानुवाद कौमुदी (पाठ 31 से 40)

अभिज्ञान शाकुन्तलम्

सिन्दूरप्रकर (1 से 50)

अभिधान चिन्तामणि (छठा काण्ड, श्लोक 91 से 120)

अंक विभाजन :

- (क) तद्धित प्रकरण
- (ख) रचनानुवाद कौमुदी
- (ग) अभिज्ञान शाकुन्तलम्
1. दो श्लोकों की सप्रसंग व्याख्या
 2. चरित्र चित्रण
 3. एक समीक्षात्मक प्रश्न
 4. दो सूक्तियों की व्याख्या
- (घ) सिन्दूरप्रकर
1. दो श्लोको की सप्रसंग व्याख्या
 2. प्रकरण का सारांश
- (ङ) अभिधान चिन्तामणि
1. दो श्लोक पूर्ति
 3. पांच शब्दों के अर्थ

परीक्षा संबंधी निर्देश- लघुसिद्धान्तकौमुदी में से सूत्र पूर्ति, रूपसिद्धि, प्रकृति प्रत्यय आदि पूछे जायेंगे। शब्दार्थ , संस्कृत से हिन्दी एवं हिन्दी से संस्कृत वाक्य पूछे जायेंगे। निबंधात्मक प्रश्न सूत्र की व्याख्या (अंक 7) एवं रूपसिद्धि (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक प्रश्न करना होगा तथा निबंधात्मक प्रश्न अभिज्ञानशाकुंतलम् (अंक 7) एवं सिन्दूरप्रकर (अंक 8) के दो प्रश्न पूछे जाएंगे उनमें से एक करना होगा।

उपलब्धियाँ-

1. वाक्य निर्माण की प्रक्रिया का ज्ञात होगा।
2. शब्द कोश का ज्ञान बढ़ेगा।

पाठ्यपुस्तक-

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. अभिज्ञान शाकुंतलम्, महाकवि कालिदास, व्याख्याकार यनदुन्दन मिश्र, चौखम्बा पब्लिशर्स, वाराणसी, 1999
4. सिन्दूरप्रकर, आचार्य सोमप्रभ, संपादक-मुनि राजेन्द्र कुमार, जैन विश्वभारती, लाडनूं
5. अभिधान चिन्तामणि-चौखम्बा विद्या भवन

सहायक पुस्तक पुस्तकें :

1. लघु सिद्धान्त कौमुदी, महेशसिंह कुशवाहा, चौखम्बा विद्या भवन, दिल्ली
2. लघु सिद्धान्त कौमुदी, टीकाकार-राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
3. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन शास्त्री
4. अभिधान चिन्तामणि-चौखम्बा विद्या भवन
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

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| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 jktLFkku ds bfrgkl dk l o{k.k | 70 | 30 | 100 | 4 |

मीसु ; &

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 ।

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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 । राजपूत राज्यों में सामन्तवाद की विशेषताएं ।

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ब्रिटिश प्रभुसत्ता के समय में राजपूत जागीरदारों की स्थिति में परिवर्तन, मालदेव के अधीन मारवाड राज्य का उत्कर्ष, दुर्ग वास्तुकला— विशेषताएं चित्तौड़, रणथंभोर और आमेर के संदर्भ में । महाराणा कुंभा की राजनीतिक एवं सांस्कृतिक उपलब्धियाँ, महाराणा प्रताप का मुगलों से संघर्ष ।

bdkb& III

आमेर के मानसिंह द्वारा मुगल सहयोग । धार्मिक आन्दोलन मीरा एवं दादू दयाल के विशेष संदर्भ में । राजपूताना में मराठों के हस्तक्षेप के कारण एवं परिणाम । राजस्थान में 1857 के विद्रोह के कारण एवं परिणाम ।

bdkb& IV

राजस्थान में राजनैतिक जागरण के कारण । बिजोलिया किसान आंदोलन । 1818 की संधियों के सम्पन्न होने की परिस्थितियाँ एवं परिणाम विशेषतया मेवाड, मारवाड, और कोटा राज्यों के संदर्भ में । 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 ।

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1. व्यास, आर.पी.—राजस्थान का वृहद् 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 Cultural of Rajasthan.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 भारतीय राजनीतिक व्यवस्था | 70 | 30 | 100 | 4 |

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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 कराना।
4. विद्यार्थियों की प्रतियोगी परीक्षाओं में तर्क शक्ति बढ़ाना।

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भारत शासन अधिनियम 1919 (द्वैध शासन के विशेष सन्दर्भ में) तथा भारत शासन अधिनियम 1935 प्रान्तीय स्वायत्ता के विशेष सन्दर्भ में

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संविधान का निर्माण : संविधान सभा में प्रमुख मुद्दे, विशेषताएं, संघव्यवस्था की प्रकृति, मौलिक अधिकार, राज्य नीति के निदेशक सिद्धांत।

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संघीय कार्यपालिका (राष्ट्रपति प्रधानमंत्री एवं मन्त्रिपरिषद्) संघीय संसद, सर्वोच्च न्यायालय एवं न्यायिक पुनरावलोकन।

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राज्यों का शासन : राज्यपाल, मुख्यमंत्री एवं मन्त्रिपरिषद्, राज्यविधान मण्डल, भारतीय राजनीतिक व्यवस्था की प्रमुख चुनौतियां : क्षेत्रियतावाद एवं राजनीति का अपराधीकरण।

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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।

l nHk/ i qrd&

1. Ogg & Zink : Modern Foreign Governments.
2. Menelly :Contemporary Government Japan. Houghton Muffin, 1963
3. V.D. Mahajan : Modern Constitutions.
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—प्रमुख राजनीतिक व्यवस्थायें, कॉलेज बुक हाउस, जयपुर,
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

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| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 Sociology - Social Problems in Contemporary India | 70 | 30 | 100 | 4 |

Learning outcomes

- ❖ 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 Devrived Social categories : Scheduled castes and scheduled Tribes

Unit - III Disorganizational Problems in contemporary India

- ❖ Crime, Juvenile, Delinquency
- ❖ Corruption, Drug addition
- ❖ Terrorism, Casteism

Unit - IV Development problems in contemporary India

- ❖ Poverty, Unemployment
- ❖ Illiteracy, Environmental pollution
- ❖ Problems of Slums, Development Induced Displacement

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

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|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 Macro Economics Theory | 70 | 30 | 100 | 4 |

Objective:

- ❖ 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 Band.
- ❖ 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 Natinal Product/National Income : measurement of National Income.
- d) Determinats of National Income - Consumption Function; simple Keynesian consumption Function, Factors affecting saving - consumption.
- e) Investment function : meaning, Determination of level of Investment.
- f) Euquality 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 combridge versions.
- c) Coercial 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) Relation ship 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, Blance of Payment.
- d) Foreign Exchange : Determination of Exchange Rate - mint Par 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.

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)

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 Economic Geography | 70 | 30 | 100 | 4 |

Objects-

1. To make students aware about concept of economic geography, economic activities & their impact on the environment.
2. Knowledge about various resources : Natural, Soil, Mineral & Energy.
3. 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.

- 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 Dimensional, Two Dimensional, Three Dimensional.
- c) Representation of statistical data through graphs: Poly linear graph, Climograph and Hythergraph.

Outcomes -

1. Students can know how their activities of trade & services will affect the environment. This may lead to the path of Green Environment.
2. After knowing availability of various resources available, their proper utilisation is possible.
3. Students can 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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-----------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/1 2 | Course 19/20/21 | For - Arts students 4.4 Home Science - Textiles & Clothing | 70 | 30 | 100 | 4 |

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.

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 Sanganeri, 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

References :

1. Hollen & Saddler, Textiles
2. Durga Deolkar, Textiles & Laundry work
3. Susheela Dantiyagi, Fundamentals of Textiles & Their Uses
4. Joseph Marjory, Introduction to Textiles, 5th Edition, Holt Rinehart 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.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4.4 Physics : Thermodynamical Physics | 70 | 30 | 100 | 4 |

Objectives :-

- To know the principles of thermodynamics.
- To understand the general thermodynamic interactions.
- To apply the laws of thermodynamics.
- To aware production of low temperatures and its applications.

UNIT I - Interaction of macroscopic systems

some important statistical and thermodynamic concept, zeroth law of thermodynamics, interaction between systems, Distribution of energy between macroscopic system, Entropy, small heat transfer system in contact with a heat reservoir, partition function of an ideal gas, Energy fluctuations.

UNIT II – General Thermodynamic interactions

Dependence of The number of states on External parameters, general relations valid in equilibrium conditions of an isolated system, equilibrium between phases, equilibrium condition for a system of fixed volume when it is in contact with a heat reservoir at constant temperature, system of constant pressure in contact with heat reservoir when they are interacting adiabatically, general relations for a system having different kinds of molecules : chemical potential, Maxwell's thermodynamic relations.

UNIT III – Heat engines and second law of thermodynamics

Reversible and Irreversible process, Heat engine, efficiency of a heat engine Carnot's Ideal engine : Carnot cycles, reversibility of Carnot cycle, Carnot refrigerator, Carnot theorem, second law of thermodynamics, thermodynamic scale of temperature.

UNIT IV- Production of low temperatures and its applications

Production of low temperature or to obtain low temperature, method of freezing mixtures, evaporation of liquid under reduced pressure, Joule – Thomson expansion, Joule- Thomson's porous plug experiments, and Joule-Thomson's coefficient. Joule-Thomson's coefficient for an ideal gas and real gases, Regenerative cooling, cooling by a demagnetization, thermodynamics of a P-T diagram of Helium I & II, Super fluidity of He II, Thermal conductivity, Fountain effect or thermodynamic effect, Quest for absolute Zero temperature, unattainability of absolute Zero, Nernst heat theorem.

Practical :-

1. Plot thermo emf versus temperature graph and find the neutral temperature(Use sand bath),
2. Study of power supply using two diodes/bridge rectifier with various filter circuits.
3. Study of half wave rectifier using single diode and application of Land 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($\cos \theta$)of a given coil using cro.
7. Study of single stage transistor audio amplifier (variation of gain with frequency).

References:

प्रो. प्रभा दशोरा, डॉ. उषा परनामी, डॉ. मीनल बाफना, डॉ. नीलम गुप्ता, 2015–2016, सांख्यिकी एवं उष्मागतिकीय भौतिकी, आर. बी. डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practica l/Viva-vo ca | CIA | Total | Credit |
|-------------------|----------------|-----------------|--|-------------------------------|-----|-------|--------|
| BA-B.Ed. 19/20/21 | C E - 10/11/12 | Course 19/20/21 | For - Arts students 4-4 Real Analysis | 70 | 30 | 100 | 4 |

Objective :

1. To know the principle of real analysis.
2. To understand the concept of functions.
3. To make applications of integral calculus.
4. To understand uniform convergence, improper integrals and their convergence.

Unit I

Limit , Definition of the limit of a function, properties of the limits, Continuous functions and classification of discontinuities, Sequential continuity , Properties of continuous functions, Uniform continuity , Limit and continuity of functions of tow variables.

Unit II

Differentiability, Chain rule of differentiability Mean Value Theorems and their geometrical interpretations, Darboux's intermediate value theorem for derivatives, Taylor's theorem with various of remainders, Taylor's theorem for function of two variable.

Unit III

Riemann integral, Integrability of continuous and monotonic functions, the fundamental theorem of integral calculus , Mean value theorems of integral calculus.

Unit IV

Real sequence, Definition, Theorems on limits of sequences, Bounded and monotonic sequences, Cauchy's convergence criterian, Infinite Series of non negative terns, Cpmarison tests. Cauchy's integral test, Ratio tests, Raabe's Logarithmic, De morgan and Bertrand's tests' Alternating series, Leibnit,z theorem Absolute and conditional convergence.

Unit V

Uniform convergence of function , weirestrass M-test, Abel's and Dirichlets, test, for uniforms convergence improper integrals and their convergence , Comprison tests, Abel's and Dirichlet's tests, Fouriers expansion of piecewise monotonic function .

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practica l/Viva-voca | C I A | Total | Credit |
|--------------------|---------|-----------|---|------------------------------|-------|-------|--------|
| BA-B.Sc.- B.Ed. 19 | C E -10 | Course 19 | For - Science students 4-4 Botany : Systematics Of Angiosperms | 70 | 30 | 100 | 4 |

Learning outcomes : after completion of this course the student teacher will able:

- ❖ To know the Fundamental concept of natural, artificial and phylogenetic systems of classification.
- ❖ To understand the taxonomy of angiosperms.
- ❖ To know the diversity of flowering plants.

Unit -1

Angiosperm taxonomy: Brief history, aims and fundamental concepts of artificial, natural and phylogenetic system of classification, Bentham & Hooker, Cronquist and takhtajan system of classification. Herbarium technique, important herbaria and botanical gardens of India.

Unit – 2

Diversity of flowering plants as illustrated by members of families Ranunculaceae, Brassicaceae, Malvaceae, Rutaceae, Fabaceae, Apiaceae.

Unit – 3

Diversity of flowering plants as illustrated by members of families Acanthaceae, Apocynaceae, Asclepiadaceae, Asteraceae, Lamiaceae.

Unit – 4

Diversity of flowering plants as illustrated by members of families Solanaceae, Euphorbiaceae, Liliaceae, Poaceae.

Suggested Laboratory Exercises-

The following genera are suitable for study of families-

- Ranunculaceae : Ranunculus, Delphinium.
- Fabaceae : Pisum Sativum, Cassia and Acacia.
- Apiaceae : Coriandrum.
- Apocynaceae : Catharanthus, Thevatia.
- Asclepiadaceae : Calotropis.
- Lamiaceae : Ocimum, Salvia.
- Euphorbiaceae : Euphorbia pulcherrima, Ricinus.
- Acanthaceae – Adhatoda.
- Rubiaceae : Hamelia
- Poaceae : Triticum.

Suggested Readings-

- N.N. Nair (1995), The Taxonomy of Angiosperm, TMH Publishing Company Pvt. Ltd. New Delhi.
- V.V. Sivaranjan (1984), Introduction to the Principles of Plant Taxonomy, Oxford & BH Publishing Co. Pvt. Ltd., New Delhi.
- Devis, P.H. and Heywood, V.H.(1963), Principles of Angiosperm Taxonomy, Oliver and Boyd, London.
- Heywood, V.H. and Moore, D.M.(1984), Current Concept in Plant Taxonomy, Academic Press, London.
- Jaffrey, C.(1982), An Introduction to Plant Taxonomy, Cmbridge University Press , Cambridge, London.
- Maheshwari, J.K.(1963), Flora of Delhi, CSIR, New Delhi.
- Radrord, A.E.(1986),Fundamentals of Plant Systematics , Harper and Row, New York.
- Singh, F.(1999), Plant Systematics : Theory and Practice, Oxford and IBH Pvt. Ltd., New Delhi.
- State, C.A. (1989), Plant Taxonomy and Biosystematics (2nd edition), Edward Arnold, London.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------|---------|-----------|---|------------------------------------|-----|-------|--------|
| BA/B.SC.- B.Ed. 19 | C E -10 | Course 19 | For - Science students 4.4 Chemistry : Organic Chemistry | 70 | 30 | 100 | 4 |

Learning outcomes: After completion of this course students will able to know:

- Ultraviolet(UV) absorption spectroscopy, Hooke's law, selection rules, intensity and position of IR bands, fingerprint region, characteristic absorption of various functional groups.
- Classification and nomenclature of alcohols and methods of formation by reduction of aldehydes.
- Acidic strengths of alcohols and phenols - electrophilic aromatic substitution.
- Nomenclature of ethers and methods of their formation, physical properties , chemical reactions –cleavage and auto oxidation , ziesel's method.
- Condensation with ammonia and its derivatives, Wittig reaction, mannich reaction etc.

Unit I Electromagnetic Spectrum : Absorption Spectra

Ultraviolet(UV) absorption spectroscopy – absorption laws (Beerlambert law), molar absorptivity, types of electronic transitions, effect of conjugation , concept of chromophore and auxochrome . bathchromic hysochromic , hyperchromic and hypochromic shifts, UV spectra of conjugate enes and enones, Woodward Fieser rules for calculation of absorption maxima in dienes and a,b unsaturated carbonyl compounds for infrared (IR) absorption spectroscopy – molecular vibrations, Hooke's law, selection rules, intensity and position of IR bands, fingerprint region, characteristic absorption of various functional groups and interpretation of IR spectra of simple organic compounds.

Unit II

(a) Alcohols

Classification and nomenclature Monohydric alcohols-nomenclature, methods of formation by reduction of aldehydes, ketones, carboxylic acids and esters, Hydrogpn bonding, Acidic nature, Reactions of alcohols .

Dihydric alcohols-nomenclature, methods of formation, chemical reactions of vicinal glycols, oxidative cleavage $[Pb(OAc)_4$ and $HIO_4]$ and pinacol-pinacoloe rearrangement, Trihydric alcohols-nomenclature and methods of formation, chemical reactions of glycerol.

(b) Phenols

Nomenclature, structure and bonding, Preparation of phenols, Physical properties and acidic character, Acidic strengths of alcohols and phenols. Resonance stabilization of phenoxide ion, Reactions of phenols - electrophilic aromatic substitutiouon, acylation and Carboxylation,

Mechanism of Fries rearrangement, Claisen rearrangement, Gatterman synthesis, Hauben-Hoesch reaction, Lederer-Manasse reaction and Reimer – Tiemann reaction.

Unit III

a) Ethers and Epoxides

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 on opening, reactions of Grignard and Organolithium reagents with epoxides.

b) Carboxylic acids

Nomenclature, structure and bonding, physical properties, acidity of carboxylic acids, effects of substituents on acid strength, preparations of carboxylic acids. Reactions of carboxylic acids, Hell-Volhard – Zelimsky reaction, Synthesis of acid chlorides, esters and amides, Reduction of carboxylic acids, mechanism of decarboxylation.

Methods of formation and chemical reactions of unsaturated monocarboxylic acids. Dicarboxylic acids: method of formation and effect of heat and dehydrating agents.

c) Carboxylic acid derivatives

Structure and nomenclature of acid chlorides, esters, amides and acid anhydrides.

Relative stability of acyl derivatives, Physical properties, interconversion of acid derivatives by nucleophilic acyl substitution.

Preparation of carboxylic acid derivatives, chemical reactions, mechanisms of esterification and hydrolysis (acidic and basic).

Unit-IV Aldehydes and ketones

Nomenclature and structure of carbonyl group. Synthesis of aldehydes and ketones with particular reference to the synthesis of aldehydes from acid chlorides, synthesis of aldehydes and ketones using 1,3-dithianes, synthesis of ketones from nitriles and from carboxylic acid, 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 aldehydes, Baeyer-Villiger oxidation of ketones, Cannizzaro reaction, MPV, Clemmensen, Wolff-Kishner, LiAlH_4 and NaBH_4 reductions, Halogenations of enolizable ketones. Introduction to α,β unsaturated aldehydes and ketones.

Practicals:

Synthesis of organic compounds

1. Acetylation of salicylic acid, aniline, glucose and hydroquinone, Benzoylation of aniline and phenol
2. Aliphatic electrophilic substitution
 - Preparation of iodoform from ethanol and acetone Aromatic electrophilic substitution
 - Nitration
 - Preparation of m-dinitrobenzene
 - Preparation of p-nitroacetanilide
 - Halogenation
 - Preparation of p-bromoacetanilide
 - Preparation of 2,4,6-tribromophenol

References:

- Clayden Organic Chemistry Oxford uni.press.
- Morrison & Boyd, Organic Chemistry , 6th Edition.
- Morrison & Boyd, A guide book to Mechanism in Organic Chemistry, 6th Edition
- Linus Pauling, College Chemistry
- Hamilton, Simpson & Ellis, Calculations of Analytical Chemistry, 7th Edition
- L.G. Wade, Organic chemistry, Prentice Hall.
- Solomons John Wiley, Fundamentals of organic chemistry
- F.A. Carey, Organic chemistry, McGraw Hill Inc.

Semester IV

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------|---------|-----------|--|------------------------------------|-----|-------|--------|
| BA/B.SC.- B.Ed. 19 | C E -10 | Course 19 | For - Science students Any three of the following subject to offer 4.4 Zoology - Animal Physiology and Endocrinology | 70 | 30 | 100 | 4 |

Objectives:

- ❖ To enable students to comprehend the modern concepts of physiological aspects on various organs and systems of animals and human being to comprehend chemical nature, biological molecules and physiological roles.

Unit-I

- a) Physiology of digestion: Chemical nature of food stuff (including micronutrients), Various types of digestive enzymes and their digestive action in the alimentary canal, Role of GI hormones in digestion, mechanism of absorption of digested food.
- b) Physiology of respiration: Mechanism and control of breathing, exchange of gases transport of respiratory gases (oxygen and carbon dioxide).

Unit-II

- a) Physiology of blood circulation:
 - I. Composition and function of blood.
 - II. Blood groups (ABO and RH).
 - III. Blood coagulation Factors, mechanism, theories and Anticoagulants.
 - IV. Origin, conduction and regulation of heart beat in mammals.
 - V. Cardiac cycle, ECG.

Unit-III

- a) Nerve physiology: structure and types of neuron, origin and conduction of nerve Impulse
- b) Synapse- structure, types, properties and signal transmission through synapses.
- c) Muscle physiology: Ultra-structure and mechanism of contraction of skeletal Muscle, summation and fatigue.

Unit-IV Endocrinology

- a) Hormones: Classification, properties of hormones.
- b) Mechanism of hormone action (peptide and steroid hormones)
- c) Endocrine glands:

- I. Pituitary gland: location anatomy and functions of hormones with hypothalamic regulation.
- II. Thyroid gland: location Anatomy, synthesis and function of T₃ & T₄

Practical : Permanent/Temporary preparations of the following:

- Scales: Placoid, Cycloid
- Blood film of any vertebrate
- Filoplumes of birds
- Thigh muscles of frog.
- Estimation of Hemoglobin.
- Enumeration of RBC in blood samples.
- Enumeration of WBC in blood samples.
- Preparation of Haemin Crystals.
- Effect of different concentrations of NaCl on RBC.
- Measurement of blood pressure, Heart beat and Pulse rate.
- Study of bleeding time, Coagulation of Time blood.
- Demonstration of heart beat in Frog- Preparation of simple cardiogr effect of various chemicals on heart beat.
- Study of Historical slides of the following endocrine glands of mammal testes, ovary, thyroid, adrenal, pituitary, Islets of Langerhans.
- Dissect and display endocrine glands of cockroach.

Reference:

1. Animal Physiology by A MariaKuttikan&N.Arumugam-(sa publication, Nagercoil, Tamil Nadu).
2. Animal Physiology and biochemistry by K.V Sastry–(Rast publications, 2008).
3. Regulatory mechanism in vertebrates by KamleshwarPandey and Shukla –(Rastogi Publications,2008).
4. Animal Physiology by K.A Goyal and K.V Sastry–(Rastogi Publication 2008).
5. Endocrinology and Reproductive Biology by K.V.Sastry–(rast publications 2008).
6. Animals physiology by Arora M.P.(1989)-himalaya publishing How Textbook of mecial physiology by Guyton A.C.&Hall J.E.(1996)-(w Saunders & Co.)
7. General and Comparative Physiology by Hoar W.S.(1983)-(PrenticeH Publication).
8. A textbook of Animal Physiology by Hurtkat P.C & Mathur P.N (19 (S. Chand & Co.)
9. General Endocrinology by Turner C.D & Gangara J.T. (1971)-(W Saunders & Co.)

Semester IV

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------|---------|-----------|----------------------------|------------------------------------|-----|-------|--------|
| | | | (Any one paper) | 70 | 30 | 100 | 4 |
| BA/B.SC.- B.Ed. 22 | E O -04 | Course 22 | 1. Moolyaparak Prashikshan | | | | |

उद्देश्य—

- वर्तमान शिक्षा पद्धति में मूल्यपरक शिक्षा की आवश्यकता को समझना।
- स्वस्थ समाज संरचना एवं मूल्यों के उत्थान में जीवन विज्ञान की महत्ता को समझना।
- जीवन विज्ञान शिक्षा द्वारा मूल्यों के विकास की प्रक्रिया को समझना और अभ्यास करना।

इकाई I – मूल्य परिचय और मूल्यपरक शिक्षा

मूल्य –अर्थ, परिभाषाएं, प्रकृति

मूल्यों के लक्षण और वर्गीकरण

वर्तमान में मूल्यों की स्थिति

मूल्यपरक शिक्षा—मूल्य शिक्षा की आवश्यकता

मूल्य विकास में परिवार और समाज की भूमिका

इकाई—II—प्रसिद्ध शिक्षाशास्त्री : जीवन परिचय और शिक्षा दर्शन

महात्मा गंधी, स्वामी विवेकानन्द

आचार्य तुलसी

आचार्य महाप्रज्ञ के संदर्भ में शिक्षा और मुक्ति की अवधारणा

इकाई—III—जीवन विज्ञान और शिक्षा की उपादेयता

वर्तमान शिक्षा प्रणाली की समस्याएं, जीवन विज्ञान शिक्षा की आवश्यकता

जीवन—विज्ञान शिक्षा का स्वरूप, प्रकृति और आधार

शिक्षा और नैतिकता, शिक्षा और भावनात्मक परिवर्तन, शिक्षा स्वस्थ समाज संरचना का आधार

इकाई—IV—व्यक्तित्व विकास और मूल्य प्रशिक्षण

स्वतंत्र व्यक्तित्व का निर्माण, संवेग नियंत्रण की पद्धति, मस्तिष्क नियन्त्रण की पद्धति

सामाजिक और नैतिक मूल्य, बौद्धिक और मानसिक मूल्य

उपलब्धियाँ—

1. वर्तमान में मूल्यों की आवश्यकता को समझ सकेंगे।
2. विभिन्न शिक्षा शास्त्रीयों के जीवन एवं शिक्षा दर्शन से परिचित हो सकेंगे।
3. शिक्षा के क्षेत्र में जीवन विज्ञान की उपयोगिता को जान सकेंगे।
4. व्यक्तित्व विकास एवं संवेगों पर नियन्त्रण की पद्धति को जान सकेंगे।

प्रायोगिक : 20

यौगिक क्रियाएं— पेट एवं श्वास की क्रियाएं

आसन— समपादासन, ताड़ासन, सर्वांगासन, हलासन

प्रेक्षाध्यान—शरीर प्रेक्षा

अनुप्रेक्षा—मानवीय एकता, मानसिक संतुलन

पाठ्य पुस्तकें—

1. जीवन विज्ञान : मूल्यपरक शिक्षा, डॉ. समणी मल्लि प्रज्ञा, डॉ हेमलता जोशी, संस्करण 2010, जैन विश्वभारती संस्थान लाडनू— 341306 (राजस्थान)
2. शरीर रचना एवं क्रिया विज्ञान—प्रमिला वर्मा एवं कांति पाण्डेय, बिहार हिन्दी ग्रंथ अकादमी, पटना
3. प्रेक्षाध्यान स्वास्थ्य विज्ञान—मुनि महेन्द्र कुमार जैन विश्वभारती, लाडनू
4. जीवन विज्ञान और स्वास्थ्य—डॉ. जेपीएन मिश्रा, जैन विश्व भारती विश्वविद्यालय, लाडनू
5. तुम स्वस्थ रह सकते हो—आचार्य महाप्रज्ञ, 2005
6. जीवन विज्ञान एवं स्वास्थ्य—डॉ. संजीव कुमार गुप्ता, जैन विश्वभारती, लाडनू
7. यौगिक क्रिया—मुनि किशनलाल, जैन विश्व भारती, लाडनू
8. प्रेक्षाध्यान प्रयोग पद्धति—आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनू
9. आसन—प्राणायाम—मुनि किशनलाल, जैन विश्व भारती, लाडनू
10. जीवन—विज्ञान प्रायोगिक— डॉ. अशोक भास्कर, जैन विश्वभारती, लाडनू
11. जीवन विज्ञान की रूपरेखा— मुनि धर्मेश, जैन विश्व भारती संस्थान, लाडनू
12. शिक्षा दर्शन : डॉ. रामशक्ल पाण्डेय, अग्रवाल पब्लिकेशन्स, आगरा

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------|---------|-----------|---|------------------------------------|-----|-------|--------|
| BA/B.SC.- B.Ed. 22 | E O -04 | Course 22 | (Any one paper) 2. Jeevan-vigyan Evam Swasthya | 70 | 30 | 100 | 4 |

उद्देश्य—

1. स्वास्थ्य की जानकारी देना।
2. शारीरिक रचना को समझना।
3. शरीर में होने वाले विचारों का अध्ययन।
4. भोजन, उपवास व शाकाहार को जानना।

इकाई— I

स्वास्थ्य परीक्षा एवं जीवन विज्ञान

स्वास्थ्य शिक्षा और जीवन विज्ञान

स्वास्थ्य की अवधारणा एवं परिभाषाएं निर्धारक तत्व,

स्वास्थ्य शिक्षा : अर्थ एवं परिभाषाएं, स्वास्थ्य शिक्षा का महत्त्व, विज्ञान द्वारा स्वास्थ्य संवर्धन

जीवन का रासायनिक स्वरूप : वर्धन, वार्धक्य, आधि, व्याधि एवं उपाधि

इकाई— II

शरीर रचना का परिचय

शरीर का रचनात्मक संगठन

कोशिका का संगठनात्मक परिचय, शरीर का विभिन्न तंत्रों का संक्षिप्त परिचय

शारीरिक तंत्रों का रचनात्मक— कार्यात्मक परिचय, अस्थि तंत्र का परिचय, अस्थि तंत्र के विकार—गठिया, गर्दन का दर्द एवं जीवन—विज्ञान द्वारा प्रबंधन

इकाई—III

शारीरिक तंत्र एवं प्रेक्षाध्यान

शारीरिक तंत्रों का रचनात्मक परिचय

श्वसन तंत्र का परिचय

श्वसन तंत्र के विकार— दमा, ब्रोंकाइटिस और जीवन—विज्ञान द्वारा प्रबंधन। पाचन तंत्र का परिचय

पाचन तंत्र का परिचय

पाचन तंत्र के विकार— मधुमेह, पेप्टिक, अल्सर और जीवन—विज्ञान द्वारा प्रबंधन

इकाई- IV

आहार और स्वास्थ्य

आहार एवं स्वास्थ्य

आहार के पोषक तत्व, संतुलित आहार की अवधारणा

उपवास, शाकाहार

उपलब्धियाँ-

1. जीवन में स्वास्थ्य का महत्त्व एवं स्वास्थ्य संवर्धन के उपायों को जान सकेंगे।
2. शरीर के विभिन्न तंत्रों एवं अंगों से परिचित हो सकेंगे।
3. विभिन्न शारीरिक बीमारियों का योग द्वारा प्रबन्धन को समझ सकेंगे।
4. संतुलित आहार, उपवास एवं शाकाहार के महत्त्व को जान सकेंगे।

प्रायोगिक भाग-

1. यौगिक क्रियाएं- मेरुदण्ड की क्रियाएं
2. आसन- मत्स्यासन, हृदयस्तम्भासन, धनुरासन, शलभासन और अर्द्धमत्स्येन्द्रासन
3. प्राणायाम- नाडी-शोधन प्राणायाम, शीतली और शीतकारी
4. प्रेक्षाध्यान- चैतन्य केन्द्र प्रेक्षा
5. अनुप्रेक्षा- धैर्य, सह-अस्तित्व

पाठ्यपुस्तकें-

1. शरीर रचना एवं क्रिया विज्ञान- प्रमिला वर्मा एवं कांति पाण्डेय, बिहार हिन्दी ग्रंथ अकादमी, पटना
2. प्रेक्षाध्यान स्वास्थ्य विज्ञान- मुनि महेन्द्र कुमार, जैन विश्वभारती, लाडनूं
3. जीवन-विज्ञान और स्वास्थ्य- डॉ. जेपीएन मिश्रा, जैन विश्वभारती विश्वविद्यालय, लाडनूं
4. तुम स्वस्थ रह सकते हो- आचार्य महाप्रज्ञ, 2004
5. जीवन-विज्ञान एवं स्वास्थ्य- डॉ. संजीव कुमार गुप्ता, जैन विश्वभारती विश्वविद्यालय, लाडनूं
6. प्रेक्षाध्यान प्रयोग पद्धति- आचार्य महाप्रज्ञ

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------|---------|-----------|---------------------------------------|------------------------------------|-----|-------|--------|
| BA/B.SC.- B.Ed. 23 | CF - 02 | Course 23 | Ability Enhancement basis of Computer | 70 | 30 | 100 | 4 |

Objective :

To enable students to be aware of using MS Word, MS PowerPoint, Excel and Internet. Students will be able to do daily work using these tools and able to surf internet, download and send emails easily.

Unit I MS Word

1. An overview of the basics of word processing.
2. How to use spell check, grammar check, and the thesaurus
3. Gain proficiency in editing
4. Formatting a document
5. How to use the undo and redo commands
6. Moving and copying text within a document
7. Typography, paragraph formatting and column formatting
8. How to enhance a document, wizards and templates, and tables

Unit II

MS Excel

1. Creating an excel worksheet
2. Saving an excel worksheet
3. Opening an existing workbook
4. Using formula and functions
5. Printing a worksheet
6. Creating a simple expense worksheet.

Unit III

1. MS PowerPoint presentation

2. Saving a PowerPoint presentation,
3. Working with an existing PowerPoint presentation,

Unit IV

Internet

1. Basics of Internet
2. Site Surfing
3. Search Engines
4. Email Accounts - Receiving Mails, Composing Mails, Spam, Calendar
5. Download
6. Creating blogs
7. Online conversion

Outcome :

1. Students will be able to apply word, excel and powerpoint in their daily work.
2. Students will be able to make use of internet for their study purpose and will be able to create blog to exhibit their talent.

Practical :

MM : 20

1. Create a banner using document, marksheet using worksheet and Presentation on any topic
 2. Create an email account, blog and download files
1. Only practical (No theory)
 2. External :

Assignment/Project : 50 Marks

Viva : 20 Marks

CIA : 30 Marks (Attendance - 10, Test - 5,

Presentation - 5, Assignment - 10)

Suggested Reference Material :

a. Text Books :

1. Special Edition Using Microsoft Office 2007 By Ed Bott
2. Absolute Beginner's Guide to Computer Basics by Michael Millar
3. Discovering the Internet : Complete, 4th edn. Complete by Gary B. Shelly, Jennifer T. Campbell

b. Recommended Website :

1. <http://office.microsoft.com/en-us/training/>
2. <http://www.gcfllearnfree.org/office2007>

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------|---------|-----------|----------------------------|------------------------------------|-----|-------|--------|
| BA/B.SC.- B.Ed. 24 | C C -06 | Course 24 | Gender, School and Society | 35 | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the modern concept of Society & organization Gender sensitivity.
- ❖ To understand the Dimension of Development of School Administration.
- ❖ To develop basic understanding & familiarity with Key concept, society, social problem, social relationship, new Trends
- ❖ To develop Knowledge of the role of different NGO & Organization.

Course Contents:

Unit- I Role of Society & Organization in Gender sensitivity.

- e) Gender Equity : Concept, Needs, Problem and solution
- f) Nature of Society
- g) Women Commission
- h) Right to Education

Unit- II Dimensions of Development of School

- f) Administration – Structure of Centre and State education.
- g) Head-Master – Merits, work, Duties and Leadership.
- h) Ideal Teacher – Personality and Qualification
- i) Modern school , Library, Laboratory, and Hostel
- j) Outline of Co-Curricular Activities in School.

Unit- III Present Education & Society

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

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

- e) NGO – (meaning and Role)
- f) Role of present Social – worker
- g) Govt. Planning
- h) Role of Religious Organization

Assignment: (any one of the following)

- Study of any one significant Problems of a secondary school. Prepare report detail – it's possible Causes and Solutions
- One Term paper solve.

Practical works: (Any one of the Following)

- Critically Evaluate of the different Activities of any one school.
- Case study of any N.G.O working locally.

References :

13. कुशवाहा, पुष्पलता एवं सक्सैना, कनक, (2006), शैक्षिक प्रबंधन एवं संगठन, आस्था प्रकाशन, जयपुर
14. चौबे, सरयू प्रसाद, (1990), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
15. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
16. बघेला, एच. एस. सिंह, (2007), शैक्षिक प्रबंधन एवं संगठन, राजस्थान प्रकाशन, जयपुर
17. भटनागर, सुरेश (1996), शैक्षिक प्रबंध व शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
18. वशिष्ठ, के. के. (1985), विद्यालय संगठन एवं भारतीय समाज की शिक्षा की समस्याएं, लायक बुक डिपो, मेरठ
19. शर्मा, आर. ए. (1995), विद्यालय संगठन एवं शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ
20. शर्मा, ओ. पी., गुप्ता, शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
21. सुखिया, एस. पी., (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
22. www.gender.com.ac.uk.
23. www.genderstudies.org.
24. www.genderparadigm.com/publication/html

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------|---------|-----------|-----------------------------|------------------------------------|-----|-------|--------|
| BA/B.SC.- B.Ed. 25 | C C -07 | Course 25 | Drama and Arts in Education | 35 | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

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

Unit- II Write Utility, Material and Methodology and Preparation

(Write Article of one)

- e) Prepare Arts and crafts with un usual material
- f) Prepare Fine Arts with paper
- g) Hand made Architecture
- h) Soft toys (Teddy bear)

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

- e) Mehendi, Drawing
- f) Rangoli/Model Prepration
- g) Poster Painting
- h) Painting

Unit- IV Preparation of any two

- f) Dance Art
- g) Fine Arts/ Painting
- h) Skill of Playing musical instrument
- i) Food Shep
- j) Handicraft

Assignment Works :

- Prepare any one term paper related to above units.

Practical Works :

- Plan and organize any two activities related to above units.

(B.A./B.SC.-B.Ed.)

Semester V

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|--------------------------|---------|--------------|--|------------------------------------|------------|------------|-----------|
| BA/B.SC. -B.Ed. 26 | C E -13 | Course 26 | For - Arts students | 70 | 30 | 100 | 4 |
| | | | Any three of the following subject to offer | | | | |
| BA/B.SC. -B.Ed. 27 | C E -14 | Course 27 | 5.5 Hindi 5.5 English 5.5 Sanskrit | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 28 | C E -15 | Course 28 | 5.5 History 5.5 Pol. Science 5.5 Sociology | 70 | 30 | 100 | 4 |
| | | | 5.5 Geography 5.5 Economics 5.5 Home Sc. | | | | |
| | | | For - Science students | | | | |
| | | | Any three of the following subject to offer | | | | |
| | | | 5.5 Physics 5.5 Mathamatics 5.5 Botany | | | | |
| | | | 5.5 Chemistry 5.5 Zoology | | | | |
| BA/B.SC. -B.Ed. 29 | CF - 03 | Course 29 | Ability Enhancement in Education Research | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 30 | C C -08 | Course 30 | General English | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 31 | C C -09 | Course 31 | Contemporary India and Education | 70 | 30 | 100 | 4 |
| | | Total | | 420 | 180 | 600 | 24 |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-----------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 26/27/28 | C E - 13/14/1 5 | Course 26/27/28 | For - Arts students 5.5 हिन्दी साहित्य का इतिहास एवं काव्यशास्त्र | 70 | 30 | 100 | 4 |

उद्देश्य—

1. विद्यार्थी को हिन्दी साहित्य के इतिहास का ज्ञान करवाना।
2. विद्यार्थी को काव्यशास्त्र की जानकारी प्रदान करना।

इकाई I

हिन्दी साहित्य का इतिहास— आदिकाल— प्रथम कवि, प्रथम रचना, सीमांकन, नामकरण की समस्या, सामान्य प्रवृत्तियाँ, वर्गीकरण— सिद्ध साहित्य, जैन साहित्य, नाथ साहित्य, रासो साहित्य, लौकिक साहित्य, गद्य साहित्य।

इकाई II

भक्तिकाल एवं रीतिकाल— प्रेरक परिस्थितियाँ, प्रमुख कवि एवं कृतियाँ

भक्तिकाल एवं रीतिकाल— विविध धाराओं की प्रमुख प्रवृत्तियाँ

इकाई III

आधुनिक काल— प्रेरक परिस्थितियाँ, प्रमुख कवि एवं कृतियाँ

आधुनिक काल में हिन्दी साहित्य का विकास— भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता आदि की सामान्य विशेषतायें।

इकाई IV

1. काव्य के लक्षण, हेतु, प्रयोजन, काव्य के प्रकार— प्रबन्ध एवं मुक्तक काव्य, खण्डकाव्य एवं महाकाव्य

2. काव्य गुण, दोष— (श्रुतिकटुत्व, ग्राम्यत्व, अप्रतीत्व, क्लिष्टत्व, अक्रमत्व तथा दुष्क्रमत्व)

3. शब्द शक्तियाँ

4. रस एवं रसावय

5. अलंकार— अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, व्यतिरेक, असंगति: संदेह, भ्रांतिमान, विरोधाभाष, मानवीकरण, वैण सगाई

उपलब्धियाँ—

1. विद्यार्थी हिन्दी साहित्य के इतिहास एवं परंपरा को जानकार अपने ज्ञान में अभिवृद्धि करेंगे।
2. विद्यार्थी हिन्दी के काव्यशास्त्र का ज्ञान प्राप्त कर हिन्दी कविता का अर्थ ग्रहण कर सकेंगे तथा कविता की व्याख्या कर सकेंगे।
3. विद्यार्थी स्वयं को भावी प्रतियोगिता परीक्षाओं के लिये तैयार कर सकेंगे।

संदर्भ ग्रंथ—

1. हिन्दी साहित्य का इतिहास— रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी
2. हिन्दी साहित्य का इतिहास— संपादक डॉ. नगेन्द्र, मयूर पेपर बैग्स, नई दिल्ली
3. हिन्दी साहित्य का उद्भव एवं विकास— डॉ. हजारी प्रसाद द्विवेदी
4. नई कविता स्वरूप एवं समस्यायें— डॉ. जगदीश गुप्त, भारतीय ज्ञानपीठ प्रकाशन, नई दिल्ली
5. हिन्दी साहित्य का आलोचनात्मक इतिहास— डॉ. रामकुमार वर्मा,
6. हिन्दी काव्य सिद्धान्त— रामबाबू ज्योति, राजस्थान प्रकाशन, जयपुर
7. काव्यशास्त्र— डॉ. भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
8. काव्य प्रदीप— रामबहोरी शुक्ल, हिन्दी भवन प्रकाशन, दिल्ली
9. भारतीय काव्यशास्त्र— निशा अग्रवाल, लोक भारती प्रकाशन, नई दिल्ली
10. साहित्य शास्त्र— डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्श्व प्रकाशन, अहमदाबाद
11. हिन्दी रूप रचना भाग 1 और 2— आचार्य जयेन्द्र त्रिवेदी

| Sr. No. | Course | Paper No. | Title of Papers | Theory/Practical/ Viva-voca | CIA | Total | Credit |
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| BA-B.Ed. 26/27/28 | C E - 13/14/15 | Course 26/27/28 | For - Arts students 5.5 English - Poetry and Drama | 70 | 30 | 100 | 4 |

Objectives -

1. To enable the students to make recitation of poems.
2. They become able to act in a play.
3. To make them aware about the modern poetry.
4. They become aware about the rights of women.

Unit 1. Post Office –R.N.Tagore **20**

Unit 2. Poems from Indian Poetry in English **15**

- i. Night of the Scorpion – Nissim Ezekiel
- ii. Very Indian Poem in Indian English – Nissim Ezekiel
- ii. The Female of the Species – Gauri Deshpande
- iv. A River – AK Rumanujan
- v. Railroad Riveries – K.N. Daruwalla

unit 3. Poems from The Poet’s Pen **15**

- i. Ode to a Nightingale - John Keats
- ii. Ode to the West Wind - P.B. Shelly
- iii. The West Wind – John Masefield
- iv. The Second Coming – WB Yeats
- v. Journey of the Magi – TS Eliot
- vi. To be or not to be - Shakespeare

unit 4. A Doll’s House - Henrik Ibsen **20**

Outcome-

1. They will compose stories without the help of a teacher.
2. They will recite the poems.
3. They will compose short plays and take part in plays.

Reference and text Books :

1. The Post Office R.N.Tagore ed. (Sanjay Goyal) Vidyartha Publication, Jaipur
2. The Poet’s Pen - (ed.) Homai P. Dustoor, Oxford University Press.
3. Paper-I : Poetry. Jain Vishva Bharati Institute, Ladnun
4. Contemporary Indian Poetry in English. (Ed.) Saleem Peeradina. MacMillan. New Delhi. 1994
5. A Doll’s House - Henrik Ibsen, MacMillan India Perss, Madras.

Suggested Readings :

1. I.A. Richards, Principles of Literary Criticism.
2. E.C. Traugott & M.L. Pratt. Linguistics for the Students of Literature. Harcourt Brace, San Diego, 1980
3. D. Crystal, A First Dictionary of Linguistics and Phonetics. Andre Deutsch, London, 1980

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 26/27/28 | CE - 13/14/15 | Course 26/27/28 | For - Arts students 5.5 संस्कृत व्याकरण एवं साहित्य (लघु सिद्धान्त कौमुदी) | 70 | 30 | 100 | 4 |

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 कराना।
1. लघु सिद्धान्त कौमुदी के भ्वादि गण से जुहोत्यादि गण तक (सूत्र 373 से 628 तक) 30
2. रचनानुवाद कौमुदी (पाठ 41 से 50) 05
3. अश्रुवीणा (50 श्लोक) 15
4. संस्कृत साहित्य का इतिहास 15
- (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
5. अभिधान चिन्तामणि नाममाला (121 से 150) 05
- अंक विभाजन :
- (क). भ्वादि गण से जुहोत्यादि गण 30
1. सूत्रार्थ
2. रूपसिद्धि
3. धातु रूपावली
- (ख) रचनानुवाद कौमुदी 05
1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. शब्दार्थ

| | | |
|-----|--|----|
| (ग) | अश्रुवीणा | 15 |
| | 1. दो श्लोकों की सप्रसंग व्याख्या | |
| | 2. एक सामान्य प्रश्न | |
| (घ) | संस्कृत साहित्य का इतिहास | 15 |
| | 1. दो प्रश्न/दो टिप्पणी | |
| (ङ) | अभिधान चिन्तामणि | 05 |
| | 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 देना।
2. संस्कृत की ऐतिहासिकता की जानकारी देना।
3. काव्य रचना की नवीन विद्या का ज्ञान होगा।

पाठ्य पुस्तक :

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, लाडनूं
4. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत साहित्य का इतिहास, आचार्य बलदेव उपाध्याय, शारदा निकेतन, वाराणसी

संदर्भ ग्रन्थ :

1. संस्कृत साहित्य का संक्षिप्त इतिहास, वाचस्पति गरोला, वाराणसी
2. संस्कृत साहित्य का नवीन इतिहास, कृष्ण चैतन्य, चौखम्बा प्रकाशन, वाराणसी
3. संस्कृत वाङ्मय कोश—श्रीधर भास्कर वर्णेकर
4. संस्कृत के विकास में जैन कवियों का योगदान—डॉ. नेमीचन्द्र शास्त्री

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| BA-B.Ed. 26/27/28 | CE - 13/14/15 | Course 26/27/28 | For - Arts students 5.5 vk/kfud Hkkjr dk bfrgkl | 70 | 30 | 100 | 4 |

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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 महत्व के बारे में बताना।
5. भारतीय संविधान के बारे में जानकारी प्रदान करना।

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बंगाल में ब्रिटिश सत्ता की स्थापना। प्रशासनिक परिवर्तन (1772–1793 ई)। पानीपत का तृतीय युद्ध—कारण एवं परिणाम। आंग्ल मराठा संघर्ष—मराठों की असफलता के कारण। ब्रिटिश सत्ता के अधीन नवीन भू-राजस्व व्यवस्था—स्थायी बंदोबस्त, महलवाडी व्यवस्था एवं रैयतवाडी व्यवस्था एवं किसानों पर प्रभाव।

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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 राष्ट्रीयता के उदय के कारण। भारतीय राष्ट्रीय कांग्रेस की स्थापना।

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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।

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साम्प्रदायिक राजनीति का विकास। भारत का विभाजन और भारत की स्वतन्त्रता में सहायक तत्त्व। भारतीय संविधान एवं मुख्य विशेषताएँ।

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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।

। nHkZ xFk %

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 कार्यान्वयन निदेशालय, नई दिल्ली।
4. ग्रोवर, बी.एल. एवं यशपाल—आधुनिक भारत का इतिहास।
5. चन्द्रा, विपिन—आधुनिक भारत।
6. सरकार, सुमित—आधुनिक भारत।

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उद्देश्य—

- विद्यार्थियों को पाश्चात्य राजनीतिक विचारकों की विचारधाराओं से अवगत कराना।
- विभिन्न विचारकों के दर्शन की वर्तमान में प्रासंगिकता बताना।
- विभिन्न विचारकों का तुलनात्मक अध्ययन कर विद्यार्थियों को नये आयाम देना।

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प्लेटो : न्याय सिद्धांत, साम्यवाद, शिक्षा एवं आदर्श राज्य का सिद्धांत, अरस्तु प्रथम वैज्ञानिक विचारक, दासता और नागरिकता सम्बन्धी विचार

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थॉमस एक्वीनाश प्रमुख राजनीतिक विचार एवं कानून का सिद्धांत, मैकियावली के प्रमुख राजनीतिक विचार एवं प्रथम आधुनिक राजनीतिक विचारक के रूप में

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हाब्स, जॉन लॉक एवं जीन जैक्स रूसो का सामाजिक समझौता सिद्धांत और उनके विचारों का तुलनात्मक अध्ययन।

bdkb&4

जैरेमी बेंथम तथा उसका उपयोगितावाद का सिद्धांत, जे. एस. मिल की स्वतंत्रता सम्बन्धी विचार और बेंथम के उपयोगितावाद में उसके द्वारा प्रस्तावित संशोधन, कार्ल मार्क्स : इतिहास की आर्थिक व्याख्या, वर्ग संघर्ष का सिद्धान्त।

mi yfC/k; k&

- विद्यार्थी पाश्चात्य विचारकों के दर्शन को जान सकेंगे।
- विद्यार्थी प्राचीनकाल, मध्यकाल एवं आधुनिक काल में बदलते विचारकों के दर्शन को जान सकेंगे।
- विद्यार्थी राज्य की उत्पत्ति के सिद्धान्तों को समझ सकेंगे।

l nHk/ xFk&

- Hacker : Political Theory
- G.H. Sabine : History of Political Theory
- C.Wayper : Political Thought
- Foster : Masters of Political Thought Vol. I
- Jones : Masters of Political Thought Vol.II
- Lancaster : Masters of Political Thought Vol. III
- Sukhbir Singh : A History of Western Political Thought- Vol. I and II
- के. एन. वर्मा—पाश्चात्य राजनीतिक विचारधाराएं, भाग 1—3
- बी.एल. फडिया—प्रमुख प्रतिनिधिक पाश्चात्य राजनीतिक विचारक, कॉलेज बुक हाउस, जयपुर
- पुखराज जैन—प्रमुख पाश्चात्य राजनीतिक विचारक, साहित्य भवन, पब्लिकेशन्स, आगरा

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 26/27/28 | C E - 13/14/15 | Course 26/27/28 | For - Arts students 5.5 Sociology - Foundation of Sociological Thought | 70 | 30 | 100 | 4 |

UNit - I Learning out comes

- ❖ 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

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

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| BA-B.Ed. 26/27/28 | C E - 13/14/15 | Course 26/27/28 | For - Arts students 5.5 Geography of India | 70 | 30 | 100 | 4 |

Objects -

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

- a) Transport & Trade : Ports and foreign Trade.
- b) Population: Distribution & Density of population, Sex Ratio & Literacy rate.
- c). Tourism - Component of Tourism, Types & Tourism Resources.
- d). Resources Region of India

- a) Distribution map : General rules and method of drawing map.
- b) Presentation Socio – economic data, Qualitative methods : Chorochromatic method, Pictorial method, Choroschematic method.
- c) Quantitative method : Choropleth, Isopleth, Dot method.
- d) Plain table survey : Instruments required for plain table survey.
- e) Plain Table survey : Radiation & intersection method.

Outcomes-

1. Students after having knowledge of overall climate conditions, can adapt themselves at various parts of country.
2. Can contribute to the economic growth of the country.
3. Steps may be taken for proper utilisation of resources and controlling population, a major problem.

Suggested Books :

1. गौड कृपाशंकर : भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
2. मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
3. तिवारी विश्वनाथ : भारत का वृहद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
4. चौहान, वीरेन्द्रसिंह : विशाल भारत, रस्तोगी एण्ड कम्पनी, मेरठ
5. चौहान, तेजसिंह : भारत का भूगोल, विज्ञान प्रकाशन, जयपुर

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 26/27/28 | CE - 13/14/15 | Course 26/27/28 | For - Arts students 5.5 History of Economics Thought | 70 | 30 | 100 | 4 |

Objective:

- ❖ 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

- a) Meaning and Importance of History of Economics Thought.
- b) History of Economic Analysis and Economic History.
- c) Mercantilism, Main Characteristics
- d) Physiocracy : Main Economic Ideas

Unit II : Theory of value

- a) Adam Smith, Ricardomill, Austrian School (menger, wieser)
- b) Marginal Utility School - (Gossen, Jevons)
- c) New-Classical School (marshall)
- d) The Extension of Classical Ideas of Value the socialists.

Unit III : Evolution of Socialistic Thought

- a) Utopian Socialism (Saint, Simon, Charles Fourier, Robert Owen.)
- b) Scientific Socialism (Karl Marx)
- c) Development of Ideas on Capital : Adam Smith and his early critics.
- d) Continental Economists - Keynes and Karl Marx.

Unit IV : Rent Theory and Indian Economic Thought

- a) Rent Theory - The formulation of the Rent-Malthus, Ricardo and the theories Extension of Rent.
- b) The Theories of Interest and Profit.
- c) Early Indian Economic Ideas : Kautilya.
- d) Modern Economic Ideas : Ranade, Naroji M.N. Rai, Gandhi Ji.

Reference :

1. Gide and Rist : History of Economic Doctrines
2. Haney, L.N. History of Economic Thought
3. Eric Roll : History of Economic Thought
4. Anosh, B.N. and Ghosh, R.R. Concise History of Economic Thought (Himalaya Publishing House, Delhi).
5. वैश्य. एम.सी. "आर्थिक विचारों का इतिहास
6. हजेला, टी.एन. : आर्थिक विचारों का इतिहास
7. श्रीवास्तव, एस.के. आर्थिक विचारों का इतिहास (हिन्दी/अंग्रेजी)

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 26/27/28 | C E - 13/14/15 | Course 26/27/28 | For - Arts students 5.5 Home Science - Advance Family resource management | 70 | 30 | 100 | 4 |

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.

Unit I Family and Economy :

- a) Economics: Concept, importance and scope
- b) Demand and consumption: wants and utility, laws of consumption
- c) Family Income and expenditure: Types of income, Budget and steps of its planning, Engeli law
- d) Saving and investment: Importance, factors and its characteristics
- e) Family accounts and methods of accounts keeping
- f) 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, objectives, 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

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.
A. H. Rutt, “Home Furnishing” Wiley Eastern Ltd. New Delhi.
4. M K. Mann, Home Management for Indian families
5. R Deshpande, Modren Ideal homes for India
6. Gross & Crandall, Management for Indian Families
7. Nickell & Dorsey, Management in family living
8. Graig & Rush, Home with characters
9. पारिवारिक वित्त-रस्वती वर्मा, आशा देशपाण्डे
10. गृह व्यवस्था एवं कला – जी.पी. शैरी

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 26/27/28 | C E - 13/14/15 | Course 26/27/28 | For - Science students 5.5 Physics : Mathematical physics | 70 | 30 | 100 | 4 |

Objectives :

1. To understand the mathematical system involved in physics.
2. To know and apply tensors.
3. To explain the special theory of relativity.
4. To apply relativistic dynamics and relativistic electrodynamics.

Unit 1 curvilinear coordinate system

Curvilinear coordinate system, orthogonal curvilinear coordinate system, Gradient of a scalar in terms of orthogonal curvilinear coordinate, Divergence of vector A in , orthogonal curvilinear coordinate system, Curl of a vector A in orthogonal curvilinear coordinates , special orthogonal curvilinear coordinate system.

Unit 2 Tensors

Introduction to tensors, N dimensional space, coordinate transformation, Jacobian , Einstein's summation convention, Kronecker Delta, alternate tensors, types of tensor, second order tensor, fundamental operators with tensors, matrix tensor , associate tensor , symmetry properties of tensor, rotation of axes, Dirac delta function, properties of Dirac delta function, derivatives of delta (x) and its properties.

Unit 3 special theory of relativity

Search of an absolute reference frame, Michelson Morley experiment, Special theory of relativity, Lorentz transformation, transformation and addition of velocities, Lorentz transformation of acceleration, Length contraction or Lorentz- Fitzgerald contraction, Time dilation experimental verification of time dilation, Mass of moving particle, Transformation of energy and mass, relativistic energy momentum relation, four vector , Lorentz transformation as form of relation in four dimensional space, space time relation, light cone, space like vector, time like vector, world line and macrocausality, space time diagram, four velocity, four momentum , four force and relativistic equation of motion, relativistic Doppler effect, four frequency and their transformation.

Unit 4 Relativistic dynamics and relativistic electrodynamics

Four momentum conservation, transformation between laboratory frame of reference and centre of mass frame of reference, inelastic collision between two particles, transformation from C-frame of reference to L frame of reference, kinematics of decay products of unstable particles, threshold reaction energy for production processes, pair production, Compton effect. Maxwell's equation in integral and differential form, Law of conservation of charge and continuity equation, Lorentz

transformation of charge and current densities, electromagnetic vector and scalar potentials, Lorentz transformation of four potentials, Electromagnetic field tensor, Lorentz transformation of electric and magnetic fields.

Practical :

- 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 the damping using compound pendulum.
- 4 To study the excitation of normal modes and measure frequency splitting using two coupled oscillators.
- 5 To study the frequency of energy transfer as a function of coupling strength using coupled oscillators.
- 6 To study the viscous fluid damping of a compound pendulum and determining damping coefficient and Q of the oscillator.
- 7 To study the electromagnetic damping of a compound pendulum and to find the variation of damping coefficients with the assistance of a conducting lamina.
- 8 To find J by Callender and Barne's method.
- 9 To determine Young's modulus by bending of beam.
- 10 To determine Y , 0.000 and 000 by Searle's method.
- 11 To ensure Curie temperature of Monel alloy.
- 12 To determine modulus of rigidity of wires using Maxwell's needle.

Reference

1. प्रो. प्रभा दशोरा 2015, प्रायोगिक भौतिकी, आर.बी.डी. पब्लिशिंग हाउस, जयपुर नई दिल्ली

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|-------------------|--------------------|--|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 26/27/28 | C E - 13/14/15 | Course 26/27/28 | For - Science students 5.5 Mathematics : DIFFERENTIAL EQUATIONS | 70 | 30 | 100 | 4 |

Objectives :

1. To know about various basic principle of differential equation.
2. To understand different patterns of differential Equation.
3. To Explain the partial differential equation of the first, second and higher order.

Unit I

Linear differential equations with constant coefficients , Homogeneous Linear Ordinary simultaneous differential equations, Total differential equations.

Unit II

Linear differential equations, of second order, Transformation of the equation by changing dependent variable / independent, variable Methods of variation of parameters.

Unit III

Series solution of differential equations , Power series method , Bessel, Legendre and Hypergeometric equation , Bessel, Legendre and Hypergeometric function and their properties.

Unit IV

Partial Differential Equation of the first order , Lagrange's solution , some special type of equation , which can be solved easily by methods other than the general method , Charpit's general method of solution .

Unit V

Partial Differential equation of second order and higher order ,Classification of linear partial differential equation of second order , homogeneous and non homogeneous equation with constant coefficients, differential equation reducible to equations with constant coefficients, Monge's methods.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-----------------------------|-----------------------|--------------------|--|------------------------------------|-----|-------|--------|
| B.Sc.- B.Ed. 26/27/28 | C E - 13/14/1 5 | Course 26/27/28 | For - Science students 5.5 Botany : Structure, Development And Reproduction In Flowering Plants | 70 | 30 | 100 | 4 |

Learning outcomes : after completion of this course the student teacher will able:

- ❖ To know the basic body parts of a flowering plant and types of tissues.
- ❖ To know the shoot system and root system of flowering plants .
- ❖ To understand the structure , types and functions of leaves and flowers.
- ❖ To understand the pollen-pistil interaction, fertilization and embryo development in flowering plants.

Unit – 1

- a. The basic body plan of a flowering plant; types of tissues.
- b. The shoot system : the shoot apical meristems and its histological organization; vascularization of primary shoot in monocotyledons and dicotyledons; formation of internodes, branching patterns; monopodial sympodial growth; cambium and its functions; formation of secondary xylem; characteristics of growth rings, sap wood and heart wood; secondary floem- structure, function ; periderm.

Unit – 2

- a. **Leaf** : origin, development, arrangement and diversity in size and shape; internal structure in relation to photosynthesis and water loss; adaptations to water stress; stomatal type and trichomes; senescence and abscission.
- b. **The root system** : the root epical meristem; differentiation of primary and secondary tissues and their roles; structural modification for storage, respiration, reproduction and for interaction with microbes.

Unit – 3

- a. **Flower** : a modified shoot; structure and function of anther and pistil; the male and female gametophytes; types of pollination; attractions and rewards for pollination.
- b. **Pollen-pistil interaction** : sexual incompatibility; genetic, physiological and biochemical basis rejection action; methods of overcome incompatibility.
- c. **Fertilization** : double fertilization, apomixes , parthincarpy

Unit – 4

- a. **Embryo** : embryo development in dicots and monocots; structure and function of suspensor; polyembryony.

- b. **Endosperm** : types, development, cytology and function of endosperm.
- c. **Fruits** : development , maturation and types.

Suggested Laboratory Exercises :-

The following experiments are to be conducted:

- Anatomy of primary and secondary growth in monocots and dicots using hand section(or prepared slides), structure of secondary floem and xylum, growth rings in wood, microscopic study of wood in T.S., T.L.S. and R.L.S. Anomalous secondary growth in Boerhavia, nyctanthus and Dracaena.
- Anatomy of leaf and peel mount for stomatal types/trichomes.
- Anatomy of the root, Primary and secondary structure.
- Examination of a wide range of flowers available in the locality and methods of their pollination.
- Structure of anther, microsporogenesis(using slides) and pollen grains(using whole mount). Pollen viability using invitro pollen germination.
- Structure of ovule and embryo sac development (using serial section).
- Simple experiment to show vegetative propogation; leaf cuttings in Bryophyllum, Begonia; stem cuttings in rose, money plant, sugarcane and Bougainvillea.
- Germination of non-dorment and dormant seeds.

Suggested readings:-

- Cutter, F.G.(1969), Cells and Tissues, Edward Arnold, London.
- Cutter, F.G.(1971), Plant Anatomy : Experiments and interpretation, Edward Arnold , London.
- Esau, K.(1977), Anatomy of Seed Plants, 2nd edition. John Wiley and Sons, New York.
- Fahn, A.(1985), Plant Anatomy, Pergamon Press, Oxford.
- Manseth , J.D.(1988), Plant Anatomy , The Benjamin Cummings Publishing Co. Inc. Menjo Park, California, USA
- Roven, P.M. Evert, R.F. and Echhien, S.E.(1999), Biology of Plants, W.H. Freeman and Co., Worth Publishers, New York.
- Thomas , P.(2000), Trees Their National History, Cambridge University Press, Cambridge.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 26/27/28 | C E - 13/14/15 | Course 26/27/28 | For - Science students 5.5 Chemistry : Organic Chemistry | 70 | 30 | 100 | 4 |

Learning outcomes: After completion of this course students will able to learn:

- Concept of Vander Waals interactions, structure and bonding.
- Energy considerations and assigning formal charges on intermediates and other ionic species.
- Concept and types of isomerism with relative and absolute configuration.
- IUPAC nomenclature of branched and unbranched alkanes.
- Nomenclature of alkenes, methods of formation, mechanism of dehydration of alcohols.
- Methods of formation, conformation and chemical reactions of cycloalkenes.
- Nomenclature of benzene derivatives aromaticity the huckle rule, aromatic ions.

Unit I

A. Structure and Bonding

Hybridization, bond lengths and bond angles, bond energy ,localized and delocalized chemical bond, Vander Waals interactions, inclusion compounds ,clathrates,charge transfer complexes,resonance,hyperconjugation,aromaticity, inductive and field effects, hydrogen bonding

B.Mechanism of Organic Reactions

Curved arrow notation, drawing electron movements with arrows, half-headed and double headed arrows, hemolytic and heterolytic bond breaking, types of reagents; electrophiles and nucleophiles, types of organic reactions, Energy considerations, reactive intermediate carbonations, carbanions, free radicals, carbenes, arynes and nitrenes (with example) assigning formal charges on intermediates and other ionic species.

Methods of determination of reaction mechanism (products analysis, intermediates, isotope effects, kinetic and stereo chemical studies)

Unit II

Stereochemistry of organic compounds

Concept of isomerism types of isomerism, optical isomerism-elements of symmetry, ,molecular chirality, 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 recemization.

Relative and absolute configuration, sequence rules, D and L, R and S systems of nomenclature

Geometric isomerism –determination of configuration of geometric isomers, E and Z system of nomenclature, geometric isomerism in oximes and alicyclic compounds.

Conformational isomerism – conformational analysis of ethane and butane, conformations of cyclohexane, axial and equatorial bonds, conformation of mono substituted cyclohexane derivatives, Newman projection and Sawhorse formulae, Fischer and flying wedge formulae. Difference between configuration and conformation.

Unit III

A. Alkanes and cycloalkanes

IUPAC nomenclature of branched and unbranched alkanes, alkyl group, classification of carbon atoms in alkanes, Isomerism in alkanes sources methods of formation (with special reference to 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 alkenes orientation, reactivity and selectivity cycloalkanes – nomenclature, methods of formation, chemical reactions, Baeyer’s strain theory and its limitations, ring strain in small rings (cyclopropane and cyclobutane) , theory of strainless rings, case of cyclopropane ring; banana bonds.

B. Alkenes

Nomenclature of alkenes, methods of formation , mechanism of dehydration of alcohols and dehydrohalogenation of alkyl halides, regioselectivity in alcohol dehydration. The saytzeff rule, Hofmann elimination, physical properties and relative stabilities of alkenes, Chemical reactions of alkenes: mechanism involved in hydrogenation, electrophilic and free radical additions. Markownikoff’s rule, hydroboration followed by oxidation, Epoxidation, ozonolysis, hydration, hydroxylation and oxidation with KMnO_4 .Polymerization of alkenes substitution at the allylic and vinylic positions of alkenes, Industrial applications of ethylene and propene

Unit IV

A. Cycloalkenes , dienes and alkynes

Methods of formation , conformation and chemical reactions of cycloalkenes.

Nomenclature and classification of dienes; isolated, conjugated and cumulated dienes (allenes)

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 followed by oxidation, metal ammonia reductions, oxidations and polymerization .

B. Alkenes and aromaticity

Nomenclature of benzene derivatives, aryl group, Aromatic nucleus and side chain, structure of benzene molecular formula and kekule structure . stability and carbon –carbon bond lengths of benzene , aromaticity the huckle rule , aromatic ions-

Practicals (Any two of the following) :

Determination of melting point

Naphthalene, Benzoic acid, Urea, Succinic acid, Cinnamic acid, Salicylic acid ,
Acetanilide , m –Dinitrobenzene, p-Dichlorobenzene, Aspirin

Determination of boiling points

Ethanol, Cyclohexane, Toluene, Aniline and Nitrobenzene

Qualitative analysis

Detection of extra elements (N,S and halogens) , solubility behaviour and functional groups (Alcoholic , phenolic, carboxylic ,carbonyl, esters, carbohydrates, amines, amides , nitro and anilide) in simple organic compounds .

Identification of in organic compound through the functional group analysis , determination of melting point/boiling point and preparation of suitable derivatives.

References:

1. Clayden, Organic Chemistry, Oxford University press.
2. Morrison & Boyd, Organic Chemistry 6th Edition.
3. Peter Sykes, A guide book to Mechanism in Organic Chemistry 6th Edition.
4. Francis Carey, Organic Chemistry; 3rdEdition, Tata McGraw Hill India
5. Paula Yurkanis Bruice, Organic Chemistry; 3rdEdition, Pearson Education Asia
6. Jerry March, Advanced Organic Chemistry; 4rdEdition, John Wiley
7. S.M. Mukerji, S.P. Singh and R.P. Kapoor, Organic Chemistry, Wiley Eastern Ltd., New Age International

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| B.Sc.-B.Ed. 26/27/28 | C E - 13/14/15 | Course 26/27/28 | For - Science students Any three of the following subject to offer 5.5 Zoology - Developmental Biology | 70 | 30 | 100 | 4 |

Objective :

- ❖ To enable students to comprehend the modern concepts of developmental biology to understand the developmental sequences in vertebrates to compare the development of organs and systems.

Unit -I

- a) Gametogenesis
 - i. Structure and types of spermatozoa, spermatogenesis.
 - ii. Structure and types of eggs oogenesis
- b) Fertilization: Types, mechanism and significance.
- c) Cleavage: Characters, types, patterns and products of cleavage, fate map.

Unit-II

- a) Gastrulation : Morphogenetic movements and significance.
- b) Embryogenesis of amphioxus: Development up to the end of neurulation and tubulation.
- c) Embryogenesis of frog: Development up to the end of neurulation and tubulation.
- d) Metamorphosis of tadpole larva.

Unit-III

- a) Embryogenesis of chick: Development up to neurulation, tabulation and enterogenesis.
- b) Development of chick according to the hours of incubation—18 hours, 21 hours, 24, hours, 33 hours, 48 hours, 56 hours, 72 hours and 96 hours.
- c) Extra embryonic membranes of chick—development and functions.

Unit-IV

- a) Placenta and placentation in mammals
- b) Parthenogenesis: natural and artificial.
- c) Regeneration mechanism in animals, steps of limb regeneration in amphibians
- d) Stem cells and their significance

Practical :

- Study of types of sperm smears preparation
- Study of different type of eggs (Insect, Frog, Hen)

- Study of Preserved material eggs, cleavage, blastula, gastrula, neurula, tail bud, hatching, and mature tadpole larval metamorphic stages of toadlet/froglet.
- Study of Embryological slides of various stages of frog.
- Study of Embryological slides of various stages of chick.
- Study of Development of chick with the help of:
 - whole mounts: 18 hrs. 21 hrs. 33 hrs. 48 hrs. 56 hrs. 72 hrs. And 96 hrs. of incubation period embryos.
 - Study of the primitive streak stage in living embryo after removal of the blastoderm from the egg.
 - Study of the embryo at various stages of incubation in vivo by making a window in the egg shell.
- Frog embryology—Collection of spawn identification of stages and preservation. Preparation of permanent/ temporary slide of representative developmental stages.

References :

1. Development Biology by K.V.Sastry & Vinita Shukla – (Rastogi Publication 2008).
2. Introduction to Embryology by B.I. Balinskly- (W.B. Saunders. Philadelphia, 1976).
3. Foundations of Embryology by B.M Paten and B.M. Carison.
4. Foundations of Animals Development by A.F. Hopper and N.H. Hart (Oxford University Press, New York, 1980)
5. Vertebrate Embryology by R.S. McEwen (Oxford & IBM Publishing Co. New Delhi).
6. Developmental Biology by J.W Brookbank.
7. Patterns and Principles of Animal Development by J.W. Saunders. Jr.
8. Embryology by Barth IG (1966) – Holt Rinehart & Winston.
9. Deveopment by Berril N& Karp G (1960) - Holt Rinehart & Winston.
10. Fundamentals of Comparative Embryology of fVertebrates by huettner AF (1967) – McMillan Co.
11. Chordate Embryology by Mohan Arora (1985) – Atma Ram & Sons.
12. Laboratory manual of Vertebrate Embryology by Rjugh R- Allied Pacific Pvt. Ltd.
13. Chordate Embryology by Verma PSA & Agarwal VK—Chand & Co.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|---------|-----------|--|------------------------------------|-----|-------|--------|
| B.A.-B.Sc.- B.Ed. 29 | C E -03 | Course 29 | Ability Enhancement in Education Research | 70 | 30 | 100 | 4 |

Learning outcomes: After completion of this course the student will able

- To develop and understanding about the concept of research in education
- To develop research design
- To understand about the use different types of research
- To use basic statistics in Evaluation

Course content:

Unit 1. Concept of education at research

- (A) Education research: Meaning, definition & purpose
- (B) Needs of education research
- (C) Types of research: Fundamental, applied and action research
- (D) Different of basic research and action research

Unit (2) Prepared of research design

- (A) Survey method
- (B) Experimental research
- (C) Action research
- (D) Historical research

Unit (3) Research design components

- (A) Framing hypothesis: Definition, types, significance
- (B) Sample: Definition, types
- (C) Tools: Questionnaire, observation, Interview, rating scale
- (D) Variables: Meaning, definition, types

Unit (4) Basic statistics

- (A) Mean
- (B) Standard deviation
- (C) Correlation
- (D) t- test

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|---------|-----------|------------------------|------------------------------------|-----|-------|--------|
| B.A.-B.Sc.- B.Ed. 30 | C C -08 | Course 30 | General English | 70 | 30 | 100 | 4 |

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.

Unite -I Grammar and Usage :

30

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

15

Essays :

- (1) Essentials of Education
- (2) Testament

Unite -III Writing Skills

20

- (1) Paragraph Writing
- (2) Letter & Application Writing

Unite -IV Vocabulary

10

- (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 become clear of grammatical terms.
4. Students will get exposure of writing letters, application and paragraph.

Books :

13. 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.
14. English Grammar, Composition and Reference skills by R.P. Bhatnagar & Rajul Bhargava, Board of Secondary Education, Ajmer.
15. Text Book: A Cavalcade of Modern English Prose, R.P. Bhatnagar, Jain Pustak Mandir, Chaura Rasta, Jaipur.
16. R. Quirk et al (ed.) A Grammar of Contemporary English. Longman, London, 1972.
17. English for Indian Learners by R.P. Bhatnagar, University book house, (P), Jaipur.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------------|---------|-----------|---|------------------------------------|-----|-------|--------|
| B.A.-B.Sc.- B.Ed. 31 | C C -09 | Course 31 | Contemporary India and Education | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able :

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

Course Contents:

Unit-I Concept and Nature of Education

- e) Education : Concept, Nature, Objectives and Functions
- f) Role and problems of education in nation building
- g) Current educational provisions of education in India (One year)
- h) Educational thoughts of Indians thinkers (Vivekanand and Mahatma Gandhi)

Unit-II Social Aspects of Education

- f) Sociology in education : Concept, Functions and Contribution
- g) Social change : Meaning, Definition, Factors and Effects of Education
- h) Social mobility
- i) Education and culture
- j) Role of education in development of social skills.

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

- g) Characteristics of ancient, medieval and british period of education.
- h) Radhakrishna Commission of Education (1948)
- i) Mudaliyer Commission of Education (1952)
- j) Kothari Commission of Education(1964)
- k) National education policy (1968 and 1986)
- l) Revised national education policy (1992)

Unit : IV Programmes for Education

- f) Issues and problems in prevailing education system at National and State level
- g) Right to Education Act 2009
- h) Sarva Shiksha Abhiyan and Mid day Meal Programme
- i) Rashtriya Madhyamik Shiksha Abhiyan
- j) Education as related to social equity and equality of educational opportunities

Assignment Works : (Any one of following)

- 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 of following)

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

References :

26. Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
27. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.
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29. Hanseu, D.A. et. al (1965), On Education : Sociological Perspective. New York : John Wiley and Sons.
30. चौबे, सरयूप्रसाद, (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
31. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
32. पाण्डेय, रामशकल, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
33. पाठक, पी. डी., (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
34. पाठक एवं त्यागी, (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
35. पाण्डेय, रामशकल, (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
36. शर्मा, ओ. पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
37. सिन्हा, मंजरी, सिन्धु, आई. एस., (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा

(B.A./B.SC.-B.Ed.)

Semester VI

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|--------------------------|---------|--------------|--|------------------------------------|------------|------------|-----------|
| BA/B.SC. -B.Ed. 32 | C E -16 | Course 32 | For - Arts students | 70 | 30 | 100 | 4 |
| | | | Any three of the following subject to offer | | | | |
| BA/B.SC. -B.Ed. 33 | C E -17 | Course 33 | 6.6 Hindi 6.6 English 6.6 Sanskrit | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 34 | C E -18 | Course 34 | 6.6 History 6.6 Pol. Science 6.6 Sociology | 70 | 30 | 100 | 4 |
| | | | 6.6 Geography 6.6 Economics 6.6 Home Sc. | | | | |
| | | | For - Science students | | | | |
| | | | Any three of the following subject to offer | | | | |
| | | | 6.6 Physics 6.6 Mathamatics 6.6 Botany | | | | |
| | | | 6.6 Chemistry 6.6 Zoology | | | | |
| BA/B.SC. -B.Ed. 35 | CF - 04 | Course 35 | Ability Enhancement Preksha Life Skills | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 36 | C C -10 | Course 36 | General Hindi | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 37 | C C -11 | Course 37 | Language Across the Currirulum | 70 | 30 | 100 | 4 |
| | | Total | | 420 | 180 | 600 | 24 |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | CE - 16/17/18 | Course 32/33/34 | For - Arts students 6.6 प्रयोजनमूलक हिन्दी एवं अनुवाद | 70 | 30 | 100 | 4 |

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— आवश्यकता और स्वरूप
2. प्रयोजन मूलक हिन्दी की विशेषताएँ
3. प्रयोजन मूलक हिन्दी की प्रयुक्तियाँ एवं प्रयोगात्मक क्षेत्र।
4. राजभाषा हिन्दी— स्वरूप तथा संविधान में हिन्दी।

इकाई II

1. पत्र—लेखन की विशेषताएँ
2. पत्र—लेखन के निर्देश एवं पत्र के अंग
3. व्यावसायिक और सामाजिक पत्र
4. सरकारी पत्र का ढांचा तथा सरकारी पत्र की विशेषताएँ

इकाई III

1. अनुवाद— अर्थ एवं स्वरूप
2. अनुवाद के प्रकार
3. अनुवाद की प्रक्रिया
4. अनुवाद की समस्या
5. अनुवादक के गुण

इकाई IV

1. पारिभाषिक शब्दावली— परिभाषा और आवश्यकता
2. पारिभाषिक शब्दावली का महत्व
3. पारिभाषिक शब्दावली के गुण
4. पारिभाषिक शब्दावली के निर्माण की प्रविधि और प्रक्रिया

उपलब्धियाँ—

1. विद्यार्थी कार्यालयी पत्र व्यवहार सीख सकेंगे तथा भावी प्रतियोगिता परीक्षाओं के लिये तैयार हो सकेंगे।
2. हिन्दी के अपने व्यवहारिक ज्ञान में वृद्धि कर सकेंगे।
3. विद्यार्थी अनुवाद एवं पारिभाषिक शब्दावली का ज्ञान लेकर एक अच्छा अनुवादक एवं भाषा वैज्ञानिक बन सकेगा।

संदर्भ ग्रंथ—

1. प्रयोजन मूलक हिन्दी— विनोद गोदरे, वाणी प्रकाशन, दिल्ली
2. प्रयोजन मूलक हिन्दी : सृजन और समीक्षा, डॉ. रामलखन मीणा,
3. प्रयोजन मूलक हिन्दी : पारिभाषिक शब्दावली— डॉ. मधु धवन
4. प्रयोजन मूलक भाषा और कार्यालयी हिन्दी— डॉ. कृष्ण कुमार गोस्वामी,
5. प्रयोजन मूलक हिन्दी— डॉ. बालेन्दु शेखर तिवारी, संजय बुक सेन्टर, वाराणसी
6. राजभाषा हिन्दी : विकास के विविध आयाम— डॉ. मलिक मोहम्मद,
7. सृजनात्मक साहित्य का अनुवाद— स्वरूप एवं समस्याएँ, सुरेश सिंहल,
8. अनुवाद विज्ञान— डॉ. भोलानाथ तिवारी,

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | CE - 16/17/18 | Course 32/33/34 | For - Arts students 6.6 English - Prose and Fiction | 70 | 30 | 100 | 4 |

Objective

1. To enable the students to compose stories..
2. They become aware about the spirituality and psychology..
3. To make them aware about the modern writings.
4. They become aware about the rights of women

1. The Guide – RK Narayan **20**

2. Cry, The Peacock – Anita Desai **20**

3. Essays : **15**

- i. V.S. Srinivas Sastri, *The Joy of Freedom*
- ii. Bertrand Russell: How to Escape from Intellectual Rubbish
- iii. Acharya Mahapragya: *Parameters of New Economic System*
- iv. S. Radhakrishnan: An Ideal Before the Youth
- v. J. Krishnamoorthy : The Religious Mind

4. Empowerment English **15**

Chapters

1. Childhood
2. Teen Age
3. Womanhood
4. The Home And The World

Outcomes-

- 1.They will compose stories without the help of a teacher
- 2.They will compose short plays and take part in plays.
3. They will be able to express their ideas .

Prescribed Books :

1. The Guide - R.K. Narayan, OUP, Delhi
2. Cry, The Peacock – Anita Desai . Orient Paperbacks.
3. Collected Essays. Jain Vishva Bharati Institute, Ladnun
4. Empowerment English (Part-I) - Macmillan, N. Krishnaswami.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | CE - 16/17/28 | Course 32/33/34 | For - Arts students 6.6 संस्कृत व्याकरण एवं साहित्य | 70 | 30 | 100 | 4 |

उद्देश्य—

1. गणों का परिचय देना।
 2. शुकनासोपदेश और कुमारसंभवम के ग्रंथों के चयनित अंशों का अध्यापन करना।
 3. जिनन्त आदि दस प्रक्रियाओं का ज्ञान कराना।
 1. लघु सिद्धान्त कौमुदी के दिवादि गण से लकारार्थ तक (सूत्र 629 से 765), कृदन्त प्रकरण (सूत्र 766 से 887 तक) 30
 2. रचनानुवाद कौमुदी (51 से 60) 5
 3. शुकनासोपदेश 15
 4. कुमारसंभव (पांचवा सर्ग) 15
 5. अभिधान चिन्तामणि नाममाला (151 से 180) 05
- अंक विभाजन :**
- (1). दवादि गण से लकारार्थ तक (सूत्र 629 से 765), कृदन्त प्रकरण (सूत्र 766 से 887 तक) 30
 - (2) रचनानुवाद कौमुदी 05
 1. संस्कृत से हिन्दी अनुवाद
 2. हिन्दी से संस्कृत अनुवाद
 3. शब्दार्थ
 - (3) शुकनासोपदेश 15
 1. दो पद्यों की व्याख्या
 2. एक सामान्य प्रश्न
 - (4) कुमारसंभव (पांचवा सर्ग) 15
 1. दो श्लोक की सप्रसंग व्याख्या
 2. कुमारसंभवम् पर सामान्य प्रश्न
 - (5) अभिधान चिन्तामणि 05
 1. दो श्लोक पूर्ति
 2. दो शब्दों के संस्कृत में पर्यायवाची
 3. पांच शब्दों के अर्थ

उपलब्धियाँ—

1. जिनन्त, 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 :

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

संदर्भ ग्रंथ—

1. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | C E - 16/17/18 | Course 32/33/34 | For - Arts students 6.6 आधुनिक विश्व के इतिहास की रूपरेखा | 70 | 30 | 100 | 4 |

उद्देश्य—

1. विद्यार्थियों को आधुनिक विश्व के इतिहास से परिचित करवाना।
2. अमेरिकी एवं फ्रांसीसी क्रांति के महत्व को बताना।
3. इटली एवं जर्मनीके एकीकरण की प्रेरणादायी प्रक्रिया को बताना।
4. राष्ट्र संघ एवं संयुक्त राष्ट्र संघ के महत्व 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। जर्मनी का एकीकरण एवं बिस्मार्क का योगदान।

ईकाई—3

अफ्रीका में साम्राज्यवाद : कारण एवं परिणाम। इटली का एकीकरण : कठिनाईयां, प्रयत्न, मैजिनी, गैरीबाल्डी एवं काबूर का योगदान। 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। 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 महत्व को समझ पायेंगे।

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 कोठारी, 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.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | CE - 16/17/18 | Course 32/33/34 | For - Arts students 6.6 अन्तर्राष्ट्रीय सम्बन्ध | 70 | 30 | 100 | 4 |

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।

bdkb&1

अन्तर्राष्ट्रीय सम्बन्ध का अर्थ, प्रकृति व क्षेत्र, अन्तर्राष्ट्रीय सम्बन्धों के अध्ययन सम्बन्धी उपागम—आदर्शवादी एवं यथार्थवादी उपागम, राष्ट्रीय शक्ति—राष्ट्रीय शक्ति से अभिप्राय और तत्त्व,

bdkb&2

शीतयुद्ध : अर्थ कारण एवं प्रभाव, गुट निरपेक्ष आंदोलन, निःशस्त्रीकरण।

bdkb&3

संयुक्त राज्य अमेरिका की विदेश नीति, साम्यवादी चीन की विदेशनीति, भारत की विदेशनीति एवं उसके पड़ोसी राज्य।

bdkb&4

अन्तर्राष्ट्रीय राजनीति में उभरती नवीन प्रवृत्तियाँ : उत्तर—दक्षिण, संवाद दक्षिण—दक्षिण संवाद, नवीन अन्तर्राष्ट्रीय व्यवस्था, क्षेत्रीय सहयोग संगठन : सार्क और आसियान।

mi yfC/k; k&

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।

l nHkZ xFk&

1. Black & Thomson : Foreign Political in a Changing World.
2. Jordan Connel Smith : Patterns of the post world war, 1982
3. S.N. Dhar : International Problems & World Politics since 1949.
4. बी.एल. फडिया : अन्तर्राष्ट्रीय सम्बन्ध, साहित्य भवन, पब्लिकेशन्स, आगरा
5. बी.एम. जैन : अन्तर्राष्ट्रीय सम्बन्ध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
6. पी.के. चड्ढा : अन्तर्राष्ट्रीय संबंध, आदर्श प्रकाशन, जयपुर

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | CE - 16/17/18 | Course 32/33/34 | For - Arts students 6.6 Sociology - Social Anthropology | 70 | 30 | 100 | 4 |

Learning outcomes:-

- ❖ 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 of 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 in India, Tribal Development
- ❖ Tribes in Rajasthan : Bhil, Meena, Garasiya, Saharia

Reference :

- Bose, N.K. 1967, Culture and Society in India, Asia Publishing House
- Desai, A.R., 1979, Peasant Struggle in India, OUP, Bombay
- Dube, S.C. 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

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | C E - 16/17/18 | Course 32/33/34 | For - Arts students 6.6 Geppraphy Thought | 70 | 30 | 100 | 4 |

Objects-

1. To give knowledge about teh concept of geographical thought.
2. To give knowledge about thoughts of various geographical thinkers as of British, German, American, Romans etc.
3. Trends of Moern Geography.

Unit - I

- a. Definition and aims of Geogrpahy.
- b. Evolution of Geograpical thought.
- c. Major branches of Geography.
- d. Beginning of classical Geography contribution of Greeks- Herodotus & Eratosthmes.

Unit - II

- a. Contribution of Romans - Strabo & Ptolemy.
- b. Early medieval geography : contribution of Arabian Geographers (AI - Burini & 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. Tailor, Huntington.

Unit - IV

- a. Dichotomies in Geography : Physical V/s Human Geography systemetic V/s Regional Geography.
- b. Radicalism : Origin, salient features & objectives of Radical geography
- c. Behaviourdism in Geography
- d. Concepts of Cultural Ladnscape : 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 thinkings of world's thinkers.
3. Comparisions can be made about thinking of various thinkers.

Practical-

1. Aerial photographys : Introducation & 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.

Suggested Readings:

1. कौशिक, एस.डी. : भौगोलिक चिंतन के सिद्धांत, रस्तोगी पब्लिकेशन्स, मेरठ ।

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | C E - 16/17/18 | Course 32/33/34 | For - Arts students 6.6 Economics | 70 | 30 | 100 | 4 |

Objective:

- ❖ 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 co-efficient and Spearman's Rank correlation.

Unit IV : Elementary Mathematics

- a) Simultaneous and Quadratic Equations
- b) Arithmetic and Geometric Progressions, Logarithms.

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.)

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | C E - 16/17/18 | Course 32/33/34 | For - Arts students 6.6 Home Science - Extension and Communication | 70 | 30 | 100 | 4 |

Objectives:

- ❖ Concept, determinants and factors of health
- ❖ Types of occupational health and related diseases related to workers
- ❖ Different types of pollution and their related remedies
- ❖ Objectives and Scope of population education
- ❖ Concept and principles of extension education and difference between formal and non formal education.
- ❖ Techniques related demonstration with the help of audio visual aids in society

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 objectives 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 objectives 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

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.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | C E - 16/17/18 | Course 32/33/34 | For - Science students 6.6 Physics : Electronics | 70 | 30 | 100 | 4 |

Objective

- To know about circrit and analysis and network theorems.
- To understand P.N. Junction, rectifier and voltage regulator.
- T explain bipolar transistor and field effect transistor.
- To describe field effect transiter and transistor biasing.

Unit1 Circuit analysis and Network Theorems

several important points and definitions related to electric circuits, kirchoffs law, circuit analysis using kirchoffs law ,analysis of four terminal ,two part network,parameters of four terminal network, superposition theorem, compensation theorem , maximam power transfer theorem,miller Theorem

Unit2 P-N- junction , Rectifier, voltage regulator.

Fermi level in intrinsic relniconductors, number density of electronics and holes in the intrinsic remiconductors ,charge densities in N and P type remiconductors ,Position of Fermi level in N and P type semiconductors, P-N junction: Deplaction pegion and biasing conduction by Diffusion, conduction by drift, p-n Junction diode equation , capacitance effect of p-n junction.

Half wave rectifier , full wave rectifier , comparision of center tapped full wave rectifier and Bridge rectifier, comparision of half wave and full wave rectifier, smoothing filters, stabilization and voltage regulation of a power supply, voltage multiplier circuit.

Unit3 Bipolar transistor and field effect transistor bipolar transistor

Bipolar transistor construction ,citcuit symbole of a transistor, various transistor circuit configurations, transistor biasing in various configurations, circuit diagram of three basic configuration of transistors conventions for marking voltage and current in transistor circuits, impedance , A dmittance and hybrid (z,y and h) parameters of transistor for the three confifurations, z,y and h equivalent circuits of transistor, To draw static/DC characteristic curves /curve families of a transister through The experimental measurements of input and output current and voltage, Basic principal of a transistor amplifier, DC and AC load lines, operating point and Quiescent point.

UNIT 4 Field effect transisfer and transistor biasing

junction field effect transsiter , metal oxide remiconductor field effect transistor, Application of field effect transistor FET as a Voltage control resister, source follower FET amplifier , transistor biasing load line and selection of operating point, Biasing network, stability of Q point, Thermal current , reverse satration current and its contribution in collector current, stablily factor, various biasing networks, Classification of

amplifiers, single stage transistor amplifier, simplified equivalent circuits of common emitter, common base transistor amplifier, CE transistor amplifier with four resistor bias network, Gain in decibel, Frequency response of linear amplifier, cascade amplifier / multi stage amplifier, various methods of coupling.

Practicals

1. To study the variation of power transfer by two different loads by DC source and to verify maximum power transfer theorem .
2. To study the variation of charge and current in a RC circuit with a different time constant(using a DC source).
3. To study the behavior of a RC circuit with varying resistance and capacitance using AC mains as a power source and also to determine the impedance and phase relation.
4. To study the rise and 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 semi –conductor 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 radius of the circular coil.
8. To determine the specific resistance of a material and determine difference between two small resistance using Carey fosters bridge.

References:

प्रो. प्रभा दशोरा, 2015, प्रायोगिक भौतिकी, आर. बी. डी. पब्लिशिंग हाउस, जयपुर, नई दिल्ली ।

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | CE - 16/17/18 | Course 32/33/34 | For - Science students 6.6 Mathematics : Complex Analysis | 70 | 30 | 100 | 4 |

Objectives :

- To know about Complex plane, Connected and compact sets, curves and region.
- To understand cauchy reimann equations.
- To explain Complex integration and fundamental theorem of integral calculus.
- To describe Morera's theorem and Riemann's theorem.

Unit I Complex plane. Connected and compact sets, Curves and region in the

- Complex plane. Statement of Jordan curves theorem . Extended complex
- Plane and stereographic projection, complex valued functions limits, Convergence, continuity ,
- Differentiability in the extended plane Analytic functions.

Unit II Cauchy Riemann equations (Cartesian & Polar Forms), Harmonic Function Construction of an analytic function Conformal mapping, Bilinear transformation, and its properties, Elementary maps. $f(z) = \frac{1}{2}(z + 1/z)$, z^2 , $2z$, $\sin z$ and $\log z$

Unit III Complex integration, Complex line integrals, Cauchy's integral theorem, Indefinite integral. Fundamental theorem of Integral calculus, Derivative of an analytic function, Liouville's theorem, Poisson's integral formula.

Unit IV Morera's theorem , Taylor's & Laurents series' Maximum, modulus principle, Schwarz's Lemma, Singularities, branchpoint, Meromorphic function and Entire function, Riemann's theorem, Casorati Weierstrass theorem Residue theorem, Argument Principle.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | CE - 16/17/18 | Course 32/33/34 | For - Science students 6.6 Botany : Plant Physiology And Biochemistry | 70 | 30 | 100 | 4 |

Objectives -

Learning outcomes: After completion of this course the student teacher will able:

- To know the importance of water to plant life.
- To understand the concept and mechanism of photosynthesis, Respiration in plants.
- To know the introduction, importance, structure and nomenclature of carbohydrates proteins and enzymes.
- To understand the concept and phrase of growth and development.

UNIT -1

- A. **Plant- water relations:** Importance of water to plant life; physical properties of water; diffusion and osmosis; absorption and transport of water: transpiration and physiology of guard cell movement. Factors affecting transpiration.
- B. **Translocation of organic substances:** mechanism of phloem transport: source –sink relationship; factors affecting translocation.

UNIT-2

- A. **Photosynthesis:** photosynthetic pigments; concept of two photo systems Z-scheme, photo phosphorylation; Calvin cycle; C₄ pathway; CAM plants; photorespiration; factors influencing photosynthesis; C₃ & C₄ plants.
- B. **Respiration:** -Aerobic and anaerobic respiration, RQ (respiration quotient), Krebs's cycle, electron transport system, oxidative phosphorylation and factors affecting the process, fermentation .

UNIT – 3

- A. **Carbohydrates** – Introduction, importance, nomenclature, classification, molecular structure and function of mono, di and polysaccharides, glycoside linkage and glycoprotein. Proteins – amino acid structure, peptide bonds, structure properties and classification of proteins.
- B. **Enzymes:** Structure, characteristics, mechanism of action, multi-enzyme system regulation of enzyme activity.

Lipids : Importance of fatty acids (saturated and Unsaturated), Alpha Beta oxidation , storage and mobilation of fatty acids.

Suggested Laboratory Exercises-

1. To study the effect of temperature and alkonal on the permeability of membranes.
2. To separate chloroplast pigments by solvent method.
3. To separate chloroplast pigments using paper chromatography.
4. To separate amino acids in a mixture by paper chromatography.
5. To perpare the standard curve of protein.
6. To demonstrate the enzyme activity- Catalase , peroxides and amylase.
7. To demonstrate the tests for different types of carbohydrates and lipids.
8. To demonstrate the tests for proteins in the unknown samples.
9. Bioassay of growth hormones (auxin, cytokinin, gibberellins).
10. Demonstrate of phenomenon of osmosis by use of potato osmometer.
11. To demonstrate root pressure.
12. Photosynthesis by inverted funnel method Moll's experiment.
13. To demonstrate anaerobic and aerobic respiration.
14. R.Q. by Ganong's respirometer.
15. Measurement of growth usingauxanometer.

Suggested Readinds:

1. Verma. S.K. Textbook of plany physiology. S. Chand & Company. 1999.
2. Parashar. A. N. and Bhatia. K. N. Plant physiology. Trueman Book Company, 1985.
3. Jain, S.K. and Verma. M: A textbook of plant physiology, biochemistry and biotechnology.S.Chand Ltd..2000
4. Verma. V: Textbook of plant physiology. ANE Books India. 2007.
5. Malik . C. P. and Srivastava. A. K. :Textbook of plant physiology. Kalayani publication.1982.

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|-------------------|--------------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 32/33/34 | C E - 16/17/18 | Course 32/33/34 | For - Science students 6.6 Chemistry : Physical Chemistry | 70 | 30 | 100 | 4 |

Learning outcomes: After completion of this course students will able to learn:

- Concept and interpretation of elementary quantum mechanics.
- Basic ideas-criteria for physical picture of bonding and antibonding. statement of the Born-Oppenheimer approximation, degrees of freedom .
- Infrared spectrum : energy levels of simple harmonic oscillator and selection rules. Qualitative description of σ, π - and n M.O., their energy levels and the respective transitions.
- Law of photochemistry : grothus –drapper law, stark-Einstein law, jablonski diagram depicting various processes occurring in the excited state

Unit-I

Elementary Quantum Mechanics

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 ,the Heisenberg's uncertainty principal, Sinusoidal wave equation, Hamiltonial 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-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 $\sigma, \sigma^*, \pi, \pi^*$ orbitals and their characteristics, hybrid orbitals –sp, sp^2, sp^3 , calculation of coefficients of A.O.'s used in these hybrid orbitals, . introduction to valence bond model of H_2 , comparison of M.O. and VB models

Unit-III

a) Spectroscopy

Introduction: electromagnetic radiation, regions of the spectrum, basic features of different spectrometers, statement of the Born-Oppenheimer approximation, degrees of freedom .

b) Rotational Spectrum

Diatomic molecules, Energy levels of a rigid rotor (semi-classical principles), selection rules ,spectral intensity ,distribution using population distribution (Maxwell-Boltzmann distribution)determination of bond length ,qualitative description of non-rigid rotor, isotope effect.

c) Vibrational spectrum

Infrared spectrum : energy levels of simple harmonic oscillator, selection rules ,pure vibrational spectrum, intensity ,determination of force constant and qualitative relation of force constant and bond energies ,effect of anharmonic motion and isotope 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. σ , π and n M.O., their energy levels and the respective transitions.

Unit-IV

(a) Electric-Spectrum

Concept of potential energy curves for bonding and antibonding molecular orbitals, qualitative description of selection rules and Frank-Condon principles.

Qualitative description of σ , π - and n M.O., their energy levels and the respective transitions.

(b) Photochemistry

Interaction of radiation with matter, difference between thermal and photochemical processes. Law of photochemistry : Grothius–drapper law, Stark-Einstein law, Jablonski diagram depicting various processes occurring in the excited state, qualitative description of fluorescence, phosphorescence, non-radiative processes (Internal conversion, intersystem crossing), quantum yield ,photosensitized reactions –energy transfer processes (simple examples).

Practicals: (Any two of the following)

- a) To determine the strength of the given acid conductometrically using standard alkali solution.
- b) To determine the solubility and solubility product of a sparingly soluble electrolyte conductometrically.
- c) To study the saponification of ethyl acetate kinetically .
- d) To determine the ionization constant of a weak acid conductometrically.
- e) To determine the ionization constant of a weak acid conductometrically .
- f) 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.

References:

1. C.N. R. Rao, University General Chemistry, Mc Millan Publication.
2. Maron and Pruton Principles of Physical Chemistry, 4th Ed., Oxford and IBH publication.
3. G.M. Barrow, Physical Chemistry. By.
4. R.C. Das and Behere, Experiments in Physical Chemistry, Tata Mc Graw Hill.
5. by F. Daniel and others, Experimental physical Chemistry, International Student Edition
6. S.W. Rajbhoj and Dr. T.K., Systematic Experimental Physical Chemistry
7. Puri, Sharma, Pathania, Principles of Physical Chemistry, Chodhekar, Anjali Publication Aurangabad,
8. G. K. Vemulapalli, (1993) Physical Chemistry, Prentice Hall India
9. Donald McQuarrie, Physical Chemistry

Semester VI

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|--------------------------------|-------------------|--------------------|--|------------------------------------|-----|-------|--------|
| BA/B.SC.- B.Ed. 32/33/34 | C E - 16/17/18 | Course 32/33/34 | For - Science students Any three of the following subject to offer 6.6 Zoology - ENVIRONMENTAL SCIENCES | 70 | 30 | 100 | 4 |

OBJECTIVES

- ❖ To enable students to understand the energy sources, flow of energy and conservation to understand the recycling of minerals and nutrients in ecosystems to understand the dynamics of population to understand causes of pollution to comprehend origin of life

Unit I

- Environment- Atmosphere, lithosphere and hydrosphere as habitats and ecological factors,
- Abiotic factor- Temperature and light – as ecological factors; limiting factors, Liebig—Blackman’s law of limiting factors: Shelford’s law of tolerance, factor—compensation;
- Ecosystem—Types, Structure, functions and examples; Dynamics of ecosystem— Ecological pyramids, energy flow in ecosystem, productivity, biogeochemical cycle – water, nitrogen and sulphur cycles, recycling of organic nutrients,

Unit (ii)

- Light and temperature as ecological factors.
- Ecological concept of species, niche concept.
- Population – Definition and attributes – density, natality, vital index, age distribution, growth patterns, migration, dispersal and dispersion, Environmental resistance, carrying capacity, for a population.
- Biotic community—Definition and structure, ecotone, edge effects, niche, community stability; Ecological succession. Intra and Interspecific interaction – All types of animal associations.

Unit (iii)

- Air Pollution: Sources, acid rain, photochemical smog, prevention and control.
- Water pollution: sources, prevention and control; eutrophication.
- Noise pollution: Sources, prevention and control.
- Soil pollution: sources. Prevention and control..
- Thermal pollution.

Unit (IV)

- a) Green house effect and Global warming
- b) Depletion of ozone layer
- c) Natural disasters—Earthquake, Tsunami
- d) Biomagnifications.

Practical:

- Simulation of an ecosystem in the laboratory
- Determination of oxygen content of water sample by Winkler's method. Determination of chloride content of water sample.
- Determination of Sulphates content of water sample.
- Determination of dissolved Co₂ content of water
- Determination of total solid contents of water.
- Determination of PH of soil sample.
- Determination of water content in a given sample of soil.
- Detection of salt i.e. Phosphates, sulphates, nitrates and chlorides in a given sample of water
- Construction of frequency table, histograms, polygons, pie-charts.
- Exercise on mean, mode and median.

REFERENCES:

1. Fundamentals of Ecology by E.P. Odum—W.B. Saunders, Philadelphia)
2. Environmental Studies by S.V.S Rana—(Rastogi Publications, 2008)
3. Animal Ecology by S.P. Singh, 6th Revised Edition – (Rastogi Publication 2008)
4. Basic Ecology by E.P. Odum (Holt, Rinehar & Winston, New York).
5. Ecology by S.K. Charles- (Prentice Hall of India, New Delhi).
6. Ecology;Principles and Applications by Chapman E (1988) – Cambridge University Press.
7. Modern Concept of ecology by Kumar HD (1986) – Vikas Publishing House.
8. Ecology and Environment by Sharma PD (1991)—Rastogi Publications
9. Environmental Biology by Trivedi PR & Gurudeep Raj. (1992)

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|---------|-----------|---|------------------------------------|-----|-------|--------|
| BA/B.SC.-B.Ed. 35 | C E -04 | Course 35 | Ability Enhancement Preksha Life Skills | 70 | 30 | 100 | 4 |

Preksha Life Skill program is designed to impact the required life skills in achieving success in every walk of life. PLS program makes us capable of handling the self and others.

Objective of PLS :

To develop multi-dimensional personality with :

1. Self-confidence by mastering Inter personal skill, Team management skill and Leadership skill.
2. A mature outlook by increasing attitudes and attributes to function effectively in different circumstances.
3. Effective Communication Skill to express attitudes, ideas and other thoughts well.
4. Effective Presentation Skill that increases creativity.

Theme - Interpersonal Skill Relationship skill, Social Skill

- A**
- Purposeful living
 - How to stay Enthusianstic
- B**
- Attitude to contribute
 - Attitude to contribute

Theme - Communication Skill Speaking & Listening Skill Presentation Skill

- C**
- Art of Listening
 - Non-violent Communication
 - Public Speaking

Theme - Management Skill- Self Management Skill, Leadership Skill

- D**
- Time management
 - Stress management
- E**
- Team management
 - Handle your setbacks

Project Report :

Every student shall have to prepare a project report on the basis of Preksha Life Skill foundation course of about 50 pages and shall submit 2 weeks before the commencement of presentation examination.

Viva-voce shall be held at the end of the course.

Project report will be of : 50 marks

And Viva-voce will be of : 20 marks

Note :

- Minimum necessary attendance is 75%
- In emergency, classes may be changed or cancelled without any prior notice.
- Materials to be purchased/shared by students.

Exam Pattern :

| | |
|----------------|------------|
| Project Report | 50 |
| Viva | 20 |
| CIA | 30 |
| Total | 100 |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|------------|---------|-----------|-----------------|------------------------------------|-----|-------|--------|
| BA-B.Ed.36 | C C -10 | Course 36 | General Hindi | 70 | 30 | 100 | 4 |

उद्देश्य—

1. हिन्दी व्याकरण— संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ आदि का सामान्य ज्ञान करवाना।
2. देवनागरी लिपि का परिचय देना।
3. व्यावहारिक पत्रों की जानकारी देना।

इकाई I

व्याकरण—संज्ञा, सर्वनाम, कारक, पर्यायवाची, विलोमशब्द, समुच्चारित भिन्नार्थक शब्द, मुहावरें, लोकोक्तियाँ,

इकाई II

देवनागरी लिपि की विशेषताएँ, सरकारी पत्र, अर्द्धसरकारी पत्र

इकाई III

काव्य संचय — निम्नलिखित कवियों की चयनित कवितायें :

मैथिलीशरण गुप्त— मातृभूमि, आगे बढ़ो ! ऊँचे चढ़ो !,

जयशंकर प्रसाद— भारत महिमा, प्रयाण—गीत

सुमित्रानंदन पंत— भारत माता, द्रुत झरों

निराला— वह तोड़ती पत्थर

रामधारी सिंह दिनकर— जनतंत्र का जन्म

सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय'— हिरोशिमा

सुधीन्द्र— कोकिल, राजस्थान—वन्दना

गिरिजा कुमार माथुर— पन्द्रह अगस्त

इकाई IV

गद्य संग्रह — निम्नलिखित लेखकों की चयनित रचनायें

प्रेमचन्द— आत्माराम (कहानी)

डॉ. रामचरण महेन्द्र— राष्ट्र मंदिर का सुवासित पुष्प : केसरीसिंह बारहठ (जीवनी)

महादेवी वर्मा— बहिन सुभद्रा (रेखाचित्र)

जैनेन्द्र कुमार— साधना के कवि (संस्मरण)

हरिकृष्ण प्रेमी– राखी (एकांकी)

हरिशंकर परसाई– मूल्यों का उलटफेर (व्यंग्य)

जवाहरलाल नेहरू– इतिहास से शिक्षा (पत्र साहित्य)

विद्यानिवास मिश्र– हल्दी–दूब और दधि, अच्छत (ललित निबन्ध)

अगरचन्द नाहटा– राजस्थान की सांस्कृतिक धरोहर (सांस्कृतिक निबन्ध)

उपलब्धियाँ–

1. विद्यार्थियों का व्याकरण के ज्ञान में वृद्धि होगी।
2. विद्यार्थी कार्यालय पत्र लिखने में समर्थ हो सकेंगे।
3. विद्यार्थी देवनागरी लिपि के महत्त्व, उसकी विशेषता आदि से अपने ज्ञान में वृद्धि करेंगे।

संदर्भ ग्रंथ–

1. काव्य संचय, सम्पादक– डॉ. शम्भूनाथ पाण्डेय, अनुराग प्रकाशन, अजमेर
2. गद्य संग्रह, सम्पादक– डॉ. विजय कुलश्रेष्ठ, अलका पब्लिकेशन, अजमेर
3. हिन्दी व्यावहारिक व्याकरण एवं रचना, डॉ. राघव प्रकाश, पिकसिटी पब्लिकेशन, जयपुर

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------|---------|-----------|--------------------------------|------------------------------------|-----|-------|--------|
| BA-B.Ed. 37 | C C -11 | Course 37 | Language Across the Currirulum | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the nature and use of language.
- ❖ To develop the idea of Multilingualism in class room teaching.
- ❖ To create the sense of language and its flavor.
- ❖ To inculcate language skills among trainees.
- ❖ To evaluate skills creative writing and expression.
- ❖ To acquire the idea of composition and art of writing i.e. letter, Paragraph, application etc.
- ❖ To develop ornamental use of vocabulary in different curriculum.

Course Contents:

Unit -I Language acquisition and development

- e) Language : Concept, Meaning and Nature
- f) Language usages : Written, Oral, Role Playing with Communication
- g) 3 Language Policy : First (Mother tongue)
 - : Second (Foreign language)
 - : Third (Religious or classical language)
- h) Language development : From childhood to Adult stages.

Unit -II Language Skills

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

Unit -III Language & Classroom Interaction

- e) Expression : Public Speech, Lecture, Debating
- f) Multilingualism in classroom
- g) Summarizing and Reflection
- h) Errors and Correction of Language in class

Unit-IV Vocabulary Building and Language Problems & its Remedies

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

Assignment Works : (any one)

- Write any one term paper
- Identify speech defect in classroom teaching

Practical Works : (any one)

- Prepare a Report on Creative Writing
- Prepare a C.D. on communication (30 minutes)

References:

4. Baruah, T.C. (1985), The English Teacher's Hndbook, New Delhi, Sterling Publication Pvt. Ltd.
5. Lado, Robert (1971), Language Teaching, New Delhi, Tata Mc. Graw Hill Pub. Co. Ltd.
6. Richards, J.C. and Rodgers, T.S. (2000), Approaches and Methods in Language Teaching, Cambridge, CUP.

(B.A./B.SC.-B.Ed.)

Semester VII

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit | | |
|---------------------------|---------|-----------------|--|------------------------------------|------------|------------|-----------|-----------------|---------------|
| BA/B.SC. -B.Ed. 38 | C E -19 | Course 38 | Pedagogy of Schools Subjects I & II Any two of the following subject to offer For - Arts students | 70 | 30 | 100 | 4 | | |
| | | | 7.1 Hindi | | | | | 7.2. English | 7.3 Sanskrit |
| | | | 7.4 History | | | | | 7.5 Civics | 7.6 Sociology |
| | | | 7.7 Geography | | | | | 7.8 Economics | 7.9 Home Sc. |
| BA/B.SC. -B.Ed.. 39 | C E 20 | Course 39 | For - Science students Any two of the following subject to offer | 70 | 30 | 100 | 4 | | |
| | | | 7.1 Physics | | | | | 7.2 Mathamatics | 7.3 Botany |
| | | | 7.4 Chemistry | | | | | 7.5 Zoology | |
| | | | (Matter from B.Ed. syllabus in II semester pedagogy subject) | | | | | | |
| BA/B.SC. -B.Ed. 40 | C C -12 | Course 40 | Yoga Education, Self Understanding & Development | 70 | 30 | 100 | 4 | | |
| BA-B.Ed. 41 | C C -13 | Course 41 | Health and Physical Education | 70 | 30 | 100 | 4 | | |
| BA/B.SC. -B.Ed. 42 | C C -14 | Internship I | Internship I | 140 | 60 | 200 | 8 | | |
| | | Total | | 420 | 180 | 600 | 24 | | |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|----------------|-----------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 Hindi | 70 | 30 | 100 | 4 |

अधिगम उपलब्धि : इस पाठ्यक्रम के पूरा होने के बाद छात्र शिक्षक सक्षम होगा।

- ❖ 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) हरबर्तीय पद्धति
- (य) प्रायोजना विधि
- (र) पर्यवेक्षित तथा निर्देशित स्वाध्याय विधि

सत्रीय कार्य – किसी एक 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

प्रायोगिक कार्य :

- 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।

सन्दर्भ ग्रन्थ सूची :

18. अवधेश अरुण, (2001), हिन्दी भाषा का स्वरूप, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
19. ओड, एल.के (1982), हिन्दी शिक्षण में त्रुटि, निदान एवं उपचार, वनस्थली विद्यापीठ।
20. कक्षा 6 से 12 वीं तक की एन.सी.ई.आर.टी. की हिन्दी विषय की विभिन्न पाठ्य पुस्तकें।
21. कुमार, योगेश, (2004), आधुनिक हिन्दी शिक्षण, ए.पी. एवं पब्लिशिंग कॉर्पोरेशन, नई दिल्ली।
22. कुशवाहा, पुष्पलता, सक्सैना, कनक (2009), हिन्दी शिक्षण, आस्था प्रकाशन, जयपुर।
23. दुग्गल एवं वर्मा, (1982), हिन्दी शिक्षण, आर्य बुक डिपो, दिल्ली।
24. पाण्डेय, रामशक्ल, (2008), हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
25. पारीक, सुधीर, टेलर लाल गोपाल (2008), पद्यान्जलि माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर।
26. भाई, योगेन्द्रजीत, (2007), हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
27. नाथ, देवेन्द्र, राष्ट्र भाषा हिन्दी की समस्याएँ एवं समाधान।
28. रमन, बिहारीलाल, (1990), हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ।
29. शर्मा, मन्जू, जैन, बनवारी लाल, (2007), हिन्दी शिक्षण, शिक्षा प्रकाशन, जयपुर।
30. शर्मा, लक्ष्मी नारायण, (2001), हिन्दी संरचना का अध्ययन–अध्यापन, केन्द्रीय हिन्दी संस्थान, आगरा।
31. शर्मा, लक्ष्मी नारायण, (2004), भाषा की शिक्षण विधियाँ एवं पाठ नियोजन, विनोद पुस्तक मंदिर, आगरा।
32. सत्तिगेरी, के. आय (2006), नूतन हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
33. सिंह, निरंजन कुमार (2008), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
34. सिंह, सावित्री (2001), हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|----------------|-----------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 English | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know about various basic application 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 apply different teaching skills in the class room.
- ❖ To develop lesson plan, micro lesson plan, TLM (Teaching Learning Materials) for teaching English as a second Language.

Course contents:

Unit- I Basic English Grammar & it's Application

- f) Parts of speech
- g) sentence pattern, Types
- h) Tense and verb patterns
- i) Preposition
- j) Voice change

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

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

Unit- III Methods, Approaches and Strategies:

- f) Grammar-cum-Translation method
- g) Direct method , Audio- lingual and Bilingual method
- h) Structural approach and Communicative approach
- i) Collaborative learning and Dramatization.
- j) Strategies: Language games, Puzzles, role playing, concept mapping

Unit- IV Developing Language skill:

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

Assignment Works :

- List of structural items included in the text book at the secondary stage.
- Preparation of 5 word cards, 5 Picture cards and 5 puzzles.

Practical Works :

- Enlist 50 innovative words with lexical interpretation.
- Prepare an audio/video recording for English Pronunciation

References :

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|-------------------|----------------|-----------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 Sanskrit | 70 | 30 | 100 | 4 |

अधिगम उपलब्धियाँ :

- ❖ 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।

- (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, एचोऽयवायावः, 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 एक विषय पर सत्रीय कार्य करना)

- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करना।
- किसी एक वर्ष का प्रश्नपत्र हल करना।
- किसी एक विधा पर शैक्षिक पाठ्यक्रम का आलेखन।

प्रायोगिक कार्य :

- रचना पाठ के लिए पाँच चित्रों का निर्माण।
- उच्चारण सुधार हेतु पाँच अभ्यास तालिकाओं का निर्माण।
- संग्रन्थन विधि पर पाठयोजना तैयार करना।

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|----------------|-----------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 History | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To enable the Student teacher to understand the nature, scope and importance of learning history at secondary.
- ❖ To understand the aim and objectives of teaching history at different levels of the secondary stage.
- ❖ To develop knowledge about the basic principle governing the construction of history curriculum and develop the ability history curriculum and develop the ability to organize Co-curricular activities and community resources for promoting history learning.
- ❖ To develop classroom skills needs for applying 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 needed for diagnostic testing and remedial teaching.

Course Contents:

Unit- I Meaning, Nature and Curriculum of Teaching History

- e) Concept and Objective of Teaching History of the Secondary Stage.
- f) Correlation of History with other school subject.
- g) Principle of Curriculum Teaching History.
- h) Different Approach to Organizing History Curriculum, Chronological , Biographical, Topical , Concentric.

Unit- II Methods and planning in Teaching History

- e) Lesson plan and Unit plan
- f) Story Telling, Biographical, Source, Time-line, Supervised, and Project Method
- g) History Teacher-professional growth in change's
- h) Teaching Aids- meaning, Type's and importance

Unit- III Evaluation of Teaching History

- e) Concept of Evaluation
- f) Purpose of Evaluation in Teaching History
- g) Types of Evaluation (Essay Types, short Answer Types and Objective Types)
- h) Blue-Print & Construction of Achievement Test in History

Unit- IV Methods in Teaching History

- e) Programmed instruction method.
- f) Team-Teaching
- g) Panel discussion
- h) Field trip

Assignment Works: Any one of the following

- Term paper
- 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

Practical works: Any one of following

- 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

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|----------------|-----------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 Civics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the concept, nature & scope of civics.
- ❖ To understand the aims and objectives of teaching civics.
- ❖ To prepare unit plans and lesson plans for different classes.
- ❖ To apply appropriate methods and techniques of teaching civics.
- ❖ To develop competencies in teaching of civics.

Course Contents:

Unit- I Theoretical Perspective of Civics Teaching

- e) Meaning & Development of Civics.
- f) Nature, Scope & Developing Critical Thinking about Civics.
- g) Role of Civics in Promoting International Understanding.
- h) Aims & Objectives of Civics Teaching at Different Levels - Primary, Upper Primary. Secondary & High Secondary.

Unit- II Planning of teaching & Evaluation

- e) Planning-annual Plan, Unit Plan, & Daily Lesson Plan.
- f) Audio Visual Aids.
- g) Innovation
- h) Evaluation (different types of test, setting, question paper, blue print, scoring key).

Unit- III Methods of teaching Civics

- g) Lecture Method
- h) Project Method
- i) Problem Solving Method
- j) Programme Learning
- k) Team Teaching
- l) Discussion Method, Demonstration

Unit- IV Curriculum Planning & Activities

- e) Selection & Organization Content at Various Levels
- f) Fundamental Principal of Formulation Curriculum in Civics

- g) Characteristics of a good Text Book
- h) Planning a Civics Studies Room

Assignment works : any one of the following

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

Practical works : any one of the following

- 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

References :

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CI A | Total | Cred |
|-------------------|----------------|-----------------|---|------------------------------------|---------|-------|------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 Sociology | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To enable the student teacher to appreciate the need for learning social science .
- ❖ To help them to understand the place of social science in the secondary school curriculum.
- ❖ To develop the skills in student – teachers to select and apply appropriate methods and evaluate social science.
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.
- ❖ To develop the classroom skills needed for teaching of social science.
- ❖ To develop the ability to organize co-curriculum activity and utilize community resources for promoting social science learning.
- ❖ To acquire the ability to develop instructional support materials.
- ❖ To review the text –book of social science (secondary level).

Course Contents:

Unit -I Meaning nature and scope of social science

- f) Historical Development of Social Science
- g) Modern Concept, Nature and Scope of Social Science
- h) Importance of Teaching Social Science at Different Levels of Secondary
- i) Correlation of Social Science with Other School Subject
- j) 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

- f) Different Approaches to Organizing Social Science
 - Chronological
 - Biographical
 - Concentric
- g) Characteristics of Good Text Book
- h) Planning a Social science Room
- i) Social Studies Teacher – Quality, Functions and Professional Growth of Social Science Teacher
- j) Planning for Teacher of Social science
 - Annual plan
 - Unit plan
 - Lesson plan

Unit - III Methods of Teaching Social Science

- f) Story telling, Biographical, Socialized Recitation, Source method, Problem solving Method, Project method.
- g) Team Teaching
- h) Panel Discussion , Seminar and Workshop
- i) Field Trips
- j) Programmed Instruction

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

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

Assignment works : any one of following

- 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
- Term paper any two topic

Practical works : any one of the following

- 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

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|----------------|-----------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 Geography | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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 Concept and Objectives

- d) 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
- e) Correlation of Geography with other school subjects.
- f) Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

UNIT- II Curriculum planning in Geography

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

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

- f) Annual plan,
- g) Unit plan methods,
- h) Daily lesson plan
- i) 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.

j) Qualities, Role and professional growth of Geography teacher

UNIT-IV Use of Instructional Material and Evaluation in Geography

- e) Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography
- f) 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.
- g) Evaluation of achievements in Geography.
- h) 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 Works: - Any one of the following :

- 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.

Practical Works: Any one of the following :

- 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.

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|----------------|-----------------|---|------------------------------------|-----|-------|--------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 Economics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

- d) The Place of Economics in School Curriculum.
- e) Aims and Objectives of Teaching Economics at the Secondary Level
- f) 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

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

UNIT-III Planning and Methods of Teaching Economics

- g) Lecture Method.
- h) Project and Problem Solving Method.
- i) Discussion Method.
- j) Inductive and Deductive Method.
- k) Unit and Daily Lesson Plannings
- l) Teacher's Role and Attitude

UNIT-IV Instruction Material and Evaluation in Economics

- f) Black-board, Maps. Graphs, Slides & Transparency, Audio-visual Aids, Slide Projector, Overhead Projector, LCD etc.
- g) Importance and Concept of Evaluations,
- h) Evaluation Devices- Essay type. Short answer Type and Objectives Type Test.
- i) Blu Print
- j) Preparation, Administration and Scoring of Unit Test.

Assignment Works :

- Preparation of two teaching aids related to subject. (PPT Transparency)

Practical Works : Any one of the following :

- Review of two published papers related to subject.
- Review of a text-book at school level.

References :

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|-------------------|----------------|-----------------|--|------------------------------------|-----|-------|--------|
| BA-B.Ed. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Arts students 7.7 Home Science | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the Concept, Nature and Scope of Home science.
- ❖ To provide knowledge related to pedagogical concept like as 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.
- ❖ To analyze school syllabus of the subject in relation to its applicability in local situations.

Course Contents:

Unit- I Theoretical Perspective of Home Science

- e) Concept, Nature and Scope of Home science
- f) Correlation of Home science with other school subjects in context of resolving problems related to family and community
- g) Vocational skill development through Home science teaching
- h) Aims and objectives of Home science teaching

Unit- II Planning, Curriculum & Evaluation

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

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

- f) Constructivist approach
- g) Problem solving method
- h) Project method
- i) Experimental method
- j) Dalton method and Dramatization

Unit- IV Public Issues and Home Science

- e) Food & nutrition – classification, composition and functions, Dietary management for diseases, food preservation
- f) Human development & child care – Reproductive health and child care, Life span stages and related problems
- g) Textile & clothing : Fashion Designing, Principles of clothing construction, Fabric finishing etc.
- h) Community related issues: Women Empowerment , Consumer protection & Rights, Human welfare, Extension programmes & skill development

Practical works: (Any two of the following)

- 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

Assignment Works:

- 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

References:

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
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| B.Sc.B.E d. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects II/I Any one of the following subject to offer For - Science students 7.7 Physics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

- f) Nature of science and physics, major milestones in the development of physics
- g) Aims, objectives and values of teaching physics at secondary and senior secondary level
- h) Concept of curriculum place of physics in secondary/sr. secondary level curriculum, selection and organization of content and experience
- i) Correlation of physics with other school subjects and its role in daily life
- j) 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

- f) Writing of objectives in behavioural terms, content analysis.
- g) Developing yearly, unit and daily lesson plan.
- h) Teachers role in training students in scientific method and in development of scientific attitude.
- i) Qualities, responsibilities and professional growth of physics teacher.
- j) Creativity among students.

Unit- III Methods and Approaches of Teaching Physics

- f) Demonstration method, heuristic method, inductive-deductive method.
- g) Laboratory method, Project method, problem solving method, assignment method.
- h) Multi sensory aids in teaching of physics like chart, model modern electronic resources like; LCD projector, OHP and ICT
- i) Co-curricular activities like science club, science fairs and field trip.
- j) Role of state and national level institutes and laboratories(DST, ISRO, solar observatories etc.) in promoting science education.

Unit- IV Evaluation

- f) Types of test items.
- g) Construction of various test items.
- h) Preparation of blue print and achievement test.
- i) Diagnosis and remedial teaching in physics, enrichment material.
- j) Evaluation and practical work in physics.

Assignment works :

- 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 .

Practical works : (Any one of the bellow)

- 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.

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|----------------|-----------------|--|------------------------------------|-----|-------|--------|
| B.Sc.B.E d. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects II Any one of the following subject to offer For - Science students 7.7 Mathamatics | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand and appreciate the uses and Significance of Mathematics in daily life
- ❖ To learn successfully various approaches of teaching mathamethics 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.

- f) Concept, meaning and nature of mathematics
- g) History of mathematics
- h) Contribution of Indians and western mathematics.
- i) Aims and objectives of teaching mathematics
- j) Blooms taxonomy relating to the teaching objectives in mathematics (cognitive , Affective, psychomotor domain)

Unit- II Methods and approaches of teaching mathematics.

- f) Inductive vs. Deductive
- g) Analytical vs. synthesis
- h) Heuristic, Project, drill, assignment and supervised study, Laboratory method.
- i) Lesson planning, Unit plan and Yearly plan for mathematics teaching.
- j) 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.

- f) Curriculum development principle for the secondary and senior secondary level.
- g) Teaching of Arithmetic, algebra and Geometry
- h) Text book in mathematics, Quality of good book in mathematics.
- i) Critically evaluation of existing mathematics syllabus prescribed by Rajasthan Board of Secondary Education and C.B.S.E. at different levels.

- j) Using mathematics as a game for recreation, organizing Quiz programmes, magic square, answering puzzle and reasoning.

Unit- IV Evaluation in teaching mathematics:

- f) Academic testing – objective vs. subjective type test.
g) Diagnostic evaluation in mathematics.
h) Preparation of blue print and achievement test.
i) Preparations of standardized vs. teacher made test in mathematics.
j) Process of obtaining feedback and evaluation in mathematics in term of teaching objectives.

Assignment Works :

- 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.

Practical works : (Any one of the bellow)

- 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.

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Cred |
|----------------------|----------------|-----------------|---|------------------------------------|-----|-------|------|
| B.Sc.B.E d. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I/II Any one of the following subject to offer For - Science students 7.7 Botany | 70 | 30 | 100 | 4 |

Learning outcomes: After completion of this course the student teacher will be able to :

- ❖ To acquire the knowledge of nature and scopes of Biology.
- ❖ To understand the principles of curriculum, planning and E-resources in Biology.
- ❖ To know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ To apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ To construct Blue Print, Diagnostic test and remedial self learning material and conduct CCE procedure.

Course Contents:

Unit- I Theoretical Perspective of Biology

- h) Meaning , Nature and Scope of Biological science and its branches
- i) Historical Development of Biological science
- j) Development of values through Biology teaching
- k) Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge
- l) Developing and significance of Scientific Temper through activities
- m) Aims and Objectives of Biological teaching
- n) Writing Objectives in Behavioral terms and Content analysis

Unit- II Curriculum and Planning

- g) Concept and principles of curriculum
- h) Models and approaches related to curriculum organization
- i) Recent curriculum innovations in context of National Curriculum Framework (NCF)
- j) Planning : Concept, Types and Importance
- k) Co- Curricular activities- Excursion, Science fair, Science club
- l) E-resources in Biology : Biology blog, E-learning, Useful links and websites etc.

Unit- III Methods and Approches

- g) Herbertian & Constructivist approach (Five 'E' model)
- h) Co- operative learning approach
- i) Inquiry training model & its application
- j) Maier's Problem solving approach
- k) Inductive and Deductive methods
- l) Multisensory Teaching aids- Low cost models, L.C.D. Projector, Poster making, Concept map etc.

Unit- IV Measurement and Evaluation

- f) Concept of Measurement and Evaluation
- g) Criteria of good Evaluation
- h) Preparation of Blue Print
- i) Diagnostic test and Remedial learning material
- j) Continuous and Comprehensive Evaluation in biology

Assignment Works :

- 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.

Practical works : (Any one of the following)

- Poster Presentation/ Drama on various issues related to community awareness about biodiversity
- Organization of exploratory activities to develop scientific attitude and temper

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|----------------------|----------------|-----------------|--|------------------------------------|-----|-------|--------|
| B.Sc.B.E d. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects II Any one of the following subject to offer For - Science students 7.7 Chemistry | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

- f) Nature of Science and Chemistry, Importance of Chemistry in Daily Life, Correlation of Chemistry with Other Subjects
- g) Values of Teaching Chemistry
- h) Scientific Attitude, Scientific Literacy
- i) Eminent World Scientist in the Area of Chemistry Like Dalton, Einstein, Neil Borh, Rutherford, Marry Quarry.
- j) Globalisation and Chemistry

UNIT-II Curriculum planning and activities

- d) Place of Chemistry in School Curriculum, Principles of Developing Chemistry Curriculum
- e) Modern Trends in Chemistry Curriculum, Reading Material - Text Book, Journal, Handbook, Science Library
- f) Critical Appraisal of Syllabus of Science with Reference to Chemistry Prescribed by State Board of Secondary Education

UNIT-III Methods and approaches of teaching

- e) Lecture cum Demonstration Method (Inductive and deductive method), Project Method, Scientific Method, Heuristic Method
- f) Panel Discussion. Seminars and Workshop Laboratory Method.
- g) Teaching aid-Bulletin Board, Flannel Board, Filmstrips, Transparency, OHP, Direct Projector LCD Panel, Non-formal Approaches- field trips
- h) 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 Works :

- 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

Practical Works : (Any one of the bellow)

- Make a visit any senior secondary science laboratory of a school and prepare a report.
- Make a presentation based on any above topic.

References :

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Cred |
|----------------------|----------------|-----------------|---|------------------------------------|-----|-------|------|
| B.Sc.B.E d. 38/39 | C E - 19/20 | Course 38/39 | Pedagogy of Schools Subjects I Any one of the following subject to offer For - Science students 7.7 Zoology | 70 | 30 | 100 | 4 |

Learning outcomes: After completion of this course the student teacher will be able to :

- ❖ To acquire the knowledge of nature and scopes of Biology.
- ❖ To understand the principles of curriculum, planning and E-resources in Biology.
- ❖ To know and apply the various approaches and innovative methods of Biological science for effective teaching learning process.
- ❖ To apply knowledge of multisensory teaching aids to enhance students engagement and activity based learning.
- ❖ To construct 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 Approches

- a) Herbertian & Constructivist approach (Five 'E' model)
- b) Co- operative learning approach
- c) Inquiry training model & its application
- d) Maier's 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

- k) Concept of Measurement and Evaluation
- l) Criteria of good Evaluation
- m) Preparation of Blue Print
- n) Diagnostic test and Remedial learning material
- o) Continuous and Comprehensive Evaluation in biology

Assignment Works :

- 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.

Practical works : (Any one of the following)

- Poster Presentation/ Drama on various issues related to community awareness about biodiversity
- Organization of exploratory activities to develop scientific attitude and temper

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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|--------|-----------|--|------------------------------------|-----|-------|--------|
| B.A./B.Sc -B.Ed. 40 | C C-13 | Course 40 | Yoga Education, Self Understanding & Development | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To develop knowledge about self
- ❖ To acquire the skill of Introspection & Contemplation

Course Contents: (Any five)

Unit I Yoga and Education

- a) Yoga : Nature, Utility of Ashtang Yoga,
- b) Correlation between Yoga and Education
- c) Over all development through Yoga : Panchkoshmay Jeevan

Unit II Process of surya Namaskar

- a) 12 Postures of Surya Namaskar - (i) Pranamasan (ii) Hast Uttanasan (iii) Pad Hastasan (iv) Ashwa Sanchalnasan (v) Parvatasan (vi) Astang Namaskar (vii) Bhujangasan (viii) Parvatasan (ix) Ashwa Sanchalnasan (x) Pad Hastasan (xi) Hast Uttanasan (xii) Pranamasan

Unit III

- a) Concept, characteristics and needs of understanding the self.
- b) Self mental ability (Memory, Imagination and Reflection) practice for fostering these activities.
- c) Identification of self values and develop life values.
- d) Inculcate humanitarian values through yoga and Preksha dhyam.

Unit IV

- a) Self Introspection and Extrospection.
- b) Enlist five good conduct with in you how can you adopt in your life.
- c) Prepare self appraisal report.
- d) Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

Assignment Work

- Prepare two term Paper related course content

Practical Work

- Presentation of different postures of surya Namaskar.

सन्दर्भ ग्रन्थ सूची :

41. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
42. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
43. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल
44. जीवन विज्ञान : मूल्यपरक शिक्षा का एवं अभिनव प्रयोग – मुनि धर्मेश
45. जीवन विज्ञान प्रेक्षाध्यान एवं योग : समणी मल्लि प्रज्ञा
46. जीवन विज्ञान : शिक्षा का नया आयाम, लेखक : आचार्य महाप्रज्ञ
47. जीवन विज्ञान : शिक्षक प्रशिक्षक मार्गदर्शिका– मुनि किशनलाल
48. जीवन विज्ञान : स्वस्थ समाज रचना का संकल्प, लेखक : आचार्य महाप्रज्ञ
49. नया मानव : नया विश्व – आचार्य महाप्रज्ञ
50. परिवार के साथ कैसे रहें ? – आचार्य महाप्रज्ञ
51. प्रेक्षाध्यान प्रयोग पद्धति – लेखक : आचार्य महाप्रज्ञ
52. प्रेक्षाध्यान : आसन प्राणायाम, मुनि किशनलाल
53. प्रेक्षाध्यान : सिद्धान्त और प्रयोग, लेखक : आचार्य महाप्रज्ञ, सम्पादक : मुनि किशन लाल, भुभकरण सुराना
54. प्रेक्षाध्यान : यौगिक क्रियाएं, मुनि किशनलाल
55. प्रेक्षाध्यान : शरीर विज्ञान, श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार
56. प्रेक्षाध्यान : स्वास्थ्य विज्ञान (भाग 1,2), श्री जेठालाल जवेरी, मुनि महेन्द्र कुमार 'तुम स्वस्थ रह सकते हो, लेखक – आचार्य महाप्रज्ञ
57. प्रेक्षाध्यान : व्यक्तित्व विकास, लेखक : मुनि धर्मेश कुमार
58. प्रेक्षा संदर्शिका – मुनि धर्मेशकुमार
59. Preksha Meditation : Therapeutic Thinking by Arun Zaveri
60. Science of Living, Ed. Muni Mahendra Kumar

Semester VII

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|---------|-----------|-------------------------------|------------------------------------|-----|-------|--------|
| B.A./B.Sc -B.Ed. 41 | C C -14 | Course 41 | Health and Physical Education | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

- e) Meaning of Health education.
- f) Environmental factor which promote and affect In Health.
- g) Importance and objective of Health education.
- h) General Exercises in school.

Unit- II Environment and Science of Living and Yoga

- e) Importance of water to life and our environment.
- f) Science of Living and yoga.
- g) Role of Individual in improvement of sports environment.
- h) Physical and physiological benefits of exercise on children.

Unit- III Physical Education, Balanced Diet and First Aid

- d) Meaning and Importance of physical Education
- e) Balanced Diet and Nutrition : Macro and Micro Nutrients
- f) First Aid

Unit- IV History of Volleyball & Kabbadi

- e) Historical Development of Volleyball
- f) Measurement and Rule of Volleyball
- g) Historical Development of Kho-Kho
- h) Measurement and Rule of Kabbadi

Sessional Works :

- Write a Term paper on a topic given in the course

Practical Works :

- Skill of any one Team Game of choice from the given List

References:

7. Thorburn, M. (2000), Physical Education-Intermediate Course Notes, Leckie & Leckie Publisher.
8. कमलेश एवं संगरल, शारीरिक शिक्षा में शिक्षण विधियां, विनोद पब्लिकेशन, लुधियाना।
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11. सिंह, बलदेव, स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
12. सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बार्थोनिया, माया, खान, एम. ए. (2007), शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा-9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|---------|-----------------|-----------------|------------------------------------|-----|-------|--------|
| B.A./B.Sc -B.Ed. 42 | C C -15 | Internship I | Internship I | 140 | 60 | 200 | 8 |

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
- Literacy
- Yoga Exercises

(B.A./B.SC.-B.Ed.)

Semester VIII

Distribution of Papers, Marks and Credit

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|---------|------------------|----------------------------------|------------------------------------|------------|------------|-----------|
| BA/B.SC. -B.Ed. 43 | C C -15 | Course 42 | Guidance and Counselling | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed.. 44 | C C -16 | Course 43 | Environmental Education | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 45 | C C -17 | Course 44 | Creating and Inclusive Education | 35 | 15 | 50 | 2 |
| BA-B.Ed 46 | C C -18 | Course 45 | Reading and Reflection on Text | 35 | 15 | 50 | 2 |
| BA-B.Ed. 47 | C C -19 | Course 46 | Knowledge and Curriculum | 70 | 30 | 100 | 4 |
| BA/B.SC. -B.Ed. 48 | C C -20 | Internship II | Internship II | 140 | 60 | 200 | 8 |
| | | Total | | 420 | 180 | 600 | 24 |

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|---------|-----------|--------------------------|------------------------------------|-----|-------|--------|
| BA./B.Sc. -B.Ed. 43 | C C -15 | Course 42 | Guidance and Counselling | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the basic concept , Nature and scope of Educational and Vocational guidance.
- ❖ To understand the aims objective of educational and vocational guidance.
- ❖ To understand the importance of educational and vocational guidance.
- ❖ To understand the 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

- f) Meaning and Nature of Guidance.
- g) Aims and Principles of Guidance.
- h) Types of Guidance
- i) Importance of Guidance in schools for individual and for society.
- j) Process of Guidance.

Unit- II Basics of Counseling

- f) Meaning, Nature and Principles of counseling
- g) Types of Counseling.
- h) Distinction between Guidance and Counseling.
- i) Role and Responsibilities of Guidance workers in school.
- j) Qualities of a good guidance Programme.

Unit- III Area of Guidance

- f) Educational guidance
- g) Vocational guidance
- h) Personal guidance
- i) Guidance Implication in the current Indian scenario.
- j) Problems of guidance in India.

Unit- IV Guidance Services

- g) Introduction to Guidance Services.
- h) Individual Inventory Service
- i) Information Service
- j) Cumulative Record
- k) Placement Services
- l) Follow up Service

Assignment Works : (Any one)

- Prepare a term paper on any topic of Educational, Vocational or Personal guidance
- Write an article on current educational problems, providing the solution.

Practical Works : (Any one)

- Observe an educational or co-curricular activity in a school or college and provide guidance for the improvement.
- Case study of two special children.

References :

12. Bansal, Aarati (2007), Educational and Vocational Guidance, Sublime Publication, Jaipur
13. Chaturvedi, Ramesh, (2007), Educational and Vocational Guidance and Counseling, Crescent Publishing Corporation, New Delhi.
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17. Sharma, Yogendra K. (2005), Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
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21. शर्मा, आर. ए., चतुर्वेदी, शिखा (2009), शैक्षिक एवं व्यवसायिक निर्देशन एवं परामर्श, आर. लाल. बुक डिपो, मेरठ
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| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|---------|-----------|-------------------------|------------------------------------|-----|-------|--------|
| BA./B.Sc. -B.Ed. 44 | C C -16 | Course 43 | Environmental Education | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To understand the problems concerning environment through multi disciplinary approach.
- ❖ To make the students in the schools environmentally conscious.
- ❖ 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.
- ❖ To create Environment Consciousness among the adult learners.
- ❖ To use different Techniques and materials for the affective Dissemination of Environmental information.
- ❖ To conduct local surveys, arrange field trips, environmental games and hobbies.

Course Contents:

UNIT- I Concept Of Environment

- f) Meaning , Scope, Importance
- g) Eco-System – Charecteristic Qualities
- h) Inter- Dependence In Environment
- i) Natural Resources
- j) Bio-Diversity – Scope & Threats, Preservation

UNIT- II Environmental Education

- e) Meaning, Importance and Objective
- f) Scope of Environmental Education
- g) Need for Public Awareness as a subject
- h) Muti-disciplinary Nature of Environmental Studies Curriculum Development

UNIT- III Environmental Hazards and Pollution

- e) Air Pollution
- f) Water Pollution
- g) Soil Pollution
- h) Noise Pollution

UNIT- IV Global Issues and Environmental Conservation

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

Assignment Work : - Any one of following

- 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.

Practical Work : - Any one of following

- Prepare a scrap book of an environmental articles and news.
- Conduct environmental competition for local school student.

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11. गोयल, एम. के. (2008), पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा
12. बरौलिया, ए., पर्यावरणीय शिक्षा के नये आयाम, राधा प्रकाशन मन्दिर, आगरा
13. बरौलिया, ए. पराशर, राधिका एवं दुबे, श्री कृष्ण, पर्यावरण शिक्षा के नये आयाम, राधा प्रकाशन मंदिर, आगरा
14. राजस्थान पाठ्यपुस्तक मण्डल की कक्षा 11 से 12 तक की पुस्तकें
15. रावत, कमलेश, पर्यावरण शिक्षा, अलका पब्लिकेशन्स, अजमेर
16. श्री वास्तव, पंकज (2007), पर्यावरण शिक्षा, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी,

Semester VIII

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voce | CIA | Total | Credit |
|---------------------------|---------|-----------|----------------------------------|------------------------------------|-----|-------|--------|
| BA./B.Sc. -B.Ed. 45 | C C -17 | Course 44 | Creating and Inclusive Education | 35 | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ 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

- i) Meaning, Objective , Need and Types of Inclusive Education
- j) Principles of Inclusive Education
- k) Solution and challenge of Inclusive Education
- l) ICT Material of Inclusive Education

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

- i) Legislation for inclusive education- National policy of disabilities 2006
- j) Sarva Shiksha Abhiyan (2002)
- k) NGO
- l) RTE-2009

Unit- III Exceptional Child and Special Educational

- k) Exteptional Child : Meaning and Types
- l) Mentally Retared Child
- m) Physically Handicapped Child
- n) Hearing Impaired Child
- o) Visually Handicapped Child
- p) Emotionally Disturb Child

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

- k) Speech Defective Children
- l) Language Handicapped Child
- m) Learning Disadvantage Child
- n) Parents of Exceptional Children
- o) Guidance of Exceptional Children
- p) Special School (Building Co-curricular Activities)

Assignment works : (Any one)

- One term paper
- Write One Article of Disabilities Child

Practical works : (Any one)

- Case study of disabilities child
- Write a report of evaluation process in inclusive school

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28. UNESCO (1989), UN Convention on the Right of the Child, UNESCO
29. UNESCO (2006), UN Convention on the Right of Persons with Disabilities.
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32. परवीन, आबिदा (2013), शिक्षण एवं अधिगम के मनो-सामाजिक आधार, आस्था प्रकाशन, जयपुर
33. बघेला, एच.एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
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36. सुखिया, एस.पी. (2008), विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
37. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|---------|-----------|--------------------------------|------------------------------------|-----|-------|--------|
| BA./B.Sc. -B.Ed. 46 | C C -18 | Course 45 | Reading and Reflection on Text | 35 | 15 | 50 | 2 |

Learning Outcomes: After completion of this course the student teacher will able:

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

Course Contents:

Unit- I Introduction to Speech

- e) Meaning , objectives, importance and types of speech.
- f) Describe an Idea and tips for effective speaking.
- g) Explain with stage of any self expression of any one guest.
- h) Demonstrate different types of speaking.

Unit- II Reading Comprehension

- d) Enlist errors in reading among school students.
- e) Review of any two books with reading.
- f) Write the educational essence of any five stories and morale thought with reading.

Unit- III Writing Composition & Action Plan

- d) Recite 15 poem / verse/ stanza and write it.
- e) Prepare an action plan and organize accordingly.
- f) Read the biography of three philosopher/ educationist and write about it.

Unit- IV Effective Speech & Remedial Instructions

- e) To identify the causes of ineffective speech and remedies for it.
- f) Instruction of proof reading.
- g) Prepare list of innovative vocabulary for speaking. (100 words).
- h) Construct speech related materials.

Assignment Works :

- One term paper on any topic related to above units.

Practical Works :

- Prepare a plan and organize any two activities related to above units.

Semester VIII

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/ Viva-voca | CIA | Total | Credit |
|---------------------------|---------|-----------|--------------------------|------------------------------------|-----|-------|--------|
| BA./B.Sc. -B.Ed. 47 | C C -19 | Course 46 | Knowledge and Curriculum | 70 | 30 | 100 | 4 |

Learning Outcomes: After completion of this course the student teacher will able:

- ❖ To know the concept objective and principles of curriculum.
- ❖ To develop the idea and bases of curriculum.
- ❖ To understand various types of curriculum.
- ❖ To evaluate the relevancy of curriculum.
- ❖ To describe various approaches to curriculum construction.

Course Contents:

Unit- I Knowledge and Curriculum Concept

- e) Knowledge : Concepts, Characteristics, Sources of Acquiring, Methods of Acquiring
- f) Curriculum: Meaning, Definition, Characteristics, Aims Importance
- g) Difference between old and new concepts of curriculum
- h) Principle of curriculum construction and Knowledge

Unit- II Bases of curriculum

- e) Sociological bases
- f) Scientific bases
- g) Philosophical bases
- h) Psychological bases

Unit- III Types of curriculum

- e) Activity centred and life centred curriculum
- f) Subject centred and core centred
- g) Experience centred and work based curriculum
- h) Hidden Curriculum

Unit- IV National curriculum

- e) Concept and definition of National curriculum
- f) Curriculum reform in India
- g) Characteristics of National curriculum
- h) Design of national curriculum

Assignment Works : (Any one of the following)

- One term paper on the topic related with the unit.
- Preparation of any one term paper on curriculum .

Practical Works : (Any one of the following)

- Review of present curriculum (Optional subject related)
- Curriculum framework for 10th class.

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32. National Curriculum Frame work NCF (2005), for School Education, NCTE, New Delhi

Semester VIII

| Sr. No. | Course | Paper No. | Title of Papers | Theory/ Practical/Viva-voce | CIA | Total | Credit |
|--------------------|---------|---------------|-----------------|-----------------------------|-----|-------|--------|
| BA./B.Sc.-B.Ed. 48 | CC - 20 | Internship II | Internship II | 140 | 60 | 200 | 8 |

Mid Internship distribution

| Sr. No. | Contents | Theory/ Practical/Viva-voce | CIA | Total |
|---------|---|-----------------------------|-----------|------------|
| 1. | Regular Practice Teaching including - Unit Plan and Blue Print (Atleast Each Subject of 25 lessons) | - | 50 | 50 |
| 2. | Observation | | 10 | 10 |
| 3. | Final Lesson (Two teaching subject) | 70+70 | - | 140 |
| | | 140 | 60 | 200 |