



UNIVERSITY OF RAJASTHAN
JAIPUR

FACULTY OF EDUCATION

SYLLABUS

INTEGRATED PROGRAMME OF

B. A.-B.Ed. Degree (Four Year)

Annual Scheme

Academic Session 2024-25
Examination B.A.-B.Ed. Part – I (2025)

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NOTICE

1. Change in syllabus/ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan University head quarter Jaipur only and not any other place.

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B.A. B.Ed PART - I

CONTENTS

SCHEME OF EXAMINATION

SYLLABUS

PAPER NO. 01- GENERAL ENGLISH (COMPULSORY PAPER)*

PAPER NO. 02- CHILDHOOD AND GROWING UP (COMPULSORY PAPER)

PAPER NO. 03- CONTEMPORARY INDIA AND EDUCATION (COMPULSORY PAPER)

PAPER NO. 04- INSTRUCTIONAL SYSTEM AND EDUCATIONAL EVALUATION (GROUP - A)

OPTIONAL PAPER (GROUP - B) PAPER NO. 05, 06, & 07 (Opt three content based papers)

- I. HINDI SAHITYA
- II. SANSKRIT
- III. ENGLISH LITERATURE
- IV. URDU
- V. HISTORY
- VI. POLITICAL SCIENCE
- VII. PUBLIC ADMINISTRATION
- VIII. ECONOMICS
- IX. SOCIOLOGY
- X. PHILOSOPHY
- XI. PSYCHOLOGY
- XII. DRWAING AND PAINTING
- XIII. GEOGRAPHY
- XIV. HOME SCIENCE
- XV. INDIAN MUSIC VOCAL OR INSTRUMENTAL (SITAR)

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Ordinance and Regulations related to the Integrated B.A.B.Ed. Degree

01. The Objective and the Learning outcomes of the Integrated B.A.B.Ed.Degree are-

Objectives:

- To promote capabilities for inculcating national values and goals as Mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality, legal literacy etc.
- To inculcate logical,rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.

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8. Equipment for diagnosis pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to access the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
 - a. Black board work
 - b. Preparing improvised apparatus
 - c. Preparing teaching aids and ICT.
14. Interest and competence in the development of the teaching profession and education.
Readiness to participate in activities of professional organizations.

Integrated Programme of B.A.B.Ed. Degree Shall Consist of

- i) First Year B.A.B.Ed.
- ii) Second Year B.A.B.Ed.
- iii) Third Year B.A.B.Ed.
- iv) Final Year B.A.B.Ed.

Duration of the Course - Four Years

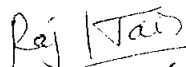

Examination after each session in theory papers

Scheme of Examination against each subject separately.

1. Compulsory Papers* :

Year	Paper/Sub.No.	Paper
I Year	01	Gen. English
II Year	08	Gen. Hindi
III Year	16	Elementry Computer Application (ICT)
IV Year	25	Environmental Studies

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Group – A: - SubjectSpecialisation:

Year	Paper/Sub.No.	Paper
I Year	04	Instructional System & Educational evaluation
II Year	11	Peace Education
III Year	18	Guidance and Counselling in School
IV Year	28	Physical Education & Yoga

Group-B: Content of Language and Social Science Subject: - A Student has to opt any three optional subject (papers) from group B (05, 06, 07, 1st, 12, 13, 14, 2nd, and 19, 20, 21, 3rd year) which two must be the school teaching subjects.

*A Candidate has to opt either political science or public administration as one subject & either philosophy or psychology as other subject.

Hindi Sahitya (I & II)	Sociology(I & II)
Sanskrit (I & II)	Philosophy/Psychology (I & II)
English Literature (I & II)	Drawing & Painting (I & II)
Urdu (I & II)	Geography (I & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Admi. (I & II)	Indian Musicvocal & instrumental (Sitar)(I & II)
Economics(I & II)	

Group C: Pedagogy of School Subject 22&23 : Pedagogy of a School Subject IIIrd Year and IVth Year(candidate shall be required to offer any two papers from the following for part-III& other for part-IV).

Pedagogy of Hindi	Pedagogy of Geography
Pedagogy of Sanskrit	Pedagogy of Social Studies
Pedagogy of English	Pedagogy of Home Science
Pedagogy of Urdu	Pedagogy of Drawing and Painting
Pedagogy of History	Pedagogy of Music
Pedagogy of Economics	Pedagogy of Psychology
Pedagogy of Civics	

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❖ In all the years the student has to study a minimum of 7 subjects (01-07) in 1st year, 7 subjects + practicum (08-15) in 2nd Year. 7 subjects + practicum & Final lesson (16-24) in 3rd Year and 7 subjects + practicum & Final lesson (25-33) in 4th Year (Total 33 Papers).

❖ Each of the above papers will carry 100 marks and content base papers (G.B)05,06,07,1st,12,13,14, 2nd, and 19,20,21, 3rd year will carry 200 marks (with practical part).

Scheme of Instruction for B.A.B.Ed Course

Detail of courses and scheme of study, titles of the papers, duration etc. for B.A.B.Ed Course are provided in Tables given below:-

Four Years Integrated Course Scheme of B.A.B.Ed. 1st Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.B.Ed. 01	Gen. English (Compulsory)*	100	-	-	100
II	B.A.B.Ed. 02	Childhood and Growing Up	80	20	-	100
III	B.A.B.Ed. 03	Contemporary India and Education	80	20	-	100
IV	B.A.B.Ed. 04 (G.A)	Instructional System & Educational Evaluation	80	20	-	100
V	B.A.B.Ed	Content (Select any Three)				600
VI	05,	1. Hindi Sahitya(I & II)	100+100			
&	06	2. Sanskrit (I & II)	100+100			
VII	&	3. English Literature(I & II)	100+100			
	07	4. Urdu (I & II)	100+100			
	(G-B)	5. History (I & II)	100+100			
		6. Political Science/Pub. Adm (I & II)	100+100			
		7. Economics(I & II)	100+100			
		8. Sociology(I & II)	100+100			
		9. Philosophy/ Psychology (I & II)	100+100/75+75		50 (Psy.)	
		10. Drawing & Painting (I & II)	90		90+20	
		11. Geography (I & II)	75+75		50	
		12. Home Science (I & II)	50+50		50+50	
		13. Indian Music vocal & instrumental (Sitar) (I & II)	40+40		120	
					Grand Total	900

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Scheme of B.A.B.Ed. 2nd Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.B.Ed. 08	Gen. Hindi(Compulsory)*	100	-	-	100
II	B.A.B.Ed. 09	Knowledge and curriculum	80	20	-	100
III	B.A.B.Ed. 10	Learning and Teaching	80	20	-	100
IV	B.A.B.Ed 11 (G-A)	Peace Education	80	20	-	100
V	B.A.B.Ed	Content (Select any Three)				600
VI	12	1. Hindi Sahitya(I & II)	100-100			
&	13	2. Sanskrit (I & II)	100-100			
VII	&	3. English Literature(I & II)	100-100			
		4. Urdu (I & II)	100-100			
	14	5. History (I & II)	100-100			
		6. Political Science/Pub. Aid (I & II)	100-100			
	(G-B)	7. Economics(I & II)	100-100			
		8. Sociology(I & II)	100-100			
		9. Philosophy/ Psychology (I & II)	100-100/75+75		50 (Psy.)	
		10. Drawing & Painting (I & II)	90		90-20	
		11. Geography (I & II)	75+75		50	
		12. Home Science (I & II)	50+50		50+50	
		13. Indian Music/vocal & instrumental (Sitar) (I & II)	40+40		120	
Practicum	B.A. B.Ed 15	OPEN AIR / SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)		25 25 25 25		100
					Grand Total	1000

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Scheme of B.A.B.Ed. 3rd Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.B.Ed. 16	Elementry Computer Application (ICT)(Compulsory)*	60	-	40 (30+10)	100
II	B.A.B.Ed. 17	Language Across the Curriculum	80	20	-	100
III	B.A.B.Ed 18 (G-A)	Guidance and Counseling in School	80	20	-	100
IV V & VI	B.A.B.Ed 19 20 & 21 (G-B)	Content (Select any Three) 1. Hindi Sahitya (I & II) 2. Sanskrit (I & II) 3. English Literature(I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Adm (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Indian Music vocal & instrumental (Sitar)(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 90 75+75 50+50 40+40	- - - - - - - - - - - - - -	- - - - - - - - 50 (Psy.) 90+20 50 50+50 120	600
VII	B.A.B.Ed. 22	Pedagogy of a School Subject (Candidate should opt any two school subject from the following i.e. one school subject for part - 3 and other school subject for Part - 4) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20	-	100
Practicum	B.A.B.Ed. 23	Special Training Programme (School Internship) • Micro Teaching • Practice Lesson	-	-	10 50 05	100

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		<ul style="list-style-type: none"> • Observation Lesson • Technology Based Lesson • Criticism Lesson • Attendance Seminar Workshop 	05	20	10	
Practical	B.A.B.Ed. 24	Final Lesson	100			100
						1100

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Scheme of B.A.B.Ed.4th Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.B.Ed. 25	Environmental Studies (Compulsory)*	100	-	-	100
II	B.A.B.Ed. 26	Creating and inclusive school	80	20	-	100
III	B.A.B.Ed. 27	Understanding Disciplines and Subject	80	20	-	100
IV	B.A.B.Ed. 28(G-A)	Physical Education & Yoga	80	20	-	100
V	B.A.B.Ed. 29	Gender, School and Society	80	20	-	100
VI	B.A.B.Ed. 30	Assessment for Learning	80	20	-	100
VII	B.A.B.Ed. 31	Pedagogy of a School Subject (Candidate should opt any two school subject from the following i.e. one school subject for part - 3 and other school subject for Part - 4) 1. Hindi 2. Sanskrit 3. English 4. Urdu	80	20	-	100

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		5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology				
Practicum	B.A.B.Ed. 32	SCHOOL INTERNSHIP 1. Practice teaching 2. Block Teaching (Participation in School Activities Social Participation in Group) 3. Report of any feature of school / case study/action research 4. Criticism Lesson		50 20 10 20		100
Practical	B.A.B.Ed. 33	Final Lesson	100			100
						800

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Four Years Integrated Degree Scheme of B.A.B.Ed.

Compulsory Papers*

Year	Paper/Sub.No.	Paper
Ist Year	01	Gen. English
II Year	08	Gen. Hindi
III Year	16	Elementry Computer Application (ICT)
IV Year	25	Environmental Studies

Compulsory Paper

Year	Paper/Sub.No.	Paper
I st Year	02	Childhood and Growing Up
	03	Contemporary India and Education
II nd Year	09	Knowledge and curriculum

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	10	Learning and Teaching
III rd Year	17	Language Across the Curriculum
IV th Year	26 27 29 30	Creating and inclusive school Understanding Disciplines and Subject Gender, School and Society Assessment for Learning

Group – A: - Subject Specialisation:

Year	Paper/Sub.No.	Paper
I st Year	04	Instructional System & Educational
II nd Year	11	Peace Education
III rd Year	18	Guidance and Counselling in School
IV th Year	28	Physical Education & Yoga

Group-B: Content of Language and Social Science Subject: - A Student has to opt any three optional subject (papers) from group B (05,06,07,1st, 12,13,14, 2nd, and 19,20,21, 3rd year) which two must be the school teaching subjects.

Hindi Sahitya (I & II)	Sociology(I & II)
Sanskrit (I & II)	Philosophy/Psychology (I & II)
English Literature (I & II)	Drawing & Painting (I & II)
Urdu (I & II)	Geography (i & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Admi. (I & II)	Indian Music/vocal & instrumental (Sitar)(I & II)
Economics(I & II)	

Group C: Pedagogy of School Subject 22&31 : Pedagogy of a School Subject IIIrd Year and IVth Year(candidate shall be required to offer any two papers from the following for part-III& other for part-IV).

Pedagogy of Hindi	Pedagogy of Geography
Pedagogy of Sanskrit	Pedagogy of Social Studies
Pedagogy of English	Pedagogy of Home Science

Pedagogy of Urdu	Pedagogy of Drawing and Painting
Pedagogy of History	Pedagogy of Music
Pedagogy of Economics	Pedagogy of Psychology
Pedagogy of Civics	

Years	Subjects	Marks
I Year	7 Subjects (1-7)	900
II Year	7 Subjects+Practicum (8-15)	900+100
III Year	7 Subjects + Practicum+ Final Lesson (16-24)	900 + 100+100 = 1100
IV Year	7 Subjects + Practicum+ Final Lesson (25-33)	600 +100+100 = 800
Total	33 Subjects	3300+ 300+200 = 3800

O. 321 The objectives of the practical work prescribed for the Integrated Programme of B.A.B.Ed. Degree (Four Year) are follows:

PART II

Practical Work

Objectives:

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject- matter in relation to the needs, interest and abilities of the pupils.

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11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.


Practical skill to teach the two school subjects offered under Theory papers VIII22&31 are the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to the methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.

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12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.
15. Techniques of teaching in large classes.

O. 322 A candidate has to deliver at least 40 lessons(20 Lessons of one teaching subject in 3rd year & 20 Lessons of other teaching subject in 4th year) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of B.A.B.Ed.

Notes :-

- i. Teaching subject means a subject offered by the candidate at his/her running B.A B.Ed. course either as a compulsory subject or as an optional subject provided that the candidate studied it for at least two years. Thus the qualifying subjects like General English, General Hindi, Education, History of Indian Civilization and Culture, Prescribed for running B.A.B.Ed. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects.
- ii. Only such candidate shall be allowed to offer Social Studies for the B.A.B.Ed. Examination as have taken their running B.A- B.Ed. course with any two subjects out of History, Political Science/Public Administration, Economics, Geography, Sociology, Philosophy / Psychology.
- iii. A candidate who has studied political or public administration as one of the subject in two years shall be offered civics as a teaching subject in B.A. B.Ed Integrated.
- iv. Student will choose three content based paper from group B and he or she will study the same paper in all the three years I, II and III year.
- v. A student should opt at least two different pedagogy of school teaching subjects in III year and IV year.

O.323 No candidate shall be allowed to appear in the Integrated B.A.B.Ed examination I,II,III & IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

O.324 The examination for Integrated B.A.B.Ed. for Four Year shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time.

O.325 Candidates who fail in Integrated B.A.B.Ed examination in part 1or/ part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

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Provided that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

O.326 Candidates who fail in the Integrated B.A.B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons (20 in part 1 & 20 in part 2) supervised lessons.

O.326 A: A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance, at an affiliated teacher's training college for four academic year but for good reasons fails to appear at the Integrated B.A.B.Ed. examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

O.326 B: No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The Integrated B.A.B.Ed programme shall be of duration of four academic years, which can be completed in a maximum of five years from the date of admission to the Integrated B.A.B.Ed. Degree.

Regulation 42 :-

Scheme of Integrated B.A.B.Ed Four Year Examination

The Integrated B.A.B.Ed. (Four years) will consist of the following components;

Part I- Main theory papers at **B.A.B.Ed. I**, In Integrated B.A.B.Ed I Year Paper nos. are 02, 03, 04 (G-A) are of 3 hours carrying 100 marks (80 for the theory + 20 sessional) each. Compulsory paper* 01 of 100 marks and optional papers (G-B) 05, 06, 07 1st year 12, 13, 14 2nd year 19, 20, 21 3rd year are of 3 hours carrying 100 marks (I and II) each. Distribution of

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marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No. 7.

Part II- Practice Teaching - Micro Teaching, Internship, Practice Teaching of 20 weeks (10 at B.A.B.Ed Year III & 10 at B.A.B.Ed Year IV) Block Teaching and Criticism and Final Lesson in III & IV Year per teaching subject.

Organization evaluation of practice teaching:

1. Every candidate will teach at-least 40 lessons (20 in III Year & 20 in IV Year) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At Integrated B.A.B.Ed III Year each candidate should be prepared to teach one lessons at the final practical examination. At the Integrated B.A.B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.A.B.Ed IV Year.

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7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
 - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
 - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No.7.

Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the Integrated B.A.B.Ed. I, II, III & IV Year Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching school internship).
- (2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional(11 marks out of 35 & 4 marks out of 15)(c) 36 percent marks in the aggregate of all the theory papers.
- (3) For passing in Part II (school internship Practice of Teaching) a candidate shall be required to obtain separately at-least-

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❖ 40 percent marks in the external examination.

❖ 40 percent marks in internal assessment.

(4) The successful candidates at Integrated B.A..B.Ed Four Year Examination obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

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**B.A., B.ED. I YEAR
GENERAL ENGLISH**

Duration: 3hrs.

Max. Marks: 100

Minimum Pass Marks: 36

The syllabus aims at achieving the following objectives:

1. Introducing students to phonetics and enabling them to consult dictionaries for correct pronunciation. (sounds and word stress)
2. Reinforcing selected components of grammar and usage.
3. Strengthening comprehension of poetry, prose and short-stories.
4. Strengthening compositional skills in English for paragraph writing. CVs and job applications.;

The Pattern of the Question Paper will be as follows:

Unit A: Phonetics Symbols and Translation (20 marks)

(10 periods)

- I. Phonetic Symbols and Transcription of Words (05)
- II. Translation of 5 Simple sentences from Hindi to English (05)
from English to Hindi (05)
- III. Translation of (05) Words from Hindi to English (2½)
From English to Hindi (2½)

Unit B: Grammar and Usage

(25marks)

(10 priods)

- I. Elements of a Sentence (05)
- II. Transformation of Sentence (05)
 - a. Direct and Indirect Narration
 - b. Active and Passive Voice
- II Modals (05)
- III Tense (05)
- IV Punctuation of a Short Passage with 10 Punctuation Marks (05)

(As discussed in Quirk and Greenbaum)

Unit C: Comprehension

(25 marks)

Following Essays and Stories in Essential *Language Skills* revised edition compiled by Macmillan for University of Rajasthan General English B.A/ B.com / B.Sc.

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Candidates will be required to answer 5 questions of two lines each to be answered out of 10 questions. There would be two questions from the prescribed text. (10)

Sujata Bhatt Voice of the Unwanted Girl

Ruskin Bond Night Train for Deoli

M.K.Gandhi The Birth of Khadi

J.L.Nehru A Tryst with Destiny

A.P.J. Abdul Kalam Vision for 2020

The candidates will be required to answer 5 questions from the given unseen passage. (10)

One vocabulary question of 10 words from the given passage. (5)

Unit D: Compositional Skills (30 marks)

(15 periods)

- I. Letters-Formal and informal (10)
- II. CV's Resume and job Applications and Report (10)
- III. Paragraph Writing (10)

Recommended Reading

Sasikumar, V, Dutta and Rajeevan, A Course in Listening and Speaking-I Foundation Books. 2005

Sawhney, Panja and Verma eds. English At the Workplace, Macmillan 2003.

Singh, R.P. Professional Communication. OUP. 2004

Judith, Leigh. C.Vs and Job Applications. OUP. 2004

Arthur Waldhorn and Arthur Zeiger, English Made Simple. Upa and Co.

Gunashekared. A Foundation English Course for Undergraduate Book I, CIEFL, Hyderabad.

Quirk and Greenbaum: A University Grammar of English Longman, 1973

B.A.B.Ed PART - I - 02

Childhood and Growing up

Marks -100

Objectives:

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After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

Unit I: Role of psychology to understand the child

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

Unit II: Multi dimensional development

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical
- Theories of development :
 - a) Piaget's vgotsky cognitive development
 - b) Freud's psycho- sexual development
 - c) Erikson's psycho social development
 - d) Gessel's maturation theory

Unit 3: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, pear group, social climate and social media.
- Personality: concept and nature, theories of personality with special referance to (Garden Allport, Psycho analytical theory, Jungs Theory) assessment of personality

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- Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.
- Stress: meaning, types consequences of stress and stress management.

Unit 4: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment-Dealing with misbehaviour

Unit 5: Psychological Attributes of an individual

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence
- Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity
- Socialization - Process of Socialization - Group dynamics - Theory of Kurt Lewin's, Leadership and its styles (Kimble young), social prejudice
- Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

Test and Assignment:-

- Class Test 10 Marks
 - Project (Any one of the following) 10 Marks
1. Comparative study of developing pattern's of children with reference to different in SES.
 2. Collecting and analyzing statistics on the girl child with reference to gender ratio.
 3. Write the administration, scoring, interpretation and conclusion of any one test by psychological experiment on learning/span of attention/memory/intelligence test.

References:

1. Agarwal, Reetu, Shukla Geeta (2014). Bal Vikas evam Manovigyan, Rakhi Prakashan, Agra
2. Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, Doaba Book
3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra

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4. Bigge, M.L. (1982). Learning Theories for Teachers. New York: Harper and Row
5. B.P. (2000). Personality theories, Boston: Allyn and Bacon House.
6. Chauhan, S.S. (2001). Advanced educational psychology, New Delhi: Vikas Publishing House.
7. Diane E. Papalia, Sally Wendkos olds, Ruth Durkin Feldman, Ninth Edition, Human Development, Tata McGraw Hill Publishing company Limited, New Delhi.
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Published by Pearson Education Pre. Ltd. Indian Branch Delhi, India
9. Jack Snooman, Robert Biehler Ninth Edition. Psychology Applied to Teaching, Houghton Mifflin Company, Boston New York (<http://www.coursewise.com>)
10. Ormrod Ellis Jenne, Third Edition, Educational Psychology Developing Learners Multimedia Edition (<http://www.prenhall.com/ormrod>)
11. Sarswat Kuldeep (2015). Bal Vikas evam Bachpan, Published by Rakhi Prakashan, Agra
12. Woolfolk. A. (2004). Educational Psychology published by Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

B.A.B.Ed PART - I - 03

Contemporary India and Education

MARKS-100

Objectives:-

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.

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6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I Education as an Evolving Concept

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education, influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Aurobindo, Krishnamurthy, Friere and Illich.

Unit – II: Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

Unit – III: Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

Unit – IV: Programme and Policies

- Overview the development of education system in India from 1948 to 2010 University Education Commission-1946-48, Secondary Education Commission-1952-53, Indian Education Commission- 1964-66, National Education Policy- 1986

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- Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005, NKC-2006, NCFTE- 2009, RTE-2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

Unit – V: Innovative Practices

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,
- Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Edu-set Smart Class Room
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

Test and Assignments :-

1. Class Test 10 marks
- 2 .Any one of the following: - 10 marks
 - Debate or Organize a one day discussion on the topic related to the subject and submit a report.
 - Critical appraisal on the report or recommendations of any commission and committee.
 - Organize collage. Poster Making activity in your respective institution.
 - Collection of at least three handouts of related topics of the subject.

REFERENCES :-

1. Agnihotri, R. (1994) Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan, Jaipur: Rajasthan Hindi Granth Academy
2. Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi 2. Brubecher, John.S: A History of the Problems of Education
3. Altekar, A. S.(1992) Education in Ancient India, Varanasi: Manohar Prakashan
4. Dèv, A..Dev, T.A.,Das,S. (1996) Human Rights a Source Book, New Delhi, NCERT, Pp. 233.
5. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
6. Education and National Development: Report of the Kothari Commission on Education, New Delhi, 1966.

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7. अग्निहोत्री, रवीन्द्र : आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिन्दी ग्रंथ अकादमी।
8. Gore, M. S. (1982) Education and Modernization in India, Jaipur: Rawat Publications
9. Ghosh, S.C. (1995) The History of Education in Modern India (1757- 1986), New Delhi : Orient Longman Ltd.
10. J.F. Brown: Educational Sociology
11. Kabir, H. (1982) Education in New India, London: George Allen and Unwin.
12. Kashyap Subhash C., Our constitution: An Introduction to India's constitution and constitutional laws, National Book Trust India, 2011.
13. Keay, F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
15. Mookerji, R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist), London: Mac Milan and Co. Ltd.
16. Mookerji, R.S: Ancient Indian Education
17. Naik, J. P., Nurullah, S.(1974) A Student's History of Education in India, (1800-1973), New Delhi : Orient Longman Ltd.
18. Nayar, P. R. Dave, P.N. Arora, K. (1983) The Teacher and Education in Emerging Indian Society, New Delhi: Orient Longman Ltd
19. National Curriculum Framework. (2005).
20. National curriculum Framework for teacher education (2004).
21. Rama Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E.
22. Rusk, R. R. (Scotland, J. Revised) (1979) Doctrines of the Great Educators, Delhi, Dublin, New York: The Mac Milan Press Ltd.,
23. Saiyidam. K.G. (1966) The Humanist Tradition in Indian Education Thought, New Delhi: Aria Publishing House
24. Shukla, R.P. (2005). Value Education and Human Rights, New Delhi: Samp & Sons.
25. Varghese, A. (2000) Education for the Third Millennium, Indore: Satprachar Press
26. अल्लेकर, अ.स. : प्राचीन भारतीय शिक्षा पद्धति।
27. ओड, एल. के. : शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
28. गुप्ता, एस. पी एव अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद।

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29. रावत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा।
30. जोशी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद।
31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन्स, मेरठ।
32. साधिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज. सरकार, जयपुर।

B.A.B.Ed PART-I -04

INSTRUCTIONAL SYSTEM AND EDUCATIONAL EVALUATION

Objectives:

Marks : 100

This course will enable the student teacher to:

- Explain the need, importance and characteristics of educational evaluation.
- Describe the approaches to educational evaluation.
- Discuss the role of educational evaluation in Teaching - Learning Process.
- Explain the nature of tools and techniques of educational evaluation.
- Describe the need and importance of psychological testing.
- Explain the nature of learners' evaluation and need for continuous comprehensive educational evaluation in schools.

Unit I: Instructional System

- Educational Objectives and instructional objectives.
- Relationship between educational objectives and instructional objectives
- Classification of educational objectives (Cognitive, affective and psycho motor)
- Functioning of educational objectives
- Usefulness of the taxonomical classification.

Unit II: Need, importance and characteristics

- Teaching Learning process and role of evaluation
- Need and importance of Evaluation
- Definition of Evaluation
- Evaluation, Assessment and Measurement.
- Characteristics of good evaluation.

Unit III: Approaches to Evaluation

- Formative evaluation and summative evaluation
- Difference between summative and formative evaluation

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- External evaluation and internal evaluation, advantages and disadvantages,
- Norm referenced evaluation
- Criterion referenced evaluation.

Unit IV: Role of Evaluation in Teaching-Learning Process.

- The relationship between instructional objectives, entering behavior, learning experiences and Performance assessment.
- Diagnosis to over come deficiency in learning.
- Importance of results of evaluation to students, teachers, institutions with special reference to help in determining the effectiveness of a course, programme and functioning of a school.

Unit V: Nature of tools and techniques of evaluation

- Nature of test and Purposes of testing with reference to:
- Instructional purpose b) Guidance purpose c) Administrative purpose
- Administration of Test and Interpreting test result.
- Meaning of Norms, types of Norms, age, Grade, Percentile and standard score. 4. Norms and interpretation of test scores.
- Concept of grade system. Absolute grading, comparative grading and its advantages and disadvantages.

Test and Assignments - 20 marks

One class Test - 10 marks

Practical (any one) 10 marks

1. Develop a portfolio for assessment of 2 school students
2. Prepare an advanced tool for evaluation
3. Develop a tool for self-assessment.
4. Develop an achievement test and its blue print.

References:

1. Anastasi, Anne, (1976), Psychological Testing, 4m ed., New York; Macmiflan Publishing Co. Inc.
2. Bertrand, Arthur and Cebula, Joseph P., (1980) : Tests, Measurement and Evaluation, A Developmental Approach, Addison-Wesley, U.S.A.
3. Bloom, Benjamin S., Et.al., (1971): Handbook on formative and Summatice Evaluation in

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Student Learning, McGraw Hill, USA.

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5. Ferguson, G A (1974), "Statistical Analysis in Psychology and Education", McGraw Hill Book Co., New York,
6. Freeman, Frank S.,(1962), Theory and Practice of Psychological Testing, New Delhi, Oxford and IBH Publishing Co.
7. Guilford, J.P.(1965), Fundamental Statistics in Psychology and Education, Me Graw Hill Book Company, New York.
8. Khan, Mohd, Arif, (1995): School Evaluation, Ashish Publishing House, New Delhi.
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10. Nunnally, Jume, (1964). Educational Measurement & Evaluation, New York; McGraw Hill Book Company.

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खण्ड-क

1. ढोला मारू रा दोहा - सं० -- नरोत्तम दास स्वामी, सूर्यकरण पारीक रामसिंह
दोहा संख्या- 8,9,10,19,20,21,37,38,40,49,52,61,69,112,116 = 15
2. विद्यापति - सं० शिवप्रसाद सिंह -- विद्यापति पदावली
- नन्दक नन्दन कदम्बेरि तरुतरे
 - सुन जसिया ऊबन बजाऊ बिपिन बसिया
 - विरह व्याकुल गृदुल तरुवर
 - कुंज भवन से चल भेलि हे
 - सखि हे कतऊं न देख मघाई
3. नरपति नाल्ह - वीसलदेव रास -- संपादक -- माता प्रसाद गुप्त -- 1,3,4,6,7,8,9,10
4. कबीरदास - कबीर ग्रंथावली, संपादक -- श्यामसुंदर दास
साखी -- 1. गुरुदेव को अंग
2. मन को अंग
पद -- 1. मन रे जागत रहियो माई 23
2. पांडे कौन कुमति तोहि लागी 39
3. पंडित वाद वदन्ते झूठा 30
4. मन रे हरि भज हरि भज भाई 102
5. पंडित होइ सुपरहि दिखाई 159
5. सूरदास - भ्रमरगीत सार, संपादक -- रामचन्द्र शुक्ल
- ऊधो आंखियां आंते अनुरागी
 - आयो घोस बड़ो व्यापारी
 - ऊधो मन नाहीं दस-बीस
 - निर्गुण कौन देस को वासी
 - हमारे हरि हारिल की लकरी
 - उर में माखन चोर अड़े
 - मधुकर श्याम हमारे चोर
 - ऊधो भली करी ब्रज आए
 - विन गोपाल वैरिन भई कुंजें
 - लखियत कालिन्दी अति कारी
6. तुलसीदास - विनयपत्रिका
1. केशव कहि न जाइ का कहिए
 2. मोहि मूढ़ मन बहुत विगोयो
 3. मन पछितैयै अवसर बीते
- रामचरितमानस (बालकाण्ड) (दोहा संख्या 229 से 234)
कंकन किंकिनि नूपुर धुनि सुनि.....निरखि-निरखि रघुवीर छत्रि,
बाढ़हि प्रीति..... ।

7. जायसी -- जायसी ग्रंथावली, संपादक -- रामचन्द्र शुक्ल
 • सिंहलद्वीप वर्णन खण्ड, प्रथम 05 दोहे तक
 • नागमति वियोग खण्ड, प्रथम 05 दोहे तक
8. मीरा -- मीरा पदावली -- शंभुसिंह मनोहर - निपट बंकट छब अटकू (10)
 माई म्हों गोविन्द गुण गास्या (31), शणाजी थे जाहर दिया म्हे (38)
 मीरा भगन भई हरि के गुण गाम (41), जोगिया जी मिरा टिम जोऊं वात (44)
 हरि बिन कँण गती (52), सखी भारी नीद नसानी हो (87)
9. रसखान -- रसखान रचनावली -- संपादक -- विद्यानिवास मिश्र
 1,2,4,6,8,11,14,15

खण्ड-ख

आदिकाल और भक्तिकाल की सामान्य प्रवृत्तियाँ

- अंक विभाजन -- कुल चार व्याख्याएं (विकल्प देय) 10 x 4 = 40
 एक कवि से एक ही व्याख्या हो
- तीन आलोचनात्मक प्रश्न-3 (विकल्प देय) 15 x 3 = 45
 (निर्धारित कवियों पर)
- एक प्रश्न टिप्पणीपरक -- दो विषयों पर
 संक्षिप्त टिप्पणियाँ (विकल्प देय)
- आदिकाल और भक्तिकाल की प्रवृत्तियों से संबंधित $7\frac{1}{2} + 7\frac{1}{2} = 15$

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बी.ए. पास कोर्स/ऑनर्स प्रथम वर्ष — हिन्दी साहित्य
द्वितीय प्रश्न पत्र — उपन्यास और कहानी

पूर्णांक 100

न्यूनतम उत्तीर्णांक 36

खण्ड — अ

उपन्यास — ग्लोबल गांव के देवता — रणेन्द्र

खण्ड — ब

कहानी

- | | | |
|--------------------------|---|-------------------|
| 1. चन्द्रधर शर्मा गुलेरी | — | उसने कहा था |
| 2. प्रेमचंद | — | पूस की रात |
| 3. जय शंकर प्रसाद | — | पुरस्कार |
| 4. जैनेन्द्र | — | पाजेब |
| 5. यशपाल | — | परदा |
| 6. मोहन राकेश | — | आर्द्रा |
| 7. मन्नू भण्डारी | — | यही सच हैं |
| 8. रांगेय राघव | — | गदल |
| 9. निर्मल वर्मा | — | पिक्चर पोस्टकार्ड |
| 10. कृष्णा सोबती | — | सिक्का बदल गया |

खण्ड — स

हिन्दी उपन्यास व कहानी स्वरूप और परिभाषा

हिन्दी उपन्यास व हिन्दी कहानी का विकास

अंक विभाजन

कुल चार व्याख्याएं (दो उपन्यास तथा दो कहानियों से)
एक कहानी से एक व्याख्या (विकल्प देय)

10 x 4 = 40 अंक

कुल चार निबन्धात्मक प्रश्न

15 x 4 = 60 अंक

एक प्रश्न उपन्यास से संबंधित (विकल्प देय)

15

एक प्रश्न कहानियों से संबंधित (विकल्प देय)

15

एक प्रश्न खण्ड 'स' में निर्धारित पाठ्यवस्तु से संबंधित (विकल्प देय)

15

एक प्रश्न टिप्पणी परक — 2 विषयों पर टिप्पणियाँ (विकल्प देय)

$7\frac{1}{2} + 7\frac{1}{2} = 15$

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बी.एड. संस्कृत प्रथम वर्ष

सामान्य निर्देश -

1. प्रत्येक परीक्षा में दो-दो प्रश्नपत्र होंगे।
2. प्रत्येक प्रश्नपत्र में न्यूनतम उत्तीर्णांक 36 तथा पूर्णांक 100 होंगे और समय 3 घण्टे का होगा।
3. परीक्षा का माध्यम हिन्दी/अंग्रेजी होगा, परन्तु प्रश्नपत्र केवल हिन्दी में बनाया जायेगा। परीक्षार्थी को छूट होगी कि वह हिन्दी, संस्कृत अथवा अंग्रेजी में किसी एक भाषा में उत्तर दे सके। यदि परीक्षक ने किसी प्रश्न विशेष के लिए भाषा का निर्देश कर दिया है तो उस प्रश्न का उत्तर उसी भाषा में देना अनिवार्य होगा।
4. संस्कृत केवल देवनागरी लिपि में ही लिखा जाना अपेक्षित है।
5. निर्धारित ग्रन्थ में से अनुवाद, व्याख्या, सरलार्थ एवं समालोचनात्मक प्रश्न पूछे जायेंगे।
6. प्रत्येक प्रश्नपत्र में 10 प्रतिशत अंक संस्कृत भाषा में उत्तर के लिये निर्धारित हैं।
7. प्रत्येक प्रश्नपत्र में दो भाग होंगे, जिसमें प्रथम 'अ' भाग लघूत्तरात्मक प्रश्नों का होगा। 'ब' भाग में निबन्धात्मक प्रश्न होंगे। 'अ' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णांक 30 होगा।

परीक्षा योजना--	न्यूनतम उत्तीर्णांक--72	पूर्णांक--200
प्रथम प्रश्न--पत्र		अंक--100
द्वितीय प्रश्न--पत्र		अंक--100

प्रथम प्रश्न--पत्र

दृश्य एवं श्रव्य काव्य

समय : 3 घण्टे

अंक 100

प्रथम प्रश्न में निर्धारित ग्रन्थ में से लघूत्तरात्मक निबन्धात्मक, अनुवाद, व्याख्या व समालोचनात्मक प्रश्न पूछे जायेंगे। 15 प्रश्न लघूत्तरात्मक होंगे जिनमें से प्रथम 5 प्रश्नों का उत्तर संस्कृत भाषा के माध्यम से देना होगा, प्रत्येक प्रश्न के लिए 2 अंक निर्धारित हैं। जिस प्रश्नपत्र में संस्कृत अनुवाद/निबन्ध पूछे गए हैं वहाँ संस्कृत में उत्तर अपेक्षित नहीं हैं।

पाठ्यक्रम

1. स्वप्नवासवदत्तम् (भास) 25 अंक
2. नीतिशतकम् (भर्तृहरि) 30 अंक
3. रघुवंशम् प्रथम सर्ग 25 अंक
4. अनुवाद- संस्कृत से हिन्दी-कारक संबंधी पांच वाक्य 10 अंक
5. हिन्दी से संस्कृत दस में से पांच वाक्य 10 अंक

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अंक- विभाजन

क्र. सं.	पुस्तक का नाम	लघूत्तरात्मक प्रश्न	अंक	निबन्धात्मक प्रश्न संख्या	अंक	अंकों का योग
1.	स्वप्नवासवदत्तम्	लघूत्तरात्मक 5	10	02	15	10+15=25
2.	नीतिशतक	लघूत्तरात्मक 5	10	02	20	10+20=30
3.	रघुवंशम् (प्रथमसर्ग)	लघूत्तरात्मक 5	10	02	15	10+15=25
4.	अनुवाद-कारक संबंधी			01	10	10
5.	हिन्दी से संस्कृत दस में से पांच वाक्य			01	10	10
	कुल	5	30	08	70	100

प्रश्न-पत्र का निर्माण निम्नानुसार होगा -

1. सभी प्रश्न अनिवार्य हैं।
2. प्रत्येक पुस्तक से लघूत्तरात्मक व निबन्धात्मक, व्याख्यात्मक प्रश्न पूछे जायेंगे। लघूत्तरात्मक प्रश्न के 2 अंक निर्धारित हैं।

निबन्धात्मक / व्याख्यात्मक प्रश्न

स्वप्नवासवदत्तम्

भाग अ में 2-2 अंक के पाँच लघूत्तरात्मक प्रश्न पूछे जायेंगे। 10 अंक

भाग ब

1. 4 श्लोक पूछकर उनमें से किसी 2 की सप्रसंग व्याख्या पूछी जायेगी। 10 अंक
2. दो विवेचनात्मक प्रश्न पूछकर किसी एक का उत्तर देय है। 5 अंक

नीतिशतकम्

भाग अ में 2-2 अंक के पाँच लघूत्तरात्मक प्रश्न पूछे जायेंगे। 10 अंक

भाग ब

1. 4 श्लोक पूछकर उनमें से किन्हीं 2 की सप्रसंग व्याख्या पूछी जायेगी। 14 अंक
2. दो विवेचनात्मक प्रश्न पूछकर किसी एक प्रश्न का उत्तर देय होगा। 6 अंक

रघुवंशम् (प्रथम सर्ग)

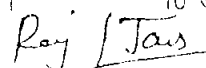
भाग अ में 2-2 अंक के पाँच लघूत्तरात्मक प्रश्न पूछे जायेंगे। 10 अंक

भाग ब

1. 4 श्लोक पूछकर उनमें से किन्हीं 2 श्लोकों की सप्रसंग व्याख्या पूछी जायेगी। 10 अंक
2. दो विवेचनात्मक प्रश्न पूछकर किसी एक प्रश्न का उत्तर देय होगा। 5 अंक

अनुवाद

1. संस्कृत से हिन्दी- कारक संबंधी पांच वाक्यों का अनुवाद अपेक्षित है। 10 अंक
2. हिन्दी से संस्कृत- दस वाक्य देकर पांच वाक्यों का अनुवाद अपेक्षित है। 10 अंक


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सहायक पुस्तकें—

1. स्वप्नवासवदत्तम्—डॉ. कृष्णदेव प्रसाद—जगदीश संस्कृत पुस्तकालय, झालानियों का रास्ता, जयपुर।
2. स्वप्नवासवदत्तम्—डॉ. रूपनारायण त्रिपाठी—रचना प्रकाशन, जयपुर। स्वप्नवासवदत्तम्—संस्कृत हिन्दी व्याख्या—डॉ. जगन्नाथ पाण्डेय, जगदीश संस्कृत पुस्तकालय, झालानियों का रास्ता, जयपुर।
3. स्वप्नवासवदत्तम्—डॉ. सुभाष वेदालंकार, —अलंकार प्रकाशन, जयपुर।
4. स्वप्नवासवदत्तम्—डॉ. श्रीकृष्ण ओझा, अभिषेक प्रकाशन, चौडा रास्ता जयपुर।
5. नीतिशतकम्—डॉ. गोपाल शर्मा, हंसा प्रकाशन, जयपुर।
6. नीतिशतकम्—डॉ. श्रीकृष्ण ओझा, राज प्रकाशन मंदिर, जयपुर।
7. नीतिशतकम्—डॉ. सुभाष वेदालंकार, हंसा प्रकाशन, जयपुर।
8. रघुवंशम् (प्रथम सर्ग)
9. संस्कृत व्याकरण— श्री निवास शास्त्री।
10. वृहद् अनुवाद चन्द्रिका — चक्रधर हंस नौटियाल

द्वितीय प्रश्न-पत्र

समय : 3 घण्टे

अंक—100

भारतीय संस्कृति के तत्त्व, पद्य साहित्य, व्याकरण

प्रश्नपत्र योजना— प्रथम प्रश्न में निर्धारित ग्रन्थ में से लघूत्तरात्मक निबन्धात्मक, अनुवाद, व्याख्या व समालोचनात्मक प्रश्न पूछे जायेंगे।

पाठ्यक्रम

1. भारतीय संस्कृति के तत्त्व —

20 अंक

क— भारतीय संस्कृति—विषय, पृष्ठभूमि, विशेषताएँ।

ख— भारतीय संस्कृति के विकास की रूपरेखा—पूर्ववैदिक काल, वैदिकोत्तरकाल, मध्यकाल एवं आधुनिक काल।

ग— प्राचीनकाल— राजनैतिक, सामाजिक एवं आर्थिक स्थिति।

घ— वर्ण आश्रम, एवं संस्कार।

ङ— शिक्षा (वैदिककाल से लेकर 7वीं शताब्दी तक)

च— लेखन—कला की उत्पत्ति।

छ— भारतीय दर्शन की प्रमुख विचारधाराएँ।

ज— भारतीय संस्कृति का मानव—कल्याण में योगदान।

2. किरातार्जुनीयम्(प्रथम सर्ग)—भारविकृत

25 अंक

3. व्याकरण—लघुसिद्धान्तकौमुदी—संज्ञा, एवं संधि प्रकरण

35 अंक

क—संज्ञा प्रकरण— 10 अंक

ख—अच् संधि— 10 अंक

ग— हल् संधि— 10 अंक

घ— विसर्ग संधि— 05 अंक

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4. निम्नलिखित कृत् प्रत्ययों से वाक्य निर्माण सम्बन्धी प्रश्न --

20 अंक

तव्यत्, अनीयर् -- तव्यत्तव्यानीयर :

यत् --	अचो यत्, ईद्यति, पोरदुपधात्
क्यप्--	एतिस्तुशास्वृदृजुषः क्यप्, ह्रस्वस्य पिति कृति तुक्, शास् इदङ्हलोः
ण्यत्--	ऋहलोर्ण्यत्
शतृ, शानच्--	लटः शतृशानच्वावप्रथमासमानाधिरणे, आने मुक्
क्त, क्तवतु--	क्तक्तवतुं निष्ठा, रदाभ्यां निष्ठातो नः पूर्वस्य च दः
क्त्वा--	समानकर्तृकयोः पूर्वकाले
ल्यप्--	समासेऽनञ् पूर्वे क्तवो ल्यप्
तुमुन्--	तुमुण्णुलौ क्रियायाँ क्रियार्थायाम्

अंक- विभाजन

क्र. सं.	पुस्तक का नाम	लघूत्तरात्मक प्रश्न	अंक	निबन्धात्मक प्रश्न संख्या	अंक	अंको का योग
1.	भारतीय संस्कृति के तत्त्व	लघूत्तरात्मक 3	06	02	14	06+14=20
2.	किरातार्जुनीयम् (प्रथम सर्ग)	लघूत्तरात्मक 4	08	02	17	08+17=25
3.	लघुसिद्धान्तकौमुदी-संज्ञा, एवं संधि प्रकरण	लघूत्तरात्मक 5	10	01	25	10+25=35
4.	कृत् प्रत्यय	लघूत्तरात्मक 3	06	07	14	06+14=20
	कुल	15	30	10	70	100

प्रश्न-पत्र का निर्माण निम्नानुसार होगा --

- सभी प्रश्न अनिवार्य हैं।
- प्रत्येक पुस्तक से लघूत्तरात्मक व निबन्धात्मक, व्याख्यात्मक प्रश्न पूछे जायेंगे। लघूत्तरात्मक प्रश्न के 2 अंक निर्धारित हैं।

निबन्धात्मक / व्याख्यात्मक प्रश्न

भारतीय संस्कृति के तत्त्व

भाग अ में 2-2 अंक के तीन लघूत्तरात्मक प्रश्न पूछे जायेंगे।

06 अंक

भाग ब

- दो निबन्धात्मक प्रश्न पूछकर किसी एक का उत्तर अभीष्ट है। 10 अंक
- दो विषयों पर टिप्पणी पूछ कर किसी एक का उत्तर अभीष्ट है। 04 अंक

किरातार्जुनीयम् (प्रथम सर्ग)

भाग अ में 2-2 अंक के चार लघूत्तरात्मक प्रश्न पूछे जायेंगे।

08 अंक

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भाग ब

1. 4 श्लोक पूछकर उनमें से किन्हीं 2 श्लोकों की सप्रसंग व्याख्या पूछी जायेगी। 12 अंक
2. दो विवेचनात्मक प्रश्न पूछकर किसी एक प्रश्न का उत्तर देय होगा। 5 अंक

व्याकरण-लघुसिद्धान्त कौमुदी

भाग अ में 2-2 अंक के पाँच लघूत्तरात्मक प्रश्न पूछे जायेंगे। 10 अंक

भाग ब

क. संज्ञा प्रकरण

4 सूत्र पूछकर किन्हीं 2 सूत्रों की सोदाहरण व्याख्या अपेक्षित है।
प्रत्येक व्याख्या के लिये 2 अंक निश्चित हैं। 04 अंक

ख. अच् संधि-

4 सूत्र पूछकर किन्हीं 2 सूत्रों की सोदाहरण व्याख्या अपेक्षित है।
प्रत्येक व्याख्या के लिये 2 अंक निश्चित हैं। 04 अंक

4 शब्दसिद्धि पूछकर किन्हीं 2 शब्दों की सूत्रनिर्देश पूर्वक सिद्धि
अपेक्षित है। प्रत्येक सिद्धि के लिये 2 अंक निश्चित हैं। 04 अंक

ग. हल् संधि-

4 सूत्र पूछकर किन्हीं 2 सूत्रों की सोदाहरण व्याख्या अपेक्षित है।
प्रत्येक व्याख्या के लिये 2 अंक निश्चित हैं। 04 अंक

4 शब्दसिद्धि पूछकर किन्हीं 2 शब्दों की सूत्रनिर्देश पूर्वक सिद्धि
अपेक्षित है। प्रत्येक सिद्धि के लिये 2 अंक निश्चित हैं। 04 अंक

घ. विसर्ग संधि-

2 सूत्र पूछकर किसी 1 सूत्र की सोदाहरण व्याख्या अपेक्षित है। 02 अंक

2 शब्दसिद्धि पूछकर किसी 1 शब्द की सूत्रनिर्देश पूर्वक सिद्धि अपेक्षित है। 03 अंक

ङ कृत् प्रत्यय-

भाग अ में 2-2 अंक के तीन लघूत्तरात्मक प्रश्न पूछे जायेंगे। 06 अंक

भाग ब

(कृत्प्रत्यय के प्रयोग पूर्वक संस्कृत में चार वाक्यों का निर्माण अपेक्षित है। 14 अंक

कुल योग-100 अंक

सहायक पुस्तकें- भारतीय संस्कृति

1. भारतीय सांस्कृतिक निधि- डॉ. रामजी उपाध्याय, महामनापुरी, वाराणसी।
2. भारतीय संस्कृति-श्री रामदेव साहू, श्याम प्रकाशन चौडा रास्ता, जयपुर।
3. भारतीय संस्कृति- वाई.एस.रमेश-रचना प्रकाशन, जयपुर।
4. भारतीय संस्कृति- डॉ. रामजी उपाध्याय, महामनापुरी, वाराणसी।
5. भारतीय दर्शन- डॉ. बलदेव उपाध्याय, चौखम्बा प्रकाशन, वाराणसी।

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किरातार्जुनीयम्

1. किरातार्जुनीयम् (प्रथम सर्ग)—आचार्य नवल किशोर कांवर, विद्या वैभव भवन, जयपुर।
2. किरातार्जुनीयम् (प्रथम सर्ग)—डॉ. विश्वनाथ शर्मा, आदर्श प्रकाशन, जयपुर।
3. किरातार्जुनीयम् (प्रथम सर्ग)— डॉ. सुभाष वेदालंकार, --अलंकार प्रकाशन, जयपुर।

अनुवाद के लिए

1. संस्कृत रचनानुवाद मंजरी—पं. नंदकुमार शास्त्री, अजमेरा बुक कम्पनी, त्रिपोलिया बाजार, जयपुर।
2. रचनानुवाद कौमुदी—डॉ. कपिलदेव द्विवेदी, वाराणसी।
3. रचनानुवादप्रभा—डॉ. श्रीनिवास शास्त्री, कुरुक्षेत्र।

व्याकरण के लिये

1. लघुसिद्धान्त कौमुदी— श्रीमहेश सिंह कुशवाहा, चौखम्भा संस्कृत प्रतिष्ठान, दिल्ली।
2. लघुसिद्धान्त कौमुदी— श्री धरानन्द शास्त्री, मोतीलाल बनारसीदास, दिल्ली।
3. लघुसिद्धान्त कौमुदी— भीमसेन शास्त्री।
4. संस्कृत व्याकरण— श्री निवास शास्त्री।
5. वृहद् अनुवाद चन्द्रिका - चक्रधर हंस नौटियाल

OPTIONAL SUBJECTS

ENGLISH LITERATURE

(Examination-2021)

The Syllabus aims at achieving the following objectives:

1. Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction.
2. Strengthening skills of note making, summarizing and dialogue writing.
3. Understanding texts with specific reference to genres, forms and literary terms.

Paper I: Poetry and Drama

Maximum Marks: 100

Duration: 3 hrs

Min. Pass Marks: 36

Question No. 1: References to Context from unit A, B & C.

Candidate will be required to explain four (4) passages of Reference to Context out of Eight (8) of five marks each, with a total of 20 Marks.

Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.

Question No. 2 will also be compulsory. The student will be required to attempt 5 questions out of 10, to be answered in about 5 lines each. Each question will carry 4 marks to a total of 20 marks.

The other 3 questions will be Essay-type questions of 20 marks each, one from each section with internal choice.

SECTION A

W. Shakespeare:

Shall I Compare Thee
Not Marble, nor the Gilded Monuments
Remembrance

J. Donne: Death be not Proud.

Herbert: Pulley

Andrew Marvell: To His Coy Mistress

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J. Milton:

On His Blindness

On His Twenty Third Birthday

J. Dryden: A Song for St. Cecilia's Day

Reference Books :

Strings of Gold Part I Ed. Jasbir Jain (Macmillan)

The Golden Treasury by Francis Turner Palgrave (OUP)

Poet's Pen: An Anthology of English Verse Paperback -- by Dustoor P.E. (Author), Homai P.Dustoor (Author) (Oxford University Press)

The New Oxford Book of English Verse, 1250-1950 (Oxford Books of Verse) by Helen Gardner (Editor)

SECTION B

The following poems from *Strings of Gold* Part I Ed. Jasbir Jain (Macmillan)

Kabir

It is Needless to Ask a Saint the Caste to which he belongs.

Rabindra Nath Tagore

Where The Mind is Without Fear

Toru Dutt

The Lotus

Our Casuarina Tree

Sarojini Naidu

Indian Weavers

Song of Radha, The Milkmaid

Reference Books :-

Strings of Gold Part I Ed. Jasbir Jain (Macmillan)

Indian Writing in English by K.R.Srinivasa Iyengar Sterling Publishers Pvt.Ltd

A History of Indian English Literature by M.K.Naik Sahitya Akademi

The Golden Treasury of Indo-Anglian Poetry, 1828-1965 by Vinayak Krishna Gokak (Editor) Sahitya Akademi

Kabir (Penguin Classics) by Vinay Dharwadker

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SECTION C

W. Shakespeare: *As You Like It*

Reference Books :-

As You Like It (The Pelican Shakespeare) by William Shakespeare (Author), Frances E. Dolan (Editor, Introduction), Stephen Orgel

History of English Literature by Hudson

Pelican Guide to English Literature by Boris Ford ed:

Paper II: Prose and Fiction

Maximum Marks: 100

Duration: 3 hrs

Min. Pass Marks: 36

Question No. 1: References to Context from unit A & B only.

Candidate will be required to explain **four (4)** passages of Reference to Context out of **Eight (8)** of five marks each, with a total of **20 Marks**.

Question No. 2: will also be compulsory. The student will be required to attempt 5 questions out of 10, to be answered in about 5 lines each. Each question will carry 4 marks to a total of **20 marks**.

The other 3 questions will be Essay – type questions of **20 marks** each, one from each section with internal choice.

SECTION A

Bacon	:	Of Studies
B. Russell	:	Knowledge and Wisdom
Leigh Hunt	:	On Getting Up on Cold Mornings
M.K. Gandhi	:	Fearlessness
Lucas	:	Third Thought
S. Radhakrishnan	:	Democracy
H. Belloc	:	On Educational Reform

Reference Books :-

English Prose Selections (O.U.P.) ed. Dr. S.S. Deo et al.

The Art of the Essayist By Lockitt, C. H. (ed.)

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SECTION B

K. Mansfield	:	A Cup of Tea
R. Tagore	:	Living or Dead
H.H. Munro (Saki)	:	The Open Window
R.K. Narayan	:	An Astrologer's Day
E. Hemingway	:	Old Man at the Bridge
George Orwell	:	<i>Animal Farm</i>

Reference Books :

Popular Short Stories ed. By Board of Editors (O.U.P.)

Malgudi Days by R. K. Narayan Indian Thought Publications

SECTION C

1. Prose Appreciation
2. Formal Communication
3. Report Writing
4. Presentations Skills

Reference Books :-

Mohan, Krishna., Raman, Meenakshi. *Effective English Communication*. Tata McGraw Hill, New Delhi, 2009.

Vandana R. Singh: *The Written Word* (O.U.P.)

The Handbook of Creative Writing. Ed. Steven Earnshaw, Edinburgh University Press, London, 2007.

Pal, Rajendra & Korlahalli, J.S. *Essentials of Business Communication*. New Delhi: Sultan Chand & Sons: New Delhi, 2005.

English at the Workplace eds. Sawhney Panja and Varma (Macmillan)

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URDU

B.A. B. Ed. ~~B.A.~~ Part-I Examination-2021

Paper I : Prose and Drama

Max.Marks 100

3 Hrs. Duration

Min. Pass Marks 72

Min.Pass Marks 36

Books Prescribed:

1. Meyare Adab Hissaye Nasr-Published by Educational Book House, Aligarh (U.P)
2. Darwaza Khol Do-by Krishna Chandar

Division of Marks:

Unit I	Ten short answer type questions.	Marks 20
Unit II	Explanation of Two Out of Three Texts.	Marks 20
Unit III	Critical Appreciation of a Prose & Poetry writer with Internal Choice	Marks 20
Unit IV	Critical Appreciation of Prescribed Drama with Internal Choice	Marks 20
Unit V	Salient Features of Urdu Drama/Technique Or Summary of A Prose Lesson	Marks 20

Total : Marks 100

Note: Attempt at least one question from each unit. All the short answer type questions of unit I are compulsory.

Paper II : Poetry and Rhetorics

Max.Marks 100

3 Hrs. Duration

Min.Pass Marks 36

Books prescribed:

1. Shehpare (Nazm) Published by Idare Nashr-O-Ishat, Allahabad University-Allahabad, (1991 edition)

The following are prescribed from the book:


(a) Ghazaliyat : Meer, Atish & Ghalib

(b) Nazmen: Iqbal, Nazeer & Josh.

2. Jadeed Idemul Balaghat by Abdul Majeed Khan

The following Rhetorics (Sanaya) Only:

1. Tazad, 2. Laf o Nashr, 3. Talmeeh, 4. Husne Taleel, 5. Mubalgha, 6. Tashbeeh, 7. Istiyara, 8. Marratun Nazeer, 9. Siyaqatuladad, 10. Tahseequs Sifat, 11. Iham, 12. Majaz, 13. Tajahule Arifana, 14. Ishateqaq.


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Division of Marks:

Unit I	Ten short answer type question.	Marks 20
Unit II	Explanation of Two out of Three Passages of Ghazal & Nazm.	Marks 20
Unit III	Appreciation of Ghazal Writer with Internal Choice	Marks 20
Unit IV	Appreciation of Nazm Writer with Internal Choice	Marks 20
Unit V	Meaning and Definition of Four Rhetorics with Internal Choice	Marks 20

Total : Marks 100

Note: Attempt at least one question from each unit. All the short answer type questions of unit I are compulsory.

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HISTORY

The scheme of examination will be as follows:

Scheme:

Maximum Marks 200

Minimum Pass Marks 72

Paper I 3 hrs. Duration Marks 100

Paper II 3 hrs. Duration Marks 100

Note: There shall be two papers in all in the subject of History, and each paper shall be of three hours duration and of 100 marks.

Each paper shall consist of two parts. Part I shall carry 40 marks and shall consist of two compulsory questions. The first compulsory question will be of 20 marks, comprising of 10 very short answer type questions of two marks each. The answer to each question should not exceed 20 words.

The second compulsory question will be of 20 marks. It will comprise of 10 short answer type questions of 04 marks each, the candidate will be required to answer any 05 questions. The answer to each question should not exceed 50 words.

The second part of the question paper shall be divided into three sections comprising of 06 essay type questions, containing 02 questions from each section, of 20 marks each. Candidate will be required to answer 03 questions, selecting one question from each section. This part of the question paper shall be of 60 marks.

परीक्षा योजना :

अधिकतम अंक 200

न्यूनतम उत्तीर्णांक 72

प्रथम प्रश्नपत्र

समय 3 घंटे

अंक 100

द्वितीय प्रश्नपत्र

समय 3 घंटे

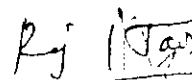
अंक 100

नोट : इतिहास विषय के कुल दो प्रश्नपत्र होंगे, प्रत्येक प्रश्नपत्र तीन घंटे की अवधि का एवं 100 अंकों का होगा।

प्रत्येक प्रश्नपत्र के दो भाग होंगे। प्रथम भाग 40 अंकों का होगा एवं इस भाग में दो अनिवार्य प्रश्न होंगे। 20 अंकों के प्रथम अनिवार्य प्रश्न में, दो-दो अंक के 10 अनिवार्य अतिलघुउत्तरात्मक प्रश्न होंगे। प्रत्येक उत्तर की शब्द सीमा 20 शब्द।

20 अंकों के द्वितीय अनिवार्य प्रश्न में, चार-चार अंकों के 10 लघुउत्तरात्मक प्रश्न होंगे जिनमें से 05 प्रश्न करने होंगे। प्रत्येक उत्तर की शब्द सीमा 50 शब्द।

प्रश्नपत्र के द्वितीय भाग में, पाठ्यक्रम के तीन खण्डों में से, प्रत्येक खण्ड से दो-दो प्रश्नों का ध्यान कराया जाएगा, कुल 06 निबन्धात्मक प्रश्न होंगे। प्रत्येक प्रश्न 20 अंकों का होगा। परीक्षार्थियों को प्रत्येक खण्ड में 20 अंकों से कम एक प्रश्न का ध्यान करते हुए कुल 03 प्रश्न हल करने होंगे। प्रश्नपत्र का यह भाग 60 अंकों का होगा।


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PAPER I: HISTORY OF INDIA (FROM THE BEGINNING UPTO 1200 A. D.)

Section - A

Main sources of the history of India upto 1200 A.D. A brief survey of Prehistoric cultures in India. The Indus-Saraswati civilization -- origin, extent, salient features, decline and continuity. The Vedic age -- Vedic literature, polity, society, economy and religion. A brief survey of Iron age cultures in India. Rise of Janapadas and Mahajanapadas -- monarchies and republics. Rise of Magadhan imperialism upto the Chandragupta Maurya. Jainism and Buddhism -- origins, teachings, contribution.

Section - B

The Mauryan empire -- main sources. Chandragupta Maurya and Ashoka. Ashoka's Dhamma -- its nature and propagation. Mauryan state and administration, society and economy, art and architecture. Decline of the Mauryas. The post-Mauryan period (c. 200 B.C. to 300 A.D.) -- achievements of the Sungas, Satavahanas, Sakas and Kushanas. Social, Religious and Economic life and development of literature and arts during the post-Mauryan period. The Sangam age -- literature, society, economy, and culture.

Section - C

The Gupta empire -- achievements of Samudragupta, Chandragupta Vikramaditya, Skandagupta. State and administrative institutions. Social and economic life. Religious thought and institutions. Developments in literature, arts and sciences. Post-Gupta period upto 750 A.D. -- achievements of the Vardhanas, Chalukyas and Pallavas. Tripartite Struggle. The Imperial Cholas and their achievements. A study of social and economic changes and a brief survey of cultural life during the period c. 750 to 1200 A. D.

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पैथम प्रश्नपत्र : भारत का इतिहास (अरम्भ से 1200 ईस्वी तक)

खण्ड - क

1200 ईस्वी तक भारत के इतिहास के मुख्य स्रोत। भारत की प्रागैतिहासिक संस्कृतियों का संक्षिप्त सर्वेक्षण। सिन्धु-सaraswati सभ्यता - उदगम, विस्तार, प्रमुख विशेषताएँ, पतन एवं निरंतरता। वैदिक युग - वैदिक साहित्य, राजशासन, समाज, अर्थव्यवस्था एवं धर्म। भारत की लौहयुगीन संस्कृतियों का संक्षिप्त सर्वेक्षण। जनपदों एवं महाजनपदों का उदय - राजतंत्र एवं गणतंत्र। नंद वंश तक मागध साम्राज्यवाद का उत्कर्ष। जैन धर्म एवं बौद्ध धर्म - उदगम, शिक्षाएं, योगदान।

खण्ड - ख

मौर्य साम्राज्य - मुख्य स्रोत। चन्द्रगुप्त मौर्य एवं अशोक। अशोक का धम्म - इसकी प्रकृति एवं प्रचार। मौर्यकालीन राज्य एवं प्रशासन, समाज एवं अर्थव्यवस्था, कला एवं स्थापत्य। मौर्यों का पतन। मौर्योत्तर काल (लगभग 200 ई. पू. से 300 ईस्वी) - गुप्तों, क्षात्रवाहनों, शकों एवं कुषाणों की उपलब्धियाँ। मौर्योत्तर काल में सामाजिक, धार्मिक एवं आर्थिक जीवन, तथा साहित्य एवं कलाओं का विकास। संगम युग - साहित्य, समाज, अर्थव्यवस्था एवं संस्कृति।

खण्ड - ग

गुप्त साम्राज्य - समुद्रगुप्त, चन्द्रगुप्त द्वितीय विक्रमादित्य, स्कंदगुप्त की उपलब्धियाँ। राज्य एवं प्रशासनिक संस्थाएँ। सामाजिक एवं आर्थिक जीवन। धार्मिक प्रचार एवं संस्थाएँ। साहित्य, कला एवं विज्ञान का विकास। 750 ईस्वी तक गुप्तोत्तर काल - वर्धनों, चालुक्यों एवं पल्लवों की उपलब्धियाँ। त्रि-राज्यीय संघर्ष। साम्राज्यवादी चोल एवं उनकी उपलब्धियाँ। 750 से 1200 ईस्वी के काल में सामाजिक एवं आर्थिक परिवर्तनों का अध्ययन तथा सांस्कृतिक जीवन का संक्षिप्त सर्वेक्षण।

Books Recommended (अनुशंसित पुस्तकें) :

- H. D. Sankalia : *Prehistory of India*, Muzhiram Manoharlal, New Delhi, 1977
- Dillip K. Chakrabarti : *India. An Archaeological History (Palaeolithic Beginnings to Early Historic Foundations)*, Oxford University Press, New Delhi, 1999
- B. B. Lal : *India 1947-1997: New Light on the Indus Civilisation*, Delhi, 1998
- R.K. Mookerji : *Chandragupta Maurya and His Times*, Delhi, 1952 (also in Hindi)
- U. N. Puri : *Asoka*, Delhi, 1972 (also in Hindi)
- U. N. Puri : *India under the Kushanas*, Bombay, 1965

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- R.C. Majumdar & : *The Vakataka-Gupta Age* (also in Hindi)
- R.G. Altekar : *Harsha & his times*, Varanasi, 1970
- Baj Nath Sharma : (Ed.) *Age of the Nandas & Mauryas* (also in Hindi)
- K.A.N. Sastri : *A History of South India* (also in Hindi)
- : *The Cholas* (also in Hindi)
- Romila Thapar : *A History of India, Vol I*, Penguin, 1966 (also in Hindi)
- : *Aśoka & the Decline of the Mauryas*, 3rd impression, Delhi, 1999
- Upinder Singh : *A History of Ancient and Early Medieval India* (From the Stone Age to the 12th Century), Pearson Longman, Delhi, 2009
- विदुला जायसवाल : *भारतीय इतिहास का नव-प्रस्तर युग*, दिल्ली, 1992
- के. के. थपलियाल एवं : *सिन्धु सभ्यता*, लखनऊ, 1976
- रस.पी. शुक्ला : *बुद्धकालीन समाज और धर्म*, पटना, 1972
- रदन मोहन सिंह : *गुप्त साम्राज्य*
- पी.एल. गुप्ता : *उत्तर भारत का राजनीतिक इतिहास*, लखनऊ, 1990
- वेशुद्वानन्द पाठक : *दक्षिण भारत का इतिहास*, वाराणसी, 1968
- लराम श्रीवास्तव : *प्राचीन भारत का इतिहास तथा संस्कृति*, इलाहाबाद
- के.सी. श्रीवास्तव :

PAPER II : HISTORY OF RAJASTHAN (FROM EARLIEST TIMES TO 1956 A.D.)

Section - A

A survey of the sources of the history of Rajasthan. Palaeolithic and Mesolithic cultures in Rajasthan. Extent and characteristics of Chalcolithic and Copper age cultures (Ahar, Balathal, Ganeshwar). Characteristics of Kalibangan culture. Matsyapada and Republican Tribes in Rajasthan. Origin of Rajputs. Rise and expansion of Cholas, Gurjara-Pratiharas and Chahamanas.

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Section - B

But resistance to Muslim incursions in Rajasthan. Mewar under Maharana
Bhambha and Sanga. Maharana Pratap's struggle for independence. Chandrasen's
efforts for freedom. Contribution of Sawai Jai Singh. A brief survey of the main
features of the society and culture in Rajasthan (1200-1750 A.D.), Meera and Dadu. Art
and architecture - fort architecture, temples.

Section - C

Maratha incursions in Rajasthan and their impact. Acceptance of British
suzerainty and its consequences. Administrative and Judicial changes after 1818 A. D.
Social changes - Prohibition of Female Infanticide and Sati. Economic changes - Land
Revenue Settlements. British monopoly of Salt and Opium Trade. Outbreak of 1857 in
Rajasthan. Influence of Arya Samaj in Rajasthan. A brief survey of Peasant
Movements and Tribal Movements. Formation of Praja Mandals and Freedom Struggle
in Rajasthan. Integration of the States of Rajasthan.

द्वितीय प्रश्नपत्र : राजस्थान का इतिहास (आरंभिक काल से 1956 ईस्वी तक)

खण्ड - क


राजस्थान के इतिहास के स्रोतों का सर्वेक्षण। राजस्थान में पुरापाषाणकालीन एवं
घ्यपाषाणकालीन संस्कृतियों। ताम्रपाषाणिक एवं ताम्रयुगीन संस्कृतियों का विस्तार एवं विशेषताएँ
(भाहाड़, मालाथल, गणेश्वर)। कालीबंगा संस्कृति की विशेषताएँ। राजस्थान में मत्स्य जनपद एवं
गतांत्रिक जातियाँ। राजपूतों का उदय। गुहिलों, गुर्जर-प्रतिहारों एवं चाहमनों का उत्कर्ष एवं
स्तार।

खण्ड - ख

राजस्थान में मुस्लिम आक्रमणों का राजपूत प्रतिरोध। महाराणा कुंभा एवं सांगा के अधीन मेवाड़।
महाराणा प्रताप का स्वतंत्रता के लिए संघर्ष। स्वातंत्र्य के लिए चंद्रसेन के प्रयास। सवाई जयसिंह का
गदान। राजस्थान में समाज एवं संस्कृति की मुख्य विशेषताओं का संक्षिप्त सर्वेक्षण (1200-1750 ईस्वी)।
कला एवं स्थापत्य - दुर्ग स्थापत्य, मंदिर।

खण्ड - ग

राजस्थान में मराठा आक्रमण एवं उनका प्रभाव। ब्रिटिश प्रभुत्व का स्वीकार एवं इसके परिणाम।
18 ईस्वी के पश्चात् प्रशासनिक एवं न्यायिक परिवर्तन। सामाजिक परिवर्तन - कन्या-शिशु वध एवं सती
प्रतिमन्थ। आर्थिक परिवर्तन - भू राजस्व बंदोबस्त। नमक एवं अफीम व्यापार पर ब्रिटिश एकाधिकार।
राजस्थान में 1857 का विप्लव। राजस्थान में आर्य समाज का प्रभाव। कृषक आन्दोलनों एवं जनजातीय
स्वतंत्रता का एक संक्षिप्त सर्वेक्षण। राजस्थान में प्रजामंडलों का गठन एवं स्वाधीनता संघर्ष। राजस्थान के
राज्यों का एकीकरण।


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Recommended (अनुशंसित पुस्तकें)

- asharath Sharma : *Rajasthan through the Ages, Vol. I, Bikaner, 1966*
: *Early Chauhan Dynasties, Delhi, 1975*
- N. Sharma : *Rajasthan through the Ages, Vol. II*
: *Mewar and the Mughal Emperors*
: *Social Life in Medieval Rajasthan*
- S. Jain : *Rajasthan through the Ages, Vol. III*
: *Surplus to Subsistence, Delhi, 1994*
: *Concise History of Modern Rajasthan*
- C. Shukla : *Early History of Rajasthan, Delhi, 1978*
- N. Puri : *The History of the Gurjara-Pratiharas, Delhi, 1975*
- anta Rani Sharma: *Society and Culture in Rajasthan c. A.D. 700-900, Delhi, 1996*
- i. Bhatnagar : *Life & Times of Sawai Jai Singh (also in Hindi)*
- N. Misra : *Rajasthan : Prehistoric and Early Historic Foundations, Aryan Books International, New Delhi, 2007*
- D. Sankalia et al : *Excavations at Ahar (Fambavati), 1961-62, Deccan College, Poona, 1969*
- va Hooja : *A History of Rajasthan, Rupa & Co., New Delhi, 2006*
: *The Ahar Culture and Beyond, Oxford, 1988.*
- नाथ शर्मा : *राजस्थान का इतिहास, आगरा*
: *राजस्थान का सांस्कृतिक इतिहास, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर*
: *राजस्थान के इतिहास के स्रोत, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर*
- इनन्द पाठक : *उत्तर भारत का राजनीतिक इतिहास, लखनऊ*
- स. जैन : *आधुनिक राजस्थान का इतिहास, जयपुर*
- साद ध्यास : *आधुनिक राजस्थान का वृक्ष इतिहास. खण्ड I एवं खण्ड II.*
: *राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर*

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POLITICAL SCIENCE

B.A. B.Ed. Part-I Examination-2021

प्रश्न-पत्रों की रूपरेखा

राजनीति विज्ञान के दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र 3 घण्टे की अवधि का होगा तथा प्रश्न-पत्र के अधिकतम 100 अंक होंगे।

प्रत्येक प्रश्न-पत्र के तीन खण्ड होंगे। प्रथम खण्ड 20 अंकों का होगा। इस खण्ड में दो अंकों के 10 अनिवार्य प्रश्न होंगे। जिनमें से प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 20-25 शब्दों में देना होगा।

द्वितीय खण्ड 20 अंकों का होगा। इस खण्ड में 05 अंकों के 04 अनिवार्य प्रश्न होंगे, जिनमें से प्रत्येक का उत्तर 150 शब्दों में अपेक्षित होगा।

तृतीय खण्ड 60 अंकों का होगा। इस खण्ड में तीन भाग होंगे। जिनमें प्रत्येक में 20 अंकों के दो निबंधात्मक प्रश्न होंगे। परीक्षार्थी से प्रत्येक खण्ड में से एक प्रश्न का उत्तर अपेक्षित होगा। प्रत्येक खण्ड से एक प्रश्न का चयन करते हुए कुल 03 प्रश्नों का उत्तर अपेक्षित होगा।

Scheme of Question Papers

There shall be two papers of political Science. Each question paper shall be of three hours duration and of 100 marks.

Each Question Paper shall consist of three Parts. Part I shall carry 20 marks and shall consist of 10 compulsory questions of 2 marks each to be answered in 20-25 words each.

Part II shall carry 20 marks and shall consist of 4 compulsory questions of 5 marks each to be answered in 150 words each.

Part III of the question paper shall carry 60 marks. This part shall be divided into 3 sections each comprising of 2 essay-type questions of 20 marks each. Candidates will be required to attempt one question from each section (3 questions in all, one from each section)

प्रथम प्रश्न- पत्र राजनीति विज्ञान के मूल आधार

खण्ड 'क'

राजनीति विज्ञान: परम्परागत और आधुनिक दृष्टिकोण, व्यवहारवाद व उत्तर व्यवहारवाद, अन्तः अनुशासनात्मक दृष्टिकोण, राजनीति विज्ञान का अन्ध समाज विज्ञानों से संबंध, अवधारणाएँ: शक्ति, सत्ता व वैधता।

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खण्ड 'ख'

राजनीतिक व्यवस्था, राजनीतिक आधुनिकीकरण, राजनीतिक विकास, लोकतंत्र, निरंकुशतंत्र, राजनीतिक दल व दबाव समूह, प्रतिनिधित्व के सिद्धांत, विधि का शासन व संविधानवाद, शासन के अंग व उसके कार्य (आधुनिक दृष्टिकोण के विशिष्ट संदर्भ में)।

खण्ड 'ग'

राजनीतिक विचारधाराएँ: उदारवाद, प्रत्ययवाद, मार्क्सवाद, लोकतांत्रिक समाजवाद, अराजकतावाद व नारीवाद।

Paper-I : Foundations of Political Science

Section-'A'

Traditional and Contemporary Perspective of Political Science, Behaviouralism and Post-Behaviouralism, Inter-disciplinary Approach, Relation of Political Science with other Social Science, Concept: Power, Authority, Legitimacy.

Section-'B'

Political System, Political Development, Political Modernization, Democracy and Dictatorships, Political Parties, Pressure Groups, Theories of Representations, Rule of Law and Constitutionalism, organs of Government and their Functions (with reference to recent trends.)

Section-'C'

Political Ideologies: Liberalism, Idealism, Marxism, Democratic Socialism, Anarchism and Feminism.

Books recommended:-

Asirvatham : Political theory (Hindi and English editions)

Mac Iver: The Modern State

Appadorai: Substance of Politics (Hindi and English editions)

S.B Dubey: Rajnitik Shastra Ke Sidhant

V.k. Arora: Rajniti Vigyan (Gadodia Pustak Bhandar, Bikaner)

J.C Johri: Principles of Political science

Chandradev Prasad: Political ideas

एस.एन. दुबे : डवलपमेंट एण्ड पॉलिटिकल थ्याट इन इण्डिया

इकबाल नारायण : राजनीति शास्त्र के सिद्धांत

पुखराज जैन : राजनीति शास्त्र के मूल आधार

पी.के.चड्ढा : राजनीति शास्त्र के मूल आधार

आर.सी.अग्रवाल : राजनीति शास्त्र के सिद्धांत

डॉ. बी.एम.जैन एवं चन्द्रा हीरावत : राजनीति शास्त्र के आधार

अरुण कुमार त्यागी : राजनीति विज्ञान के मूल आधार

ओ.पी.गाबा : राजनीति विज्ञान के मूल आधार तत्व

रुद्र जैन : राजनीति विज्ञान के सिद्धांत

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द्वितीय प्रश्न -पत्र: प्रतिनिधि भारतीय राजनीतिक विचारक

खण्ड 'क'

मनु, कौटिल्य व शुक्र।

खण्ड 'ख'

राजा राममोहन राय, स्वामी दयानन्द सरस्वती, गोपाल कृष्ण गोखले व बाल गंगाधर तिलक, स्वामी विवेकानन्द।

खण्ड 'ग'

मोहनदास करमचंद गांधी, जवाहर लाल नेहरू, बी.आर. अम्बेडकर, एम.एन. राय, जयप्रकाश नारायण व दीनदयाल उपाध्याय।

Paper- II : Representative Indian Political Thinkers

Section- A

Manu, Kautilya, Shukra.

Section- B

Raja Rammohan Roy, Swami Dayananda Saraswati, Gopal Krishan Gokhale, Bal Gangadhar Tilak, Swami Vivekanand.

Section- C

Mohandas Karamchand Gandhi, Jawahar Lal Nehru, Bhim Rao Ambedkar, M.N.Roy, Jai Prakash Narain and Deen Dayal Upadhyay.

Books recommended: -

Awasthi and Awasthi : Pratinidhi Bhartiya Rajnitik Chintan

V.P Verma : Aadhunik Bhartiya Rajnitik Avam Samajik Chintan

Purshotam Nagar : Aadhunik Bhartiya Chintan.

Vishnoo Bhagavan : Pramukh Bhartiya Rajnitik Vicharak (Adarch Prakashan, Chaura Rasata, Jaipur)

N.P. Verma : Indian Political Thought Vol. I&II

J.P. Sood : Main Currents of Indian Political Thought.

परमात्मा शरण : प्राचीन भारत में राजनीतिक चिन्तन व संस्थाएँ

जे.पी. सूद: मेन करन्ट्स ऑफ इण्डियन पॉलिटिकल थॉट (हिन्दी व अंग्रेजी)

एस.एल.वर्मा व बी.एम. शर्मा : प्रमुख भारतीय राजनीतिक विचारक

वी.पी. वर्मा : भारतीय राजनीतिक व सामाजिक चिन्तन।

ओ.पी. गाबा : प्रमुख भारतीय राजनीतिक विचारक

अवस्थी एवं अवस्थी : भारतीय राजनीतिक चिन्तन

बी.एम.शर्मा : प्रमुख भारतीय राजनीतिक विचारक

मधुकर श्याम चतुर्वेदी : प्रमुख भारतीय राजनीतिक विचार

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Public Administration

Scheme :	Max. Marks	Mini ^{Pass} Marks	Time
<u>Two Papers</u>	200	72	
Paper-I	100	36	3 Hours
Paper-II	100	36	3 Hours

Note : Each paper shall consist of two parts.

Part-I would contain 10 compulsory short answer questions of 4 marks each to be answered in 50 words.

Total Marks : 40

Part-II divided into three sections - each section contains 2 descriptive type question of 20 marks each. The candidates are required to attempt three questions selecting one question from each section.

Total Marks : 60

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Paper - I: Elements of Public Administration.

Section A

Meaning, Nature of Scope of Public Administration, Importance of Public Administration in Modern Society, Public and Private Administration, Evolution of the study of public Administration. Public Administration as a Social Science, Relationship with other Social Sciences - Political Science, Economics, Sociology, Law and Psychology, Approaches to the Study of Public Administration - Classical and Humanistic.

Section B

Organization - Meaning, Formal and Informal Organization, Principles of Organization Hierarchy, Unity of Command, Span of Control, Coordination, Centralization, Decentralization, Authority and Responsibility.

Chief Executive, Line and Staff Agencies, Supervision, Delegation, Leadership, Communication, Decision-making, Public Relations.

Section C

Budget, Meaning and forms, Principles of Budgeting, Budget as a tool of socio-economic Policy, Personnel Administration : Meaning, Nature and Importance, Nature of Bureaucracy, Civil Service and its Role in a developing Society, Classification, Recruitment, Training, Promotion of Civil Servants, Morale and Motivation in Public Administration.

Books Recommended :

1. A. Awasthi, S.R. Maheshwari, Public Administration.
2. C.P. Bhambhari : Public Administration
3. D.R. Sachdeva and Meena Sogani : Public Administration : Concepts and Application.
4. Mohit Bhattacharya : Public Administration.
5. Rumki Basu : Public Administration.
6. M.P. Sharma and B.L. Sadna, Public Administration in Theory and Practice.
7. S.L. Goel, Public Administration - Theory & Practice.
8. Hoshier Singh and Pradeep Sachdeva, Administrative Theory.
9. Ravindra Sharma, Lok Prashashan Ke Tatav.
10. Surendra Katariya, Lok Prashashan Ke Tatav.

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Paper - II : Public Administration in India

Section - A

Historical Background of Indian Administration with special reference in influence of British period, salient features of Indian Administration. The Union Executive : President, Prime Minister and Council of Ministers. The organization and working of the Central Secretariat and Cabinet Secretariat

Section - B

Organisation of Working of Ministry of Home and Ministry of Personnel, Pensions & Public Grievances, Major Forms of Public Enterprises - Departments, Corporations and Companies, Committee on Public Undertakings, Financial Administration : Budget Formulation, Budget Enactment and Budget Execution, Comptroller and Auditor General of India, Public Accounts Committee, Estimates Committee.

Section - C

Personnel Administration : Classification of Indian Civil Services, Recruitment and Training of All India Services. Control over Administration : Legislative, Executive and Judicial; Administrative corruption; Redressal of Public Grievances, Administrative Reforms, Comparative study of Administrative Reforms, Commission I and Administrative Reforms, Commission II with reference of Personnel Administration and Corruption.

Books Recommended :

1. S.R. Maheshwari : Indian Administration.
2. P. Sharan; Public Administration in India.
3. Ramesh Arora & Rajni Goyal : Indian Public Administration.
4. Avasthi & Avasthi : Indian Administration.
5. Hoshjar Singh & Mohinder Singh : Public Administration in India : Theory and Practice.
6. पी.एल. फडिया : भारत में लोक प्रशासन
7. पी.डी. शर्मा एवं बी.एम. शर्मा : भारतीय प्रशासन
8. रविन्द्र शर्मा : भारत में लोक प्रशासन
9. सुरेन्द्र कटारिया : भारत में लोक प्रशासन
10. एस.आर. माहेश्वरी : भारतीय प्रशासन

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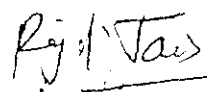
पश्चात् पत्र -- 1 : लोक प्रशासन के तत्त्व

प्रथम खण्ड

लोक प्रशासन का अर्थ, प्रकृति व क्षेत्र, आधुनिक समाज में लोक प्रशासन का महत्त्व, लोक व निजी प्रशासन, लोक प्रशासन के अध्ययन का विकास, लोक प्रशासन एक सामाजिक विज्ञान के रूप में तथा लोक प्रशासन का अन्य सामाजिक विज्ञानों -- राजनीति विज्ञान, अर्थशास्त्र, समाजशास्त्र, कानून व मनोविज्ञान से सम्बन्ध, लोक प्रशासन के अध्ययन के उपपाम-शास्त्रीय एवं मानवीय।

द्वितीय खण्ड

संगठन -- अर्थ, औपचारिक एवं अनौपचारिक संगठन, संगठन के सिद्धान्त -- पदसोपान, आदेश की एकता, नियंत्रण का क्षेत्र, समन्वय, केन्द्रीयकरण, विकेन्द्रीकरण, सत्ता एवं उत्तरदायित्व।


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मुख्य कार्यपालिका, सूत्र एवं स्टाफ अभिकरण, पर्यवेक्षण, प्रत्यायोजन, नेतृत्व, संचार, निर्णय-निर्माण, लोक सम्पर्क।

तृतीय खण्ड

तृतीय खण्ड

बजट : अर्थ एवं प्रकार, बजट के सिद्धान्त, सामाजिक-आर्थिक नीति के साधन के रूप में बजट, कार्मिक प्रशासन : अर्थ, प्रकृति एवं महत्त्व, नौकरशाही की प्रकृति, लोक सेवा और विकासशील समाज में इसकी भूमिका, वर्गीकरण : लोक सेवकों की भर्ती, प्रशिक्षण, पदोन्नति, लोक प्रशासन में मनोबल एवं अभिप्रेरणा।

अनुशंसित पुस्तकें -

1. ए. डेवस्थी, एस.आर. माहेश्वरी : पब्लिक एडमिनिस्ट्रेशन
2. सी.पी. भाम्भरी : पब्लिक एडमिनिस्ट्रेशन
3. डी.आर. सचदेवा एण्ड मीना सोगानी : पब्लिक एडमिनिस्ट्रेशन : कन्सेप्ट्स एण्ड एप्लिकेशन्स
4. मोहित भट्टाचार्य : पब्लिक एडमिनिस्ट्रेशन
5. रूमकी बसु : पब्लिक एडमिनिस्ट्रेशन
6. एम्.पी. शर्मा एण्ड बी.एल. सडाना : पब्लिक एडमिनिस्ट्रेशन इन थ्योरी एण्ड प्रैक्टिस
7. एस.एल. गोयल : पब्लिक एडमिनिस्ट्रेशन - थ्योरी एण्ड प्रैक्टिस
8. ह्योशियार सिंह एण्ड प्रदीप सचदेव : एडमिनिस्ट्रेटिव थ्योरी
9. रविन्द्र शर्मा : लोक प्रशासन के तत्व
10. सुरेन्द्र कटारिया : लोक प्रशासन के तत्व

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द्वितीय पत्र - भारत में लोक प्रशासन

पुष्पम खण्ड

भारतीय प्रशासन की ऐतिहासिक मूठभूमि - ब्रिटिश काल के अंशों के विशेष सन्दर्भ में, भारतीय प्रशासन की मुख्य विशेषताएँ, संघीय कार्यपालिका : राष्ट्रपति, प्रधानमंत्री एवं मंत्रिपरिषद्, केन्द्रीय सचिवालय, मंत्रिमण्डल सचिवालय।

द्वितीय खण्ड

पूह मंत्रालय, कार्मिक पेशन एवं लोक शिक्कायत मंत्रालय का संगठन व कार्यकरण, लोक उद्यमों के प्रमुख प्रकार : विभाग, निगम एवं कम्पनी प्रणाली, लोक उपक्रमों की संसदीय समिति, वित्तीय प्रशासन : बजट का निर्माण, बजट का संसद में अनुमोदन एवं बजट का क्रियान्वयन, नियंत्रक एवं महालेखा परीक्षक, लोक लेखा समिति, अनुमान समिति।

तृतीय खण्ड

कार्मिक प्रशासन : भारतीय लोक सेवकों का वर्गीकरण, अखिल भारतीय सेवाओं में भर्ती एवं प्रशिक्षण, प्रशासन पर नियंत्रण : विधायी, कार्यपालिका व न्यायिक नियंत्रण, प्रशासनिक भ्रष्टाचार, लोक परिवेदनाओं का निवारण, प्रशासनिक सुधार, कार्मिक प्रशासन एवं भ्रष्टाचार के विशेष संदर्भ में प्रथम प्रशासनिक सुधार आयोग एवं द्वितीय प्रशासनिक सुधार आयोग का तुलनात्मक अध्ययन।

अनुशासित पुस्तकें :

1. एस.आर. माहेश्वरी : भारतीय प्रशासन
2. पी. शरण : पब्लिक एडमिनिस्ट्रेशन इन इण्डिया
3. रमेश अरोड़ा एण्ड रजनी गोयल : इण्डियन पब्लिक एडमिनिस्ट्रेशन
4. अवस्थी एण्ड अवस्थी : भारतीय प्रशासन
5. होशियार सिंह एवं प्रदीप सचदेवा : भारतीय प्रशासन
6. बी.एल. फडिया : भारत में लोक प्रशासन
7. पी.डी. शर्मा एण्ड बी.एम. शर्मा : भारतीय प्रशासन
8. रविन्द्र शर्मा : भारत में लोक प्रशासन
9. सुरेन्द्र कटारिया : भारत में लोक प्रशासन
10. एस.आर. माहेश्वरी : भारतीय प्रशासन

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Books Recommended:

1. Lipsey and Crystal : Economics 13ed, Oxford University Press.
2. Karl E. Case, Ray C. Fair and Sharon Oster, Principles of Economics 9th Edition, Pearson Education Inc.
3. Hal R. Varian : Intermediate Microeconomics WW Norton and Co. Fifth Edition.
4. D. Salvatore: Micro Economics, Harper Collins, 1991.
5. H.L. Ahuja: Advanced Economic Theory, S. Chand and Company, New Delhi. (English & Hindi).
6. लक्ष्मीनारायण नाथूरामकाव्यष्टि अर्थशास्त्र, रमेशबुकडिपो, जयपुर।

Reference Books :

1. R.H. Leftwich : Price System and Resource Allocation, Holt, Reinhart and Winston; 3rd Edition.
2. Samuelson and Nordhaus: Economics, McGraw Hill/Irwin; Latest Edition.
3. J.P. Gould and C.E Ferguson: Micro Economic Theory revised By , J.P Gould and E.P. Lazer, All India Traveller Book Seller, Delhi.

Paper – II Indian Economy

Section-A

Basic Features and Present Position of Indian Economy, Natural Resources, Population: Demographic Features and Major trends, Concept of Population Dividend, Population Policy, Human Resource Development. National Income in india: trends and composition. Agriculture: Role and Importance of Agriculture in the Indian Economy, Land Reforms, Growth of Modern Inputs : Irrigation, HYV, Fertilizers. Institutional Credit, Microfinance, Marketing of Agricultural Goods Support Price, Concept of Crop Insurance, Food Security.

Section- B

Industry: Role. Strategy and Challenges, Growth of MSMEs, Public and Private Sector Industries. Industrial Finance, Industrial Policy of 1991, New Policy Initiatives for Industrial Development. New Economic Policy and Disinvestment, Foreign direct investment, Services Sector in India: IT, Education and Health. Foreign Trade: Size, Composition and Direction; Recent trends, Foreign Trade Policy.

Section-C

Planning in India: Objectives and Achievements, NITI Aayog, National Development Agenda, Problems Of Poverty; Unemployment, Inflation And Regional Inequalities; Rural Development programmes and Policy; Sectoral Reforms in Infrastructure after 1991.

Books Recommended :

1. Rudra Datt and K.P.MSundaram: Indian Economy (Hindi & English), S. Chand, New Delhi.
2. S.K. Mishra and V.K. Pure: Indian Economy, Himalaya Publishing House, New Delhi.
3. A.N. Agarwal: Indian Economy, Vikas Publishing Co., New Delhi.
4. Laxminarayan Nathuramka: Bhartiya Arthvyavastha, Ramesh Book Depot, Jaipur.
5. Uma Kapila, Indian Economy since Independence, Academic Foundations.
6. Government of Indian; Economic Survey (Hindi & English.)

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PHILOSOPHY**B.A. B.A. Part-I Examination-2022**

Scheme :

Two Papers	Min. Pass Marks 72	Max. Marks 200
Paper I	3 hrs. duration	Max. Marks 100
Paper II	3 hrs. duration	Max. Marks 100

General Instructions:

- (1) There shall be two question papers: Paper I and Paper II.
- (2) Both the question papers will be in two parts: Part I & Part II
- (3) Part I of the question paper will be of 40 marks in total. This part will consist of twenty compulsory short questions, with 2 marks each. The word limit for these questions shall be upto 50 words. These questions will cover the entire units and there will be no unit wise division of the questions asked in this part.
- (4) Part II of the question paper will be of 60 marks and students will required to write detailed answer in the answer sheet only. If syllabus (course contents) of a paper is divided into two units i.e. Unit A and Unit B, then in this part of the question paper six questions will be asked in total: three questions from each unit. Student will be asked to attempt three questions in total and at least one question from each unit. Each question will be of 20 marks. If syllabus (course contents) of a paper is divided into three Units i.e. Unit A, B & C then in the Part II of the question paper, which consist of Essay type questions, six questions will be asked in total: two questions from each Unit. Students will be required to attempt three questions in total and one question from each Unit. The ideal word limit for these questions is 500-600 words.

Paper I: Indian Philosophy**Unit A:**

1. Nature of Indian Philosophy: plurality as well as common concerns.
2. Basic concepts of the Vedic and the Upanisadic world-views, Rta (the cosmic order): the divine and the human realms, the centrality of the institution of Yajna (sacrifice), Rna (duty/obligation).
3. Carvaka school: its epistemology, metaphysics and ethics.
4. Jainism: concepts of sat, dravya, guna, paryaya, jiva, ajiva, anekantavada, syadvada and nayavada, pramanas, ahimsa, bondage and liberation.

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5. Buddhism: theory of pramanas, theory of dependent origination, the four noble truths, doctrine of momentariness, theory of no-soul. A brief introduction of the schools of buddhism: Vaibhasika, Sautrantika, Yogacara, Madhyamika.

Unit B :

1. Nyaya: theory of pramanas, the individual self and its liberation, the idea of God and proofs for his existence.
2. Vaisesika: Padarthas: dravya, guna, karma, samanya, samavaya, visesha, abhava, Causation: asatkaryavada, karana: samavayi, asamavayi & nimitta, paramanuvada, adrsta, nihsreyas.
3. Samkhya: causation, satkaryavada, prakrti, its constituents, evolutes and arguments for its existence, purusa, arguments for its existence and plurality of purusas, relationship between prakrti and purusa, kaivalya, atheism.
4. Yoga: citta and citta-vrtti, eightfold path, God.

Unit C:

1. Purva Mimamsa: Pramana-mimamsa, Self.
2. Advaita: nirguna brahman, adhyasa, rejection of difference, vivartavada, maya, three grades of satta, pramanas, jiva, jivanmukti.
3. Visistadvaita: saguna brahman, refutation of maya, parinamavada, aprthaksiddhi, jiva, bhakti and prapatti, rejection of jivanmukti.

Prescribed Reading:

1. Dutta & Chatterjee : *Introduction to Indian Philosophy* (Hindi translation available)

Suggested Readings :

- M. Hiriyanna : *Outlines of Indian Philosophy* (Hindi translation available)
C.D. Sharma : *A Critical Survey of Indian Philosophy* (Hindi translation available)
S.N. Dasgupta : *A History of Indian Philosophy, Vols. I to V* (Hindi translation available, Hindi Granth Academy, Jaipur)
S. Radhakrishnan: *Indian Philosophy, Vols. I & II*, (Hindi translation available, Rajkamal, Delhi).
R.D. Ranade : *A Constructive Survey of Upanisadic Philosophy* (Hindi translation available, Hindi Granth Academy, Jaipur)
R. Puligandla : *Fundamentals of Indian Philosophy*
संगम लाल पाण्डे : *भारतीय दर्शन का सर्वेक्षण*, सेन्ट्रल पब्लिशिंग हाऊस, इलाहाबाद।

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PSYCHOLOGYB.A. ~~B.A.~~ Part-I Examination-2023**SCHEME OF EXAMINATION:**

Faculty	Max. Marks	Min. Passing Marks
Arts	200	72 (Th.54 Pr.18)
Science	150	54 (Th.36 Pr. 18)

Paper	Nomenclature	Duration	Max. Marks	
			Arts	Science
I	Basic Psychological Processes	3 Hrs.	75	50
II	Social Psychology	3 Hrs.	75	50
III	Practical	3 Hrs.	50	50

NOTE:-

1. There will be three papers in Psychology. Each paper will be of 3 hours. There will be a common paper for Arts and Science. In I and II Papers there will be 3 Sections A, B and C and will cover the entire course content of the paper.

Section-A Will contain 10 questions of 20 words each. Each question will be of 1.5 marks for Arts students and 1 mark for Science students. Thus, Part-A will be of 15 marks for Arts students and of 10 marks for Science students.

Section-B Will contain 7 questions of 50 words each, out of which students are required to attempt 5 questions. Each question will be of 3 marks for Arts students and of 2marks for Science students. Thus, Part-B will be of 15 marks for Arts student and of 10 marks for Science students.

Section-C Will contain 3 long questions each with internal choice. Each question will be of 15 marks for Arts students and 10 marks for Science students. Thus, Part-C will be of 45 marks for Arts students and 30 marks for Science students.

For clarification the distribution of marks is tabulated as below:-

ARTS			
Section	No. of Questions	Marks	Total
A	10	1.5	15
B	5 (Out of 7)	03	15
C	3 (With internal choice)	15	45
Total Marks			75

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SCIENCE			
Section	No. of Questions	Marks	Total
A	10	01	10
B	5 (Out of 7)	02	1
C	3 (With internal choice)	10	45
Total Marks			75

Paper I - Basic Psychological Processes

Section-A

1. Introduction: Definition and Goals of Psychology; History- Structuralism, Functionalism, Behaviorism, Gestalt and Psychoanalysis; Modern Perspectives- Biological, Psychodynamic, Behavioral, Cognitive, Humanistic, Evolutionary and Socio-cultural; Methods- Observation, Case Study, Surveys and Experimental.
2. Biological Basis of Behavior: The Nervous System-Structure and Functions of Neuron. Structure and Functions of Central Nervous System and Peripheral Nervous System
3. Sensation and Perception: Sensation- Meaning, Sensory Receptors, Sensory Thresholds, Habituation and Sensory Adaptation. Perception- Meaning, Constancies- Size, Shape and Brightness, Gestalt Principles, Factors Influencing Perception.

Section-B


4. Learning: Definition and Theories- Classical Conditioning, Operant Conditioning, Cognitive Learning, Observational Learning.
5. Memory: Definition; Encoding, Storage and Retrieval Processes; Models- Level of Processing, Parallel Distributed Processing and Information Processing- Sensory, Short Term and Long Term Memory; Forgetting- Nature and Causes.
6. Motivation and Emotion: Motivation - Meaning and Approaches- Instinct, Drive-reduction, Arousal, Incentive and Humanistic. Emotion- Elements: Physiology, Expression and Subjective Experience; Theories- Cannon-Bard, James-Lange, Schachter-Singer, Opponent-Process.

Section-C

7. Cognition: Thinking- Mental Imagery and Concepts; Problem Solving- Trial and Error, Algorithms, Heuristics, Insight; Barriers to Problem Solving.
8. Intelligence: Definition and Theories- Spearman, Guilford, Cattell, Sternberg, Gardner; Meaning of IQ; Intelligence Tests.
9. Personality: Definition; Type Theories and Trait Theories - Allport, Cattell, McCrae and Costa; Personality Assessment- Self-report Inventories, Projective Tests and Behavioural Assessments.

Books Recommended:

- Baron, R.A. & Misra, G. (2015). *Psychology*. New Delhi: Pearson Education India.


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B.A. B.Ed. Part – I

DRAWING & PAINTING

EXAMINATION SCHEME :

	Duration	M.M.	Min. Pass Marks
Theory Paper I Fundamentals of Arts	3 hrs.	90	32 ^{1/2}
Practical Paper II			
Part A- Study from object	3 hrs.	45	32 ^{1/2}
Part B-Creative Design	3hrs.	45	
Submission of Works (A & B)		20	07
Total		200	72

Paper I : Fundamental of Art

Note : The paper consist of two parts :-

Part -I: Carries 30 marks and consist of 15 short type questions of 2 marks each.

Part -II: Carries 60 marks divided into three sections 4 questions of 15 marks each with internal choice. Candidates are required to attempt four questions selecting one question from each section. Each answer should be limited in 700-800 words.

Section – A

Meaning and Definition of Art, Importance of Art, Visual and Performing Arts (Painting, Sculpture, Music, Dance and Drama), Various Art Styles – Tribal and Folk Art, Child Art, Classical and Modern Art.

Creative Process – Observation, Perception, Imagination and Creative Expression.

Section – B

Elements of Painting – Line, Form, Colour, Tone, Texture, Space.

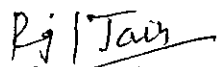
Principles of Composition – Unity, Harmony, Balance, Rhythm, Dominance, Proportion, Perspective, Drawing and Rendering.

Section – C

Art Techniques and Materials – Fresco–Buno and Secco, Wash and Wash, Graphic Art – Lino, Wood Cut, Etching, Colograph, Lithograph etc., Colour Media and Technique - Oil, Water, Acrylic, Tempera, Pastel.

Books Recommended :

1. Survey of Indian Sculpture - S.K. Saraswati.
2. Bhartiya Murtikala - Rai Krishna Das. Nagri Pracharini Sabha, Varanasi (Kashi) AD 2030
3. Bhartiya Murtikala - Rama Nath Mishra.
4. Kala Ke Pran Buddha - Jagdeesh Gupta.
5. Studies in Indian Art - V.S. Agarwal.
6. Saga of Indian Sculpture - K.M. Munshi
7. Roop Prad Kala Ke Mooladhar - Shri Kumar Sharma, R.A. Agrawal. International publishing house, Meerut, 2004.
8. Fundamentals of Design - Donald M. Enderson.
9. Visual Dialogue - Nathan Knobler, New York, 1971
10. कला के नवीन स्वरूप - नरेन्द्र सिंह यादव, अजय यादव, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 2015


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**Paper – II Practical
Part-A**

**Study from Objects
size ½ Imp.**

Medium water colour

3 hrs. duration

A group of objects (not more than four) should be arranged against drapery background with a flat foreground. The objects should include common articles of daily use with fruits and vegetable etc.

Part-B

Creative design

Medium any medium

size ½ Imp.

3 hrs. duration

Two dimensional design should be made giving stress on stylisation, colour-scheme and texture etc.

Practical paper shall have two sessions of three hours each excluding break of one hour.

Submission of practical work Max. Marks 20 Min. Pass Marks 7

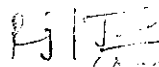
- (a) 3 plates of pencil shading and 5 plates of study from objects with water colour.
- (b) 8 plates of creative design.
- (c) A sketch book of not less than 50 sketches.

Note : Submission of work will be submitted to the Head of the Department of Drawing and Painting of the College fifteen days before the commencement of examination. The marks in the submission will be awarded by the subject teacher (internal). However, the external examiner shall be empowered to review the work of the submission in case there is a drastic difference between the marks of the examination and submission.

Submission work will be retained till the declaration of the result and returned to the Candidate by the Department thereafter. If no claim is made within two months of the declaration of the result, the submission will be destroyed.

Note:

- (a) Candidate should pass in theory as well as in practical paper separately.
- (b) There should be minimum 09 hours (12 Period) for the regular study including two hours for sketching.
- (c) Minimum three demonstrations should be arranged by the subject expert during the session for each practical paper.
- (d) The Department should also arrange for an Educational tour to Ancient Art centres like Ajanta, Ellora, Elephanta, Khujraho, Mahabalipuram etc. once a year.
- (e) Practical examination will be conducted at the centres and the practical work will be examined external examiner. The examiner will examine the answer books in consultation with and internal examiner who is the subject teacher of the Department of Drawing and Painting. University may centralize the practical examination at few well equipped Departments to hold examination economically.


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GEOGRAPHY**B.A. B. Part-I 2021**

Scheme of Examination

Faculty	Min. Pass Marks	Max. Marks
Arts/Social Science	72	200
Science	54	150
Paper I	Physical Geography	Arts 75 Science 50
Paper II	Geography of Rajasthan	Arts 75 Science 50
Practical	18	Arts 50 Science

Notes

- Students are permitted to use the stencils, simple calculator and log tables wherever needed in both theory and practical examinations. Each theory paper will have a teaching of hours per week.
- There will be a common paper for Arts and Science.
- Q.1 will be compulsory and will cover the entire course of the paper.
Q. No. 1 of 20% marks of the maximum marks be set in two parts.
 - Part (a) will have ten items for locating on a map (to be supplied by examination centre) carrying 10% marks of the maximum marks and candidate shall attempt any five items.
 - Part (b) will have 10 short answer questions carrying 10% marks and candidate shall attempt any five items
- Remaining 9 questions carrying equal marks will be set with three questions from each section of the syllabus.
- Candidate will attempt 5 questions in all including question No. 1 selecting at least one question from each section.
- Practical examination will be conducted by the Board of Examiners.
- The Candidate will have to pass in theory and practical separately
- The non collegiate candidate will have to attend a practical training camp of 48 hours at a college affiliated to the University of Rajasthan, Jaipur notified by the University from time to time in which Geography subject is taught on payment of fee fixed by the University. The candidates appearing at examination from any examination centre located in Jaipur City will attend the practical camp at the University Post Graduate Department on payment of fee fixed by the University. The candidate will procure Certificate of successful completion of practical training camp from the College/ Department of Geography and produce the same at the of practical examinations.

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HOME SCIENCE**B.A. B.Ed. ~~XXXXXX~~ Part-I Examination-2021****Examination Scheme in each Year**

- Each Theory paper will contain nine questions having three questions from each unit. Candidates are required to attempt five questions in all selecting at least one question from each unit. Each question will be of 10 marks.

Eligibility

- Those students who have passed 12th class or intermediate under the scheme of 10+2 with minimum 48% marks in aggregate are eligible for admission in BA (Part I)

Learning Outcome of the Course

The following learning outcomes of this course are :-

- The course will enable the students to have an in depth understanding of the several concerns pertaining to family and community. After program of study they shall become more effective and better at handling the requirements of their family and community related to nutrition, human relationships, resource management and textiles and clothing.
- The student shall have knowledge about management of family resources and be able to do designing of interiors and plan their housing requirements.
- They shall have knowledge about the nutritional requirements through the various stages of life cycle and shall learn skills for cooking various food groups. They shall also have a basic knowledge about therapeutic nutrition and management of simple illnesses.
- The students shall have an understanding of family and lifespan development; and shall learn about the developmental milestones. It will enable them to achieve balance in their family relationships.
- This course will give them knowledge about textiles and clothing, and will help them in selection of appropriate textiles and apparel. It will provide them with basic stitching and finishing skills.
- They will also have an understanding of the reproductive issues of women through various stages, and shall enable them to care for new born, infants, pregnant and lactating mothers.
- The vocational training options shall enable the students to take up an area of their interest and convert it into a profitable enterprise. They can opt for event management, food preservation, nutrition education programs, early childhood education, dyeing and printing or extension activity management.

BA Home Science Part I

Paper	Subjects	Duration of exam	Maximum marks	Minimum marks	No. of hrs/wk
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Theory Paper I	Family Resource Management	3hrs	50	18	4
Practical I	Family Resource Management	3hrs	50	18	2
Theory Paper II	Foods & Nutrition	3hrs	50	18	4
Practical II	Foods & Nutrition	3hrs	50	18	2
		Total	200	72	12

B.A. PART I**FAMILY RESOURCE MANAGEMENT (THEORY PAPER I)**

Maximum Marks: 50

Minimum Marks: 18

Teaching workload: 4 hrs /week

Total teaching workload: 96 hrs/ year

Learning Outcomes

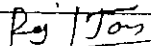
1. Students will develop an insight in managing family resources i.e. time , money, and energy.
2. The procedure of handling money and savings and investment will be learnt.
3. There will be a general insight regarding consumer rights and responsibilities.
4. Students will develop an insight in house planning and interior decoration

Objectives :

1. To understand the meaning of resources management concepts related to management.
2. To apply managerial process to management of time, energy and money.
3. To understand saving, investment and credit pattern of family.
4. To increase awareness about consumer problems, rights, responsibilities & protection laws

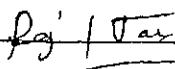
Contents :**UNIT-I****Housing****Hours**

- | | |
|--|---|
| 1. Function & family need of housing | 2 |
| 2. Principles of house planning: aspect, prospect, grouping of room, roominess, privacy, orientation, circulation, flexibility, spaciousness, aesthetics economy, ventilation services | 7 |
| 3. Site selection: <ul style="list-style-type: none"> • Vegetation: <ol style="list-style-type: none"> i. size ii. soil types drainage iii. contour (shape) iv. orientation | 3 |
| 4. Elements and principles of arts and design as related to interior decoration with specific reference to color and light | 8 |
| 5. Floor decoration with use of elementary art | |


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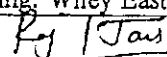
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6. Table setting & etiquettes	2 1
UNIT II	
Interior designing	
7. Room arrangement and decoration - arrangement of furniture, furnishings and accessories in various rooms.	8
8. Kitchen planning, importance of counters, storage, principles, working heights.	8
9. Selection and care of household equipment (without reference to any specific equipment)	2
10. Household waste & its management by 3R	4
11. Flower decoration	5
• Basic equipments	
• Vases and containers	
• Preparing plant material	
• Shaping an arrangement	
12. Furniture	4
• Types of furniture	
• Selection use & care	
• Arrangement of furniture in various rooms	
13. Consumer problems, rights & responsibilities	3
14. Seeking redressal to consumer problems with special reference to consumer courts	5
UNIT-III	
Resource Management	
15. Meaning, definition and importance of home management	4
16. Process of management:	5
• planning,	
• Organization,	
• Implementation,	
• controlling and evaluation	
17. Introduction to motivational factor (meaning and types)	5
• Values	
• Goals	
• Standards	
• Decision Making	
• Resources	
18. Time management:	5
• Tools in time management	
i. Time cost	
ii. Time norms	
iii. Peak loads	
iv. Work curve and rest periods	
• Process of managing time	
19. Energy Management:	
• Process of energy management	


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<ul style="list-style-type: none"> • Fatigue • Body mechanics • Works simplification -Mundel's Classes of changes • Ergonomics: Meaning, importance & its components 	7
<p>20. Money Management</p> <ul style="list-style-type: none"> • Family Income: sources & type • Budget: Definition & Process of budget making • Saving, investment and raising housing loan: <ol style="list-style-type: none"> i. Definition & Objectives ii. Channels: bank, insurance, post office <p>NOTE: Seminar presentations on selected topics from unit I and unit II</p>	8
<p>References:</p> <ol style="list-style-type: none"> 1. Agarwal S (2009). Grah Prabandh Manual. Shivam book house. Jaipur. 2. Birrel Verla Leone (1967). Colour and Design. A Basic Text (Vol. I & II). Digest submitted in requirement for the degree of education in Teacher college Columbia university 3. Bryan Lawson (1980). How Designer Think. Architectural press Ltd. 4. David H, Bangs Jr. The market planning guides. Gougotera Publishing. 3rd Ed 5. Don Welers (1974). Who buys- A Study of the Consumer. 6. Donnelly JH, Gibson JL and Ivancevich JM (1995). Fundamental of Management. Chicago. 7. Fisher CD (1997). Human resource management Chennai: All Indian publishers and distributors. 8. Gillat M & Goldstein V (1967). Art Everyday Life. Oxford & IBH publishing Co. New Delhi. 9. Goldsteim M & Goldstein V (1967). Art Everything Life. Mc Graw hill Books Comp. Ltd. New York. 10. Gross I & Crandall E (1963), Management for Modern families, Appleton Counter Contry Craft. New York. 11. Gross IH Crandall, Crandall EW and Knoll MM (1980). Management for modern families. Macmillan. 12. Halse Altert O (1978). The use of colour in interior. Mc Graw, Hill Books Comp. Ltd. New York. 2nd Ed. 13. Harburgsen Gaillhyn (1980). Design Concepts. Allyn & Bacon Inc. 14. Kale MG (1998). Management and human resources. 15. Kolter Philip, Armstrong Greg (1992). Principles of Marketing. Prentice Hall of Indian, New Delhi. 5th Ed. 16. Leland, J. Gordon, Stewart, M, Lee (1974). Economics and consumer. S'Van Nostrand Co. New York. 7th Ed. 17. Mullick, Premlata (2000). Textbook of Home Science. Kalyani Publishers, New Delhi. 18. Nickell P and Dosery JM (1970). Management in family living. Wiley Eastern Ltd. 	


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19. Patani M (2010). Home Management. Star publication, Agra.
20. Sethi M and Seetharaman P (1994). Consumerism- A growing concept. Phoenix Publishing House, New Delhi.
21. Sherlekar SA (1990) Trade Practices & consumerism. Himalaya Publishing House. , Mumbai.
22. Steidle RE & Bratton EC (1968). Work in the Home. John Wiley and Sons. New York, London.
23. Thomson CH (1970). Home with Character. Massachusetts. C. Health & Co. Lexington. III rd Ed.
24. Varghese MA, Ogle M, Srinivasan K (1985). Home Management. Wiley Eastern Publishers, New Delhi.

FAMILY RESOURCE MANAGEMENT (PRACTICAL I)

Maximum marks: 50

Minimum marks: 18

Teaching workload: 1 practical/ week (2 hours/ practical)

Total teaching workload: 24 practical/ batch

Objectives:

1. To help students understand various banking procedures.
2. To help students understand house planning and interior decoration.

Contents:

Hours

1. Project work on money management:	4
<ul style="list-style-type: none"> • How to open various accounts in the bank. • Filling up of slips/forms of bank and post office. <ol style="list-style-type: none"> i. Application for draft ii. Cheques iii. Withdrawal slip iv. Money order form v. Application for housing loan 	
2. Floor decoration: Alpana ,Rangoli & Mandana	2
3. Flower arrangement: fresh and dry arrangements.	2
4. Table setting	1
5. Best out of waste (one article)	1
6. Cleaning of wood, stone, tiles, metal & glass.	1
7. House plans :	6
<ul style="list-style-type: none"> • For various income groups (LIG,MIG,HIG) <ol style="list-style-type: none"> i. Drawing of architectural symbols of house plan ii. Architectural symbols of electricity plan iii. Furniture symbols • Rooms (making any one paper model) <ol style="list-style-type: none"> i. Drawing Room ii. Dining cum leaving room iii. Children study room iv. Bed room 	3

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v. Pooja Room	4
• Kitchen planning (making any one paper model)	
i. One wall	
ii. Two wall	
iii. L shape	
iv. U shape	

Examination scheme:

Total Marks: 50 marks

Major: house plan/paper plan of rooms/paper plan of kitchen : 15 marks

Minor - I: Table setting/flower arrangement: 8 marks

Minor - II: Floor decoration/cleaning/filling of forms: 7 marks

Internal - 20 marks

FOODS & NUTRITION(THEORY PAPER II)

Maximum Marks: 50

Minimum marks: 18

Teaching workload: 4 hrs /week

Total teaching workload: 96 hours/week


Learning outcome:

After studying the subject, the student will possess the basic knowledge of food groups, nutrients and basic metabolism related to nutrition in humans. This will further help them in the selection of healthy diet. Knowledge of various cooking methods and meal planning will enable them to cook and select healthy foods for themselves and their families. This subject will also give them basic understanding about nutritional needs in the various stages of life cycle and during disease.

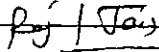
Objectives:-

1. To give knowledge about basics of nutrition, nutrients and metabolism.
2. To give knowledge about meal planning for families and individuals.
3. To give knowledge about Normal & Therapeutic nutrition.
4. To give knowledge about Nutritional problems of public importance.

Contents	Hours
Unit I	
1. Definition of foods and nutrition, 5 basic food groups, balanced diet	4
2. Function of food: <ul style="list-style-type: none"> • Physiological – hunger, appetite, satiety • Psychological • Social, economic, cultural 	
3. Functions, sources, daily allowances of: <ul style="list-style-type: none"> • Macro nutrients <ol style="list-style-type: none"> i. Carbohydrates ii. Proteins iii. Fats 	


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<ul style="list-style-type: none"> • Micro nutrients <ul style="list-style-type: none"> i. Minerals – calcium, iron, iodine, fluorine ii. Vitamins <ul style="list-style-type: none"> Water soluble – B complex vitamins, vitamin C Fat Soluble – A, D, E & K 	15
<ul style="list-style-type: none"> • Water 	2
<ul style="list-style-type: none"> • Energy metabolism <ul style="list-style-type: none"> i. Contributors of energy ii. BMR and factors affecting BMR 	5
Unit II	
4. Meal Planning <ul style="list-style-type: none"> • Importance and factors affecting meal planning • Factors affecting food intake • Sample menu for adult male and female 	4
5. Normal nutrition – nutritional requirements, physiological demands, problems, dietary guidelines for: <ul style="list-style-type: none"> • Pregnancy • Lactation • Infancy (with special emphasis on breastfeeding and complementary feeding) • Preschool child • School going children • Adolescent • Adult • Elderly person 	26
Unit III	
6. Therapeutic nutrition <ul style="list-style-type: none"> • Modification of normal diet to therapeutic diet • Dietary management of the following: <ul style="list-style-type: none"> i. Weight management – obesity, underweight ii. Diseases of gastrointestinal tract – indigestion, diarrhea and constipation iii. Fever 	22
7. Nutritional importance of public health importance and their management: <ul style="list-style-type: none"> • Protein Energy Malnutrition • Anemia • Vitamin A deficiency 	10
References: <ol style="list-style-type: none"> 1. Srilakshmi B (2011). Dietetics. New Age International Publishers 2. Srilakshmi, B. Food Science, new Age International (P) Ltd. Publishers, New Delhi, 3. Swaminathan MS(2010) Aahar evam Poshan, NR Brothers,MY Hospital Marg, Indore, 4. Kumud Khanna, Sharda Gupta, Santosh Jain Passi, Rama Sethi, Ranjana Mahna & Seema Puri (2005), Elite Publishing House Pvt. Ltd. Ansari Road, Darya Ganj, New Delhi 	


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5. Mudambi, S.R. and Rajagopal. M.V., 1997 Fundamentals of Foods & Nutrition, New Age International (P) Ltd, New Delhi.

FOODS AND NUTRITION (PRACTICAL II)

Maximum marks: 50

Minimum marks: 18

Teaching workload: 1 practicals/ week (2 hours/ practical)

Total teaching workload: 24 practicals/ batch

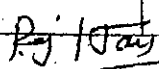
Learning outcome:-

This practical will enable the students to learn basic cooking skills and various methods of cooking used. It will help them to plan and prepare appropriate dishes for people of various age groups. They will learn about dietary management of various diseases.

Objectives:-

1. To give knowledge about basics of methods of cooking.
2. To learn cooking of various food groups.
3. To understand about planning for Normal & Therapeutic nutrition.
4. To learn to plan and prepare foods for various nutritional problems of public importance

Contents:	Hours
Methods of cooking: - Preparation of any four dishes by using the different methods of cooking (Steaming/Simmering/Frying/Baking/Roasting):	
<ul style="list-style-type: none"> • Preparation of Beverages – Tea (hot & iced), Coffee (Hot & Cold), Chaach, lassi, milk shakes, fruit punch (using squashes & fresh fruits), lemonade, jaljeera, aamla shake, aam panna, mocktails (any 2) mirinda shake. 	2
<ul style="list-style-type: none"> • Cereal cookery – Chapaati, puri (Plain, missi), Parantha (Stuffed, plain), rice, Cheela, bhatura, Idli, Muthia mathri (namak para, shakkar para), chowmein, pizza, sandwiches (open toasted & vegetable), Cake, Biscuit, Nan khatai 	2
<ul style="list-style-type: none"> • Legumes & pulses - daal (plain & daal fry), rajma, chhole, dal makhani, kadhi mangodi, dahivada, dal pakodi, besan pakodi, sprout chaat, dal halwa. Dhokla, muthia, Kadhi 	2
<ul style="list-style-type: none"> • Vegetables –Dry Vegetables (for e.g. aalu gobi, methi aalu, arbi, bhindi), stuffed vegetables (bhindi, capsicum), vegetables with gravy (dahi aalu, malai kofta, gatta, dum aalu, kadhai panner, shahi paneer), baked vegetables, soups (clear & cream), salads & salad dressings (mayonnaise, lemon, vinegar). 	4
<ul style="list-style-type: none"> • Milk & Milk products – Paneer, khoa, curd, shrikhand, kheer, rabri, fruit custard, raita, fruit cream, Kheer, Custard, Stews- apple & pear 	2
<ul style="list-style-type: none"> • Savory food preparation- dosa, uttapam, mixed veg outlets, hara bhara kabab, burger, samosa, kofta, kachori, vada, pav bhaji, sago khichri, bhelpuri. 	2


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• Sweets- jalebi, sandesh, laddu, coconut barfi, gujiya	2
Meal planning for	
• Exchange Lists	1
• Adult man/woman	
• Pregnant Woman	
• Lactating Woman	
• Packed lunch for school going child	15
• Elderly	
Examination scheme:	
Total Marks: 50 marks	
1. Major problem -	20 marks
Meal Planning and preparation of one dish for any one of the following	
• Pregnant woman	
• Lactating woman	
• Packed lunch for school going child adult man / woman	
• Elderly	
2. Minor Problem -	10 marks
Preparation of one dish from	
1. Any one method of cooking	
2. Any one food group (cereals, vegetable, milk etc.)	
3. Internal -	20 marks

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B.A. PART I
INDIAN MUSIC (VOCAL)

Scheme :

Number of Student-

➤ Max.- 15

➤ Min. - 04

Paper I	3 hrs. duration	Max.Marks 40	Min. Marks 15
Paper II	3 hrs. duration	Max.Marks 40	Min. Marks 15
Practical	1 hr. per candidate	Max. Marks120	Min. Marks 43

Teaching Hours

Practical

6 Hours Per Week

Theory

Paper -I 2 Hours Per Week

Paper -II 2 Hours Per Week

Total Teaching Hours for practical - 06, Theory - 04 Hours Per Week

Note : Each theory paper will contain nine questions having three questions in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

❖ Candidates must pass separately in each of the paper Theory and Practical wherever prescribed.

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Theory:-

Paper-I

Principles of Indian Music (Vocal)

Common with Instrumental

Section –A

Paper : I

3 hrs. duration.

Max. Marks-40 Min. Marks-15

1. Definition and explanations of the Following: Naad, Shruti, Swar Saptak, That, Raga, Mukhra, Sthai, Antara, Vadi, Samvadi, Anuvadi, Vivadi, Taal, Laya, Matra, Sam, Khali, Avartan, Theka, Alap, Taan, Bol-alap, Boi-taan, Sargam. Tihai, Maseetkhani Gat and Rajakhani Gat.
2. Critical study of all the Ragas, Identification and development of Raga through Alaps : Yaman, Bageshwari, Alhaiya Bilawal, Bhoopali, Hindol, Hameer, Des and Bhimpalasi.

Section –B

3. Important and Basic rules regarding Hindustani Music.
4. Writing of the prescribed Talas, with Dugun, Dhamar, Keharva, Trital, Jhaptal, Ektal, Chautal, Dadra.

Section –C

5. Classification of Indian instruments.
6. Notation writing of Composition in the prescribed Ragas.

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Paper-II

History of Indian Music(Vocal)
Common with Instrumental

Paper: II

3 hrs. duration

Max.Marks-40 Min. Marks-15

Note : The paper will contain five questions, having three questions in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

Section – A

1. Definition of RaagLakshan, Nayak, GayakKalawant and Gandharava, Adat, Jigar,Hisab, Varieties of Gamakand Taan.
2. Detailed study of the Notation system of Pt. Vishnu Digamber Paluskar and Pt. V.N. Bhatkhande.

Section – B

3. Contribution of the following:
Jaideo, Swami Haridas, Amir Khusro, Tansen.
4. General study : Development of Music from 13th to 18th century with special reference to : (a) Religion and Music, (b) Musical Compositions, (c) Musical Instruments.

Section – C

5. Use and description of the following instruments: Tabla, Tanpura, Sitar and Harmonium.
6. Elementary knowledge of the following dances :Katthak. Bharat Natyam, Kathakali and Manipuri.

Practical Vocal

There shall be one practical paper. (conducted by two different Examiners : External and Internal)

(Non-collegiate candidates will have to attend a practical course of forty eight hours at university allotted centres)

Presentation of Ragas & Viva-voce

Duration of Exam. : 1 hour per candidate.

Max. Marks 120, Min. Marks. 43

(Pertaining to general questions on Raga, Laya and Taal and to sing and play all the Ragas prescribed in the syllabus).

Detailed Course:

1. To sing a given musical piece and to recognize the raga.
2. To show the difference of ragas by means of characteristics swarvistaras and to play swar-vistar in all the ragas.
3. Knowledge of bolas and Thekas on Hand Palm and Tabla to recognize prescribe Talas in syllabus as -Dhamar, Tilwara, Trital, Ektal, Chautal, Kaharva and Dadra.
4. To sing Aroh, Avroh, Pakad and Swar Vistar of the following ragas- Yaman, Bageshree, Bhoopali, Bheempalasi, AlhaiyaBilawal, Hindol, and Desh.
5. To sing and play aBadaKhyal andChhotaKhyal with sufficient varieties of Aalap-Tanas in the following Three ragas.
(i) Yaman (ii) Bageshree (iii) Bheempalasi.
6. With the accompaniment of tabla to singChhotaKhyal withAalap-Tanas in any Three ragas of the following
(i) Alhaiya-bilawal (ii) Hindol (iii) Bhoopali
(iv) Des.
7. With to play a composition composed in other than trital in any of the ragas / One Dhruvpad and Dhamaar with Dugun in any Ragas mentioned in clause 4 but not selected under

clause 5 & 6

8. To sing Light-classical / Bhajan composition in the prescribe Ragas.
9. One Sargam.

Books Recommended :

1. A Short Historical Survey of the Music of Northern India by Pt. V.N. Bhatkhande.
2. संगीत के जीवन पृष्ठ - एस.एन.राय।
3. Vadya shastra - Shri Harish Chandra Srivastava,
4. Hamare Sangeet Ratna Sangeet Karyalaya, Hathras.
5. Sangeet Visharad by Basant.
6. Comparative Study of the Music of the 15th 16th and 17th Centuries, By Pt. V.N. Bhatkhande (Sangeet Karyalaya, Hathras.)
7. Sangeet Kaumudi-Vikramaditya Singh, V. Nigam.
8. Tan Malika, Pt. III (Uttararacha) by Raja Bhaiya Poonchwale.
9. Hindustani Music : Its Physics and Aesthetics by G.S. Ranade, Sangeet Karyalaya, Hathras.
10. Music of Hindustan - Fox Staug Ways.
11. Origin of Ragas- Bandopadhyaya.
12. The Music of India by H.A. Popley.
13. Hindustani Sangeet Paddyati (Shastra) by Pt. Bhatkhande
14. Sangeet Mani Part-I,II- Maharani Sharma
15. SangeetSwarit- Ramakantdivedi
16. Swaranjali- Dr. Sharda Mishra
17. RaagRoopanjali- Prof. Pushpa Vasu

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B.A. PART I
INDIAN MUSIC (INSTRUMENTAL)

Scheme :

Number of Student-

➤ Max.- 15

➤ Min. -- 04

Paper I	3 hrs. duration	Max.Marks 40	Min. Marks 15
Paper II	3 hrs. duration	Max.Marks 40	Min. Marks 15
Practical	1 hr. per candidate	Max. Marks120	Min. Marks 43

Teaching Hours

Practical

6 Hours Per Week

Theory

Paper -I 2 Hours Per Week

Paper -II 2 Hours Per Week

Total Teaching Hours for practical - 06, Theory - 04 Hours Per Week

Note : Each theory paper will contain nine questions having three questions in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

❖ Candidates must pass separately in each of the paper Theory and Practical wherever prescribed.

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Theory:-

Paper-I

Principles of Indian Music (Instrumental)
Common with Vocal

Section -A

Paper : I

3 hrs. duration.

Max. Marks-40 Min. Marks-15

1. Definition and explanations of the Following: Naad, Shruti, Swar Saptak, That, Raga, Mukhra, Sthai, Antara, Vadi, Samvadi, Anuvadi, Vivadi, Taal, Laya, Matra, Sam, Khali, Avartan, Theka, Alap, Taan, Bol-alap, Bol-taan, Sargam. Tihai, Maseetkhani Gat and Rajakhani Gat.
2. Critical study of all the Ragas, Identification and development of Raga through Alaps : Yaman, Bageshwari, Alhaiya Bilawal, Bhoopali, Hindol, Hameer, Des and Bhimpalasi.

Section -B

3. Important and Basic rules regarding Hindustani Music.
4. Writing of the prescribed Talas, with Dugun, Dhamar, Keharva, Trital, Jhaptal, Ektal, Chautal, Dadra.

Section -C

5. Classification of Indian instruments.
6. Notation writing of Composition in the prescribed Ragas.

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Paper-II

History of Indian Music(Instrumental)
Common with Vocal

Paper: II

3 hrs. duration

Max.Marks-40 Min. Marks-15

Note : The paper will contain five questions, having three questions in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

Section – A

1. Definition of Raag Lakshan, Nayak, Gayak Kalawant and Gandharava, Adat, Jigar, Hisab. Varieties of Gamak and Taan.
2. Detailed study of the Notation system of Pt. Vishnu Digamber Paluskar and Pt. V.N. Bhatkhande.

Section – B

3. Contribution of the following:
Jaideo, Swami Haridas, Amir Khusro, Tansen.
4. General study :Development of Music from 13th to 18th century with special reference to : (a) Religion and Music, (b) Musical Compositions, (c) Musical Instruments.

Section – C

5. Use and description of the following instruments: Tabla, Tanpura, Sitar and Harmonium.
6. Elementary knowledge of the following dances : Katthak, Bharat Natyam, Kathakali and Manipuri.

Practical Instrumental

There shall be one practical paper. (conducted by two different Examiners : External and Internal)

(Non-collegiate candidates will have to attend a practical course of forty eight hours at university allotted centres)

Presentation of Ragas & Viva-voce

Duration of Exam. : 1 hour per candidate.

Max. Marks 120, Min. Marks. 43

(Pertaining to general questions on Raga, Laya and Taal and to sing and play all the Ragas prescribed in the syllabus).

Detailed Course:

1. To play a given musical piece and to recognize the raga.
2. To show the difference of ragas by means of characteristics swarvistaras and to play swar-vistar in all the ragas.
3. Knowledge of bolas and Thekas on Hand Palm and Tabla to recognize prescribe Talas in syllabus as -Dhamar, Tilwara, Trital, Ektal, Chautal, Kaharva and Dadra.
4. Toplay Aroh, Avroh, Pakad and Swar Vistar of the following ragas- Yaman, Bageshree, Bhoopali, Bheempalasi, Alhaiya Bilawal, Hindol, and Desh.
5. Toplay a vilambit Gat and Drut Gat with sufficient varieties of Todas, Jhala/Aalap-Tanas in the following Three ragas.
(i) Yaman (ii) Bageshree (iii) Bheempalasi.
6. With the accompaniment of tabla to play a Drut Gat with Todas, Jhala / Aalap-Tanas in any Three ragas of the following
(i) Alhaiya-bilawal (ii) Hindol (iii) Bhoopali
(iv) Des.

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7. With to play a composition composed in other than trita! in any of the any Ragas mentioned in clause 4 but not selected under clause 5 & 6
8. To play a dhun in any Raga / Light-classical / Bhajan composition in the prescribe Ragas.
9. One Sargam.

Books Recommended :

1. A Short Historical Survey of the Music of Northern India by Pt. V.N. Bhatkhande.
2. संगीत के जीवन पृष्ठ - एस.एन.राय।
3. Vadya shastra - Shri Harish Chandra Srivastava,
4. Hamare Sangeet Ratna Sangeet Karyalaya, Hathras.
5. Sangeet Visharad by Basant.
6. Comparative Study of the Music of the 15th 16th and 17th Centuries, By Pt. V.N. Bhatkhande (Sangeet Karyalaya. Hathras.)
7. Sangeet Kaumudi-Vikramaditya Singh, V. Nigam.
8. Tan Malika, Pt. III (Uttararadha) by Raja Bhaiya Poonchwale.
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11. Origin of Ragas- Bandopadhyaya.
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13. Hindustani Sangeet Paddyati (Shastra) by Pt. Bhatkhande
14. Sangeet Mani Part-I,II- Maharani Sharma
15. Sangeet Swarit- Ramakant divedi
16. Swaranjali- Dr. Sharda Mishra
17. Raag Roopanjali- Prof. Pushpa Vasu

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UNIVERSITY OF RAJASTHAN JAIPUR

FACULTY OF EDUCATION

SYLLABUS

INTEGRATED PROGRAMME OF

B. Sc.-B.Ed. Degree (Four Year)

Annual Scheme

Academic Session 2024-25
Examination B.Sc.-B.Ed. Part – I (2025)

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NOTICE

1. Change in syllabus/ordinance/rules/regulations/ syllabi and books may from time to time, be made by amcndment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan Univeristy head quarter Jaipur only and not any other place.

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B.Sc B.Ed PART - I

CONTENTS

SCHEME OF EXAMINATION

SYLLABUS

PAPER 01 -GENERAL ENGLISH (COMPULSORY PAPER)*

PAPER 02 -CHILDHOOD AND GROWING UP (COMPULSORY PAPER)

PAPER 03 -CONTEMPORARY INDIA AND EDUCATION (COMPULSORY PAPER)

PAPER 04 -INSTRUCTIONAL SYSTEM AND EDUCATIONAL EVALUATION (GROUP - A)

OPTIONAL PAPER (GROUP - B) 05, 06, & 07 (Opt three content based papers)

- I. CHEMISTRY
- II. BOTANY
- III. ZOOLOGY
- IV. PHYSICS
- V. MATHEMATICS

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Ordinance and Regulations related to the Integrated B.Sc.B.Ed. Degree

01. The Objective and the Learning outcomes of the Integrated B.Sc.B.Ed. Degree are-

Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality, legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.

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8. Equipment for diagnosing, pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to access the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
 - a. Black board work
 - b. Preparing improvised apparatus
 - c. Preparing teaching aids and ICT.
14. Interest and competence in the development of the teaching profession and education. Readiness to participate in activities of professional organizations.

Integrated Programme of B.Sc.B.Ed. Degree Shall Consist of

- i) First Year B.Sc.B.Ed.
- ii) Second Year B.Sc.B.Ed.
- iii) Third Year B.Sc.B.Ed.
- iv) Final Year B.Sc.B.Ed.

Duration of the Course - Four Years

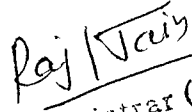
Examination after each session in theory papers

Scheme of Examination against each subject separately.

Compulsory Papers*:

Year	Subject/Paper No.	Paper
I st Year	01	Gen. English
II nd Year	08	Gen. Hindi
III rd Year	16	Elementary Computer Application (ICT)
IV th Year	25	Environmental Studies

*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.


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Group – A: - Subject Specialisation :

Year	Subject/Paper No.	Paper
I st Year	04	Instructional System & Educational
II nd Year	11	Peace Education
III rd Year	18	Guidance and Counselling in School
IV th Year	28	Physical Education & Yoga

Group-B: Content of Science Subject: - A Student has to opt any three optional subject (papers) from group B paper no. 05,06,07 1st year 12,13,14,2nd year 19,20,21 3rd year in which two must be the school teaching subjects.

Chemistry	I, II & III
Botany	I, II & III
Zoology	I, II & III
Physics	I, II & III
Mathematics	I, II & III

Group C: Pedagogy of School Subject 22/31: Pedagogy of a School Subject 3rd Year and 4th Year (candidate shall be required to offer any two papers from the following, for part-III&part-IV).

Pedagogy of Chemistry
Pedagogy of Biology
Pedagogy of Physics
Pedagogy of Mathematics
Pedagogy of General Science

- ❖ In all the years the student has to study a minimum of 07 subjects (1-7) in 1st year, 7 subjects + practicum (8-15) in 2nd Year, 7 subjects + practicum & final lesson (16-24) in 3rd Year and 7 subjects + practicum & final lesson (25-33) in 4th Year (Total 33 Subjects).

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- ❖ Each theory paper will carry 100 marks and content base paper 05,06,07, 1st, 12,13,14 2nd, 19,20,21 3rd year (G-B) will carry 150 marks. (With practical part). Distribution of marks in mathematics is according to their marking scheme in page no.7.

Scheme of Instruction for B.Sc.B.Ed Courses

Details of course and scheme of study, titles of the papers, duration etc. for B.Sc.B.Ed Course are provided in Tables given below:-

Four Years Integrated Course Scheme of B.Sc.B.Ed. 1st Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.Sc.- B.Ed. 01	Gen. English(Compulsory)*	100	-	-	100
II	B.Sc.-B.Ed. 02	Childhood and Growing Up	80	20	-	100
III	B.Sc.-B.Ed. 03	Contemporary India and Education	80	20	-	100
IV	B.Sc.-B.Ed. 04 (G-A)	Instructional System & Educational Evaluation	80	20	-	100
V	B.Sc.B.Ed 05	Content (Select any Three)				
VI	06	1. Chemistry(I,II,III)	33+33+34		50	150
&	&	2. Botany (I,II,III)	33+33+34		50	150
VII	07	3. Zoology(I,II,III)	33+33+34		50	150
	(G-B)	4. Physics (I,II,III)	33+33+34		50	150
		5. Mathematics(I,II,III)	40+40+40		30	150
						750

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Four Years' Integrated Course Scheme of B.Sc.B.Ed. 2nd Year

Theory Paper	Course Code	Title of the Paper	Evaluation			
			External	Internal	Practical	Total
I	B.Sc.B.Ed. 08	Gen. Hindi(Compulsory)*	100	-	-	100
II	B.Sc.B.Ed. 09	Knowledge and curriculum	80	20	-	100
III	B.Sc.B.Ed. 10	Learning and Teaching	80	20	-	100
IV	B.Sc.B.Ed. 11 (G-A)	Peace Education	80	20	-	100
V VI & VII	B.Sc.B.Ed. 12 & 13 & 14 (G-B)	Content (Select any Three) 1. Chemistry(I,II,III) 2. Botany (I,II,III) 3. Zoology(I,II,III) 4. Physics (I,II,III) 5. Mathematics(I,II,III)	33+33+34 33+33+34 33+33+34 33+33+34 40+40+40		50 50 50 50 30	150 150 150 150 150
Practicum	B.Sc.B.Ed. 15	OPEN AIR / SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)		25 25 25 25		100
						850

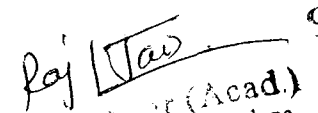
*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

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Four Years Integrated Course Scheme of B.Sc.B.Ed.3rd Year

Theory Paper	Course Code	Title of the Paper	Evaluation			
			External	Internal	Practical	Total
I	B.Sc.B.Ed. 16	Elementary Computer Application (ICT) (Compulsory)*	60	-	40 (30+10)	100
II	B.Sc.B.Ed. 17	Language Across the Curriculum	80	20	-	100
III	B.Sc.B.Ed. 18 (G-A)	Guidance and Counseling in School	80	20	-	100
IV V & VI	B.Sc.B.Ed. 19 & 20 & 21 (G-B)	Content (Select any Three) 1. Chemistry (I, II, III) 2. Botany (I, II, III) 3. Zoology (I, II, III) 4. Physics (I, II, III) 5. Mathematics (I, II, III)	33+33+34 33+33+34 33+33+34 33+33+34 40+40+40		50 50 50 50 30	150 150 150 150 150
VII	B.Sc.B.Ed. 22	Pedagogy of a School Subject (Candidate should opt any two school subject from the following i.e. one school subject for part - 3 and other school subject for Part - 4) 1. Chemistry 2. Biology 3. Physics 4. Mathematics 5. General Science	80	20		100
Practicum	B.Sc.B.Ed. 23	Special Training Programme (School Internship) • Micro Teaching • Practice Lesson • Observation Lesson • Technology Based Lesson • Criticism Lesson			10 50 05 05 20 10	100


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		• Attendance /Seminar/ Workshop				
Practical	B.Sc.B.Ed. 24	Final Lesson	100			100
						950

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Four Years Integrated Course Scheme of B.Sc.B.Ed.4th Year

Theory Paper	Course Code	Title of the Paper	Evaluation			
			External	Internal	Practical	Total
I	B.Sc .B.Ed. 25	Environmental Studies (Compulsory)*	100	-	-	100
II	B.Sc.B.Ed. 26	Creating and inclusive school	80	20	-	100
III	B.Sc.B.Ed. 27	Understanding Disciplines and Subject	80	20	-	100
IV	B.Sc .B.Ed. 28 (G-A)	Physical Education & Yoga	80	20	-	100
V	B.Sc .B.Ed. 29	Gender, School and Society	80	20	-	100
VI	B.Sc .B.Ed. 30	Assessment for Learning	80	20	-	100
VII	B.Sc. B.Ed. 31	Pedagogy of a School Subject (Candidate should opt any two school subject from the following i.e. one school subject for part - 3 and other school subject for Part - 4) 1. Chemistry 2. Biology 3. Physics 4. Mathematics 5. General Science	80	20	-	100

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Practicum	B.Sc.B.Ed. 32	School Internship	50	100
		1. Practice teaching	20	
		2. Block Teaching (Participation in School Activities Social Participation in Group)	10	
		3. Report of any. feature of school / case study/action research	20	
	4. Criticism Lesson			
Practical	B.Sc.B.Ed. 33	Final Lesson	100	100
				800

*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.

Four Years Integrated Course Scheme of B.Sc.B.Ed.

Compulsory Papers*

Year	Subject/Paper No.	Paper
Ist Year	01	Gen. English
II Year	08	Gen. Hindi
III Year	16	Computer Application (ICT)
IV Year	25	Environmental studies

Compulsory Paper

Year	Subject/Paper No.	Paper
I st Year	02	Childhood and Growing Up
	03	Contemporary India and Education
II nd Year	09	Knowledge and curriculum
	10	Learning and Teaching
III rd Year	17	Language Across the Curriculum
IV th Year	26	Creating and inclusive school
	27	Understanding Disciplines and Subject
	29	Gender, School and Society
	30	Assessment for Learning

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Group – A: - Subject Specialisation :

Year	Subject/Paper No.	Paper
I st Year	04	Instructional System & Educational
II nd Year	11	Peace Education
III rd Year	18	Guidance and Counselling in School
IV th Year	28	Physical Education & Yoga

Group B: (Select any three): Content of Science Subject: - A Student has to opt any three optional subject (papers) from group B paper no. 05,06,07 1st year 12,13,14,2nd year 19,20,21 3rd year in which two must be the school teaching subjects.

1. Chemistry (I, II, III)
2. Botany (I, II, III)
3. Zoology (I, II, III)
4. Mathematics (I, II, III)
5. Physics (I, II, III)

Group C: Pedagogy of School Subject 22/31 : Pedagogy of a School Subject III Year and IV Year (candidate shall be required to offer any two papers from the following, for part-III & part-IV).

Pedagogy of Chemistry
Pedagogy of Biology
Pedagogy of Physics
Pedagogy of Mathematics
Pedagogy of General Science

- ❖ In all the years the student has to study a minimum of 07 subjects (1-7) in 1st year, 7 subjects + practicum (8-15) in 2nd Year. 7 subjects + practicum & final lesson (16-24) in 3rd Year and 7 subjects + practicum & final lesson (25-33) in 4th Year (Total 33 Subjects).
- ❖ Each theory paper will carry 100 marks and content base paper 05, 06,07, 1st ,12,13,14 2nd ,19,20,21 3rd year (G-B) will carry 150 marks. (With practical part). Distribution of marks in mathematics is according to their marking scheme in page no.7.

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Scheme of Instruction for B.Sc.B.Ed Courses

Details of courses and scheme of study, titles of the papers, duration etc. for B.Sc.B.Ed Courses are provided in Tables given below :-

Years	Subjects	Marks
I Year	7 Subjects + Practical (1-7)	600 + 150 = 750
II Year	7 Subjects + Practical + Practicum (8-15)	600 + 150 + 100 = 850
III Year	7 Subjects + Practical + Practicum + Final Lesson (16-24)	600 + 150 + 100 + 100 = 950
IV Year	7 Subjects + Practicum + Final Lesson	600 + 100 + 100 = 800
Total	33 Papers	2400 + 550 + 200 + 200 = 3350

O. 321 The objectives of the practical work prescribed for the Integrated Programme of B.Sc.B.Ed. Degree (Four Year) are follows:

PART II

Practical Work

Objectives:

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject-matter in relation to the needs, interest and abilities of the pupils.

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11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers 22&31 and the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co- curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in chemistry, botany, zoology, physics, and mathematics subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.

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14. Maintenance of cumulative records.

15. Techniques of teaching in large classes.

O. 322 A candidate has to deliver at least 40 lessons(20 Lessons of one teaching subject in 3rd year & 20 Lessons of other teaching subject in 4th year) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of B.Sc.B.Ed.

Notes :-

- i. Teaching subject means a subject offered by the candidate at his/her running B.Sc-B.Ed. course either as a compulsory subject or as an optional subject provided that the candidate studied it for at least two years. Thus the qualifying subjects like General English, General Hindi, Education and Environment Education. Prescribed for running B.Sc- B.Ed. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects.
- ii. Only such candidate shall be allowed to offer General Science for the B.Sc B.Ed Examination who had studied Chemistry and any one subject of life science i.e. Biology, Botany or Zoology.
- iii. Student will choose three content based paper from group B and he or she will study the same paper in all the three years I, II and III year.
- iv. A student should opt at least two different pedagogy of school teaching subjects in III year and IV year.

O.323No candidate shall be allowed to appear in the Integrated B.Sc.B.Ed examination I,II,III& IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

O.324 The examination for Integrated B.Sc.B.Ed. for Four Year shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time.

O.325Candidates who fail in Integrated B.Sc.B.Ed examination in part 1or/ part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

Provided that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which

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he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

O.326 Candidates who fail in the Integrated B.Sc.B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons (20 in part 1 & 20 in part 2) supervised lessons.

O.326 A: A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance, at an affiliated teacher's training college for four academic year but for good reasons fails to appear at the Integrated B.Sc.B.Ed. examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

O.326 B: No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The Integrated B.Sc.B.Ed programme shall be of duration of four academic years, which can be completed in a maximum of five years from the date of admission to the Integrated B.Sc..B.Ed. Degree.

Regulation 42 :-

Scheme of Integrated B.Sc.B.Ed Four Year Examination

The Integrated B.Sc.B.Ed. (Four years) will consist of the following components;

Part I- Main theory papers at **B.Sc.B.Ed. I.** In Integrated B.Sc.B.Ed IPaper nos. are 02, 03 & 04 in each session are of three hours carrying 100 marks (80 for theory + 20 for sessional) each. Compulsory paper* 01 of 100 marks and optional Paper 05, 06,07, 1st, 12,13,14 2nd, 19,20,21 3rd year (G-B). in each session are three hours carrying 150 marks (100 marks theory+ 50 marks practical). Distribution of marks in mathematics is according to their marking scheme in page no.7.

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Part II- Practice Teaching - Micro Teaching, Internship, Practice Teaching of 20 weeks (10 at B.Sc.B.Ed Year III & 10 at B.Sc.B.Ed Year IV) Block Teaching, Criticism and Final Lesson in III & IV Year per teaching subject.

Organization evaluation of practice teaching:

1. Every candidate will teach at least 40 lessons (20 in III Year & 20 in IV Year) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At Integrated B.Sc.B.Ed III Year each candidate should be prepared to teach one lessons at the final practical examination. At the Integrated B.Sc.B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.Sc.B.Ed IV Year.

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7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
 - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
 - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

Working out the result and awarding the division:

- (1) A candidate in order to be declared successful at the Integrated B.Sc.B.Ed. I, II, III & IV Year Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching School Internship).
- (2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.
- (3) For passing in Part II (school internship Practice of Teaching) a candidate shall be required to obtain separately at-least-
 - ❖ 40 percent marks in the external examination.
 - ❖ 40 percent marks in internal assessment.

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(4) The successful candidates at Integrated B.Sc.B.Ed Four Year Examination obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

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B.Sc. B.Ed. I YEAR
GENERAL ENGLISH

Duration : 3hrs.

Max. Marks: 100

Minimum Pass Marks: 36

The syllabus aims at achieving the following objectives:

1. Introducing students to phonetics and enabling them to consult dictionaries for correct pronunciation. (sounds and word stress)
2. Reinforcing selected components of grammar and usage.
3. Strengthening comprehension of poetry, prose and short-stories.
4. Strengthening compositional skills in English for paragraph writing. CVs and job applications.;

The Pattern of the Question Paper will be as follows:

Unit A: Phonetics Symbols and Translation (20 marks)

(10 periods)

- I. Phonetic Symbols and Transcription of Words (05)
- II. Translation of 5 Simple sentences from Hindi to English (05)
from English to Hindi (05)
- III. Translation of (05) Words from Hindi to English (2½)
From English to Hindi (2½)

Unit B: Grammar and Usage (25marks)

(10 priods)

- I. Elements of a Sentence (05)
- II. Transformation of Sentence (05)
 - a. Direct and Indirect Narration
 - b. Active and Passive Voice
- II Modals (05).
- III Tense (05)
- IV Punctuation of a Short Passage with 10 Punctuation Marks (05)

(As discussed in Quirk and Greenbaum)

Unit C: Comprehension

(25 marks)

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Following Essays and Stories in Essential *Language Skills* revised edition compiled by Macmillan for University of Rajasthan General English B.A/ B.com / B.Sc.

Candidates will be required to answer 5 questions of two lines each to be answered out of 10 questions. There would be two questions from the prescribed text. (10)

Sujata Bhatt	Voice of the Unwanted Girl
Ruskin Bond	Night Train for Deoli
M.K.Gandhi	The Birth of Khadi
J.L.Nehru	A Tryst with Destiny
A.P.J. Abdul Kalam	Vision for 2020

The candidates will be required to answer 5 questions from the given unseen passage. (10)

One vocabulary question of 10 words from the given passage. (5)

Unit D: Compositional Skills (30 marks)

(15 periods)

- I. Letters-Formal and informal (10)
- II. CV's Resume and job Applications and Report (10)
- III. Paragraph Writing (10)

Recommended Reading

Sasikumar, V, Dutta and Rajeevan, A Course in Listening and Speaking-I Foundation Books. 2005

Sawhney, Panja and Verma eds. English At the Workplace, Macmillan 2003.

Singh, R.P. Professional Communication. OUP. 2004

Judith, Leigh. C.Vs and Job Applications. OUP. 2004

Arthur Waldhorn and Arthur Zeiger, English Made Simple. Upa and Co.

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B.Sc.B.Ed PART - I - 02

Childhood and Growing up

Marks -100

Objectives:

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

Unit I: Role of psychology to understand the child

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

Unit II: Multi dimensional development

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical
- Theories of development :
 - a) Piaget's vgotsky cognitive development
 - b) Freud's psycho- sexual development
 - c) Erikson's psycho social development
 - d) Gessel's maturation theory

Unit 3: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child

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- Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media.
- Personality: concept and nature, theories of personality with special reference to (Garden Allport, Psycho analytical theory, Jungs Theory) assessment of personality
- Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.
- Stress: meaning, types consequences of stress and stress management.

Unit 4: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov),Gestalt, Cognitive, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment-Dealing with misbehaviour

Unit 5: Psychological Attributes of an individual

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence
- Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity
- Socialization - Process of Socialization - Group dynamics - Theory of Kurt lewin's, Leadership and its styles (Kimble young), social prejudice
- Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

Test and Assignment:-

- Class Test 10 Marks
 - Project (Any one of the following) 10 Marks
1. Comparative study of developing patterns of children with reference to different in SES.
 2. Collecting and analyzing statistics on the girl child with reference to gender ratio.
 3. Write the administration, scoring, interpretation and conclusion of any one test by psychological experiment on learning/span of attention/memory/intelligence test.

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B.Sc. B.Ed PART - I - 03

Contemporary India and Education

MARKS-100

Objectives:-

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.

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4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I Education as an Evolving Concept

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education, influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Aurobindo, Krishnamurthy, Friere and Illich.


Unit – II: Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

Unit – III: Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development: Education and Industrialization.

Unit – IV: Programme and Policies

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- Overview the development of education system in India from 1948 to 2010 University Education Commission-1946-48, Secondary Education Commission-1952-53, Indian Education Commission- 1964-66, National Education Policy- 1986
- Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005, NKC-2006, NCFTE- 2009, RTE-2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

Unit – V: Innovative Practices

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,
- Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Edu-set Smart Class Room
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

Test and Assignments :-

1. Class Test 10 marks
2. Any one of the following: - 10 marks
 - Debate or Organize a one day discussion on the topic related to the subject and submit a report.
 - Critical appraisal on the report or recommendations of any commission and committee.
 - Organize collage, Poster Making activity in your respective institution.
 - Collection of at least three handouts of related topics of the subject.

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28. गुप्ता, एस. पी एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद।
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31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन्स, मेरठ।
32. साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर।

B.Sc.B.EdPART-I -04

INSTRUCTIONAL SYSTEM AND EDUCATIONAL EVALUATION

Objectives:

Marks : 100

This course will enable the student teacher to:

- Explain the need, importance and characteristics of educational evaluation.
- Describe the approaches to educational evaluation.
- Discuss the role of educational evaluation in Teaching - Learning Process.
- Explain the nature of tools and techniques of educational evaluation.
- Describe the need and importance of psychological testing,
- Explain the nature of learners' evaluation and need for continuous comprehensive educational evaluation in schools.

Unit I: Instructional System

- Educational Objectives and instructional objectives.
- Relationship between educational objectives and instructional objectives
- Classification of educational objectives (Cognitive, affective and psycho motor)
- Functioning of educational objectives
- Usefulness of the taxonomical classification.

Unit II: Need, importance and characteristics

- Teaching Learning process and role of evaluation
- Need and importance of Evaluation
- Definition of Evaluation
- Evaluation, Assessment and Measurement.
- Characteristics of good evaluation.

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Unit III: Approaches to Evaluation

- Formative evaluation and summative evaluation
- Difference between summative and formative evaluation
- External evaluation and internal evaluation, advantages and disadvantages,
- Norm referenced evaluation
- Criterion referenced evaluation.

Unit IV: Role of Evaluation in Teaching-Learning Process.

- The relationship between instructional objectives, entering behavior, learning experiences and Performance assessment.
- Diagnosis to over come deficiency in learning.
- Importance of results of evaluation to students, teachers, institutions with special reference to help in determining the effectiveness of a course, programme and functioning of a school.

Unit V: Nature of tools and techniques of evaluation

- Nature of test and Purposes of testing with reference to:
 - Instructional purpose b) Guidance purpose c) Administrative purpose
- Administration of Test and Interpreting test result.
- Meaning of Norms, types of Norms, age, Grade, Percentile and standard score. 4. Norms and interpretation of test scores.
- Concept of grade system. Absolute grading, comparative grading and its advantages and disadvantages.

Test and Assignments - 20 marks

One class Test - 10 marks

Practical (any one) 10 marks

1. Develop a portfolio for assessment of 2 school students
2. Prepare an advanced tool for evaluation
3. Develop a tool for self-assessment.
4. Develop an achievement test and its blue print.

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CHEMISTRY

Scheme:

Max Marks: 150

	Duration (hrs.)	Max. Marks	Min. Pass Marks
Paper I	3	33	
Paper-II	3	33	36
Paper-III	3	34	
Practical	5	50	18

Note: Ten (10) questions are to be set taking two (02) questions from each unit. Candidates have to answer any 5 questions selecting at least one question from each unit.

CH-101 Paper I : Inorganic Chemistry (2 hrs or 3 periods/ week)

Unit-I

Ionic Solids: 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 solids, polarizing power and polarisability of ions, Fajan's rule.

Metallic bond: free electron, valence bond and band theories.

Weak Interactions: Hydrogen bonding, vander Waals forces.

Unit-II

Covalent Bond: Valence bond theory and its limitations, directional and shapes of simple inorganic molecules and ions. Valence shell electron pair repulsion (VSEPR) theory to NH_3 , H_3O^+ , SF_6 , ClF_3 , ICl_2 , H_2O .

Molecular Orbital Theory: homonuclear and heteronuclear (CO and NO) diatomic molecules. Multicenter bonding in electron deficient molecules, bond strength and bond energy, percentage ionic character from dipole moment and electronegativity difference.

Unit-III

s-Block Elements: Comparative study, diagonal relationships, salient features of hydrides, solvation and complexation tendencies including their function in biosystems, an introduction to alkyls and aryls.

Periodicity of p-block elements: Periodicity in properties of p-block elements with special reference to atomic and ionic radii, ionization energy, electron affinity, electronegativity, diagonal relationship, catenation.

UNIT-IV

Some Important Compounds of p-block Elements: Hydrides of boron, diborane and higher boranes, borazine, borohydrides, fullerenes, carbides, fluorocarbons, silicates (strichiral principle), tetrasulphur tetranitride, basic properties of halogens, interhalogens and polyhalides.

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Chemistry of Noble Gases: Chemical properties of the noble gases, chemistry of Xenon, structure and bonding in Xenon compounds.

Unit-V

Nuclear Chemistry: Fundamental particles of nucleus (nucleons); Concept of nuclides and its representation; Isotopes, Isobars and Isotones (with specific examples); Forces operating between nucleons (n-n, p-p, & n-p); Qualitative idea of stability of nucleus (n/p ratio).
Radiochemistry: Natural and artificial radioactivity; Radioactive disintegration series; Radioactive displacement law; Radioactivity decay rates; Half life and average life; Nuclear binding energy, mass defect and calculation of defect and binding energy; Nuclear reactions, Spallation, Nuclear fission and fusion.

CH-102 Paper II: Organic Chemistry (2 hrs or 3 periods / week)

Unit-I

Mechanism of Organic Reactions: Homolytic and heterolytic bond cleavage; Types of reagents, electrophiles and nucleophiles. Reactive intermediates - carbocations, carbanions, free radicals, carbenes, arynes and nitrenes (with examples). Types of organic reactions; Energy considerations. Methods of determination of reaction mechanism (product analysis, intermediates, isotope effects, kinetic and stereochemical studies).

Unit-II

Stereochemistry of Organic Compounds: Concept of isomerism, Types of isomerism, Difference between configuration and conformation, Flying wedge and Fischer projection formulae.

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 isomers, meso compounds. Resolution of enantiomers. Inversion, retention and racemization (with examples).

Relative and absolute configuration, sequence rules, D/L and R/S systems of nomenclature.

Geometric Isomerism: Determination of configuration of geometric isomers - cis/trans and E/Z systems of nomenclature. Geometric isomerism in oximes and alicyclic compounds.

Conformational Isomerism: Newman projection and Sawhorse formulae, Conformational analysis of ethane, n-butane, cyclohexane.

Unit-III

Alkanes and Cycloalkanes: IUPAC nomenclature of branched and unbranched alkyl group, classification of carbon atoms in alkanes. 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 halogenation, orientation, reactivity and selectivity. Cycloalkanes - nomenclature, methods of formation, chemical reactions. Baeyer's strain theory and its limitations. Theory of strainless rings.

Alkenes, Cycloalkenes, Dienes and Alkynes: Methods of formation, mechanisms of dehydration of alcohols and dehydrohalogenation of alkyl halides. Regioselectivity in alcohol dehydration - the Saytzeff rule, Hoffmann elimination. Physical properties and relative stabilities

Alkenes. Chemical reactions of alkenes - mechanisms involved in hydrogenation, electrophilic and free radical additions. Markownikoff's rule, hydroboration-oxidation, oxymercuration-reduction. Epoxidation, ozonolysis, hydration, hydroxylation and oxidation with KMnO_4 . Polymerization of alkenes. Substitution at the allylic and vinylic positions of alkenes. Classification and Nomenclature of isolated, conjugated and cumulated dienes. Structure of allenes and butadiene. Methods of formation, properties, Chemical reactions - 1,2- and 1,4-additions, Diels-Alder reaction and polymerization. Structure and bonding in alkynes. Methods of formation. Chemical reactions - acidity of alkynes; mechanism of electrophilic and nucleophilic addition reactions; hydroboration-oxidation; metal-ammonia reduction, oxidation and polymerization.

Unit-IV

Arenes and Aromaticity: Nomenclature of benzene derivatives. The aryl group, aromatic nucleus and side chain. Structure of benzene: molecular formula and Kekule structure. Stability and carbon-carbon bond lengths of benzene, resonance structure, MO diagram. Aromaticity: the Huckel rule, aromatic ions - three to eight membered.

Aromatic electrophilic substitution: General pattern of the mechanism, role of arenium ion complexes. Mechanism of nitration, halogenation, sulphonation, mercuration, Friedel-Crafts reactions and chloromethylation. Energy profile diagrams. Activating and deactivating substituents. Directive influence - orientation and ortho/para ratio. Side chain reactions of benzene derivatives. Birch reduction.

Unit-V

Alkyl and Aryl Halides: Methods of formation of alkyl halides, chemical reactions. Mechanisms of nucleophilic substitution reactions of alkyl halides $\text{S}_{\text{N}}2$ and $\text{S}_{\text{N}}1$ reactions with energy profile diagrams.

Polyhalogen compounds: Chloroform, carbon tetrachloride.

Methods of formation of aryl halides, nuclear and side chain reactions. The addition-elimination and the elimination-addition mechanisms of nucleophilic aromatic substitution reactions. Relative reactivities of alkyl, allyl, vinyl and aryl halides.

CH-103 Paper III: Physical Chemistry (2 hrs. or 3 Periods/week)

UNIT-I

Mathematical Concepts: Logarithmic relations, curve sketching, linear graphs and calculations of slopes, differentiation of functions like kx , e^x , x^n , $\sin x$ and $\log x$; maxima and minima, partial differentiation and reciprocity relations, integration of some useful/relevant functions, permutations and combinations, factorials, probability.

Liquid State: Intermolecular forces, structure of liquids (a qualitative description). Structural differences between solids, liquids and gases. Liquid crystals: Difference between liquid crystal, solid and liquid. Classification, structure of nematic and cholestric phases. Thermography and seven segment cell.

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UNIT- II

Gaseous States: Postulates of kinetic theory of gases, deviation from ideal behavior, van der Waals equation of state.

Critical Phenomenon: PV isotherms of real gases, continuity of states, the isotherms of van der Waals equation, relationship between critical constants and van der Waals constants, the law of corresponding states, reduced equation of state.

Molecular velocities: Root mean square, average and most probable velocities. Qualitative discussion of the Maxwell's distribution of molecular velocities, collision number, mean free path and collision diameter. Liquification of gases (based on Joule-Thomson effect.)

UNIT- III

Solid State: Definition of space lattice, unit cell.

Laws of crystallography- (i) Law of constancy of interfacial angles (ii) Law of rationality of indices (iii) Law of symmetry. Symmetry elements in crystals.

Basic concept of X-ray diffraction by crystals. Derivation of Bragg's equation. Determination of Crystal structure of NaCl and CsCl (Laue's method and powder method), band theory of solids. Defects in solids

UNIT IV

Colloidal State: Definition of colloids, classification of colloids.

Solids in liquids (sols) properties- kinetic, optical and electrical, stability of colloids. Protective action, Hardy-Schulze law, gold number.

Liquids in solids (gels): classification, preparation and properties, inhibition, general applications of colloids.

Liquids in liquids (emulsions): types of emulsions, preparation. Emulsifier.

UNIT V

Chemical Kinetics: Chemical kinetics and its scope, rate of a reaction, factors influencing the rate of a reaction, concentration, temperature, pressure, solvent, light, catalyst. Concentration dependence of rates, mathematical characteristics of simple chemical reactions - zero order, first order, second order; pseudo order, half-life and mean-life. Determination of the order of reactions - differential method, method of integration, method of half-life period and isolation method.

Radioactive decay as a first order phenomenon.

Experimental methods of chemical kinetics: conductometric, potentiometric, optical methods, polarimetry and spectrophotometry. Theories of chemical kinetics. Effect of temperature on rate of reaction, Arrhenius equation, concept of activation energy.

Simple collision theory based on hard sphere model transition state theory (equilibrium hypothesis). Expression for the rate constant based on equilibrium constant and thermodynamic aspects.

Practical: CH -104: Laboratory Course -I

(4 hrs or 6 periods / week)

INORGANIC CHEMISTRY

Separation and identification of six radicals (3 cations and 3 anions) in the given inorganic mixture including special combinations.

ORGANIC CHEMISTRY

Laboratory Techniques

- Determination of melting point (naphthalene, benzoic acid, urea, etc.); boiling point (methanol, ethanol, cyclohexane, etc.); mixed melting point (urea-cinnamic acid, etc.).
- Crystallization of phthalic acid and benzoic acid from hot water, acetanilide from boiling water, naphthalene from ethanol etc.; Sublimation of naphthalene, camphor, etc.

Qualitative Analysis

Element Detection (N, S and halogens). Functional group determination (unsaturation, phenolic, alcoholic, carboxylic, carbonyl, ester, carbohydrate, amine, amide, nitro) in simple organic solids and liquids.

PHYSICAL CHEMISTRY

(One of the following experiments should be given in the examination)

(i) Chemical Kinetics:

- To determine the specific reaction rate of the hydrolysis of methyl acetate/ ethyl acetate catalyzed by hydrogen ions at room temperature.
- 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.

(ii) Viscosity, Surface Tension:

- To determine the viscosity/surface tension of a pure liquid (alcohol etc.) at room temperature. (using the Ostwald viscometer/stegnometer).
- To determine the percentage composition of a given binary mixture by surface tension method (acetone & ethyl methyl ketone).
- To determine the percentage composition of a given mixture (non-interacting systems) by viscosity method.
- To determine the viscosity of amyl alcohol in water at different concentration and calculate the excess viscosity of these solutions.

(Instructions to the Examiners)

CHY 104: Chemistry Practical (Pass course)

Max. Marks: 50

Duration of Exam: 5 hrs.

Minimum Pass Marks: 18

Inorganic Chemistry

Ex. 1 Separation and identification of 3 cations and 3 anions in the mixture

Organic Chemistry

Ex. 2 Laboratory Techniques

Ex. 3 Qualitative Analysis

Detection of element and detection of functional group

Physical Chemistry

Ex. 4 Perform one of the experiments mentioned in the syllabus.

Ex. 5 Viva-voce

Ex. 6 Record

Total

50

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BOTANY
B. Sc. Part I (Pass Course Syllabus)

Scheme

Min. Pass Marks: 36

Paper I 3 hrs. Duration
Paper II 3 hrs. Duration
Paper III 3 hrs. Duration

Max Marks: 100

Max. Marks 33

Max. Marks 33

Max. Marks 34

Max. Marks 50

Practical Min.Marks: 18 4 hrs, duration

Duration of examination of each theory paper-

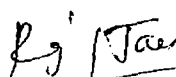
Duration of examination of practical's-

3 hours

4 hours

Note:

1. There will be 5 questions in each paper. All questions are compulsory. Candidate has to answer all questions in the main answer book only.
2. Q.No. 1 will have 18 very short answer type Questions (not more than 20 words) of half marks each covering entire syllabus.
3. Each paper is divided into four units. There will be one question from each unit. These Q.No. 2 to 5 will have internal choice.


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Paper-I
Cell Biology, Genetics and Plant Breeding
(2 hrs /week)

Unit-1

Cell organelles and Nuclear material: Ultrastructures and functions of different cell organelles (cell wall, plasmamembrane, nucleus, mitochondria, chloroplast, ribosome, peroxisomes, Lysosome, Golgi bodies and Endoplasmic Reticulum). Chromatin structure & Chromosome organization: eukaryotic and prokaryotic. Chromosome morphology; specialized types of chromosomes (Sex chromosomes, lampbrush Chromosome, Polytene chromosome); transposons.

Unit-2

Cell divisions: Cell cycle, mitosis: stages, structure and functions of spindle apparatus; anaphasic chromosome movement; Meiosis: its different stages- Meiosis I, Meiosis II, synaptonemal complex, chiasmata formation and crossing over.

Basis of genetic material: Griffith's transformation experiment and The Hershey and Chase blender experiment to demonstrate DNA as the genetic material. **Concept of Gene:** *Neurospora* genetics: one gene one enzyme hypothesis;
An idea about Prokaryotic and eukaryotic structure of gene – operon concept, exons and introns.

Extra nuclear genome: mitochondrial and Chloroplastgenome, plasmids;

Chromosomal aberrations: Deletion, duplication, translocation, inversion, Aneuploidy and polyploidy.

Unit-3

Genetic inheritance: Mendel's laws of inheritance and their exceptions; allelic (incomplete and co-dominance, lethality) and non-allelic interactions (complementary genes, epistasis and duplicate genes). Quantitative inheritance : grain color in wheat, corolla length in *Nicotiana tabacum*.

Cytoplasmic inheritance-maternal influence, shell coiling in snails, Kappa particles in *Paramecium*, Multiple allelism : ABO blood groups in men

Unit-4

Plant Breeding : Introduction and objectives of plant breeding; general methods of plant breeding- in self-pollinated, cross-pollinated and vegetatively propagated crop plants :Introduction and acclimatization, selections, hybridizations, hybrid vigour and inbreeding depression. Role of mutation and polyploidy in plant breeding. Famous Indian and international plant breeders and their contribution. National and International agricultural research institutes.

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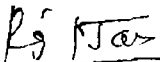
Plant breeding work done on wheat and rice in India, Green revolution

Suggested Laboratory Exercises:

- Study of cell structure from Onion, *Hydrilla* and *Spirogyra*.
- Study of cyclosis in *Tradescantia* spp.
- Study of plastid for pigment distribution in *Lycopersicon*, *Cassia* and *Capsicum*.
- Study of electron microphotographs of eukaryotic cells for various cell organelles.
- Study of electron microphotographs of virus, bacteria and eukaryotic cells for comparative study of cellular organization.
- Study of different stages of mitosis and meiosis in root-tip cells and flower buds respectively of onion.
- To solve genetic problems based upon Mendel's laws of inheritance: Monohybrid, Dihybrid, Back cross and test cross.
- Permanent slides/photographs of different stages of mitosis and meiosis, sex chromosomes, polytene chromosome and salivary gland chromosomes,
- Emasculation, bagging & tagging techniques
- Cross pollination techniques

Suggested Readings:

- Choudhary, H.K. (1989). Elementary Principles of Plant Breeding. Oxford and IBM Publishing Co., New Delhi.
- Gupta, P.K. (2009). Cytology, Genetics, Evolution. and Plant Breeding, Rastogi Publications, Meerut.
- Miglani, GS. (2000). Advanced Genetics, Narosa Publishing House, New Delhi.
- Russel, PI. (1998). Genetics. The Benejamins/Cummings Publishikng Co., Inc. U.S.A.
- Shukla, R.S. and Chandel, P.S. (2000). Cytogenetics, Evolution and Plant Breeding, S. Chand & Co. Ltd., New Delhi.
- Singh, R.B. (1999). Text Book of Plant Breeding, Kalyani Publishers, Ludhiana .
- Dnyansagar, VR. (1986). Cytology and Genetics, Tata McGraw-Hill Pub. Co. Ltd. New Delhi.
- Roy, SC. and De, KK. (1999). Cell Biology, New Central Book Agency (P) Ltd. Calcutta.
- Verma, PS. and Agarwal, VK. (2012). Cell Biology, Genetics, Molecular Biology, Evolution and Ecology. S. Chand and Co. Ltd. New Delhi.


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Paper II

Microbiology, Mycology and Plant Pathology

(2 hrs /week)

Unit-1

Microbiology: Meaning and Scope, history and development in the field of microbiology. Concept of quorum sensing and biofilm

Eubacteria: general account, occurrence, morphology (structure, shapes), flagella, capsule, nutritional types, endospore, reproduction (binary fission, transformation, conjugation, transduction), economic and biological importance.

Mycoplasma: occurrence, morphology, reproduction and importance.

Unit-2

Virus: General characteristics and importance. Structure of TMV and Pox virus, Structure and multiplication of Bacteriophage.

Fungi: General characters, occurrence, thallus organization, reproduction, economic importance. Classification of fungi (Alexopoulos and Ainsworth's).

Plant diseases: Biotic and abiotic diseases, important symptoms caused by fungi, bacteria, viruses and MLOs (blights, mildews- downy and powdery, rusts, smuts, canker, mosaic, little leaf, galls etc.).

Unit-3

Brief account, structure, importance and life history and/or disease cycle and control of the following:

Albugo and white rust; *Sclerospora* and Downy mildew/Green ear disease of Bajra; *Aspergillus*; *Claviceps* and Ergot; *Peziza*.

Unit-4

Brief account, structure, importance and life history and/or disease cycle and control of the following:

Puccinia and Black rust of wheat ; *Ustilago* and loose smut of wheat and covered smut of barley; *Agaricus*; *Alternaria* and early blight of potato.

Suggested Laboratory Exercises:

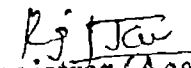
1. Study of bacteria using curd or any other suitable material, Gram's staining of bacteria.
2. Study of Mycoplasma, TMV, Poxvirus, bacteriophage (photographs/ 3-D models)
3. Study of symptoms of plant diseases—Downy mildew of Bajra, Green ear of bajra, Powdery mildew, mosaic of bhindi.

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4. Study of specimen, permanent slides and by making suitable temporary slides: *Albugo*- white rust; *Sclerospora*- downy mildew, green ear; *Aspergillus*; *Claviceps*- ergot; *Ustilago*- loose smut of wheat, covered smut of barley, *Puccinia*- Black rust of wheat; *Agaricus*; *Peziza* and *Alternaria*- early blight of potato.
5. Media preparation: potato dextrose agar, Nutrient agar
6. Culture techniques of fungi and bacteria.
7. Visit Local Garden /fieldstudy of plants in farmers field/agricultural stations

Suggested Books:

- Alexopoulos, C.J. and Mims, C.W.: Introductory Mycology, John Wiley and Sons, New York, 2000
- Dube, H.C. :Fungi, Rastogi Publication, Meerut, 1989.
- Sarabhai, R.C. and Saxena, R.C.: A text book of Botany, Rastogi Publication, Meerut, 1990.
- Sharma, O.P.: Fungi, Today and Tomorrow Printers and Publishers, New Delhi, 2000.
- Vashihsta, B.R. Botany for Degree Students -Fungi, S. Chand & Co., New Delhi, 2001.
- Bilgrami, K.S. and Dube, H.C.: A text book of Modern Plant Pathology, Vikas Publications, New Delhi 2000.
- Biswas, S.B. and Biswas, A.: An Introduction to Viruses, Vikas Publications, New Delhi. 2000.
- Clifton, A.: Introduction of Bacteria, McGraw Hill Co. Ltd., New York, 1985.
- Madahar, C.L.: Introduction of Plants Virus, S. Chand and Co., New Delhi, 1978.
- Palzar M.J Jr. Chan, E.C.S. and Krieg, N.R. : Microbiology, McGraw Hill Edu.. Pvt. ltd., London 2001.
- Purohit, S.S.: Microbiology, Agro. Bot. Publication, Jodhpur 2002.
- Sharma, P. D.: Microbiology and Pathology, Rastogi Publication. Meerut, 2003.
- Singh, V. and Srivastava V. : Introduction of Bacteria, Vikas Publication, 1998.
- Cappuccino, J. and Sherman, N.: Microbiology: A Laboratory Manual (10thEd.), Benjamin Cummings, 2013.
- Aneja, K.R.: Experiments in Microbiology, Plant Pathology and Biotechnology New Age International (P) Ltd., Publishers, New Delhi 2003.
- Mehrotra, R.S. and Aggarwal, Ashok: Plant pathology, Tata McGraw-Hill Education, 2003.


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Paper III
Algae, Lichens and Bryophyta
(2 hrs/week)

Unit-1

General characters, Classifications (Smith). Diverse Habitat. Range of thallus structure, photosynthetic pigments and Food reserves. Reproduction (Vegetative, Asexual, Sexual). Types of the life cycle: Economic importance.

Unit-2

Type Studies

Cyanophyceae – *Oscillatoria*, *Nostoc*

Chlorophyceae-*Volvox*, *Chara*.

Xanthophyceae-*Vaucheria*.

Phaeophyceae-*Ectocarpus*.

Rhodophyceae-*Polysiphonia*.

Unit-3

General characters, Origin, and evolution of Bryophyta. Classification (Eichler); Habitat, Range of thallus structure, Reproduction (Vegetative and Sexual); Alternation of generations; Economic importance.

Type Studies: Hepaticopsida - *Riccia*, *Marchantia*

Unit-4

Type Studies: Anthocerotopsida- *Anthoceros*; Bryopsida- *Funaria*

Lichens- General characters, habitat, Structure, reproduction and economic and Ecological importance of lichens.

Suggested Laboratory Exercises

1. Study of classwork material by making suitable temporary slides and study of permanent slides of;
Oscillatoria, *Nostoc*, *Volvox*, *Chara*, *Vaucheria*, *Ectocarpus*, *Polysiphonia*.
2. Study of external morphology and preparation of suitable sections of vegetative/reproductive parts of *Riccia*, *Marchantia*, *Anthoceros*, *Funaria*.
3. Study of lichens.

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Suggested Readings

- Bold, H.C. Alexopoulos, C.J. and Delevoryas, T.: Morphology of Plant and Fungi (4th Ed.) Harper & Foul Co., New Work, 1980.
- Ghemawat, M.S., Kapoor, J.N. and Narayan, H.S.: A text book of Algae, Ramesh Book Depot, Jaipur, 1976.
- Gilbart, M.Smith: Crypogamic Botany, Vol. I & II (2nd Ed.) Tata McGraw Hill. Publishing Co., Ltd., New Delhi, 1985.
- Kumar, H.D.: Introductory Phycology, Affiliated East—West Press, Ltd. New York, 1988.
- Puri. P.: Bryophytes, Atmaram & Sons. Delhi, Lucknow, 1985.
- Sarabhai. R.C. and Saxena, R.C.: A text book of Botany. Vol I & II, Ratan Prakashan Mandir, Meerut, 1980.
- Singh, V., Pande, P.C. and Jain, D.K.: A text book of Botany, Rastogi, & Co., Meerut, 2001.
- Vashista, B.R.: Botany for Degree Students (Algae, Bryophytes) S. Chand & Co., New Delhi, 2002.

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BOTANY PRACTICAL EXAMINATION B.Sc PART-I

SKELETON PAPER

M.M. 50

TIME: 4 Hours

S.No.	Practical	Regular	ExNC
1(a)	Prepare the acetocarmine stained slide of the material "A" provided to you. Draw a well labelled diagram of anyone stage of nuclear division. Identify it giving reasons.	5	5
1(b)	Comment and solve the problem on Genetics allotted to you along with reasons.	5	5
2	Make suitably stained glycerine-preparation of any one alga from the given mixture "B". Draw its labelled diagrams; assign it to its systematic position giving reasons.	5	5
3	Make suitable preparation of the reproductive structure of material "C" (Fungi). Draw labelled diagrams, Identify giving reasons.	5	5
4	Make suitable stained preparation of material "D" (Bryophyta (vegetative/ reproductive)). Draw labelled diagrams. Identify giving reasons.	5	5
5	One Microbiology experiment for comments. Or Gram's staining.	5	5
6	Comment upon spots (1-5)	10	15
7	Viva-Voce	5	5
8	Practical record	5	-
	TOTAL	50	50

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University of Rajasthan
Syllabus: B.Sc.-B.Ed. Part-I Zoology
(2022-2023)

Scheme:

Max. Marks: 100

Min. Pass Marks: 36

Paper I	: 3 Hrs duration	33 Marks
Paper II	: 3 Hrs duration	33 Marks
Paper III	: 3 Hrs duration	34 Marks
Practicals	: 4 Hrs. duration	50 Marks

NOTE:

1. There will be two parts of every theory question paper with a total duration of 3 hours. First part of question paper will comprise of question No. 1 containing 9 (Paper I & II) or 10 (Paper III) very short answer (Maximum 25 words) type questions, each of 1 mark. This part is compulsory to attempt. Questions should be evenly distributed covering the entire syllabus. Second part of question paper will be of long answer type questions having three sections. There will be total 9 questions (Q. No. 2 to 10) in this part, *i.e.*, three from each unit /section out of which candidate will be required to attempt any 4 questions selecting at least one question from each unit/section. Each question will carry 6 marks.
2. The candidate has to answer all questions in the main answer book only.

PAPER – I:

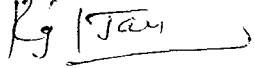
DIVERSITY OF ANIMALS

Section – A

Biosystematics and Taxonomy

1. General principles of taxonomy, concept of five kingdom scheme, international code of nomenclature, cladistics, molecular taxonomy.
2. Concept of Protozoa and Metazoa, and levels of organization.
3. Taxonomy and basis of classification of non-chordata and chordata: symmetry, coelom, segmentation and embryogeny.
4. Detailed classification of Non-chordata and Chordata (up to suborders with examples).

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Section – B

Habitat, Habit, Morphology, Structure, *Locomotion, Organs and Systems
(Digestive, Excretory, Respiratory, *Osmoregulation, Nervous & Reproductive), Life
Cycle, *Affinities and *Adaptations.

Note : * indicates wherever required

1. **Protozoa** : Amoeba, Entamoeba, Paramecium, Euglena, Plasmodium, Trypanosoma and Leishmania.
2. **Porifera** : Sycon and Leucosolenia.
3. **Coelentrata**: Obelia and Aurelia.

Section – C

Habitat, Habit, Morphology, Structure, *Locomotion, Organs and Systems
(Digestive, Excretory, Respiratory, Nervous & Reproductive), Life Cycle, *Affinities and
*Adaptations.

Note : * indicates wherever required

1. **Ctenophora** : Beroe
2. **Platyhelminthes** ; *Fasciola hepatica* and *Taeniasolium*.
3. **Aschelminthes** : *Ascaris*, *Dracunculus* and *Wuchereria*.
4. **Annelida** : Neries and Leech.

PAPER – II: CELL BIOLOGY AND GENETICS

Section – A

Cell Biology

1. Introduction to cell: Morphology, size, shape, characteristics and structure of prokaryotic and eukaryotic animal cell; basic idea of virus and cell theory.
2. Cell membrane: Characteristics of cell membrane molecules, fluid–mosaic model of Singer and Nicholson, concept of unit membrane.
3. Cell membrane transport: Passive (diffusion and osmosis, facilitated, mediated) and active transport.
4. Cytoplasmic organelles:
 - (i) Structure and biogenesis of mitochondria; electron transport chain and generation of ATP molecules.
 - (ii) Structure and functions of endoplasmic reticulum, ribosome (prokaryotic and eukaryotic) and Golgi complex.

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- (iii) Structure and functions of lysosome, microbodies and centrioles.
- (iv) Structure and functions of cilia, flagella, microvilli and cytoskeletal elements.

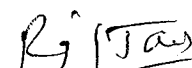
Section – B

1. **Nuclear Organization:**
 - (i) Structure and function of nuclear envelope, nuclear matrix and nucleolus.
 - (ii) Chromosomes: Morphology, chromonema, chromomeres, telomeres, primary and secondary constrictions, chromatids, prokaryotic chromosome.
 - (iii) Giant chromosome types: Polytene and Lampbrush.
 - (iv) Chromosomal organization: Euchromatin, heterochromatin and folded fiber model and nucleosome concept.
2. **Nucleic Acids:**
 - (i) DNA structure, polymorphism (A, B and Z types) and replication (semi conservative mechanism) experiments of Messelson and Stahl: elementary idea about polymerases, topoisomerases, single strand binding proteins, replicating forks (both unidirectional and bidirectional), leading and lagging strands, RNA primers and Okazaki fragments, elementary idea about DNA repair.
 - (ii) RNA structure and types (mRNA, rRNA and tRNA) and transcription.
3. **Genetic code and translation:** Triplet code, characteristics of triplet code, protein synthesis (translation).
4. **Cell in reproduction:**
 - (i) Interphase nucleus and cell cycle: S, G-1, G-2 and M phase.
 - (ii) Mitosis: Different stages, structure and function of spindle apparatus; anaphasic movement.
 - (iii) Meiosis: Different stages, synapses and synaptonemal complex, formation of chiasmata and significance of crossing over.

Section – C

Genetics

1. Mendelism: Brief history of genetics and Mendel's work; Mendelian laws, their significance and current status, chromosomal theory of inheritance.
2. Chromosomal mutations: Classification, translocation, inversion, deletion and duplication; Variations in chromosome numbers; haploidydiploidy, polyploidy, aneuploidy, euploidy and polysomy.
3. Linkage and crossing over, elementary idea of chromosome mapping.
4. Genetic interaction: Supplementary genes, complementary genes, duplicate genes, epistasis, inhibitory and polymorphic genes.
5. Multiple gene inheritance: ABO blood groups and Rh factor and their significance.
6. Cytoplasmic inheritance.
7. Sex determination in *Drosophila* and man, pedigree analysis.
8. Genetic disorders: Down's, Turner's and Klinefelter's syndromes, color blindness, Hemophilia, Phenylketonuria.
9. Concept of gene: Recon, muton and cistron.


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**PAPER – III:
GAMETE AND DEVELOPMENTAL BIOLOGY**

Section – A

Developmental Biology: Scope and Early Events

1. Historical review, types and scope of embryology.
2. Gametogenesis:
 - (i) Formation of ova and sperm.
 - (ii) Vitellogenesis.
3. Fertilization: Activation of ovum, essence of activation: Changes in the organization of the egg cytoplasm.
4. Parthenogenesis.

Section – B

Developmental Biology: Pattern and Processes

1. Cleavage: Definition, planes and patterns of cleavage among non chordates and chordates, significance of cleavage, blastulation and morulation.
2. Fate maps, morphogenetic cell movements, significance of gastrulation.
3. Embryonic induction, primary organizer, differentiation and competence.
4. Development of chick up to 96 hours stage.
5. Embryonic adaptations:
 - (i) Extra embryonic membranes in chick, their development and functions.
 - (ii) Placentation in Mammals: Definition, types, classification on the basis of morphology and histology, functions of placenta.
 - (iii) Paedogenesis and neoteny.

Section – C

Dimensions in Developmental Biology

1. Regeneration.
2. Various types of stem cells and their applications.
3. Cloning of animals:
 - (i) Nuclear transfer technique.
 - (ii) Embryo transfer technique.
4. Teratogenesis (Genetic and Induced).
5. Biology of aging.
6. Cell death.

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Syllabus: B.Sc.-B.Ed. Part-I (2022-2023)

Practical – Zoology

Min. Marks: 18

4 Hrs. / Week

Max. Marks: 50

I. Microscopic Techniques:

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1. Organization and working of Optical Microscope: Dissecting and compound microscopes.
2. General methods of microscopic slide preparations: Narcotization; fixing and preservation; washing; staining; destaining; dehydration; clearing and mounting.
3. General idea of composition, preparation and use of:
 - (i) Fixatives: Formalin, Bouin's fluid.
 - (ii) Stains: Aceto-carmin, Aceto-orcin, Haematoxylin, Eosin.
 - (iii) Common reagents: Normal saline, Acid water, Acid alcohol and Mayer's albumin.
4. Collection and Culture Methods:
 - (i) Collection of animals from their natural habitat during field trips such as *Amoeba*, *Paramecium*, *Euglena*, *Daphnia*, *Cyclops*, etc.
 - (ii) Culture of *Paramecium* in the laboratory and study of its structure, life – processes and behavior in live state.

II. Study of Microscopic Slides and Museum Specimens:

Protozoa: *Amoeba*, *Euglena*, *Trypanosoma*, *Giardia*, *Entamoeba*, *Elphidium* (*Polystomella*), *Foraminiferous shells*, *Monocystis*, *Plasmodium*, *Paramecium*, *leishmania*, *Paramecium* showing binary fission and conjugation, *Opalina*, *Nyctotherus*, *Balantidium*, *Vorticella*.

Porifera: *Leucosolenia*, *Euplectella*, *Spongilla*, T. S. Sycon, Spicules, Spongin fibers, Gemmules.

Coelenterata: *Millepora*, *Physalia*, *Velella*, *Aurelia*, *Alcyonium*, *Gorgonia*, *Pennatula*, Sea anemone, Stone corals, *Obelia* colony and medusa.

Ctenophora: Any Ctenophore

Platyhelminthes: *Taenia*, *Planaria*, *Fasciola* (WM), T. S. body of *Fasciola*, *Miracidium*, Sporocyst, *Redia* and *Cercaria* Larvae of *Fasciola*, *Scolex*, T. S. mature proglottid of *Taenia*, gravid proglottid, *Cysticercus* larva.

Aschelminthes: *Ascaris*, *Wuchereria*, *Dracunculus*

Annelida : Neries, Heteroneries, *Arenicola*, *Aphrodite*, *Chaetopterus*, *Tubifex*, *Glossiphonia*, *Pontobdella*, *Polygordius*.

III. Anatomy:

Earthworm: External features, general viscera, alimentary canal, reproductive system and nervous system.

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Leech: External features, alimentary canal, reproductive and nervous system.

IV. Study of the Following Through Permanent Slide Preparation: *Paramecium*, *Euglena*, Foraminiferous shells, Sponge spicules, Spongin fibres, Gemmule, *Hydra*, *Obelicia* colony and Medusa; Parapodium of *Nereis* and *Heteronereis*.

V. Exercises in Cell Biology:

1. Squash preparation for the study of mitosis in onion root tip, permanent slides of mitosis (all stages).
2. Squash preparation for the study of meiosis in grasshopper or cockroach testes, permanent slide of meiosis (all stages).
3. Study of giant chromosomes in salivary glands of *Chironomus* or *Drosophila* larva.
4. Study of cell permeability using mammalian R.B.C.

VI. Exercises in Genetics:

A. Study of *Drosophila*:

1. Life cycle and an idea about its culture
2. Identification of male and female
3. Identification of wild and mutants (yellow body, ebony, vestigial wing and white eye)
4. Study of permanent prepared slides: Sex comb and salivary gland chromosomes.

B. Numerical problems based on monohybrid and dihybrid cross.

C. Identification of blood groups (A, B, AB, O & Rh factor)

VII. Developmental Biology:

1. Study of development of frog/toad with the help of Charts/Slides/Models:

- (i) Eggs, cleavage, blastula, gastrula, neurula, tail-bud, hatching, mature tadpole larvae, metamorphic stages, toadlet / froglet.
- (ii) Histological slides: Cleavage, blastula, gastrula, neurula and tail-bud stage.

2. Study of development of chick with the help of whole mounts/Charts/Slides/Models

- (i) 18 hrs, 21 hrs, 24 hrs, 33 hrs, 48 hrs, 72 hrs and 96 hrs of incubation.
- (ii) Primitive streak stage in living embryo, if possible, after removal of the blastoderm from the egg.
- (iii) Study of the embryo at various stages of incubation *in vivo* by making a window in the egg-shell may also be demonstrated.

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- (iv) Study of various foetal membranes in a 10-12 day old chick embryo.

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B.Sc.-B.Ed. Part - I

Scheme of Practical Examination and Distribution of Marks

Time: 4 Hrs.

Min Pass Marks: 18

Max. Marks: 50

	Regular	Ex. /N.C. Students
1. Anatomy (any system)	6	5
2. Permanent Preparation	4	7
3. Cell Biology and Genetics	4+4	6+6
4. Developmental Biology	6	5
5. Identification and comments on Spots (1 to 8)	16	16
6. Viva Voce	5	5
7. Class Record	5	-
	50	50

Notes:

1. Anatomy: Study of systems of the prescribed types with the help of dissection.
2. With reference to microscopic slides, in case of non-availability, the exercise should be **substituted with diagrams / photographs.**
3. Candidates must keep a record of all work done in the practical class and submit the same for inspection at the time of the practical examination.
4. The candidates may be asked to write detailed methodology wherever necessary and separate marks may be allocated for the same.
5. Mounting material for permanent preparations would be as per the syllabus or as available through collection and culture methods.
6. **It should be ensured that animals used in the practical exercises are not covered under the wild life act 1972 and amendments made subsequently.**

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B.Sc. Part I (Pass Course)

I. PHYSICS

Scheme :

Max. Marks: 100

Min. Pass Marks: 36

Paper I 3 hrs. duration

Max. Marks: 33

Min. Pass marks 12

Paper II 3 hrs. duration

Max. Marks: 33

Min. Pass marks 12

Paper III 3 hrs. duration

Max. Marks: 34

Min. Pass marks 12

Practical 5 hrs. duration

Max. Marks: 50

Min. Pass marks 18

Paper-I : Mechanics & Oscillations

Work Load: 2 hrs. Lecture /week

Examination Duration: 3 Hrs.

Scheme of Examination: First question will be of nine marks comprising only part of short answer type with answer not exceeding half a page. Remaining four questions will be set with one from each of the unit and will be of six marks each. Second to fifth question will have two parts namely (A) and (B) each carrying 3 marks. Part (A) of second to fifth question shall be compulsory and Part (B) of these questions will have internal choice.

Unit - I:

Physical Law and frame of Reference

- Inertial and non-inertial frames, Transformation of displacement, velocity, acceleration between different frames of reference involving translation, Galilean transformation and invariance of Newton's laws.
- Coriolis Force: Transformation of displacement, velocity and acceleration between rotating frame, Pseudo forces, Coriolis force, Motion relative to earth, Foucault's pendulum.
- Conservative Forces: Introduction about conservative and non-conservative forces, Rectilinear motion under conservative forces, Discussion of potential energy curve and motion of a particle.

Unit - II:

Centre of Mass

Introduction about Centre of Mass, Centre of Mass Frame: Collision of two particles in one and two dimensions (elastic and inelastic), Slowing down of neutrons in a moderator, Motion of a system with varying mass, Angular momentum concept, conservation and charge particle scattering by a nucleus.

Rigid body

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Equation of motion of a rotating body, Inertial coefficient, Case of J not parallel to ω . Kinetic energy of rotation and idea of principal axes, Precessional motion of a spinning top.

Unit - III:

Motion under Central Forces

Introduction about Central Forces, Motion under central forces, Gravitational interaction, Inertia and gravitational mass, General solution under gravitational interaction, Keplers laws, Discussion of trajectories, Cases of elliptical and circular orbits, Rutherford scattering.

Damped Harmonic Oscillations

Introduction about oscillations in a potential well, Damped force and motion under damping, Damped Simple Harmonic Oscillator, Power dissipation, Anharmonic oscillator and simple pendulum as an example.

Unit - IV:

Driven Harmonic Oscillations

Driven harmonic oscillator with damping, Frequency response, Phase factor, Resonance, Series and parallel of LCR circuit, Electromechanical analogy, Galvanometer.

Coupled Oscillations

Equation of motion of two coupled Simple Harmonic Oscillators, Normal modes, motion in mixed modes, Transient behavior, Dynamics of a number of oscillators with neighbor interactions.

Text books:

- Mechanics (SI), Charles Kittel
- Introduction to Classical mechanics, TMH
- The Physics of Waves & Oscillations, Bajaj
- H. Goldstein, Classical mechanics.
- L.N. Hand, J.D. Finch, Analytical mechanics (Cambridge, 1998).
- L. Landau, E. Lifshitz, Mechanics.

Paper - II (Electromagnetism)

Work Load: 2 hrs. Lecture /week

Examination Duration: 3 Hrs.

Scheme of Examination: First question will be of nine marks comprising of six parts of short answer type with answer not exceeding half a page. Remaining four questions will be set with one from each of the unit and will be of six marks each. Second to fifth question will have two parts namely (A) and (B) each carrying 3 marks. Part (A) of second to fifth question shall be compulsory and Part (B) of these questions will have internal choice.

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Unit I: Scalar and Vector Fields

Concept of Field, Scalar and Vector Fields, Gradient of scalar field, Physical significance and formalism of Gradient, Divergence and Curl of a vector field Cartesian co-ordinates system, Problems based on Gradient, Divergence and curl operators. Concept of Solid angle, Gauss divergence and Stoke's theorem. Gauss law from inverse square law. Differential form of Gauss law.

Electric Field and Potential Energy

Invariance of Charge, Potential energy of system of (i) Discrete N-charges (ii) Continuous charge distribution. Energy required to build a uniformly charged sphere, classical radius of electron, Electric field due to a short electric dipole, Interaction of electric dipole with external uniform and non uniform electric field, potential due to a uniformly charged spherical shell.

Poisson's and Laplace equations in Cartesian co-ordinates and their applications to solve the problems of electrostatics.

Electric field measured in moving frames, Electric field of a point charge moving with constant velocity.

Unit II: Electric field in matter

Multipole expansion, definition of moments of charge distribution, Dielectrics, Induced dipole moments, polar non polar molecules, Free and bound charges, Polarization, Atomic polarizability, electric displacement vector, electric susceptibility, dielectric constant, relation between them.

Electric potential and electric field due to a uniformly polarized sphere (i) outside the sphere (ii) at the surface of the sphere (iii) inside the sphere, Electric field due to a dielectric sphere placed in a uniform electric field (a) outside the sphere (b) inside the sphere, Electric field due to a charge placed in dielectric medium and Gauss law, Clausius-Mossotti relation in dielectrics.

Unit III: Magnetostatics and Magnetic field in matter

Lorentz force, properties of magnetic field, Ampere's law, field due to a current carrying solid conducting cylinder (a) outside (b) at the surface and (ii) inside the cylinder. Ampere's law in differential form, Introduction of Magnetic Vector potential, Poisson's equation for vector potential, Deduction of Bio-Savart law using Magnetic Vector potentials, Differential form of Ampere's law.

Atomic magnet, Gyromagnetic ratio, Bohr-magneton, Larmor frequency, induced magnetic moment and dia-magnetism, spin magnetic moment, para and ferro-magnetism, Intensity of Magnetization, Magnetic permeability and Susceptibility, free and bound current densities, Magnetic field due to a uniformly magnetized material and Non-uniformly magnetized material.

Unit IV: Maxwell's Equations and Electromagnetic waves

Displacement current, Maxwell's Equations, Electromagnetic waves, Electromagnetic waves in an Isotropic medium, Properties of electromagnetic waves, Energy density of Electromagnetic waves, Poynting vector, Radiation pressure of free space, Electromagnetic waves in Dispersive medium, Spectrum of Electromagnetic waves.

References :

1. Electricity & Magnetism ; A.S. Mahajan & Abbas A. Rangwala, Tata, McGraw-Hill
2. Introduction to Electrodynamics ; David J. Griffith, Prentice Hall
3. Berkley Physics Course , Vol. II
4. Fundamental University Physics Vol II : Fields and Waves ; M. Alonso and E.J. Finn: Addison-Wesley Publishing Company.

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2. Introduction to Electrodynamics : David J. Griffith, Prentice Hall

3. Berkley Physics Course , Vol II

4. Fundamental University Physics Vol II : Fields and Waves : M. Alonso and E.J. Finn;
Addison-Wesley Publishing Company.

Paper III
OPTICS

Work Load: 2 hrs. Lecture /week

Examination Duration: 3 Hrs.

Scheme of Examination: First question will be of nine marks comprising of six parts of short answer type with answer not exceeding half a page. Remaining four questions will be set with one from each of the unit and will be of six marks each. Second to fifth question will have two parts namely (A) and (B) each carrying 3 marks. Part (A) of second to fifth question shall be compulsory and Part (B) of these questions will have internal choice.

Unit - 1 Interference:

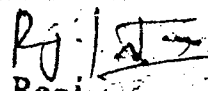
Concept of Spatial and Temporal Coherence, coherence length, coherence time, Definition and propagation of a wave front Huygen's principle of secondary wavelets, Young's Double slit experiment. Types of interference. interference by division of wavefronts: Fresnel's Biprism, Measurement of wavelength λ and thickness of a thin transparent sheet, Interference by division of amplitude: Interference in thin films of constant thickness in transmitted and reflected waves. Interference produced by a wedge shaped film, Newton's rings, Determination of wavelength λ and refractive index μ by Newton's Rings: fringes of equal inclination (Haidinger fringes) and equal thickness (Fizeau fringes), Michelson's Interferometer, shape of fringes, Measurement of wavelength, difference between two spectral lines and thickness of a thin transparent sheet.

Unit - 2 Diffraction:

Fresnel's diffraction, Half period zones, Fresnel's diffraction at a circular aperture, slit, edge and a rectangular slit, Zone plate, Multiple foci of zone plate, comparison between zone plate and convex lens, Fraunhofer diffraction by single slit and a circular aperture, Fraunhofer diffraction by N parallel slits with two slits as a special case, Missing order, Plane diffraction grating and its use in determining wavelength, Dispersion by a grating, Rayleigh's criterion of resolution, Resolving power of a Telescope and a Grating.

Unit - 3 Polarization:

Polarization: (i) Plane polarized light (ii) Circularly polarized light and (iii) Elliptically Polarized light. Production of Plane polarized light: (i) by reflection (ii) by refraction (iii) by


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double refraction and (iv) by dichroism (Polaroid); Identification of polarized light; Huygen's theory of double refraction. Production of Circularly and Elliptically Polarized light. Quarter-wave and half wave plates. Analysis of polarized light. Optical activity. Laws of Optical Activity. Fresnel's explanation of optical activity. Experimental verification of Fresnel's theory. Specific rotation. Polarimeter. Types of Polarimeter: (i) Laurent's half shade polarimeter and (ii) Biquartz polarimeter.

Unit - 4: Quantum Optics & Photonics

- (i) **Laser:** Spontaneous and stimulated emission, Einstein's A & B coefficients, Energy density of radiation as a result of stimulated emission and absorption, population inversion, Methods of optical pumping, energy level schemes, He-Ne, Ruby, CO₂ lasers.
- (ii) **Holography:** Basic concepts of Holography, principle of holography, Theory, construction and reconstruction of image, application of holography.
- (iii) **Fiber Optics:** Introduction of Optical Fiber, Necessity of Cladding, Optical fiber system, optical fiber cable. Total internal Reflection, Explanation of Propagation of light through an optical fiber.

References:

1. Optics by Brij Lal & Subramaniam, S. Chand.
2. Optics by D. P. Khandelwal.
3. Principles of optics by B. K. Mathur.
4. Introduction to Modern Optics by A. K. Ghatak.
5. An introduction to Modern Optics by G. R. Fowles.
6. Essentials of Lasers by Allen.

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Practical

Work Load: Four hours laboratory work per week

Examination Duration: Four hours

Minimum Experiments: Total sixteen taking eight from each section.

The colleges are free to set new experiments of equivalent standard. This should be intimated and approved by the Convener, Board of Studies before the start of academic session. It is binding on the college to have experimental set up of at least sixteen experiments listed below (8 from each section). In case number of experiment performed by the student is less than sixteen, his marks shall be scaled down in final examination on pro rate basis. Laboratory examination paper will be set by the external examiner by making pairs of experiments taking one from each section out of sixteen or more experiments available at the center. Different combinations shall be given for different batch.

Section A

1. To study the variation of power transfer by two different loads by a 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 relations.
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.
9. To convert a galvanometer into an ammeter of a given range.
10. To convert a galvanometer into a voltmeter of a given range.

Section B

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.

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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, σ and η by Searle's method.
11. To ensure Curie temperature of Monel alloy.
12. To determine modulus of rigidity of a wire using Maxwell's needle.
13. Study of normal modes of a coupled pendulum system. Study of oscillations in mixed modes and find the period of energy exchange between the two oscillators.
14. To study variation of surface tension with temperature using Jaeger's method.
15. To study the specific-rotation of sugar solution by polarimeter.

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6. MATHEMATICS

B.Sc. Part-I Examination-

Teaching : 3 Hours per Week per Theory Paper.
2 Hours per Week per Batch for Practical
(20 candidates in each batch)

Examination Scheme :	Min.Pass Marks	Max. Marks
Science --	54	150
Arts --	72	200

	Duration	Max.Marks
Paper – I Discrete Mathematics	3 hrs.	40 (Science) 53 (Arts)
Paper – II Calculus	3 hrs.	40 (Science) 53 (Arts)
Paper – III Analytic Geometry and Optimization Theory	3 hrs.	40 (Science) 54 (Arts)
Practical Optimization Techniques	2 hrs.	30 (Science) 40 (Arts)

Note:

1. Common paper will be set for both the Faculties of Social Science and Science. However, the marks obtained by the candidate in the case of Faculty of Social Science will be converted according to the ratio of the maximum marks of the papers in the two Faculties.
2. Each candidate is required to appear in the Practical examination to be conducted by internal and external examiners. External examiner will be appointed by the University and internal examiner will be appointed by the Principal in consultation with Local Head/Head, Department of Mathematics in the college.
3. An Internal/external examiner can conduct Practical Examination of not more than 100 (Hundred) Candidates.
4. Each candidate has to pass in Theory and Practical examinations separately.

Paper – I: Discrete Mathematics

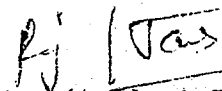
Teaching : 3 Hours per Week

Max. Marks: 40 (Science)

Duration of Examination : 3 Hours

53 (Arts)

Note: This paper is divided into FIVE Units. TWO questions will be set from each Unit. Candidates are required to attempt FIVE questions in all taking ONE question from each Unit. All questions carry equal marks.


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Unit 1 : Sets, Cardinality, Principal of inclusion and exclusion, Mathematical induction, Relations and Functions, Binary relations, Equivalence relations and partitions, Partial order relations and Lattices, Chains and Anti-chains. Pigeon hole principle.

Unit 2: Boolean Algebra- Lattices and Algebraic structure, Duality, Distributive and Complemented Lattices, Boolean Lattices, Boolean functions and Boolean expression. Fundamental theorem of arithmetic, Divisibility in Z , Congruence's, Chinese remainder theorem, Euler's functions, Primitive roots.

Unit 3: Logic and propositional calculus, Simple and compound propositions, Basic logical operations, Truth tables, Tautologies and contradictions, Propositional functions, Quantifiers. Discrete numeric functions, Generating functions, Recurrence relations and Recurrence algorithms, Linear recurrence relation with constant coefficients and their solutions, Total solutions, Solution by the method of generating functions.

Unit 4: Basic concepts of graph theory, Types of graph (Connected Graphs, Regular graphs, Planar graphs), walk, Paths & Circuits, Shortest path problem. Operations on graphs (union, join, products)

Unit 5: Matrix representation of graphs, Adjacency matrices, Incidences matrices, Tree, Spanning tree, Minimumm spanning tree, Distance between vertices, Center of tree, Binary tree, Rooted tree. Hamiltonian and Eulerian graphs

Reference Books:

1. K.H. Rosen, Discrete Mathematics and it's Applications, McGraw Hill, 1999.
2. N.L. Biggs, Discrete Mathematics, Oxford Science Publication, 1985.
3. C.L. Liu and D.P. Mohapatra, Elements of Discrete Mathematics, Tata McGraw Hill, 2008.
4. T. Koshy, Discrete Mathematics with Applications, Academic Press, 2005.
5. N. Deo, Graph Theory, Prentice Hall of India, New Delhi, 2004.

Paper- II: Calculus

Teaching : 3 Hours per Week

Max. Marks: 40 (Science)

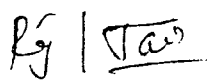
Duration of Examination : 3 Hours

53 (Arts)

Note: This paper is divided into FIVE Units. TWO questions will be set from each Unit. Candidates are required to attempt FIVE questions in all taking ONE question from each Unit. All questions carry equal marks.

Unit 1: Series – Infinite series and Convergent series. Tests for convergence of a series – Comparison test, D'Alembert's ratio test, Cauchy's n-th root test, Raabe's test, De-Morgan-Bertrand's test, Cauchy's condensation test, Gauss's test, (Derivation of tests is not required). Alternating series. Absolute convergence. Taylor's theorem. Maclaurin's theorem. Power series expansion of a function. Power series expansion of $\sin x$, $\cos x$, e^x , $\log_e(1+x)$, $(1+x)^n$.

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Unit 2: Derivative 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 functions. Chain rule of partial differentiation. Total differentiation, Differentiation of implicit functions.

Unit 3: Envelopes and evolutes, Maxima and Minima of functions of two variables. Lagrange's method of undetermined multipliers. Asymptotes. Multiple points. Curve tracing of standard curves (Cartesian and Polar curves).

Unit 4: Beta and Gamma functions, Reduction formulae (simple standard formulae), Double integrals in Cartesian and Polar Coordinates, Change of order of integration. Triple integrals. Dirichlet's integral.

Unit 5: Areas, Rectification, Volumes and Surfaces of solids of revolution.

Reference Books :

1. M. J. Strauss, G. L. Bradley and K. J. Smith, Calculus (3rd Edition), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education), Delhi, 2007.
2. H. Anton, I. Bivens and S. Davis, Calculus (7th Edition), John Wiley and sons (Asia), Pt Ltd., Singapore, 2002.
3. G.B. Thomas, R. L. Finney, M. D. Weir, Calculus and Analytic Geometry, Pearson Education Ltd, 2003.

Paper-III: Analytic Geometry and Optimization Theory

Teaching: 3 Hours per Week

Max. Marks: 40 (Science)

Duration of Examination: 3 Hours

54 (Arts)

Note: This paper is divided into FIVE Units. TWO questions will be set from each Unit. Candidates are required to attempt FIVE questions in all taking ONE question from each Unit. All questions carry equal marks.

Unit 1: Polar equation of conics, Polar equation of tangent, normal and asymptotes, chord of contact, auxiliary circle, director circle of conics


Unit 2: Sphere, Cone.

Unit 3: Cylinder, Central Conicoids – Ellipsoid, Hyperboloid of one and two sheets, tangent lines and tangent planes, Direct sphere, Normals.

Unit 4: Generating lines of hyperboloid of one sheet and its properties. Reduction of a general equation of second degree in three-dimensions to standard forms.

Unit 5: The linear programming problem. Basic solution. Some basic properties and theorems on convex sets. Fundamental theorem of L.P.P. Theory of simplex method only. Duality. Fundamental theorem of duality, properties and elementary theorems on duality only.

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Reference Books :

1. Hamdy A. Taha, Operations Research, An Introduction (9th edition), Prentice-Hall, 2010.
2. G. Hadley, Linear Programming, Narosa Publishing House, New Delhi, 2002.
3. R.J.T. Bell, Elementary Treatise on Co-ordinate geometry of three dimensions, Macmillan India Ltd., 1994.

Practical

Teaching: 2 hours per week per batch not more than 20 students

Examination:

Duration: 2 Hours

Scheme	Science	Arts
Max.Marks	30	40
Min.Pass Marks	11	15

Distribution of Marks:

Two Practicals one from each group

10 Marks each	=	20 Marks (13 Marks each)	26
Practical Record	=	05 Marks	07
Viva-voce	=	05 Marks	07
Total Marks	=	30 Marks	40

The paper will contain TWO practicals. The candidates are required to attempt both practicals.

Group A : Modelling of industrial and engineering problems into Assignment Problems and Transportation Problems and their solutions.

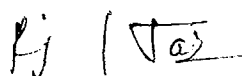
Group B : List of problems (with free and open source software tool Scilab)

- (i) Plotting the graphs of the following functions : ax , $\sqrt{ax+b}$, $|ax+b|$, $c\pm|ax+b|$, $x^{\pm n}$, $x^{1/n}$ ($n \in \mathbb{Z}$), e^{ax+b} , $\log(ax+b)$, $\sin(ax+b)$, $\cos(ax+b)$, $|\sin(ax+b)|$, $|\cos(ax+b)|$. Observe and discuss the effects of change in the real constant a , b and c on the graphs.
- (ii) Graphs of hyperbolic functions and inverse trigonometric functions.
- (iii) Plotting and analyzing the graphs of polynomials and their derivatives.
- (iv) Complex numbers: Operations like addition, subtraction, multiplication, division, Modulus and inbuilt functions conj, imag, imult, isreal, real.
- (v) Matrix operations: Addition, Multiplication, Inverse, Transpose, Determinant, Rank and inbuilt functions eye, ones, zeros. Solving the system of linear equations.
- (vi) Solution of linear programming problems by using inbuilt functions of Scilab.

Note:

1. For Group A : Problems will be solved by using Scientific Calculators (non-Programmable)
2. Each Candidate (Regular/non-Collegiate) has to prepare his/her practical record.
3. Each Candidate has to pass in Practical and Theory examination separately.

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UNIVERSITY OF RAJASTHAN

JAIPUR

FACULTY OF EDUCATION

SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

B.Ed.-Two Year (Sem – I, II, III, and IV)

2025-27

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NOTICE

1. Change in syllabus/ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan University headquarters Jaipur only and not any other place.

0.325 B: Year End Credit Requirement-

A candidate must clear at least 50% of total credits in the first-year (Semester I and II combined) to be promoted to the second year (Semester III). If this criterion is not met, all first-year credits must be cleared as a regular student to move forward.

Clearance of Odd and Even Semester Credits:

If a candidate fails to clear all credits in an odd semester (Semester I or III) but clears all credits in the corresponding even semester (Semester II or IV), they must clear the remaining credits as a regular student in the following odd semester. The same rule applies if a candidate clears all credits in an odd semester but fails in the following even semester; they must clear these remaining credits as a regular student in the following even semester.

Combined Credit Clearance for Promotion:

Candidates failing to clear 50% of the combined credits for Semesters I and II may not be promoted to Semester III.

Clearing Backlogs in Subsequent Semesters:

If promoted to Semester III with remaining credits from Semester I and/or II, the candidate shall be BACK PROMOTED and He/She shall:

- I. Clear remaining Semester I credits in Semester III.
- II. Clear remaining Semester II credits in Semester IV.

Maximum Attempts:

Candidates will be provided a maximum of three attempts to clear each paper:

- i. Odd semester papers must be cleared by the end of Semester III or in next odd semester if necessary.
- ii. Even semester papers must be cleared by the end of Semester IV or in next even semester if necessary.

Flexibility for Reappearances:

Candidates are given flexibility for reappearing in remaining credits of specific semesters in subsequent semesters, allowing them to complete the B.Ed. program within a maximum of three years.

Attendance Requirements:

If a candidate is not eligible to sit for an examination due to insufficient attendance, they will not be permitted to appear for the next semester's examinations.

O.326: Provision for Aggregate Marks and Reappearance:

Reappearance for Theory Papers:

Candidates who fail in not more than than 50% theory papers but secure at least 40% aggregate marks across the remaining theory papers may reappear for the failed paper in the next corresponding semester (Odd or Even).

Reappearance for Practice of Teaching Examination:

Candidates who fail or are absent in the Practice of Teaching Examination but achieve at least 40% aggregate marks across theory papers in Semester I may reappear for the Practice of Teaching Examination in Semester III.

Similarly, candidates who fail or are absent in the Practice of Teaching Examination but secure at least 40% aggregate marks across theory papers in Semester III may reappear for the Practice of Teaching Examination in next odd semester alongwith the Practive of Teaching Examinations of next odd semester.

Regulation 42:-

Scheme of B.Ed. Two-Year (Four Semester) Examination (as per NEP-2020 Norms)

The B.Ed. Two-year (Four Semester) program comprises the following components across four semesters:

Semester I:Core Course, Internship (4 weeks), Skill Enhancement Course, and Value Added Course.

Semester II:Core Course, Skill Enhancement Course, and Value Added Course.

Semester III:Core Course, Internship (16 weeks).

Semester IV:Core Course, Skill Enhancement Course, and Value Added Course.

Semester-wise Breakdown of Papers and Marks Distribution:

Semester I

1. Theory Papers-

Paper BED 01, BED 02, BED 04, BED 05 (A/B):

Duration: 3 hours

Marks: 100 each (80 marks for theory, 10 marks for assignments, 10 marks for tests).

Paper BED 03:

Duration: 2 hours

Marks: 50 each (40 marks for theory, 5 marks for assignments, 5 marks for tests).

2. Practicum-

Paper BED 06A (SEC):

Marks:100 (25 marks each for Micro Teaching, Simulation, Teaching Method-based Lessons, Observation).

Paper BED 07 A (Internship):

Marks: 125 for Internship

Paper BED 08 A: Practice of Teaching

Marks: Practice of Teaching (Internal) (Criticism Lesson): 50

Practice of Teaching (External) (Final Lesson): 50

Semester II

1. Theory Papers (CC)

Paper BED 05 (A/B), BED13, BED 15:

Duration: 3 hours

Marks: 100 each (80 marks for theory, 10 marks for assignments, 10 marks for tests).

Paper BED 10, BED11, BED 12, BED 14:

Duration: 2 hours

Marks: 50 each (40 marks for theory, 5 marks for assignments, 5 marks for tests).

1. Theory Papers (SEC)

Paper BED 09:

Duration:2 hours

Marks:50 each (40 marks for theory, 5 marks for assignments, 5 marks for tests).

2. Practicum:

Paper BED 06B (SEC):

Marks: 100 (25 marks each for micro teaching, simulation, teaching method-based lessons, and observation)

Semester III

1. Practicum

Paper BED 07 B (Internship):

Marks: 500 (125 marks for daily lesson plan, and 50 marks each for use of local resources in teaching and learning, development of Teaching-Learning Materials (TLM) including 2 audio-visual aids. 25 marks each for action research/case study, reflective diary, and house hold survey. 200 marks for block teaching, school register and record maintenance)

Paper BED 08 B Practice of Teaching (Exrernal):

Marks: Internal (Criticism Lesson): 50

External (Final Lesson): 50

Semester IV

1. Theory Papers (CC/CE)

Paper BED 16, BED 17, BED 18, BED 20:

Duration:3 hours

Marks:100 each (80 marks for theory, 10 marks for assignments, and 10 marks for tests).

Theory Papers (SEC)

Paper BED 19:

Duration:2hours

Marks:50

Practicum

Paper BED 19:

Duration: 2 hours

Marks:50 (20 Marks for Written Exam before Practicum, 20 Marks for PRacticum, and 10 Marks for Viva Voce).

2. Special Practicum (Paper BED 21)

Marks: 100

Activities: SUPW/Open Air Session, Seminar, Workshop, Article Publication, Symposium (any four - 25 marks each). This paper will be entirely internally assessed, with a minimum of 40% passing marks.

Note: Institutions must allocate a minimum of three days for the activities.

Scheme of B.Ed Two Years (Four Semesters)

PROGRAMME OUTLINES

I Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 01	Child development and Growing Up	CC	4	4	0	100	0	80	20	100
BED 02	Contemporary India And education	CC	4	4	0	100	0	80	20	100
BED 03	Language and Curriculum	CC	2	2	0	50	0	40	10	50
BED 04	Indian knowledge and traditional system	VAC	4	4	0	100	0	80	20	100
BED 05 (A/B)	Pedagogy of school Teaching subject I. Hindi II. Sanskrit III. English IV. Urdu V. Rajasthani VI. Music VII. Book-keeping VIII. Commerce	CE	4	4	0	100	0	80	20	100

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
	practice IX. History X. Civics XI. Social studies XII. Geography XIII. Economics XIV. Home Science XV. Chemistry XVI. General Science XVII. Biology XVIII. Physics XIX. Mathematics XX. Drawing And painting									
BED 06 A	SEC - Micro Teaching - Simulation - Methods Based Lessson Plans (5) - Observation	SEC	(04)	(00)	(8)	(00)	(100)	(00)	(100)	100
			1	0	2	0	25	0	25	
			1	0	2	0	25	0	25	
			1	0	2	0	25	0	25	
			1	0	2	0	25	0	25	
BED 07 A	Internship- (In School-4 Weeks)	Internship	5	0	10	00	125	0	125	125

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
Bed 08 A	Practice of Teaching	CC	4	0	0	00	100*	50 (Final Lesson)	50 (Criticism Lesson)	100
			31	18	18	450	325	410	365	775

*Based on EoSE Evaluation BED 05A, BED 06A, and BED 07A

II Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 05 (A/B)	Pedagogy of school Teaching subject I. Hindi II. Sanskrit III. English IV. Urdu V. Rajasthani VI. Music VII. Book-keeping VIII. Commerce practice IX. History X. Civics XI. Social studies XII. Geography XIII. Economics XIV. Home Science XV. Chemistry XVI. General Science XVII. Biology XVIII. Physics XIX. Mathematics XX. Drawing And	CE	4	4	0	100	0	80	20	100

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
	painting									
BED 06B	SEC - Micro Teaching - Simulation - Methods Based Lesson Plans (5) - Observation	SEC	(04)	(00)	(8)	(00)	(100)	(00)	(100)	100
			1	0	2	0	25	0	25	
			1	0	2	0	25	0	25	
			1	0	2	0	25	0	25	
			1	0	2	0	25	0	25	
BED 09	Drama and arts in Education	SEC	2	2	0	50	0	40	10	50
BED 10	Understanding Disciplines and Subjects	CC	2	2	0	50	0	40	10	50
BED 11	Reading and Reflecting on Texts	CC	2	2	0	50	0	40	10	50
BED 12	Gender school and society	CC	2	2	0	50	0	40	10	50
BED 13	Knowledge and Curriculum	CC	4	4	0	100	0	80	20	100
BED	Environment Ethics and	VAC	2	2	0	50	0	40	10	50

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
14	values of quality life									
BED 15	Elective Course (choice any one) I. Guidance and counseling II. Peace Education	CC	4	4	0	100	0	80	20	100
			26	22	08	550	100	440	210	650

III Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 07B	Internship (In Schools- 16 weeks)–	Internship								500
	(a) DLP		5	0	10	0	125	0	125	
	(b) Use of Local Resource in Teaching and Learning		2	0	4	0	50	0	50	
	(c) Development of TLM (5 TLM including at least 2 Audio visual Aids)		2	0	4	0	50	00	50	
	(d) Action Research/ Case study		1	0	2	0	25	00	25	
	(e) Reflective dairy		1	0	2	0	25	00	25	
	(f) Block Teaching school Register and Record Maintain		8	0	16	0	200	00	200	
	(g) Household survey		1	0	2	0	25	00	25	
Bed 08B	Practice of Teaching	CC	4	0	0	0	100*	50 (Final)	50	100

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
								Lesson	Criticism	
			24	0	40	0	600	50	550	600

*Based on EoSE Evaluation BED 05B, BED 06B, and BED 07B

IV Semester

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
BED 16	Learning and Teaching	CC	4	4	0	100	0	80	20	100
BED 17	Assessment for learning	CC	4	4	0	100	0	80	20	100
BED 18	Creating and inclusive school	CC	4	4	0	100	0	80	20	100
BED 19	Critical Understanding of ICT	SEC	4	2	4	50	50	Th-50 Pr-50	00	100
BED 20	(Any one)	CE	4	4	0	100	0	80	20	100

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
	1. Physical Education and Yoga 2. Health and Physical Education									
BED 21	SUPW/Open air Camp- 1. Community Service 2. Survey (Based on Social and Educational Events) 3. Co-Curricular Activities 4. Health and Social Awareness Programme (Disaster Management and Cleanliness) 5. Studies (Work Experience related with theory course and Litrerary Ativities such as	VAC	4	0	8	0	100	0	100	100

Course code	Course Title	Course category	Credit	Credit Hours per week		Marks Distribution		Award of Marks		
				L	P	L	P	EA	CA	Total
	Seminars, Workshops, Symposiums Etc.)									
			24	18	12	450	150	420	180	600

* [B.Ed. - 19] 10 Marks for Project Work, 10 Marks for Written Exam before Praticum .20 Marks for Praticum, and 10 Marks for Viva voce.

ACRONYMS

*CC- Core Courseion

*CE -Core Elective

*EoSE - End of Semester Exam

*SEC - Skill Enhancemnt Course

*VAC- Value Added Course

CGPA-

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

"Grade Point" is the weightage allotted to each grade letter depending on the range of marks awarde

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

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

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

Credit Weightage

The B.Ed. programme has 82 credits in total. The distribution of credits or weightage credits may be as follows.

Distribution of Credit for semester is as Follows:				
Semester	I	II	III	IV
Credits	31	26	24	24
	18- CC/CE	18- CC/CE	4-CC/CE	16 - CC/CE
	5- Internship	6- SEC	20- Internship	4- SEC
	4- SEC	2-VAC		4- VAC
	4- VAC			

Credit and Teaching Hours-

1 Credit = 1 hour of Teaching per week

1 Credit = 2 hour of Practicum / Fieldwork

4 Credit Course needs fours hour Student-teacher contact in a week.

Units and Course :A theory course shall have four units.

Credits and Marks-

1 Credit = 25 marks

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Grading

Letter Grade	Grade Point	Marks Range (%)
“O” Outstanding	10	91-100
“A+” Excellent	9	80-90
“A” Very Good	8	71-80
“B+” Good	7	61-70
“B” Above Average	6	51-60%
“C” Average	5	41-50
“P” Pass	4	When Students take Audit Courses, they will be given a Pass (P) or Fail (F) grade without any credits.
“F” Fail	0	
“AB” Absent	0	

Computation of SGPA and CGPA: Semester Grade Point Average *SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ration of the sum of the product of the number of credit with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits in all the course undergoing by the students, i.e.

$$\text{SGPA } (S_i) = \Sigma (C_i \times G_i) / \Sigma C_i$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade points scored by the students in the i^{th} course.

The Cumulative Grade Point Average (CGPA) is also calculated in the same manner, taking into account all the course undergoing by a student over all the semesters of the programe, i.e.

$$\text{CGPA} = \Sigma(C_i \times S_i) / \Sigma C_i$$

Where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in the semester

Question Papers

1. Each question paper of 80 marks will have two sections. Section - A will contain 12 short answer type questions, out of which the candidate will be required to attempt 7 questions each carrying 5 marks. Section-B will contain essay type 3 questions with an internal choice for each question. Essay type questions will carry 15 marks.
2. Each question paper of 40 marks will have two sections. Section A will contain 15 short answer type questions, out of which the candidate will be required to attempt 10 questions each carrying 2 marks. Section-B will contain 2 essay type questions with an internal choice for each question. Essay type questions will carry 10 marks.
3. The syllabus of content part in papers 05 A/B shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the senior secondary examination of the board of secondary education Rajasthan, Ajmer from time to time.
4. No direct question will be set in this content part but it will be evaluated along with pedagogy prescribed in the syllabus i.e. the question set on this part will be based on application of pedagogy
5. BED 19 Paper of 50 marks will have two sections. Section A consists of 50 MCQs and Section B consists of 8 questions. In Section A, all questions are compulsory carrying 0.5 marks each and in Section B candidate shall have to attempt any 5 questions carrying 5 marks each.

INTERNAL ASSESSMENT SCHEME

1. 20 marks for each paper of 100 marks (10 marks for assignment + 10 marks for test)
2. 10 marks for each paper of 50 marks (5 marks for assignment + 5 marks for test)
3. Micro Teaching 5 skill (Each skill of 5 marks) - 25 Marks per concerning semester.
4. Simulation- 25 marks per concerning semester
5. Teaching Methods 5 methods (Each method of 5 marks) - 25 Marks per concerning semester concerning semester

6. Internship in Teaching Subject (minimum 10 DLPs must be supervised Supervised). 125 marks per year
7. Practice of Teaching Internal Exam (Criticism Lesson Plan) (1 Lesson) - 50 marks per year
8. Use of local Resources in Teaching learning- 50 marks in III Semester
9. Development of TLM - 50 marks in III Semester
10. Action Research/ case study- 25 marks in III Semester
11. Reflective diary - 25 marks in III Semester
12. Block Teaching School register and record maintain- 200 marks in III Semester
13. Household survey - 25 marks in III Semester

EXTERNAL ASSESSMENT SCHEME

- 80 marks for each paper of 100 marks
- 40 marks for each paper of 50 marks
- Practice Teaching-50 marks per year

BED 19- 100 marks (50 Marks Theory, 50 Marks Practical)- Semester IV

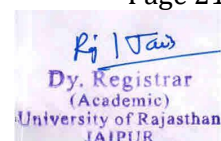
- In BED-19 The External Examiner for the Practicum shall be appointed by the university, and he/she shall make a set of papers of 20 marks for two batches, the first hour of each batch of students will be given to the candidates to write answers to the question paper. The next hours will be for practicum based on the written paper that the candidates were given in the first hour. The next two be for Viva-Voce. hence, there shall be at least 4 hours for practicum for batch of BED 20.
- There should not be than 50 candidates in batch. And, there should not be more than 2 batches for every 100 candidates.

V. Organizing evaluation of practice teaching:

1. The internal assessment in practice of teaching (Criticism) will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
2. At B.EdSem- I, each candidate should be prepared to teach one lessons at the final practice examination. At the B.EdSem- III exam candidate should be prepared to teach two lessons (one in each teaching subject).
3. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson in each semester (I and III)and a minimum of 15% in two lessons in Semester-III (one in each of the two subjects)
4. The board of Examination will consist of:
 - (a) The principal of the college concerned

[Type text]

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- (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
 - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
 - (d) The board as far as possible will represent Social science, language and science,
8. The Practice of Teaching Examination shall be conducted in two continuous working days. Approximately 50 lessons will be examined by the board each day.
 9. A Geo tag photograph of conducting External practicals shall be uploaded on the University portal at the time of uploading the marks online on the university portal.

COURSE OF STUDY

BED 01: Child Development and Growing Up

100 Marks

Objectives

After completing the course, the students will be able to:

1. Comprehend the basic concepts, principles, and scope of psychology and its relevance to child development and education.
2. Understand the stages of child development (physical, cognitive, and socio-emotional) and the factors that influence each stage.
3. Analyze key developmental theories, including those by Piaget, Vygotsky, Freud, and Erikson, and apply these insights to classroom teaching practices.
4. Evaluate the role of family, school, and cultural environments in shaping a child's growth and development.
5. Explore learning theories and motivational techniques for enhancing student engagement and fostering a positive learning environment.
6. Identify individual differences among students, including those with special educational needs, and adapt teaching methods to support diverse learners.

Course Content

Unit I: Foundations of Psychology in Education

- **Educational Psychology:** Meaning, nature, and scope; significance in teaching-learning.
- **Branches of Psychology** relevant to child development (Cognitive, Behavioral, Developmental).
- **Methods in Psychology:** Case study, Experimental Methods; Applications of these methods to child development.
- **Unit II: Dimensions of Child Development**
- **Concepts of Growth and Development:** Stages, Principles, and Factors (Genetic, Biological, Environmental, Physical).
- **-Theories of Development:**
 - **Cognitive Development:** Piaget, Vygotsky
 - **Psychosocial Development:** Erikson
 - **Psychoanalytic Theories:** Freud

- Physical and Socio-Emotional Development during early and later stages of childhood.

Unit III: Educational Implications of Learning Theories

- **Learning Theories and Motivation:**
 - **Behavioral theories:** Thorndike, Pavlov, Skinner
 - **Cognitive theories:** Gestalt, Gagne
 - **Social learning theory:** Bandura
- **Motivation in Learning:** Maslow's hierarchy of needs, implications for teaching.
- **Learning Environment:** Creating positive classroom dynamics and handling misbehavior constructively.

Unit IV: Psychological Attributes and Individual Differences

- **Psychological Attributes:**
 - **Intelligence:** Gardner's multiple intelligences, emotional and spiritual intelligence
 - **Creativity:** Definition, components, and educational relevance.
- **Mental Health Issues in Children:** ADHD, depression, learning disabilities, and managing a supportive classroom.
- **Socialization and Personality Development:** Group dynamics, leadership styles, social prejudice.

Internal Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- Comparative analysis of developmental patterns in children of different socioeconomic backgrounds.
- Collection and analysis of gender-based statistics on child development indicators.
- Administer and analyze a psychological test (e.g., intelligence or memory span test) with scoring and interpretation.

Suggested Readings

1. Aggarwal, J. C., & Kumar, S. (2024). *Essentials Of Educational Psychology* (III ed.). Noida, Uttar Pradesh, India: Vikas Publishing House.
2. Bigge, M. L. (1982). *Learning Theories for Teachers*. Manhattan, New York, United States: Harper & Row.

3. Boyd, D., & Bee, H. L. (2013). *The Developing Child*. London, United Kingdom: Pearson Education Limited.
4. Piaget, J. (1970). *Science of Education and the Psychology of the Child*. New York: Orion Press.
5. Vygotsky, L. S., Cole, M., Jolm-Steiner, V., Scribner, S., & Souberman, E. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard: Harvard University Press. Retrieved from <https://doi.org/10.2307/j.ctvjf9vz4>
6. Woolfolk, A. (2016). *Educational Psychology*. Essex, England: Pearson Education Limited.

B.Ed. 02: Contemporary India and Education

100 Marks

Objectives

After completing the course, the students will be able to:

1. Develop a reflective understanding of the socio-economic, cultural, and political factors influencing education in contemporary India.
2. Analyze the major trends, issues, and challenges in Indian education within the context of NEP 2020.
3. Understand the constitutional provisions, values, and commitments related to education in India.
4. Explore innovative practices in education and their role in social change and inclusion.

Course Content:

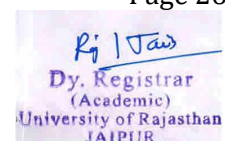
Unit I: Foundations of Education in India

- **Education as a Social Process:** Meaning, concept, and historical evolution from ancient to contemporary times; education as an organized, institutionalized activity.
- **Aims of Education:** Changing aims of education in the context of globalization; role of education in fostering democratic and inclusive values.
- **Influence of Thinkers:** Educational philosophy of thinkers such as Aurobindo, Krishnamurti, Paulo Freire, and Ivan Illich; implications for contemporary education.

Unit II: Constitutional Provisions and National Integration

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- **Constitutional Values and Rights:** Preamble, Fundamental Rights and Duties, Directive Principles; the role of education in promoting equality, justice, and fraternity.
- **National Integration and Social Cohesion:** Role of education in addressing diversity, inequality, and marginalization; significance of multiculturalism, multilingualism, and gender equality.
- **Education and Politics:** The relationship between education and politics, role of school and teachers as agents of social change and cultural preservation.

Unit III: Policies, Programs, and Reforms in Indian Education

- **Historical Overview:** Key developments in Indian education from the University Education Commission (1948) to NEP 2020, highlighting Secondary Education Commission (1952-53), Kothari Commission (1964-66), and NEP 1986.
- **Contemporary Educational Policies:** Insights into NEP 2020, SSA, RMSA, RTE Act (2009), MLL, Kasturba Gandhi Balika Vidyalaya; current challenges in policy implementation.
- **NEP 2020's Vision:** Emphasis on universal access, equity, inclusion, and quality; vocational education, foundational literacy, digital and holistic learning approaches.

Unit IV: Innovations and Technology in Education

- **Innovative Educational Practices:** Concept, need for innovation; addressing societal and technological changes; barriers to educational innovation.
- **Role of Technology:** Digital classrooms, e-learning platforms, ICT in education, the use of AI, and implications of NEP 2020 for technology-driven education.
- **Life Skills and Yoga Education:** Integration of life skills, yoga, and value-based education for overall well-being and competency building in the 21st-century classroom.

Internal Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- Organize a group debate on a key contemporary educational issue and submit a report.
- Critical analysis of the recommendations of any education commission or committee.
- Create a collage or poster on constitutional values in education and submit a reflection.

Suggested Readings:

1. Agnihotri, R. (1994). *Adhunik Bhartiya Shiksha: Samasyayen aur Samadhan*. Jaipur: Rajasthan Hindi Granth Academy.
2. Kashyam, S. C. (2011). *Our Constitution: An Introduction*. New Delhi: National Book Trust.
3. NCERT. (2005). *National Curriculum Framework- 2005*. Retrieved from National Council of Educational Research and Training: <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
4. Shukla, R. P. (2005). *Value Education and Human Rights*. New Delhi: Samp and Sons.
5. Varghese, A. (2000). *Education for the Third Millanum*. Indore: Satprachar Press.

BED 03: Language Across the Curriculum

50 Marks

Objectives

After completing the course, the students will be able to:

- Analyze learners' linguistic backgrounds and recognize the impact of home language, second language, and dialectal variation on classroom learning.
- Apply research-based strategies to integrate listening, speaking, reading, and writing skills into content-area instruction.
- Design classroom discourse patterns (e.g., questioning, discussions, debates) that foster critical thinking and language development.
- Evaluate sociolinguistic factors, such as language and region, religion, and social class, regarding equity and inclusion in education.
- Identify common language and speech disorders and develop remedial lesson plans and assessment tools.
- Utilize language laboratory and digital tools to enhance language proficiency and learner engagement.

Course Content:

Unit I: Foundations of Language Across the Curriculum

- **Nature and Functions of Language:** Definitions, characteristics, and roles in cognitive and social development.
- **Language, Identity, and Society:** Interplay between language, region, religion, and social class; multilingualism as an educational resource.
- **Language Varieties and Registers:** Home (mother tongue) vs. school language; formal and informal; oral and written registers.

Unit II: Oral and Literacy Skills in the Classroom

- **Oral Aptitude & Classroom Discourse:** Theoretical foundations; stages of speech development; effective questioning techniques (e.g., Bloom’s taxonomy); think–pair–share; Socratic seminars.
- **Listening Skills:** Active listening; pronunciation, intonation, stress, rhythm, and pitch.
- **Speaking Skills:** Fluency-building activities; error correction; peer feedback; pronunciation drills.
- **Reading Skills:** Skimming, scanning, inferential, and critical reading of textbooks and digital texts.
- **Writing Skills:** Mechanics (punctuation, grammar); compositions (essays, reports, reflective journals); summarizing and expanding ideas.

Unit III: Remedial and Inclusive Practices with Technology

- **Identification of Language Difficulties:** Speech defects, dyslexia, language delay; use of diagnostic tools.
- **Remedial Strategies:** Individualized Education Plans (IEPs); scaffolding; multi-sensory techniques.
- **Technology in Language Support:** Language laboratory, educational software, and mobile apps.

Internal Assessment:

Written Test: 5 Marks

Assignments/Projects: (Choose any one) - 5 Marks

- Discuss with students and find out the different languages they speak, and prepare a plan to use multilingualism as a teaching strategy.
- Identify speech defects of a secondary-level student and make a remedial strategy.
- Organize an activity-based game to motivate students for creative questioning.
- Organize a close and critical reading/discussion in a small group.
- Survey secondary schools to study academic achievement in overall or in specific subjects of diverse linguistic students.

Suggested Readings:

1. Anderson, M., & Lynch, T. (2003). Listening. Oxford University Press.

2. Celce-Murcia, M. (2001). Teaching English as a Second or Foreign Language. Heinle & Heinle.
3. Halliday, M.A.K., & Hasan, R. (1976). Cohesion in English. Longman.
4. Hornby, A.S. (2005). Oxford Advanced Learner's Dictionary (6th ed.). Oxford University Press.
5. Kumar, K. (2004). Language and Society. Anmol Publications.
6. Vygotsky, L.S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

BED 04: Indian Knowledge and Traditional Systems

100 Marks

Objectives

After completing the course, the students will be able to:

1. Understand the essence and scope of Indian knowledge systems and their historical and philosophical foundations.
2. Appreciate the contributions of traditional knowledge systems in various fields, including science, mathematics, medicine, and arts.
3. Analyze the relevance and application of traditional Indian knowledge in contemporary education.
4. Promote awareness of India's cultural heritage, environmental knowledge, and sustainable practices rooted in traditional systems.

Course Content

Unit I: Foundations of Indian Knowledge Systems

- **Introduction to Indian Knowledge Systems (IKS):** Definition, meaning, and historical evolution; difference between Indian and Western knowledge paradigms.
- **Philosophical Foundations:** Overview of Vedic, Upanishadic, Buddhist, and Jain philosophies; significance of knowledge in Indian traditions.
- **Indian Epistemology and Worldview:** Sources of knowledge (pramanas), concepts of truth, reality, and consciousness; impact on Indian ways of thinking and learning.

Unit II: Traditional Sciences and Mathematics

- **Indian Contributions to Science:** Ancient advancements in astronomy (Aryabhata, Varahamihira) and metallurgy; contributions to physics and chemistry.
- **Indian Mathematics:** Development of zero, decimal system, and algebra; contributions of mathematicians like Brahmagupta, Bhaskaracharya.
- **Medicine and Health Systems:** Ayurveda, Yoga, and Naturopathy as holistic health systems; principles of wellness and their modern-day relevance.

Unit III: Knowledge in Arts, Architecture, and Literature

- **Indian Art and Aesthetics:** Traditional visual arts (painting, sculpture, crafts), performing arts (music, dance), and the concept of Rasa.
- **Traditional Architecture:** Temple architecture, urban planning in Indus Valley Civilization, principles of Vaastu Shastra.
- **Indian Classical Literature:** Key texts in Sanskrit, Prakrit, and regional languages; contributions of epics like the Mahabharata and Ramayana, Kalidasa's works, and Sangam literature.

Unit IV: Environmental Knowledge and Sustainability Practices

- **Environmental Ethics in Indian Tradition:** Philosophies of ecological balance in Vedic texts, the concept of Prakriti and Panchabhutas (five elements).
- **Traditional Agriculture and Water Management:** Indigenous knowledge in agriculture (crop diversity, organic practices), rainwater harvesting, sustainable water management.
- **Contemporary Relevance:** Application of traditional environmental knowledge in addressing modern ecological challenges; promoting sustainable practices based on traditional systems.

Class Test: 10 Marks

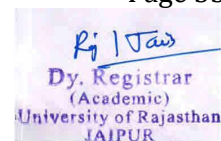
Assignments/Projects: 10 Marks (Choose any one)

1. Comparative study of Indian and Western knowledge systems.
2. Field visit report on traditional water management techniques in a local area.
3. Reflective essay on the application of Ayurvedic principles in modern health and wellness.

Suggested Readings

[Type text]

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Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

1. Chattopadhyaya, D. P. (2000). History of Science, Philosophy and Culture in Indian Civilization. New Delhi: Pearson.
2. Kapoor, N. (2006). Indian Philosophy and Environmental Conservation. Jaipur: Rawat Publications.
3. Kumar, R. (2002). Science and Technology in Ancient India. Delhi: Satguru.
4. Mukherjee, S. (2003). The Foundations of Indian Knowledge. Varanasi: Bharatiya Vidya Prakashan.
5. Rao, S. (2001). Ayurvedic Medicine in Ancient India. New Delhi: National Book Trust.

BED 05 (A/B)- I :हिन्दी शिक्षण

100अंक

उद्देश्य

1. भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना।
2. भाषा की पृथक् पृथक् भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
14. हिन्दी शिक्षण में मूल्यांकन के महत्व, श्रुतिलेख द्वारा भाषा – शोधन करवाना।
15. निदानात्मक एवं उपचारात्मक परीक्षण का उसके स्वरूप, एवं महत्व का विश्लेषण तथा भाषा शिक्षण में उसकी उपयोगिता का ज्ञान कराना।

इकाई – प्रथम

भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्णमाला में वर्ण विचार, शब्द विचार, तथा वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –
(क) श्रवण, (ख) उच्चारण, (ग) वर्तनी (घ) वाचन (सस्वर व मौन
(ङ) भाषा की अभिव्यक्ति के माध्यम (मौखिक व लिखित)

- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन (पत्र लेखन, व्यावसायिक, निजी, एवं कार्यालयीय पत्र, ज्ञापन, विज्ञापन, अधिसूचना आदि में प्रयुक्त हिन्दी का भाषायी ज्ञान)।

मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति।

इकाई –द्वितीय

- शिक्षण के प्रकार— गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई 'योजना, सूक्ष्म पाठ योजना
- नवाचार और भाषाशिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम— लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार कार्यशाला, हरिकथा, कहानी
- संचार माध्यम— प्रिंट मीडिया समाचार पत्र—पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया) ई—कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रानेट, ई—यूनिवर्सिटी, भाषा—प्रयोगशाला

इकाई (तृतीय)

(1) हिन्दी शिक्षण एवं भाषा ज्ञान

- वर्तमान में प्रचलित—प्रायोजना विधि (किलपैटिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप— हिन्दी की बोलियों एवं उपबोलियों, का भाषायी अध्ययन।
- शब्द संरचना— संधि, समास, प्रत्यय, उपसर्ग

(2) पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

(अ) पाठ्यचर्या पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध

(ब) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण अर्थ, स्वरूप महत्व एवं उपयोग।

(स) प्राथमिक/ माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

इकाई (चतुर्थ)

- हिन्दी शिक्षण में मूल्यांकन

(अ) भाषा विकास की प्रगति का मूल्यांकन—सतत और समग्र मूल्यांकन आपसी मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।

(ब) प्रश्नों का स्वरूप समस्या समाधान सम्बन्धी प्रश्न, सृजनात्मक प्रश्न, समालोचनात्मक प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न. परिवेशीय सजगता वाले प्रश्न, टास्क (प्रश्न खुले प्रश्न, बहुविकल्प प्रश्न)

(स) फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(द) प्रश्न पत्र निर्माण एवं नीलपत्र

आंतरिक मूल्यकन

1. लिखित परीक्षा 10

सामयिक कार्य निम्न में से कोई एक 10

- छात्रों द्वारा पत्र लेखन के विविध प्रकारों का लिखित अभ्यास करना।
- अपने आस-पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की स्थिति है।
- छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबंध आदि) के अतिरिक्त छात्रों से व्याकरण संबंधी अशुद्धियों के निराकरण हेतु अपेक्षित कार्य करवाना।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियों तैयार करें।
- हिन्दी की विधाओं पर स्केब पुस्तिका तैयार करें।
- रचनात्मक रूप से प्रतिभा सम्पन्न बालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।

- आस –पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र– पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन विश्लेषण और उनकी शैक्षणिक समस्याएँ।

सन्दर्भ ग्रन्थ सूची –

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ. मुतिकान्त (2010) हिन्दी शिक्षण–अभिनव आयाम’ विश्व भारती पब्लिकेशन्स, नई दिल्ली।
4. भाटिया, एम एम और नारंग सी.एल. 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
5. लाल रमन बिहारी, 1993, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
6. शर्मा (डॉ.) अनुराधा (2012) “भाषा विज्ञान तथा सिद्धान्त” विश्व भारती पब्लिकेशन्स, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार, जयपुर
8. सिंह डॉ. सावित्री (2001) हिन्दी शिक्षण, मेरठ–1

सिद्धान्त उद्देश्यः

पाठ्यक्रमं सम्पन्नं कृत्वा छात्राः :

1. संस्कृतं शास्त्रीयभाषा, तस्य महत्त्वं, रूपं, व्याप्तिम् इति अवगन्तुम्।
2. स्पष्टं शिक्षणलक्ष्यं, निर्धारयति पुष्पस्य वर्गीकरणं, संस्कृतस्य प्रयोगः, शिक्षणलक्ष्यं, व्यक्तलक्ष्यम्।
3. संस्कृत, हिन्दी-दर्शन-इतिहास-साहित्य-आदिविषयाणां परस्परसम्बन्धान् ज्ञातव्यम्।
4. समकालीनशिक्षायां संस्कृतस्य सांस्कृतिकदार्शनिकसान्दर्भिकतां अवगन्तुम्।
5. संस्कृतपाठ्यक्रमविकाससिद्धान्तान् उद्देश्यान् च अवगन्तुम्।
6. NEP-2020 मार्गदर्शिकानुसारं दक्षता-आधारित पाठ्यक्रम-विकासस्य अनुप्रयोगं अवगन्तुम्।
7. विविधशिक्षकाणां कृते सन्दर्भाधारितं समावेशी संस्कृतपाठ्यक्रमस्य परिकल्पनं शिक्षन्तु।
8. फ्लैशकार्ड, चार्टस्, भाषाप्रयोगशाला, श्रव्य-दृश्य-उपकरणम्, सूचना-प्रौद्योगिकी-उपकरणम् इत्यादीन् विकसितुं संस्कृत-शिक्षण-साधन-विकासः : मूल्याङ्कनम्।
9. संस्कृतभाषासु प्रभावी एकक-पाठ-नियोजनसिद्धान्तान्, तकनीकान् च शिक्षन्तु।
10. संस्कृतशिक्षणार्थं प्रत्यक्षनिर्देशः, कथाकथनम्, जपः (श्लोकपाठः), भाषाक्रीडा इत्यादयः विविधाः शिक्षणविधयः ज्ञातव्याः।
11. जिज्ञासा-आधारित-शिक्षणम्, सहकारी-शिक्षणम्, भूमिका-निर्वाहम् इत्यादीनां अन्तरक्रियाशील-विधिनाम् उपयोगं कर्तुं शिक्षन्तु।
12. भाषाशिक्षणविशिष्टमूल्यांकन-तकनीकाः, परिकल्पना, प्रयोगः, स्वरूपात्मकः, समाहारात्मकः मूल्याङ्कनः, मौखिकपरीक्षा, लिखितपरीक्षा इत्यादयः अवगन्तुम्।

13. संस्कृतं ज्ञात्वा अवगन्तु-शिक्षण-उद्देश्यम् : सह संगतानी रुब्रिकाः, खाका-चित्रम् इत्यादयः मूल्याङ्कनम्-उपकरणानं निर्माणम्।

पाठ्यक्रमसामग्री

(i) प्रथमःइकाईःसंस्कृतशिक्षायाःआधाराः

- संस्कृतस्यपरिभाषा, अर्थः, ऐतिहासिकमहत्त्वंच।
- संस्कृतशिक्षणस्यउद्देश्यंउद्देश्यंच।
- संस्कृतस्यअन्यविषयैःसहएकीकरणम् :भाषा, साहित्यं, दर्शनं, इतिहासःच।
- 21शताब्द्यांसंस्कृतम् :आधुनिकशिक्षायांवैश्विकदृष्टिकोणेषुचसंस्कृतस्यप्रासंगिकता।
- भाषाकौशलविकासःसंस्कृतेश्रवणं, वक्तुं, पठनं, लेखनंच।

(ii) द्वितीयःइकाईःसंस्कृतस्यअध्यापनविधयःविधयःच

- संस्कृतशिक्षणविधयः - प्रत्यक्षनिर्देशः, आगमनात्मक-निष्कर्षणविधिः, प्ले-वे-विधिः, व्याकरण-अनुवादविधिःच।
- संस्कृतशिक्षाशास्त्रेजपस्य (श्लोकपाठस्य) भूमिका।
- संस्कृतशिक्षणेकथाकथनम्, भाषाक्रीडा, नाट्यविधिप्रयोगः।
- तकनीकाः :सूक्ष्मशिक्षणं, सहकर्मशिक्षणं, दलशिक्षणं, अनुकरणंच।
- संस्कृतशिक्षायांसूचनाप्रौद्योगिकीनांउपयोगः :भाषाप्रयोगशालाः, ई-शिक्षणमञ्चाः, डिजिटलसंसाधनाःच।

(iii) तृतीयइकाई : पाठ्यक्रमस्यपरिकल्पनातथाशैक्षिकसंसाधन

- संस्कृतभाषायांपाठ्यक्रमविकासस्यसिद्धान्ताःउद्देश्याःच।
- NEP-2020इत्यनेनसहस्रगतस्यसंस्कृतस्ययोग्यता-आधारितस्यपाठ्यक्रमस्यनिर्माणम्।

- भारतेविश्वेचसंस्कृतपाठ्यक्रमस्यतुलनात्मकाध्ययनम्।
- संस्कृतभाषायांप्रभावीइकाईतथापाठनियोजनम्।
- संस्कृतपाठ्यपुस्तकानांतथाअन्यशिक्षणसामग्रीणांचयनंमूल्याङ्कनंच।

(iv) चतुर्थःइकाईःसंस्कृतशिक्षणमूल्याङ्कनंव्यावसायिकविकासश्च

- संस्कृतशिक्षणमूल्याङ्कनस्यमूल्याङ्कनस्यचआधुनिकाःअवधारणाः।
- मूल्याङ्कनस्यप्रकाराः :स्वरूपात्मकं, समाहारात्मकं, मौखिकं, लिखितंचआकलनम्।
- भाषाकौशलस्यकृतेरुब्रिक्स, ब्लूप्रिण्ट, मूल्याङ्कनसाधनंचडिजाइनम्।
- कर्मसंशोधनम् :संस्कृतशिक्षणकर्मसंशोधनस्यसिद्धान्तान्अनुप्रयोगान्चअवगत्य।
- संस्कृतशिक्षकाणांकृतेचिंतनात्मकाभ्यासाःनिरन्तरव्यावसायिकविकासःच।

सीआईए (मूल्यांकन) .

परीक्षा :10अंक

असाइनमेण्ट (निम्नलिखितेभ्यःकोऽपि): 10 अंक

- संस्कृतेनविशिष्टविषयंवाश्लोकंवापाठयितुंविस्तृतंपाठयोजनांसज्जीकरोतु।
- संस्कृतपाठस्यकृतेफलैशकाई, चार्ट, श्रव्य-दृश्य-प्रस्तुतिःइत्यादीनिशिक्षणसाधनंचयन्तु।
- सामग्रीसान्दर्भिकता, भाषा,
समावेशीताचकेन्द्रीकृत्यसंस्कृतपाठ्यपुस्तकानांसमीक्षांआलोचनांचकुर्वन्तु।
- स्थानीयधार्मिकसास्कृतिकसंस्थासुसंस्कृतस्यप्रयोगस्यदस्तावेजीकरणंप्रतिवेदनंचकृत्वाकक्षायांएतस्यसमावेशस्यउपायान्सुचयतु।
- संस्कृतशिक्षणकस्मिन्अपिविषये (उदा. छात्रसङ्गतिः, सूचनाप्रौद्योगिकीप्रयोगः, व्याकरणचुनौत्यं) लघुक्रियासंशोधनपरियोजनांकुर्वन्तु।

(vi) समकालीनशिक्षायांसंस्कृतभाषांभाषारूपेणसंरक्षितुंप्रवर्धनंचकर्तुंप्रयत्नानाम्बिषयेकेस-
अध्ययनंलिखत।

सन्दर्भ ग्रन्थ –

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991) भाषिकी' दिल्ली।
2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली-6, राजकमल प्रकाशन, प्रा.लि., 7 फ़ैज बाजार।
3. नारंग वैश्रा (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
4. सफ़ाया, आर.एन. (1990) संस्कृत शिक्षण, चण्डीगढ़ हरियाणा साहित्य अकादमी।
5. शर्मा, डॉ. रामविलास (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली।
6. शास्त्री. डॉ. सूर्यदेव, 1973, मनोभाषिकी पटना बिहार हिन्दी ग्रन्थ अकादमी
7. Mackey William Francis, "Language Teaching" Analysis London, Longmans, Green & Co. Ltd.
8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

B.Ed – 05 (A/B)-III: Pedagogy of English

MARKS:-100

Objectives –

After completing the course, the students will be able to:

1. Develop an understanding of the principles of English language teaching.
2. Acquire knowledge of the objectives of teaching English as a second language
3. Develop their own linguistic, grammatical and communicative competence.
4. Develop ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching English as a second language.
6. Prepare annual Plans, unit Plans and lesson plans of English language.
7. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English as a second Language.
8. Use various techniques of testing English as a second language.
9. Develop remedial material and conduct remedial teaching.

COURSE CONTENT

UNIT-I-FOUNDATION OF ENGLISH LANGUAGE TEACHING

- Concept of language, language acquisition, language-learning.
- Forms of English- formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skill based subjects

UNIT-II-TEACHING OF ENGLISH LANGUAGE SKILLS

- Objectives of teaching English language (a) Skill based- LSRW

- Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent, Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening,
- Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary, the phonetic elements involved in speaking at the Productive level, Technique of teaching speaking skills and pronunciation practice and drills Ear Training, Repetition, Dialogues and conversation.
- Reading skills: Concept of reading in second language Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, Scanning, Silent reading, reading aloud, Intensive reading, Extensive reading, Role of text book.
- Writing Skills: Concept of writing in first language and the second language, Types of composition- oral, written, controlled, guided, contextualized and integrated composition: Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, Paragraph, Developing Stories, Note making, Correction of Written Work.

UNIT III METHODOLOGY AND PLANNING OF ENGLISH LANGUAGE

TEACHING

- Approaches, methods and techniques, Whole language approach, Structural- Situational approach, Communicative approach, Task based approach, Eclectic approach, Direct method, Bilingual Method, Audio- lingual method, Group work and Drill technique, Study the above approaches & methods in the light of -Psychological factors affecting second language learning, functions, Planning of English language teaching. Annual plan, unit plan and daily lesson plan - Prose Lessons Content analysis - Poetry lessons - Components of poetry - The place of poetry teaching in school curriculum. Concept, aims and objectives of teaching poetry in second language, Grammar Lessons-Planning for teaching Grammar and usage sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex), Verb-patterns, Question tag, Determiners, Modal Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

UNIT-IV-RESOURCES IN ENGLISH LANGUAGE TEACHING&ASSESSMENT AND EVALUATION IN ENGLISH

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning English-Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape-recorder, radio, OHP, substitution tables,computer,newspapers, magazines, brochures, blackboard, white board, Songs, Stories and anecdotes, Language laboratory and Language games. Use of community resources and media for language development,

Types of tests Achievement test, Proficiency test, Diagnostic test, Prognostic test. Testing language skills, Lexical and Structural items, Poetry and Grammar. Preparation of an Achievement test. Concept and need of remedial teaching.

Internal Assessment

1. Written Teswt 10 marks

2. Assignment/ Project (One of the following) 10 marks

- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
- Identification of learning difficulties experienced by student teachers during teaching practice
- Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
- Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

SUGGESTED READINGS 10

1. Bansal, R.K. and Harrison J.B. (1972): spoken English for India. Madras: Orient longman Ltd.
2. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second language, Longman.

4. Brinton, D. (2003). Content-based instruction. In D. Nunan (Ed.), Practical English Language Teaching (pp. 199-224). New York: McGraw Hill.
5. Brumfit, C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
6. Coilins Cobuild English Grammar (2000) Harper Collins Publisher, India.
7. Elizabeth, M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
8. Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford University Press. pp. 156-157..
9. Frost, Richard. (2006) "A Task-based Approach." British Council Teaching English.
10. Gimson A.C. (1980): An Introduction to the pronunciation of english. London: Edward Arnold.
11. Hornby. A.S. (1998): Guide to Patterns and Usage in English O.U.P.
12. Lado, Robert (1971): Language teaching, New Delhi: Tata Mcgraw Hill Publishing house Co. Ltd.
13. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge C.P.U.
14. Paliwal A.K. (2011): Methodology Of Teaching English As A Second Language, Kalpana Publications, Jaipur
- Paliwal, A.K.(2011): A Hanbook For Teacjers Of English, Kalpana Publications, Jaipur.

مقاصد

کورس مکمل کرنے کے بعد، طلباء اس قابل ہو جائیں گے:

1. ہندوستانی ثقافت اور تعلیم کے تناظر میں اردو زبان کی نوعیت، دائرہ کار اور اہمیت کو سمجھیں۔
2. اردو صوتیات، الفاظ، گرامر، اور جملے کی ساخت کا علمی بنیاد تیار کریں اور ان کو تدریس میں لاگو کریں۔
3. اردو زبان کی موثر تدریس کے لیے مناسب طریقوں، تکنیکوں اور آلات کو پہچانیں اور اپنائیں۔
4. ایک جامع کلاس روم ماحول کو فروغ دینا جہاں اردو کو ایک زبان اور ثقافتی شناخت دونوں کے طور پر سراہا جاتا ہے۔
5. مؤثر زبان کے حصول اور مہارت کی نشوونما کے لیے اردو سکھانے میں آئی سی ٹی ٹولز اور اختراعی طریقوں کو مربوط کریں۔
6. زبان کی مہارت کو سپورٹ کرنے کے لیے اسباق کے منصوبے اور تشخیصات تیار کریں، بشمول اردو میں بولنا، پڑھنا، لکھنا، اور فہم۔

کورس کا مواد

(اردو زبان کی تعلیم کی بنیادیں (16 گھنٹے: I یونٹ

اردو زبان: ہندوستانی ثقافت میں اصل، تاریخی ارتقا اور اہمیت۔ -

اردو پڑھانے کے مقاصد: مختلف تعلیمی سطحوں پر مقاصد اور دائرہ کار۔ -

اردو صوتیات اور رسم الخط کی بنیادی باتیں: آوازوں، تلفظ اور ساخت کو سمجھنا؛ اردو رسم الخط کی بنیادی باتیں -

علمی اور جمالیاتی مہارتوں کی نشوونما میں اردو کا کردار: زبان کو تنقیدی سوچ، تخلیقی صلاحیتوں اور ثقافتی -
تعریف سے جوڑنا۔

(اردو زبان کی تدریس میں تکنیک اور طریقے (16 گھنٹے: II یونٹ

نقطہ نظر اور طریقے: اردو ہدایات میں گرامر-ترجمہ، براہ راست طریقہ، بات چیت کا طریقہ، اور دو لسانی طریقہ۔ -

اردو میں سبق کی منصوبہ بندی: ابتدائی اور ثانوی سطحوں پر اردو پڑھانے کے لیے ایک مؤثر سبقی منصوبہ کے اجزاء۔

زبان کی مہارتیں: اردو میں سننے، بولنے، پڑھنے اور لکھنے کی مہارتوں کو فروغ دینے کی حکمت عملی۔ -

ادب کا استعمال: ثقافتی علم اور زبان کی مہارت کو بڑھانے کے لیے اردو شاعری، نثر اور لوک کہانیوں کو شامل کرنا۔

(اردو تدریس میں نصاب، وسائل، اور آئی سی ٹی انٹیگریشن (16 گھنٹے): III یونٹ

نصاب اور نصاب کا ڈیزائن: اردو نصاب کے لیے مختلف سطحوں پر مواد کے انتخاب کے اصول۔ -

اردو پڑھانے کے وسائل: نصابی کتب، ضمنی قارئین، اور دیگر تدریسی آلات کا استعمال۔ -

اردو تدریس میں آئی سی ٹی: ملٹی میڈیا وسائل، ای مواد، آن لائن لغات، اور زبان سیکھنے کی ایپس کا استعمال۔ -

جامع اردو کلاس روم: متنوع سیکھنے والوں کو پورا کرنے کے لیے وسائل اور حکمت عملیوں کو اپنانا، بشمول خصوصی ضروریات والے۔

(یونٹ چہارم: اردو زبان میں تشخیص اور تشخیص (16 گھنٹے)

تشخیصی تکنیک: اردو کے لیے تشکیلاتی اور خلاصہ تشخیصی حکمت عملی، بشمول زبانی، تحریری، اور فہمی ٹیسٹ۔

لینگویج ٹیسٹ تیار کرنا: معروضی اور موضوعی سوالات تخلیق کرنا جو گرائمر، الفاظ، فہم، اور تحریری مہارتوں کا جائزہ لیتے ہیں۔

غلطی کا تجزیہ اور تدارک کی تعلیم: عام زبان کی غلطیوں کی نشاندہی اور اصلاح اور بہتری کے لیے حکمت عملی۔ -

تاثرات اور مسلسل تشخیص: زبان کی ترقی کو فروغ دینے کے لیے تعمیری آراء اور مسلسل تشخیص فراہم کرنے کے طریقے۔

(سی آئی اے (مسلسل داخلی تشخیص

اندرونی امتحان: 10 نمبر 1.

اسائنمنٹس/پروجیکٹس: (کسی ایک کا انتخاب کریں) - 10 مارکس 2.

اردو کی مخصوص نظم یا کہانی سکھانے کے لیے سبق کا منصوبہ بنائیں۔ -

اردو تدریس کے لیے ملٹی میڈیا وسائل کا مجموعہ مرتب کریں۔ -

فہم اور تحریری مہارتوں پر توجہ مرکوز کرتے ہوئے ایک ابتدائی تشخیصی ٹول تیار کریں۔ -

حوالہ جات

1. فاروقی، ایس. (2019)۔ اردو زبان کی تدریس۔ نئی دہلی: ایجوکیشنل پبلشنگ ہاؤس۔
2. اقبال، اے (2022)۔ اردو کو دوسری زبان کے طور پر پڑھانا۔ کراچی: آکسفورڈ یونیورسٹی پریس۔
3. علوی، ایس (2018)۔ اردو زبان کی تدریس میں جدید تکنیک۔ لاہور: یونیورسٹی پبلشرز۔
4. نئی دہلی: این سی ای آر ٹی۔ (NCF) این سی ای آر ٹی۔ (2005)۔ نیشنل کریکولم فریم ورک۔
5. خان، ایم (2021)۔ ہندوستانی کلاس رومز کے لیے اردو نصاب اور تدریس۔ جے پور: راج پبلی کیشنز۔

Course Objectives:

By the end of this course, student-teachers will be able to:

1. Understand the importance of Rajasthani language and culture in education.
2. Develop effective pedagogical strategies for teaching Rajasthani language.
3. Promote the preservation of Rajasthani literature, folklore, and traditional forms of expression.
4. Enhance students' skills in reading, writing, speaking, and listening in Rajasthani.
5. Foster an appreciation for the diversity and richness of Rajasthani linguistic heritage.

Course Content

Unit I: Introduction to Rajasthani Language and its Role in Education

- **Overview of Rajasthani Language:** History, origin, and development of the Rajasthani language. Importance of Rajasthani in the socio-cultural context of Rajasthan.
- **Rajasthani Dialects:** Study of major dialects such as Marwari, Mewari, Dhundhari, and their educational significance.
- **Linguistic Features of Rajasthani:** Phonetics, grammar, syntax, and vocabulary.
- **Role of Rajasthani in Education:** Contribution of Rajasthani to regional identity and culture. Importance of preserving and promoting the language in educational settings.

Unit II: Pedagogical Approaches for Teaching Rajasthani

- **Methods of Teaching Rajasthani:** Traditional methods (oral traditions, folk tales, songs, and poetry) and modern methods (audio-visual aids, storytelling, and project-based learning).
- **Skills in Rajasthani Language:** Techniques to develop speaking, listening, reading, and writing skills in Rajasthani.
- **Listening:** Exposure to Rajasthani songs, folk tales, and regional narratives.
- **Speaking:** Pronunciation, conversation, and public speaking skills in Rajasthani.
- **Reading:** Introduction to Rajasthani literature, folklore, and traditional texts.
- **Writing:** Development of writing skills through creative writing, essays, and short stories.
- **Integrating Cultural Context:** Teaching Rajasthani in connection with the cultural practices, festivals, and traditions of Rajasthan.

Unit III: Teaching Rajasthani Literature and Folklore

- **Introduction to Rajasthani Literature:** Key works, authors, and poets of Rajasthani literature such as Meerabai, Kanhaiya Lal Sethia, and others. Study of different genres: poetry, prose, and drama.
- **Folk Literature:** Rajasthani folk tales, ballads, and songs. Their role in shaping the cultural and moral values of society.
- **Teaching Strategies for Rajasthani Literature:** Approaches to teaching literature in schools, including literary analysis, discussions, and creative expression.
- **Incorporating Local Traditions:** Using regional festivals, rituals, and art forms to enhance the understanding of Rajasthani literature.

Unit IV: Assessment, Evaluation, and Challenges in Teaching Rajasthani

- **Assessment of Language Skills:** Designing assessments for listening, speaking, reading, and writing in Rajasthani. Methods of evaluating students' understanding of Rajasthani language and culture.
- **Challenges in Teaching Rajasthani:** Overcoming barriers in promoting Rajasthani in urban schools, balancing dialect variations, and addressing language diversity in the classroom.
- **Role of Technology in Teaching Rajasthani:** Using multimedia tools, online resources, and digital platforms to teach Rajasthani language and literature effectively.
- **Promoting Cultural Pride through Rajasthani Language:** Encouraging students to appreciate and take pride in their cultural heritage through language teaching.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Prepare a lesson plan for teaching a Rajasthani folk tale or poetry in class.
- Design a project-based learning module on Rajasthani language and culture, including practical activities.
- Create an interactive session using Rajasthani folk music and stories to teach language skills.
- Conduct a survey on the use and understanding of Rajasthani in local schools and analyze its findings.

Suggested Readings

1. Jain, R. (2010). Rajasthani Language and Literature. Rajasthan Hindi Granth Academy.
2. Sharma, M. (2015). Teaching Rajasthani in Schools: A Pedagogical Approach. Rajasthan Educational Publishers.
3. Mehta, S. (2018). Rajasthani Folk Literature: A Study. Prakashan Sansthan.
4. Sharma, R. K. (2017). Introduction to Rajasthani Linguistics. Rajasthan University Press.

5. Nahar, K. L. (2019). Modern Rajasthani Language Teaching Methods. Rajasthani Academy.

Objectives

After completing the course, the students will be able to:

1. Understand the fundamentals of music as an art form, its place in education, and its significance in cultural and emotional development.
2. Develop an awareness of the theoretical aspects of Indian classical, folk, and popular music.
3. Use different teaching methods and approaches suitable for music education at various levels.
4. Foster creativity, rhythmic skills, and musical appreciation among learners.
5. Integrate music with other disciplines and apply ICT for enhancing music education.
6. Develop, implement, and assess lesson plans that encourage participation, musical literacy, and expression.

Course Content

Unit I: Foundations of Music and Music Education (16 Hours)

- **Concept of Music Education:** Significance of music in holistic development—social, emotional, and cultural dimensions.
- **Types of Music:** Introduction to Indian classical, folk, and popular music; understanding the basics of Hindustani and Carnatic systems.
- **Aims of Teaching Music in Schools:** Objectives, scope, and impact of music education at elementary and secondary levels.
- **Basic Elements of Music:** Rhythm, melody, harmony, tempo, dynamics, and timbre; notation systems in Indian and Western music traditions.

Unit II: Methods and Techniques in Music Education (16 Hours)

- **Approaches in Music Pedagogy:** Traditional, Kodály, Orff, and Dalcroze methods for teaching music at different stages.
- **Teaching Music Theory and Practice:** Techniques for teaching notation, rhythm, scales, and basic instruments.
- **Lesson Planning in Music:** Components of an effective music lesson plan, including warm-up, main activity, and assessment.

- **Use of Folk and Regional Music:** Incorporating local and folk music to promote cultural diversity and relevance in music education.

Unit III: Resources and Integration of ICT in Music Education (16 Hours)

- **Resources for Music Education:** Use of instruments, audio-visual aids, recordings, and online music platforms.
- **ICT in Music Teaching:** Utilizing digital tools, apps for music learning (e.g., GarageBand, Noteflight), and integrating audio-visual elements in lessons.
- **Interdisciplinary Links:** Connecting music with other subjects like language, mathematics, and social studies.
- **Inclusive Music Education:** Adapting music instruction for diverse learners, including students with special needs.

Unit IV: Assessment and Evaluation in Music Education (16 Hours)

- **Assessment in Music Education:** Formative and summative assessment methods suitable for music (e.g., performance, composition, listening tests).
- **Evaluating Musical Skills:** Tools to assess vocal and instrumental skills, rhythm, pitch accuracy, and musical expression.
- **Feedback and Reflective Practice:** Strategies for providing constructive feedback and encouraging self-assessment.
- **Developing Remedial Measures:** Techniques for addressing common challenges in learning music, including rhythm and pitch correction.

Internal Assessment)

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- Create a lesson plan for a music session focusing on rhythm and melody.
- Prepare a portfolio of music resources (instruments, multimedia) for classroom teaching.
- Design an activity that integrates folk music with a lesson in social studies or language.

References

1. Singh, B. (2020). Foundations of Music Education. New Delhi: Prakashan Publishers.

2. Patel, R. (2019). Teaching Music in Schools: Theory and Practice. Mumbai: Harmony Publications.
3. Tagore, R. (2018). Introduction to Indian Classical Music for Educators. Kolkata: Tagore Press.
4. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
5. Rao, S. (2021). Music and Pedagogy: An Indian Perspective. Chennai: Sangeet Publications.

BED 05 (A/B)-VII: Pedagogy of Book Keeping

Marks: 100

Objectives

After completing the course, the students will be able to:

1. Comprehend the definition, nature, and scope of Book Keeping in order to effectively introduce these concepts to students.
2. Articulate the objectives and aims of teaching Book Keeping using Bloom's Taxonomy, helping prospective teachers design clear, measurable learning goals.
3. Recognize and apply interdisciplinary connections between Book Keeping and subjects like Accounting, Finance, Economics, and Business Studies, enabling integrated teaching.
4. Understand curriculum development objectives in Book Keeping and design relevant, engaging lesson plans that align with NEP-2020 standards.
5. Apply principles for constructing a competency-based curriculum in Book Keeping, ensuring students meet NEP-2020 educational standards and global competency frameworks.
6. Compare Indian and global Book Keeping curricula, helping prospective teachers develop adaptable and outcome-based teaching approaches.
7. Master principles and techniques for effective unit and lesson planning in Book Keeping, promoting classroom organization and efficiency.
8. Integrate ICT and digital tools (e.g., accounting software, Google Classroom, virtual resources, and multimedia) into Book Keeping instruction to enhance modern teaching techniques.
9. Create and evaluate teaching aids like financial statements, charts, and digital simulations to enrich the learning experience for students.
10. Evaluate Book Keeping textbooks based on criteria like quality, relevance, and alignment with global best practices, aiding informed textbook selection.
11. Identify the essential roles and qualities of Book Keeping teachers in a globalized world, preparing teachers to navigate contemporary educational challenges.
12. Implement diverse teaching methods, including direct instruction, problem-solving, collaborative learning, and inquiry-based learning, equipping future teachers with a variety of instructional strategies.
13. Apply inclusive and culturally responsive teaching strategies in Book Keeping, promoting equity and diversity in the classroom.
14. Understand modern assessment and evaluation methods in Book Keeping, enabling future teachers to design and implement effective evaluation strategies.
15. Design effective assessment tools like blueprints and rubrics, helping prospective teachers measure and improve student learning outcomes.

Course Content:

Unit I: Introduction to Book Keeping Education

- Definition, Meaning, Nature, and Scope of Book Keeping in a Global Context
- Objectives and Aims of Teaching Book Keeping (Using Bloom's Taxonomy)
- **Integration with Other Disciplines:** Accounting, Finance, Business Studies, and Economics
- **Book Keeping in the 21st Century:** Digital Literacy, Financial Literacy, and Ethical Practices in Accounting
- **Utilizing Local Resources:** Recognizing the importance of local resources (e.g., community businesses, local financial institutions, and real-world accounting practices) in enhancing the teaching and learning of Book Keeping.

Unit II: Pedagogical Methods and Techniques

- **Micro Teaching:** Practice and refine specific teaching skills in a controlled environment. Introduce foundational concepts through lectures.
- **Storytelling:** Engage students with real-world financial scenarios and historical developments in accounting.
- **Problem Solving:** Develop critical thinking skills by addressing real-world financial issues and accounting dilemmas.
- **Socialized Recitation:** Promote collaborative learning and group discussion about bookkeeping principles and practices.
- **Collaborative Learning:** Foster teamwork and peer interaction through group projects and discussions on financial topics.
- **Inquiry-Based Learning:** Encourage exploration of bookkeeping concepts through guided questions and hands-on activities.
- **Integrating Local Resources:** Utilize local businesses and financial institutions to enhance collaborative and inquiry-based learning, making content relevant and engaging.
- **Team Teaching:** Collaborate with peers to deliver lessons, fostering a multifaceted learning experience in accounting education.

Unit III: Curriculum Design and Educational Resources

- Concept and Objectives of Curriculum Development in Book Keeping
- Principles for Constructing a Competency-Based Curriculum Aligned with NEP-2020
- Comparative Analysis of Indian and Global Book Keeping Curricula

- Developing Outcome-Oriented and Contextual Curricula for Diverse Classrooms in Book Keeping
- Principles and Techniques for Unit and Lesson Planning in Book Keeping
- **Integration of ICT and Digital Tools:** E-learning Platforms, Accounting Software, Multimedia, and OERs
- **Selection and Evaluation of Book Keeping Textbooks:** Criteria, Quality, and Global Best Practices

Unit IV: Assessment, Professional Development, and Research

- Modern Concepts of Assessment and Evaluation in Book Keeping
- **Designing Effective Assessment Tools:** Blueprints and Rubrics for Book Keeping
- **Types of Evaluation:** Formative, Summative, and Authentic Assessments in Book Keeping Education
- Essential Qualities and Role of Book Keeping Teachers in a Globalized World
- **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning in Book Keeping
- Strategies for Inclusive and Culturally Responsive Teaching in Book Keeping
- **Action Research:** Developing and Implementing Action Research Projects to Assess and Enhance Book Keeping Teaching Practices
- Reflective Practices and Continuous Professional Development for Book Keeping Educators

Internal Assessment)

1. Written Test: 10 Marks

2. Assignments/Projects: (Choose any one) - 10 Marks

- Develop a resource file containing teaching aids such as financial statements, ledgers, software tools, and visual aids.
- Analyze Book Keeping textbooks using a set of evaluation criteria.
- Design a unit plan based on competency-based learning in Book Keeping.
- Develop an assessment tool (rubric or blueprint) for a specific Book Keeping lesson.
- Engage in action research based on classroom observations in Book Keeping.

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Objectives:

After completing the course, the students will be able to:

- Define Commerce Practice and explain its nature, scope, and significance.
- Articulate the objectives and aims of teaching Commerce Practice in secondary education.
- Recognize the interconnections between Commerce and subjects such as Economics, Business Studies, Accounting, and Information Technology.
- Understand the principles of curriculum development in Commerce Practice.
- Apply these principles in designing a competency-based curriculum aligned with NEP-2020.
- Develop effective lesson plans, unit plans, and schemes of work for Commerce Practice.
- Identify and implement appropriate teaching methods for Commerce Practice, such as case studies, simulations, and project-based learning.
- Use ICT and digital tools in teaching Commerce Practice, integrating accounting software, e-commerce platforms, and virtual simulations.
- Understand modern assessment techniques specific to Commerce Practice.
- Design effective evaluation tools including rubrics, projects, practical assessments, and business plan evaluations.

Course Content

Unit I: Introduction to Commerce Education

- Definition, Meaning, Nature, and Scope of Commerce and Commerce Practice
- Objectives and Importance of Teaching Commerce Practice in Schools
- Role of Commerce in the School Curriculum and Its Relevance in Practical Life
- Integration of Commerce with Economics, Business Studies, and Information Technology
- Use of Local Resources: Incorporating local businesses, case studies, and real-life commerce practices into teaching

Unit II: Teaching Methods and Techniques in Commerce Practice

- **Micro Teaching:** Practicing core teaching skills in a controlled setting.
- **Case Studies:** Analyzing real-life business and commerce cases for educational purposes.
- **Project-Based Learning:** Engaging students in hands-on projects related to business and commerce.

- **Simulation Method:** Using simulations for understanding business processes and transactions.
- **Problem-Solving Method:** Developing critical thinking and decision-making through commercial challenges.
- **Digital Learning:** Integrating ICT tools, e-commerce platforms, and business simulations into teaching.

Unit III: Curriculum Design and Resource Development for Commerce Practice

- Principles of Curriculum Development in Commerce Practice
- Competency-Based Curriculum Aligned with NEP-2020
- Lesson Planning, Unit Planning, and Yearly Curriculum Design for Commerce Education
- Development of Teaching Resources: Case Studies, Business Plans, Financial Documents, and Market Analysis Tools
- Use of ICT in Commerce: Digital marketing, e-commerce, and accounting software for educational purposes

Unit IV: Assessment, Evaluation, and Professional Development

- Modern Concepts of Assessment in Commerce Practice
- Designing Effective Evaluation Tools: Rubrics, Business Simulations, and Practical Assessments
- Types of Evaluation: Formative, Summative, and Authentic Assessments in Commerce
- Action Research in Commerce Education: Implementing research projects to enhance teaching methods
- Reflective Practices and Continuous Professional Development for Commerce Teachers: Workshops, training, and professional learning communities
- Publishing Research Articles: Engaging in research and submitting articles on Commerce education to academic journals

Internal Assessment)

1. Written Test: 10 Marks

2. Assignments/Projects: (Choose any one) - 10 Marks

1. Develop a detailed lesson plan on introducing e-commerce and its relevance in the modern economy.
2. Conduct a case study analysis of a local business's marketing strategy.
3. Design a project on creating a business plan for a small-scale start-up.
4. Create a simulation-based activity for teaching stock market operations.

5. Develop a digital resource (e.g., a video or tutorial) for teaching digital marketing concepts.
6. Conduct classroom observation and document a report on teaching strategies used in Commerce education.

BED 05 (A/B)-IX: Pedagogy of History

Marks: 100

Objectives:

After completing the course, the students will be able to:

- Comprehend the definition, nature, and scope of History as a discipline.
- Articulate the objectives and aims of teaching History, using Bloom's Taxonomy to frame educational goals.
- Recognize the interdisciplinary nature of History with subjects like Geography, Political Science, Economics, Sociology, and Archaeology.
- Understand the concept and objectives of curriculum development in History.
- Apply principles for constructing a competency-based curriculum aligned with NEP-2020.
- Conduct comparative analyses of Indian and global History curricula, developing outcome-oriented History curricula for diverse classrooms.
- Master principles and techniques for effective unit and lesson planning in History.
- Integrate ICT and digital tools, including e-learning platforms, virtual museums, archives, multimedia, and simulations.
- Develop and evaluate teaching resources such as timelines, historical maps, primary source documents, and models.
- Select and evaluate History textbooks based on criteria, quality, and global best practices.
- Identify the essential qualities and roles of History teachers in a globalized world.
- Employ various teaching methods, including direct instruction, storytelling, inquiry-based learning, problem-solving, micro-teaching, and simulations.
- Utilize case studies, historical investigations, and field trips to engage students in learning History.
- Apply strategies for inclusive and culturally responsive teaching.
- Understand modern concepts of assessment and evaluation in History.
- Design effective assessment tools, including blueprints and rubrics.
- Identify and differentiate between various types of evaluation methods (formative, summative, and authentic assessments).

Course Content

Unit I: Introduction to History Education

- Definition, Meaning, Nature, and Scope of History as a discipline.
- Objectives and Aims of Teaching History with Bloom's Taxonomy.
- **Interdisciplinary Nature of History:** Connections with Geography, Political Science, Economics, Sociology, and Archaeology.
- **History in the 21st Century:** Global Citizenship, Heritage Education, and Sustainable Development.
- **Utilizing Local Historical Resources:** Enhancing History education through community history, local artifacts, and archives.

Unit II: Teaching Methods and Techniques in History

- **Micro Teaching:** Practicing specific teaching skills in History.
- **Direct Instruction:** Introducing foundational historical concepts.
- **Storytelling:** Engaging students with historical events and narratives.
- **Problem Solving:** Encouraging critical thinking through historical investigations.
- **Socialized Recitation:** Collaborative learning through group discussion.
- **Inquiry-Based Learning:** Promoting exploration of historical questions.
- **Collaborative Learning:** Peer interaction to explore historical themes.
- **Team Teaching:** Collaborative lesson delivery for deeper learning experiences.

Unit III: Curriculum Design and Educational Resources in History

- Concept and Objectives of Curriculum Development in History.
- Principles for Constructing Competency-Based History Curriculum Aligned with NEP-2020.
- Comparative Analysis of Indian and Global History Curricula.
- Developing Outcome-Oriented and Contextual Curricula for Diverse Classrooms.
- Principles and Techniques for Unit and Lesson Planning in History.
- **Integration of ICT and Digital Tools:** Virtual Museums, Historical Simulations, Archives, Multimedia.
- **Selection and Evaluation of History Textbooks:** Criteria, Quality, and Best Practices.

Unit IV: Assessment, Pedagogical Approaches, and Professional Development

- Modern Concepts of Assessment and Evaluation in History.
- **Designing Effective Assessment Tools:** Blueprints and Rubrics.
- Evaluation Methods: Formative, Summative, and Authentic Assessments in History.
- Essential Qualities and Role of History Teachers in a Globalized World.
- **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning.
- **Action Research:** Conducting action research to improve teaching practices in History.
- Reflective Practices and Continuous Professional Development for History Educators.

- **Research and Article Publication:** Engaging in research projects and publishing articles on historical education and issues.

Internal Assessment)

1. Written Test: 10 Marks

2. Assignments/Projects: (Choose any one) - 10 Marks

- Develop teaching aids such as maps, timelines, models, and charts relevant to history topics, focusing on both local and global historical contexts. Evaluate their effectiveness through a small classroom experiment.
- Conduct a historical field visit (e.g., local historical sites or museums) and prepare a detailed report on how this can be used as a teaching resource. Create a learning module based on the visit, linking it to the history curriculum.
- Analyze an existing History curriculum (state, national, or international) and suggest improvements. Develop a competency-based curriculum for a specific history topic, aligning it with NEP-2020 guidelines.
- Conduct an action research project on a teaching method, strategy, or challenge in history education. For example, you could explore the impact of using local historical resources in classroom teaching or assess the outcomes of inquiry-based learning in history.

Objectives:

After completing the course, the students will be able to:

- Comprehend the definition, nature, and scope of Civics.
- Articulate the objectives and aims of teaching Civics within democratic education and citizenship development.
- Understand the concept and objectives of curriculum development in Civics.
- Apply principles for constructing a competency-based curriculum aligned with NEP-2020.
- Conduct comparative analyses of Civics curricula at the national and global levels.
- Master principles and techniques for effective lesson planning in Civics.
- Integrate ICT and digital tools in teaching, including e-learning platforms and multimedia resources.
- Select and evaluate Civics textbooks based on specific criteria and quality.
- Identify the essential qualities of Civics teachers and their roles in promoting active citizenship.
- Employ various teaching methods, such as case studies, role plays, group discussions, debates, and simulations.
- Apply strategies for inclusive, inquiry-based, and culturally responsive teaching.
- Understand modern concepts of assessment and evaluation in Civics.
- Design effective assessment tools, including blueprints and rubrics.
- Identify types of evaluations, including formative, summative, and authentic assessments.

Course Content

Unit I: Introduction to Civics Education

- Definition, Nature, and Scope of Civics.
- Objectives and Aims of Teaching Civics in the context of a democratic society.
- Importance of Civics Education in promoting citizenship and democratic values.
- Integration of Civics with related disciplines such as Political Science, History, and Social Studies.

Unit II: Teaching Methods and Techniques

- **Direct Instruction and Group Discussions:** Engaging students in debates, role plays, and case studies.

- **Inquiry-Based Learning:** Encouraging critical thinking and exploration of Civics concepts.
- Use of simulations, mock parliaments, and elections to teach democratic principles.
- Micro Teaching and Team Teaching for refining teaching skills.
- Storytelling and problem-solving approaches to highlight civic duties and ethical issues.

Unit III: Curriculum Development and Educational Resources

- Concept and Objectives of Curriculum Development in Civics.
- Principles for constructing competency-based Civics curricula aligned with NEP-2020.
- Designing lesson and unit plans focused on real-world application and active citizenship.
- Use of ICT and digital resources (e-learning platforms, videos, etc.) in Civics education.
- Criteria for selecting and evaluating Civics textbooks.

Unit IV: Assessment and Professional Development

- Modern Concepts of Assessment and Evaluation in Civics.
- Designing Assessment Tools: Blueprints and Rubrics.
- Types of Evaluations: Formative, Summative, and Authentic Assessments.
- Role of Civics teachers in a globalized and democratic world.
- Action Research: Conducting research on civic education and reflecting on teaching practices.
- Reflective Practices and Continuous Professional Development for Civics educators.

Internal Assessment

1. Internal Test: 10 Marks

2. Assignments/Projects: (Choose any one) - 10 Marks

1. Develop a teaching aid (such as a model or infographic) to demonstrate a key topic.
3. Conduct an analysis of the Civics curriculum followed in a school and suggest improvements.
3. Conduct a mock election or parliament in the classroom and reflect on its effectiveness.
4. Engage in a classroom observation of Civics teaEngage in a classroom observation of Civics teaching and provide a critical reflection

Objectives:

After completing the course, the students will be able to:

- Comprehend the definition, nature, and scope of Social Studies within a global context.
- Articulate the objectives and aims of teaching Social Studies using Bloom's Taxonomy. Recognize the interconnections between Social Studies and other subjects such as History, Geography, Economics, Political Science, and Environmental Studies.
- Apply principles for competency-based curriculum aligned with NEP-2020.
- Understand the objectives of curriculum development in Social Studies. Conduct comparative analyses of Indian and global curricula.
- Employ various teaching methods (e.g., problem-solving, inquiry-based learning) and integrate ICT tools. Develop assessment tools and rubrics for Social Studies.

Course Content

Unit I: Introduction to Social Studies Education

- Definition, Meaning, Nature, and Scope of Social Studies in a Global Context.
- Objectives and Aims of Teaching Social Studies with Bloom's Taxonomy.
- **Integration with Other Disciplines:** History, Geography, Economics, Political Science, and Environmental Studies
- **Utilizing Local Resources for Teaching:** Recognizing the importance of local resources (e.g., community members, local history, and geography) in enhancing the teaching and learning of Social Studies.

Unit II: Teaching Methods and Techniques

- **Micro Teaching:** To practice and refine specific teaching skills in a controlled environment.
- **Direct Instruction:** To introduce foundational concepts (Lecturing Method).
- **Storytelling:** To engage students with historical events and cultural narratives.
- **Problem Solving:** To develop critical thinking through real-world issues.
- **Socialized Recitation:** To promote collaborative learning and enhance retention through group recitation and discussion.
- **Collaborative Learning:** To foster teamwork and peer interaction.
- **Inquiry-Based Learning:** To encourage exploration through guided questions.

- Integrating local resources into collaborative and inquiry-based learning to promote relevance and engagement.
- **Team Teaching:** To collaborate with peers in delivering lessons, fostering a multifaceted learning experience.

Unit III: Curriculum Design and Educational Resources Concept and Objectives of Curriculum Development in Social Studies

- Principles for Constructing a Competency-Based Curriculum Aligned with NEP-2020
- Comparative Analysis of Indian and Global Social Studies Curricula
- Developing Outcome-Oriented and Contextual Curricula for Diverse Classrooms
- Principles and Techniques for Unit and Lesson Planning in Social Studies
- **Integration of ICT and Digital Tools:** E-learning Platforms, Virtual Resources, Multimedia, and OERs
- **Selection and Evaluation of Social Studies Textbooks:** Criteria, Quality, and Global Best Practices

Unit IV: Assessment and Professional Development

- Modern Concepts of Assessment and Evaluation in Social Studies
 - **Designing Effective Assessment Tools:** Blueprints and Rubrics
 - **Types of Evaluation:** concept, method, importance and limitations of Formative, Summative, and Authentic Assessments
 - Essential Qualities and Role of Social Studies Teachers in a Globalized World
 - **Techniques:** Simulation, Case Studies, Role Plays, and Field-Based Learning
 - Strategies for Inclusive and Culturally Responsive Teaching
 - **Action Research:** Understanding the principles of action research in the context of Social Studies education. Developing and implementing action research projects to assess and enhance teaching practices.
 - Reflective Practices and Continuous Professional Development for Social Studies Educators
- **Internal Assessment**
 - **1. Written Test:** 10 Marks
 - **2. Assignments/Projects:** (Choose any one) - 10 Marks
- **Design a Teaching Aid:** Create a visual or digital teaching aid, such as maps, models, charts, or digital simulations, to support the teaching of a specific concept in Social Studies.
 - **Survey of Social Studies Textbooks:** Analyze and review Social Studies textbooks from various publishers based on defined criteria such as content accuracy, inclusivity, language, and global relevance.

- **Field-Based Project on Local Resources:** Identify and document local resources (historical sites, community members, local geography) that can be used in Social Studies teaching. Prepare a report on how these can be integrated into the curriculum.
- **Action Research Project:** Conduct a small action research project focusing on a particular challenge in teaching Social Studies in your school setting (e.g., use of ICT, student engagement). Present findings and suggested improvements.
- **Case Study on Social Issues:** Write a case study on a relevant social issue (e.g., poverty, gender inequality, environmental sustainability) and develop a lesson plan using this case study to engage students in critical thinking and discussion.

Suggested Readings

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3. Bruner, J. S. (1960). The Process of Education. Harvard University Press.
4. Dewey, J. (1916). Democracy and Education. Macmillan.
5. Government of India. (2020). National Education Policy 2020. Ministry of Human Resource Development.
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7. Jarolimek, J. (1990). Social Studies in Elementary Education. Macmillan Publishing.
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9. Ministry of Education. (2005). National Curriculum Framework (NCF) 2005. NCERT.
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11. NCERT. (2014). Social Science Textbooks for Secondary and Senior Secondary Levels. NCERT Publications.
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13. Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. Educational Researcher, 15(2), 4–14.

14. Singh, Y. K. (2009). Teaching of Social Studies. APH Publishing Corporation.
15. UNESCO. (2017). Education for Sustainable Development Goals: Learning Objectives. United Nations Educational, Scientific and Cultural Organization.
16. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
17. Wiggins, G., & McTighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development.
18. Zinn, H. (2003). A People's History of the United States. HarperCollins.

Objectives

Upon completion of this course, students will be able to:

1. Understand the scope, significance, and objectives of geography education.
2. Apply various teaching methods and techniques suitable for geography.
3. Develop lesson plans that enhance spatial awareness, critical thinking, and environmental consciousness among learners.
4. Integrate ICT, maps, and fieldwork to make geography lessons engaging and relevant.
5. Use assessment strategies to evaluate students' understanding of geographical concepts effectively.

Course Content

Unit I: Foundations of Geography Education

- **Nature and Scope of Geography:** Understanding geography as a discipline; key branches such as physical geography, human geography, and environmental geography.
- **Aims and Objectives of Teaching Geography:** Development of spatial awareness, environmental stewardship, and global perspectives.
- **Significance of Geography in the Curriculum:** Role of geography in promoting national integration, global understanding, and ecological awareness.
- **Skills in Geography:** Developing map reading, spatial thinking, observation, and fieldwork skills.

Unit II: Methods and Approaches in Teaching Geography

- **Approaches to Teaching Geography:** Lecture method, discussion, demonstration, project-based learning, and inquiry-based learning.
- **Fieldwork and Surveys:** Importance of field trips, community surveys, and real-world data collection in teaching geography.
- **Use of Maps and Globes:** Teaching map skills (scale, direction, symbols), types of maps, and integrating map work into geography lessons.
- **Experiential Learning in Geography:** Hands-on activities, simulations, and using local examples to teach geographical concepts.

Unit III: Resources and Integration of ICT in Geography Education

- **Geography Teaching Resources:** Use of atlases, models, charts, and audio-visual aids; satellite imagery and GIS.
- **ICT in Geography Education:** Digital mapping tools (e.g., Google Earth), GIS applications, and online resources for enhancing geography lessons.
- **Environmental and Societal Connections:** Integrating environmental education topics, such as climate change, sustainability, and conservation.
- **Cross-Disciplinary Links:** Connecting geography with history, economics, and science to provide an interdisciplinary approach to learning.

Unit IV: Assessment and Evaluation in Geography Education

- **Assessment Techniques in Geography:** Use of formative and summative assessment methods—projects, quizzes, presentations, and map work.
 - **Evaluating Geographical Skills:** Tools to assess spatial skills, map interpretation, and data analysis.
 - **Feedback and Reflective Practice:** Techniques for providing constructive feedback and fostering self-assessment.
 - **Developing Remedial Measures:** Identifying and addressing common misconceptions and challenges in learning geography.
-
- **Internal Assessment**
 - **1. Written Test:** 10 Marks
 - **2. Assignments/Projects:** (Choose any one) - 10 Marks
-
- Prepare a lesson plan using an ICT tool (e.g., Google Earth) for teaching a specific geography topic.
 - Conduct a survey of a local geographic feature (e.g., river, hill, urban area) and prepare a report.
 - Create a model or 3D map showcasing physical features or human settlements.

References

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2. Rao, M. (2019). Teaching Geography in Schools. Mumbai: Harmony Publications.
3. Sharma, A. (2018). Geographical Thinking and Pedagogy. Kolkata: Eastern Press.
4. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.

5. Rana, S. (2021). Geography and Environment: Teaching Approaches. Chennai: Sangeet Publications.

BED 05 (A/B)-XIII: Pedagogy of Economics

Marks: 100

Objectives:

After completing the course, the students will be able to:

- Understand the scope, objectives, and importance of economics education.
- Apply effective teaching methods to facilitate economic thinking and decision-making.
- Develop lesson plans that foster analytical, critical, and reflective thinking in economics.
- Utilize resources, ICT tools, and real-world examples to make economics engaging and relevant.
- Implement assessment strategies tailored to evaluate understanding in economics.

Unit I: Foundations of Economics Education

- **Nature and Scope of Economics:** Understanding economics as a social science; key branches such as microeconomics, macroeconomics, and development economics.
- **Aims and Objectives of Teaching Economics:** Developing economic literacy, decision-making skills, and awareness of economic issues at local, national, and global levels.
- **Relevance of Economics in the Curriculum:** Role of economics in shaping responsible citizens and informed consumers.
- **Key Skills in Economics:** Analytical thinking, data interpretation, problem-solving, and decision-making.

Unit II: Methods and Approaches in Teaching Economics

- **Approaches to Teaching Economics:** Lecture method, discussion, case study, role play, and simulation exercises.
- **Inquiry-Based Learning in Economics:** Encouraging students to explore economic issues through research and inquiry.
- **Problem-Solving and Decision-Making:** Teaching students to approach economic issues with problem-solving techniques.
- **Experiential Learning in Economics:** Hands-on activities like budgeting exercises, economic experiments, and simulations of market behavior.

Unit III: Resources and Integration of ICT in Economics Education

- **Teaching Aids and Resources in Economics:** Textbooks, newspapers, economic journals, statistical data, and graphs.
- **ICT in Economics Education:** Use of online resources, simulation software, interactive models, and tools for economic analysis (e.g., Excel, Google Sheets).
- **Contemporary Economic Issues:** Integrating current economic events (e.g., inflation, unemployment, globalization) into the curriculum.
- **Cross-Disciplinary Connections:** Linking economics with social studies, political science, mathematics, and environmental studies.

Unit IV: Assessment and Evaluation in Economics Education

- **Assessment Techniques in Economics:** Formative and summative assessments, including quizzes, projects, group discussions, and presentations.
- **Evaluating Economic Understanding:** Assessing skills such as data interpretation, critical analysis, and economic reasoning.
- **Feedback and Reflective Practice:** Techniques for providing constructive feedback and fostering self-reflection.
- **Developing Remedial Measures:** Addressing common misconceptions and learning gaps in economic concepts.

Internal Assessment)

1. **Internal Test:** 10 Marks

2. **Assignments/Projects: (Choose any one)** - 10 Marks

- Prepare a lesson plan on a current economic issue (e.g., inflation) using ICT tools.
- Design a simulation activity that demonstrates market behavior or economic decision-making.
- Create an economic survey of a local market and prepare a report with data analysis.

References

1. Robbins, L. (2019). Principles of Economics Education. New Delhi: Academic Press.
2. Mishra, V. (2020). Teaching Economics in Schools. Mumbai: Pragati Publications.
3. Kapoor, R. (2021). Pedagogical Approaches to Economics. Kolkata: Learning House.
4. NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
5. Banerjee, A. (2022). Economics for Educators: Methods and Tools. Chennai: Insight Publishers.

Objectives:

Upon completion of this course, student-teachers will be able to:

1. Understand the objectives and significance of teaching Home Science in schools.
2. Develop skills to design and implement instructional strategies in Home Science.
3. Explore and apply various methods of teaching Home Science in relation to real-life contexts.
4. Integrate technology and innovative practices into Home Science teaching.
5. Evaluate the role of Home Science in promoting self-sufficiency, health, and social responsibility.
6. Design assessment tools to measure learning outcomes in Home Science education effectively.

Course Content

Unit I: Foundations of Home Science Education

- **Nature and Scope of Home Science:** Concept, scope, and importance of Home Science as a discipline.
- **Objectives of Teaching Home Science:** Historical development, aims, and objectives of Home Science education at various levels (primary, secondary, and senior secondary).
- **Role of Home Science Education:** Inculcating life skills, enhancing practical knowledge, and promoting self-reliance.
- **Core Areas of Home Science:** Food and Nutrition, Health and Hygiene, Resource Management, Child Development, and Textile and Clothing.

Unit II: Teaching Methods and Strategies in Home Science

- **Instructional Methods:** Lecture, Demonstration, Project-based learning, Experimentation, Problem-solving, and Fieldwork.
- **Integration of Real-life Contexts:** Connecting classroom learning to daily life applications.
- **Technological Integration:** Use of multimedia, digital resources, and online platforms for teaching Home Science concepts.

- **Innovative Strategies:** Activity-based learning, role-play, collaborative learning, and inquiry-based approaches in teaching Home Science.

Unit III: Curriculum and Lesson Planning in Home Science

- **Curriculum Development:** Principles and organization of Home Science curriculum at different educational stages.
- **Lesson Planning:** Objectives, content selection, teaching aids, and resource materials.
- **Use of Teaching Aids:** Audio-visual aids, models, charts, and kitchen laboratory setups.
- **Planning for Practical Activities:** Designing hands-on experiments in areas such as cooking, sewing, and resource management to enhance experiential learning.

Unit IV: Assessment and Evaluation in Home Science

- **Assessment Techniques:** Use of formative and summative assessment techniques in Home Science education.
- **Evaluation Tools:** Designing quizzes, practical exams, observation checklists, and rubrics for skill-based assessment.
- **Reflective Practice and Feedback:** Encouraging student self-evaluation and reflection for continuous improvement.
- **Community Engagement:** Role of Home Science in community outreach and the promotion of sustainable practices.

- **Internal Assessment)**

- **1. Internal Test:** 10 Marks

- **2. Assignments/Projects: (Choose any one) - 10 Marks**

- Analyze dietary habits and create a nutritional plan for a specific age group.
- Develop a project on effective resource management techniques in a household setting.
- Create a portfolio of textile samples and identify fabric care techniques.
- Conduct a survey on health and hygiene practices within a community.

References

1. Devi, R. (2015). Fundamentals of Home Science Education. New Delhi: S. Chand Publishing.
2. Chandra, S., & Dewan, J. (2019). Teaching Home Science: A Practical Approach. Mumbai: Oxford Publishers.

3. Gupta, S. (2018). Food and Nutrition: Concepts and Practical Approaches. Jaipur: Sunrise Publications.
4. Kumar, A., & Shukla, P. (2020). Home Science Education: Theory and Practice. New Delhi: Vikas Publishing House.
5. Singh, N. (2017). Health, Hygiene, and Safety Practices. New Delhi: NCERT.

Objectives:

Upon completion of this course, student-teachers will be able to:

1. Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
2. Understand correlation with other subjects
3. Evaluate critically the existing syllabus of chemistry
4. Develop understanding of various objectives of teaching Chemistry in Secondary Schools.
5. Understand and adopt proper methods of teaching various topics of Chemistry.
6. Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
7. Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
8. Prepare and use different types of instructional material for teaching Chemistry.
9. Understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.
10. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
11. Provide training in scientific method and develop scientific temper among their students.

Unit 1: The Nature of Science

- Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry,
- Nature of science with special reference to chemistry
- Instructional Objectives, General and Specific Objectives of Teaching Chemistry

- Correlation of chemistry with other subjects.

Unit - II: Curriculum and Planning

- Chemistry Curriculum, Place of Chemistry in School Curriculum
- Principles of Curriculum Construction, Difference between Curriculum and Syllabus,
- Co-curricular activities, factors influencing curriculum of chemistry.
- Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- Planning- Daily lesson plan, unit plan & yearly plan.
- Micro Teaching, Skills of teaching Lesson Planning,
- Methods of Teaching Chemistry- Lecture Method, Demonstration Method. Discussion Method, Problem Solving Method, Project Method, Inductive-Deductive Method, Co-operative method, Constructivism method.' CAL
- Qualities of chemistry teacher.

UNIT-III Instructional Support System

- Teaching Aids in Chemistry Audio Aids, A-V Aids, Educational Broadcasts, Teleconferencing, Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.
- Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab.
- Characteristics of a good text book and evaluation of a Text Book.
- Use of Chemistry in daily life with examples.

Unit - IV: Assessment & Evaluation of Chemistry learning

- Evaluation : Meaning and Concept.
- Meaning consent and consitruction of achievement test, Diagnostic testing and remedial teaching.
- Blue prnt: meaning concept, need and construction.

- Continuous and Comprehensive Evaluation (CCE) in Science.
- Assessment of Project work (both in the laboratory and in the field), experimental work in Chemistry.
- Performance - based assessment; learner's record observation, field diary, Oral presentation of Learners work, portfolio.
- Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, Short types objective type

Assignments :-

1. written Test 10 marks

2. Any one of the following:- 10 marks

- Planning and Conducting Experiments.
- Preparation of models and charts.
- Preparation of Chemistry Projects.
- Preparation of design, blue print for teacher made test.
- Life sketch & contribution of any one prominent Indian Chemist.
- Preparation of scrap book containing original science (Scientific cartoon) Stories/article
- Life sketch & contribution of any one prominent Indian Chemist.
- A critical study of any one senior secondary Lab of chemistry.

Suggested Readings

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
2. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
3. Directorate of Hindi Implementation, Delhi University, 2000.
4. Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.

5. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
6. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
7. Kanthor Mudit : Chemistry Teaching . shiksha Prakashan, Jaipur -2002

Safety Practices. New Delhi: NCERT.

BED 05 (A/B)-XVI: Pedagogy of General Science

Marks: 100

Objectives:

By the end of this course, student-teachers will be able to:

1. Understand the nature, scope, and importance of teaching General Science at the school level.
2. Develop lesson plans and instructional strategies that foster scientific inquiry and conceptual understanding.
3. Use diverse teaching methods and technological tools to make Science accessible and engaging.
4. Design and conduct experiments, demonstrations, and activities that encourage hands-on learning.
5. Apply effective assessment techniques to measure students' scientific knowledge and skills.
6. Promote scientific attitudes, critical thinking, and environmental awareness among learners.

Course Content

Unit I: Foundations of General Science Education

- **Nature and Scope of General Science:** Understanding science as a way of thinking, its interdisciplinary nature, and relevance in everyday life.
- **Objectives and Importance of Teaching Science:** Aims of science education, scientific literacy, and role of science in developing problem-solving skills.
- **Historical and Philosophical Perspectives:** Contributions of science to human knowledge and society; major scientific advancements and their impact.
- **Scientific Temper and Environmental Awareness:** Developing an appreciation of environmental sustainability and responsible scientific inquiry.

Unit II: Methods and Approaches in Teaching General Science

- **Teaching Methods in Science:** Demonstration, Experimentation, Inquiry-based learning, Project-based learning, and Field Trips.
- **Activity-Based and Experiential Learning:** Hands-on activities, science kits, experiments, and classroom demonstrations.
- **Integrating Technology in Science Education:** Use of ICT tools, simulations, animations, and multimedia resources in teaching science concepts.
- **Constructivist Approaches:** Concept mapping, discovery learning, collaborative and peer learning.

Unit III: Curriculum, Planning, and Resource Management

- **Curriculum and Content Organization:** Principles of curriculum development in science, analysis of science textbooks, and selection of age-appropriate content.
- **Lesson Planning and Unit Planning:** Structuring learning objectives, designing activities and assessments, integrating cross-curricular links.
- **Teaching Aids and Resources in Science:** Use of charts, models, specimens, digital resources, and community resources to enhance science learning.
- **Safety Measures in Science Teaching:** Laboratory safety guidelines, safe handling of materials, and instilling safety practices in students.

Unit IV: Assessment and Evaluation in Science

- **Assessment Techniques:** Formative and summative assessments, continuous evaluation, and assessing practical skills.
- **Tools for Science Evaluation:** Written tests, oral questioning, assignments, projects, and practical exams.
- **Science Process Skills Assessment:** Observation, classification, inference, measurement, and data interpretation.
- **Self-Evaluation and Reflective Practice:** Encouraging self-assessment among students, teacher self-reflection, and professional growth.

Internal Assessment

written Test: 10 Marks

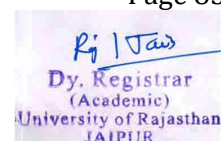
Assignments/Projects (Choose one): 10 Marks

- Develop a lesson plan integrating hands-on experiments for a chosen science topic.
- Create a project on using ICT resources to teach complex science concepts.
- Design an instructional aid (model or kit) to demonstrate a specific scientific principle.
- Conduct a case study on environmental science issues and propose actionable teaching strategies.

References

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1. Sharma, R.C., & Sharma, M. (2019). Teaching of Science: A Modern Approach. New Delhi: Dhanpat Rai Publishing.
2. Gupta, S. (2018). Innovative Science Teaching. New Delhi: Vikas Publishing House.
3. Vaidya, N. (2020). The Impact of Science Education. New Delhi: NCERT.
4. Carin, A.A., & Sund, R.B. (2017). Teaching Science through Discovery. Columbus: Merrill Publishing.
5. Lefrancois, G. (2019). Psychology for Teaching. Boston: Cengage Learning.

BED 05 (A/B)-XVII: Pedagogy of Biology

Marks: 100

Objectives:

By the end of this course, student-teachers will be able to:

1. Understand the nature, scope, and significance of Biology as a science subject.
2. Develop effective instructional plans and teaching methodologies that promote scientific thinking and conceptual understanding in Biology.
3. Employ diverse, student-centered strategies for teaching Biology that include hands-on and inquiry-based learning.
4. Integrate environmental awareness and ethical considerations into Biology teaching.
5. Design and conduct meaningful assessments to evaluate students' biological knowledge and practical skills.

Course Content

Unit I: Foundations of Biology Education

- **Nature and Scope of Biology:** Exploring Biology as a natural science; its role in understanding life processes and ecological systems.
- **Aims and Objectives of Teaching Biology:** Developing scientific literacy, environmental awareness, and ethical sensitivity.
- **Biology in the Curriculum:** Importance of Biology in school education, interdisciplinary connections, and relevance to real-life applications.
- **Scientific Temper and Ethical Issues:** Fostering a scientific mindset; addressing ethical concerns in biology (e.g., bioethics, biodiversity conservation).

Unit II: Teaching Methods and Strategies in Biology

- **Student-Centered and Inquiry-Based Approaches:** Experiential learning, problem-solving, project-based learning, and inquiry-based methods.
- **Laboratory Work and Field Studies:** Conducting experiments, dissections, field trips, and studies to reinforce biological concepts.
- **Use of Technology in Biology Teaching:** Utilizing multimedia, simulations, virtual labs, and digital resources in biology education.
- **Constructivist Teaching in Biology:** Using concept mapping, group discussions, collaborative learning, and case studies to deepen understanding.

Unit III: Planning and Resource Management

- **Biology Curriculum Planning and Analysis:** Structuring Biology content in alignment with curriculum standards and learning outcomes.
- **Lesson Planning and Unit Planning:** Steps in developing effective lesson plans that incorporate objectives, teaching aids, and assessments.
- **Teaching Aids and Resources:** Charts, models, biological specimens, digital tools, and community resources for Biology teaching.
- **Safety and Ethical Guidelines in Biology Labs:** Laboratory safety protocols, ethical considerations in dissections and handling specimens.

Unit IV: Assessment and Evaluation in Biology

- **Assessment Techniques in Biology:** Formative and summative assessments, performance-based assessments, and observational checklists.
- **Tools for Biology Evaluation:** Practical exams, assignments, projects, and quizzes to assess knowledge and skills.
- **Skills in Biological Observation and Analysis:** Developing and assessing students' skills in observation, classification, and biological data interpretation.
- **Reflective Practice and Professional Development:** Self-assessment, reflective journals, and ongoing professional growth in Biology education.

Internal Assessment

written Test: 10 Marks

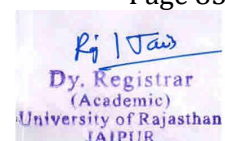
Assignments/Projects (Choose one): 10 Marks

- Prepare a lesson plan integrating a laboratory experiment or field activity for a chosen Biology topic.
- Develop a project on the use of ICT in teaching complex biological processes.
- Design a model or resource (e.g., plant cell, ecosystem model) to illustrate specific biological concepts.
- Conduct a field study project on local biodiversity or ecological conservation and develop teaching strategies around it.

References

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1. Sharma, P.D. (2021). Teaching of Biology: A Practical Approach. New Delhi: Dhanpat Rai Publishing.
2. Miller, K.R., & Levine, J.S. (2019). Biology: The Science of Life. New Delhi: Pearson Education.
3. NCERT. (2020). Laboratory Manual in Biology. New Delhi: NCERT.
4. Singh, M. (2018). Teaching Biology in Secondary Schools. New Delhi: Vikas Publishing House.
5. Lefrancois, G. (2019). Psychology for Teaching. Boston: Cengage Learning.

Objectives:

Upon completion of this course, student-teachers will be able to:

1. Understand the aims, nature, and importance of teaching Physics in secondary and senior secondary education.
2. Design effective lesson plans and instructional strategies for teaching Physics concepts.
3. Employ various methods and technological tools to simplify abstract Physics concepts.
4. Develop practical skills and promote scientific thinking through Physics experiments.
5. Evaluate students' understanding using appropriate assessment techniques for Physics.
6. Foster critical thinking, curiosity, and problem-solving skills among learners.

Course Content

Unit I: Foundations of Physics Education

- **Nature and Scope of Physics:** Understanding Physics as a discipline, its role in scientific literacy, and everyday applications.
- **Objectives of Teaching Physics:** Aims and significance of teaching Physics at different educational stages.
- **Philosophy and History of Physics:** Key developments and contributions in the field, major scientific discoveries, and their impact on society.
- **Role of Physics Education:** In fostering logical reasoning, problem-solving, and scientific temperament among students.

Unit II: Methods and Strategies for Teaching Physics

- **Teaching Methods in Physics:** Lecture, Demonstration, Inquiry-based learning, Problem-solving, and Project-based learning.
- **Experiential and Activity-Based Learning:** Hands-on experiments, laboratory activities, simulations, and model making.
- **Use of Technology in Physics Education:** Integrating ICT tools, simulations, online resources, and data logging equipment.
- **Innovative Approaches:** Concept mapping, flipped classroom techniques, collaborative learning, and real-world applications of Physics.

Unit III: Curriculum and Lesson Planning in Physics

- **Physics Curriculum at Various Levels:** Principles of Physics curriculum design, curriculum organization, and analysis of Physics textbooks.

- **Lesson Planning and Unit Planning:** Structuring lesson objectives, selecting content, integrating experiments, and planning resources.
- **Effective Use of Teaching Aids:** Diagrams, charts, models, interactive simulations, and digital content to enhance understanding.
- **Safety in the Physics Lab:** Best practices, handling of equipment, safety guidelines, and preparing students for laboratory work.

Unit IV: Assessment and Evaluation in Physics

- **Assessment Techniques in Physics:** Formative and summative assessment, continuous assessment, and performance-based evaluation.
 - **Practical Skills Assessment:** Assessing lab skills, scientific process skills, observation, analysis, and reporting.
 - **Tools for Evaluation:** Designing test items, concept-based questions, MCQs, practical assessments, and rubric-based evaluation.
 - **Reflective Practice and Self-Assessment:** Developing self-evaluation practices among students for conceptual clarity and problem-solving skills
- **Internal Assessment**
 - **written Test: 10 Marks**
 - **Assignments/Projects (Choose one): 10 Marks**
- Develop a detailed lesson plan for a topic in Physics, incorporating activities, experiments, and assessment.
 - Create a project on the effective use of ICT tools in teaching difficult Physics concepts.
 - Design an instructional aid (model or simulation) to demonstrate a specific Physics principle.
 - Conduct a case study on a Physics lab setup and suggest improvements for safety and efficiency.

References

1. Arons, A. B. (2015). Teaching Introductory Physics. New York: Wiley.
2. Hewitt, P. G. (2020). Conceptual Physics for Educators. Boston: Pearson.
3. Sharma, S. (2018). Methods of Teaching Physics. New Delhi: NCERT.
4. Halliday, D., Resnick, R., & Walker, J. (2017). Fundamentals of Physics. New York: Wiley.

5. Swain, M. (2019). Innovative Practices in Physics Education. New Delhi: Vikas Publishing House.

BED 05 (A/B)-XIX: Pedagogy of Mathematics

Marks: 100

Objectives:

By the end of this course, student-teachers will be able to:

1. Understand the nature and scope of Mathematics as a subject and its importance in daily life.
2. Develop effective teaching strategies to encourage problem-solving, logical reasoning, and critical thinking in Mathematics.
3. Apply various teaching methods to address diverse learner needs and learning styles in Mathematics.
4. Integrate technology and innovative tools to enhance Mathematics teaching and learning.
5. Construct and utilize assessments to measure mathematical understanding and proficiency.

Course Content

Unit I: Foundations of Mathematics Education

- **Nature and Scope of Mathematics:** Understanding Mathematics as a science of patterns, abstract reasoning, and logical structure.
- **Aims and Objectives of Teaching Mathematics:** Promoting analytical skills, numerical literacy, and an appreciation for the logical beauty of Mathematics.
- **Mathematics in the Curriculum:** Role and significance of Mathematics in the school curriculum; integration with other subjects.
- **Psychological Foundations:** Insights from Piaget's, Vygotsky's, and Bruner's theories as they apply to Mathematics learning and cognitive development.

Unit II: Methods and Approaches in Teaching Mathematics

- **Inductive and Deductive Methods:** Techniques for introducing new concepts and helping students derive formulas and generalizations.
- **Activity-Based and Discovery Learning:** Hands-on activities, games, and puzzles to promote exploration and curiosity.

- **Problem-Solving Approach:** Strategies for teaching problem-solving; guiding students through step-by-step approaches to solving mathematical problems.
- **Use of Technology in Mathematics:** Applications of digital tools like Geogebra, calculators, smartboards, and educational software to visualize concepts and solve problems.

Unit III: Planning, Resources, and Classroom Management

- **Planning for Mathematics Instruction:** Creating effective lesson plans, structuring units, and organizing mathematical content sequentially.
- **Mathematical Resources and Aids:** Using teaching aids such as charts, graphs, models, and manipulatives (e.g., geometric kits, abacuses) to illustrate abstract concepts.
- **Classroom Management in Mathematics:** Strategies for creating an inclusive, supportive, and focused learning environment in Mathematics classrooms.
- **Math Lab Activities:** Planning and conducting math lab activities to provide hands-on learning experiences; organizing a Mathematics laboratory.

Unit IV: Assessment and Evaluation in Mathematics**

- **Assessment Techniques:** Formative and summative assessments, diagnostic tests, and error analysis to monitor students' progress.
 - **Tools for Evaluation:** Written tests, oral questioning, quizzes, assignments, and projects to assess mathematical comprehension.
 - **Alternative Assessment Methods:** Use of portfolios, math journals, and reflective practices to evaluate conceptual understanding.
 - **Reflective Practices and Professional Development:** Encouraging reflective journals for continuous improvement in Mathematics teaching.
- **Internal Assessment**
 - **written Test: 10 Marks**
 - **Assignments/Projects (Choose one): 10 Marks**
- Develop a lesson plan that uses a real-world problem-solving approach to teach a specific Mathematics topic.
 - Create a digital presentation or video explaining the use of technology in solving complex math problems.
 - Prepare a model, chart, or teaching aid for a chosen Mathematics concept (e.g., fractions, trigonometry).
 - Conduct a small research project on common learning difficulties in Mathematics and suggest appropriate remedial strategies.

References

1. Polya, G. (2014). How to Solve It: A New Aspect of Mathematical Method. Princeton: Princeton University Press.
2. Sidhu, K.S. (2020). Teaching of Mathematics. New Delhi: Sterling Publishers.
3. NCERT. (2020). Lab Manual in Mathematics. New Delhi: NCERT.
4. Kumar, S. (2018). Teaching Mathematics in Elementary Schools. New Delhi: Pearson Education.
5. Skemp, R. (2017). The Psychology of Learning Mathematics. Routledge.

BED 05 (A/B)-XX: Pedagogy of Drawing and Painting

Marks: 100

Objectives:

By the end of this course, student-teachers will be able to:

1. Understand the nature, scope, and significance of Drawing and Painting as visual arts in education.
2. Develop effective methods and strategies for teaching Drawing and Painting to foster creativity, expression, and appreciation of art.
3. Employ a variety of materials, tools, and techniques for drawing and painting suitable for different age groups.
4. Integrate art history, aesthetics, and critical appreciation into teaching Drawing and Painting.
5. Assess students' creative work in Drawing and Painting through objective and constructive feedback.

Course Content

Unit I: Foundations of Drawing and Painting Education

- **Nature and Scope of Visual Arts:** Understanding Drawing and Painting as forms of self-expression, creativity, and cultural representation.
- **Aims and Objectives of Art Education:** Fostering creativity, emotional development, cultural awareness, and aesthetic appreciation.
- **Role of Art in Curriculum:** Integrating visual arts into the curriculum; the role of Drawing and Painting in holistic education.
- **Psychological Foundations of Art Learning:** How art contributes to child development; stages of artistic development in children.

Unit II: Techniques and Approaches in Teaching Drawing and Painting

- **Basic Drawing and Painting Techniques:** Line drawing, shading, perspective, color theory, brush handling, and blending.
- **Approaches to Art Education:** Project-based learning, exploration and experimentation, imitation and creation, and experiential learning.
- **Art as Expression and Therapy:** Using Drawing and Painting for emotional expression and as a therapeutic tool in the classroom.
- **Digital Art in Education:** Introduction to digital tools like drawing tablets and software (e.g., Adobe Illustrator, Procreate) to expand students' creative possibilities.

Unit III: Planning, Resources, and Artroom Management

- **Lesson Planning in Art Education:** Creating lesson plans that balance skill development with creativity and expression.
- **Art Resources and Teaching Aids:** Use of different media (pencils, pastels, watercolors, acrylics), art materials, and DIY tools; selecting age-appropriate materials.
- **Classroom and Artroom Management:** Organizing a conducive environment for art activities, handling materials, and managing a diverse group of learners.
- **Art Exhibitions and Competitions:** Planning school art exhibitions, understanding their importance, and preparing students for art competitions.

Unit IV: Assessment and Evaluation in Drawing and Painting

- **Principles of Assessment in Art:** Assessing creativity, skill, effort, and improvement in Drawing and Painting.
 - **Assessment Tools:** Portfolios, art journals, rubrics, and exhibitions for evaluating students' artwork.
 - **Feedback and Critique:** Giving constructive feedback to foster improvement and confidence; conducting art critique sessions.
 - **Reflective Practice and Professional Development:** Encouraging self-reflection in art teaching and engaging in continuous professional learning to enhance teaching methods.
-
- **Internal Assessment**
 - **written Test: 10 Marks**
 - **Assignments/Projects (Choose one): 10 Marks**
-
- Develop a lesson plan for a Drawing or Painting topic, incorporating both theory and hands-on practice.
 - Create a digital presentation on the history of a famous artist or art movement, linking it to classroom applications.
 - Design a teaching aid, model, or visual resource for a specific art technique, such as perspective drawing or watercolor blending.

- Conduct a small research project on the impact of art education on students' emotional and cognitive development.

References

1. Lowenfeld, V. & Brittain, W.L. (1987). Creative and Mental Growth. New York: Macmillan Publishing.
2. Goldstein, C. (2001). Teaching Art: A Complete Guide for the Classroom. New York: Teachers College Press.
3. Read, H. (2013). Education Through Art. London: Faber & Faber.
4. Edwards, B. (1999). Drawing on the Right Side of the Brain. New York: Penguin Putnam.
5. Eisner, E.W. (2002). The Arts and the Creation of Mind. Yale University Press.

BED 09: Drama and Arts in Education

Objectives:-

Marks: 50

To enable the students to-

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

UNIT-I: Aesthetic Sense and Education

- a. Aesthetic sense and values: Meaning, Nature, Concept and Importance in Human Life. Arts in Education & Education in Arts, Transform art and aesthetic sense through education.
- b. Concept of Creativity, Creative writing, Modes in speech and importance of education for it. Relationship between Art, Literature and Education. Historical perspectives of various types of Art in India.
- c. Introduction to music:-dhawani swar, sapttak, alankar, lay-taal, vadhaya-tantu,avnadhh, shushir, Dhanlok, lok geet,lok vadhya & Introduction to Dance - history of dance- kala,lok-nritya.

UNIT-II: Performing Art and Learning

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

UNIT-III Visual Art : Teaching & Learning

- h. Play: Meaning, Concept, Need, Types, Importance, relationship between learning and Drama Education. Dramatic Pressure for understanding problems in a new way.
- i. Exploration and experimentation with different types of Visual Arts: painting, printing, collage, cartoon making, photography, clay modeling, model making, pottery, puppetry, rangoli, paper art.
- j. Use of visual art in teaching-learning process. Art and Self-Expression. Need and importance of community participation.

- k. Use of ICT in drama and art in education: computer graphics, animation, special effects, documentary films, movies, slides. Use of social media: youtube, blog, twitter.

Internal Assessment:

- l. Written Test 5 marks
- m. Any one of the following 5 marks
1. Prepare a street play (Nukkad Natak) related to any social, political issue and perform it on three different places of your city.
 2. Prepare Direct or Participate in Character play related with any historical topic of school syllabus and perform it in any school.
 3. Prepare, Direct, or Participate in one Dance - Drama related with any contemporary issue based on any form of Folk Drama of Rajasthan, perform it publicly and submit a report.
 4. Make a Documentary film related with any subject of school and present it.
 5. Make any two type of Visual Art given in this syllabus and use it in school or stimulated teaching.
 6. Write three Drama-Scripts by your own on the basis of creative writing for school children.
 7. Visit or Participate in any cultural, art festival or exhibition and submit a report with your experiences.
 8. Organize an exhibition related to any form of Visual Art in your respective institution.

SUGGESTED READINGS-

1. Bhavnani Enakshi : The Dance of India, Treasure House of Books, Bombay.
2. Bhattacharya Dilip Musical Instrument of Tribal India, Manas Publications, New Delhi 1999.
3. Bharucha Rustom : Theatre and the world, Manohar Publication, New Delhi.
4. Chaturvedi Ravi : Theatre and Democracy, Rawat Publication, New Delhi.
5. Datta Ajit Kumar : Indian Artifacts, Cosmo Publications, London.
6. Hariharan M., Kuppuswami Gowri : An Anthology of Indian Music, Sandeep Prakashan, Delhi.
7. Khandalavala Karl J. : Indian Painting, Lalit Kala Academy, New Delhi.
8. Krishna Rao U.S., Devi Chandrabhaga U.K. A panorama of Indian dances, Shree Satguru Publication, New Delhi.

9. Kothari Sunil : New Directions in Indian dance, Marg Publication, Mumbai.
10. Lal Ananda: Theatres of India, Oxford Univ. Press.
11. Raja Deepak S. : Hindustani Music, D.K. Print World Ltd., New Delhi.
12. Sudhakar Kanaka : Indian Classical dancing, Sterling Publishers Pvt. Ltd. New Delhi.
13. Tribhwn Robin D., Tribhwan Preeti R. Tribal Dances of India, Discovery Publication House, New Delhi, 1999.
14. Thames and Hudson: Arts & Crafts of India, London.
15. Vatsyayan Kapila : Traditions of Indian Folk Dance, Clarion Books, Hind pocket Bokks, New Delhi
16. Water house Devid : Dance of India, Popular Prakashan, Mumbai.
17. Watts George & Bown Percy Arts and Crafts of India, Cosmo Publications, New Delhi.
18. गोस्वामी प्रेमचन्द : भारतीय कला के विविध स्वरूप, पंचशील प्रकाशन, जयपुर।
19. प्रसाद देवी : शिक्षा का वाहन कला, नेशनल बुक ट्रस्ट, इंडिया, 1999।
20. गुप्ता डॉ. भयामला : सौंदर्य तत्वमीमांसा, सीमा साहित्य भवन, न्यू लायलपुर, दिल्ली।
21. रामअवतार वीर : भारतीय संगीत का इतिहास, राधा पब्लिकेशन, दिल्ली।
22. जोशी भोला दत्त : संगीत भास्त्र एवं रागमाला, सरोज प्रकाशन, दिल्ली।
23. भार्मा अमिता : भास्त्रीय संगीत का विकास, ईस्टर्न बुक लिंकर्स, दिल्ली।
24. भार्मा सत्यवती : ख्याल गायन भौली विकसित आयाम, पंचशील प्रकाशन, जयपुर।
25. माली डॉ. शिवराम, गोकाकर डॉ. सुधाकर : नाटक और रंगमंच, नेशनल पब्लिसिंग हाउस, दिल्ली।
26. चौबे अमरेश चन्द्र : संगीत की संस्थगत शिक्षण प्रणाली, कृष्णा ब्रदर्स, अजमेर।
27. खुराना भान्नों: ख्याल गायकी के विविध घराने, सिद्धार्थ पब्लिकेशन, दिल्ली।

BED 10: Understanding Discipline and Subjects

Objectives:

Marks: 50

By the end of this course, student-teachers will be able to:

1. Explain the nature, scope, and role of disciplinary knowledge in the school curriculum.
2. Differentiate between discipline-based and interdisciplinary subjects, and map their relationships to school courses.
3. Analyze subject-specific teaching methods and adapt them to diverse learner needs, including social justice considerations.
4. Design coherent syllabi and unit plans using principles of content selection and sequencing.
5. Integrate practical, co-curricular, and community-based activities (e.g., horticulture, hospitality) to foster creative learning.
6. Reflect on the impact of cultural and social contexts in redefining school subjects for universal education.

Course Content:

Unit I: Foundations of Disciplinary Knowledge

- **Nature and Role of Disciplines:** Definitions, characteristics, and functions in cognitive and curriculum development.
- **Discipline vs. Interdiscipline:** Criteria for differentiation; examples of interdisciplinary integration.
- **Subjects and Disciplines:** Mapping school subjects (social science, science, mathematics, language) to their underlying disciplines and epistemologies.

Unit II: Subject-Specific Pedagogies and Social Perspectives

- **Social Science Methods:** Lecture, project, supervised study, storytelling, biographical and source-based inquiry, brainstorming, dramatization, experiential learning.
- **Science Teaching Techniques:** Laboratory work, demonstration, project-based and field visits, concept mapping, heuristic problem solving, group/panel discussions.
- **Mathematics Pedagogies:** Inductive/deductive approaches, analytic/synthetic methods, heuristic problem solving, projects, simulations, questioning strategies, non-formal learning contexts.

- **Language Teaching Approaches:** Integrating story, poetry, essay, biography, self-narration; multimodal literacy.
- **Social Justice and Cultural Perspectives:** Redefining curriculum content to address equity, inclusion, and universal education values.
- Redefinition of School Subject concerning social justice.
- Meaning of Social culture perspective in the context of Universal Education.

Unit III: Framing Curriculum: Theory to Practice

- **Principles of Content Design:** Selection, organization, sequencing, and weightage based on cognitive level and learner needs.
- **Process of Syllabus Preparation:** Needs analysis, learning outcomes, unit planning, resource identification.
- **Practical and Co-curricular Integration:** Designing community projects (e.g., horticulture gardens, hospitality workshops) and linking to disciplinary learning.
- **Evaluation of Curriculum Plans:** Developing rubrics, formative and summative assessments, and reflective feedback loops.

Internal Assessment:

Written Test: 5 marks

Assignments/Projects (Choose one): 5 Marks

- Prepare charts with related language (Hindi, English, or Sanskrit)
- Preparation of a talk with related social justice.
- Collection of news papers cuttings related with horticulture and hospitality.
- Prepare a lab with related science and math tools and their operation.
- Life sketch and contribution of any two Indian scientists and socialists.
- Study of any one aspect of social issues and prepare report.
- Preparation of five word cards, five picture cards and cross word puzzles (Language)
- Five microteaching skills and five macro teaching (based on different innovative methods)

Suggested Readings-

1. Banks, J. A. (2008). *An Introduction to Multicultural Education*. Pearson.
2. Biggs, J., & Tang, C. (2007). *Teaching for Quality Learning at University*. Open University Press.
3. Dewey, J. (1938). *Experience and Education*. Kappa Delta Pi.
4. Schwab, J. J. (1978). *The Practical: A Language for Curriculum*. School of Education, University of Chicago.
5. Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57(1), 1–22.
6. Taba, H. (1962). *Curriculum Development: Theory and Practice*. Harcourt Brace Jovanovich.

BED 11: Reading and Reflecting on Texts

Objectives:

Marks: 50

By the end of this course, student-teachers will be able to:

1. Enhance proficiency in reading, writing, critical thinking, and oral/written communication in the language of instruction.
2. Cultivate sustained interest in diverse reading materials and reflective practices.
3. Apply strategies for comprehension and interpretation of instructions and arguments.
4. Collaborate in subject-based and cross-disciplinary reading groups to deepen understanding.
5. Produce reflective responses, analytical summaries, and creative presentations based on textual engagement.

Course Content

Unit I: Narrative, Descriptive, and Expository Texts

- **Text Types:** Short stories, dramatic incidents, descriptive passages, comic-strip narratives.
- **Group Work:** Discipline-based clusters (science, mathematics, social sciences, languages) read and present varied texts.
- **Skills Focus:** Identifying themes, narrative structures, use of imagery, and authorial voice; crafting analytical summaries and personal reflections.

Unit II: Journalistic and Educational Writing

- **Text Types:** Newspaper/magazine features, editorials, well-crafted essays on education and learning.
- **Grouping:** Randomized reading circles to expose student-teachers to cross-disciplinary perspectives.
- **Skills Focus:** Evaluating arguments, distinguishing fact from opinion, analyzing rhetorical devices, drafting critical reviews.

Unit III: Subject-Related Reference Texts

- **Text Types:** Excerpts from reference books, handbooks, subject encyclopedias, and scholarly articles in each teacher's discipline.

- **Group Work:** Discipline-specific pairs research chosen topics and prepare mini-reports or annotated bibliographies.
- **Skills Focus:** Locating information, synthesizing content, developing subject-matter glossaries, and designing concept maps.

Pedagogical Approaches

For all the activities in Units I to III, The Instructor shall adopt the following pedagogical approaches as per the requirement-

- Reading circles and think–pair–share activities
- Reflective journaling and blog posts
- Student-led presentations and peer feedback
- Use of digital annotation tools and collaborative platforms

Internal Assessment:

Written Test: 5 marks

Assignments/Projects (Choose one): 5Marks

- Writing: Based on the Text (e.g., Summary of a Scene, Exploration of Story, or Converting a situation into a dialogue)
- Group Discussion (On Selected Themes)
- Making notes on Schematic Form (e.g., Flow Diagram, Tree Diagram, or Mind map)
- Individual Task, using strategies such as Scanning and Skimming for Extracting Information.
- Making a PPT for the whole subject group.

Suggested Readings-

1. Duke, N. K., & Pearson, P. D. (2002). Effective Practices for Developing Reading Comprehension. International Reading Association.
2. Gee, J. P. (2014). An Introduction to Discourse Analysis: Theory and Method. Routledge.
3. Halliday, M. A. K., & Hasan, R. (1976). Cohesion in English. Longman.
4. Kress, G. (1997). Before Writing: Rethinking the Paths to Literacy. Routledge.

5. Rosenblatt, L. M. (1995). Literature as Exploration. Modern Language Association.

BED 12: Gender, School, and Society

MARKS: 50

Objectives:

After completing the course, the students will be able:-

To develop basic understanding and familiarity with key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism, and transgender.

To understand some important landmarks in connection with the growth of women's education in historical and contemporary periods.

To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes, and their intersection with class, caste, religion, and region.

To understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

Unit 1: Gender Issues: Key Concepts:

Gender, Sexuality, Patriarchy, Masculinity, and Femininity

Gender Bias, Gender Stereotyping, and Empowerment

Equity and Equality about Caste, Class, Religion, Ethnicity, Disability, and Region.

Issues and Concerns of Transgender

Unit 2: Socialization Processes in India: Family, School, and Society

Gender Identities and Socialization Practices in different types of families in India.

Gender Issues in Curriculum - Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region Construction of Gender in Curriculum Frameworks since Independence: An Analysis - Gender and the hidden curriculum - Gender in text and classroom processes - Teacher as an agent of change - Life skills and sexuality.

Sites of Conflict: Understanding the Importance of addressing sexual Abuse in Family, Neighborhood, and School and in other formal and informal institutions.

Unit 3: Gender Studies: Historical Perspectives on Education

Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women.

Constitutional Commitments,

Reports of Commissions and Committees, Policy initiatives,

Schemes and Programmes on Girls' Education and Overall Development of Women for Addressing Gender Discrimination in Society.

Internal Assessment

Written Test: 5 Marks

Assignments/Projects: (Choose any one) - 5 Marks

- Preparation of Project on Key Concepts and their operational definitions relating to the Social Context of the Teachers and Students.
- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Organize Debates on Equity and Equality, cutting across Gender, Class, Caste, Religion, Ethnicity, Disability, and Region.
- Prepare a project on the Issues and Concerns of Transgender.
- Project on analyzing the growth of Boys and Girls in different types of families in India.

Suggested Readings-

1. Desai, Neera and Thakkar, Usha (2001). Women in Indian Society. National Book Trust, New Delhi
2. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO.
3. Kirk, Jackie e.d., ed. (2008), Women Teaching in South Asia, SAGE, New Delhi.
4. Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam

5. National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, 3.2; NCERT, 2006.
6. Nayar, Sushila and Mankekar Kamla (ed.) 2007, 'Women Pioneers in India's Renaissance, National Book Trust, New Delhi, India.
7. Sherwani, Azim. (1998), the girl child in crisis. Indian Social Institute, New Delhi.
8. Srivastava Gouri, (2012), Gender and Peace in Textbooks and Schooling Processes, Concept Publishing Company Pvt. Ltd, New Delhi
9. UNICEF (2005). 2005 and Beyond: Accelerating Girls' Education in South Asia. Meeting Report.
10. Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.

BED 13: Knowledge and Curriculum

Objectives:

Marks: 100

By the end of this course, student-teachers will be able to:

- 1- Explain the nature and types of knowledge in educational contexts.
- 2- Analyze theories of knowledge construction and their implications for teaching.
- 3- Differentiate between curriculum, syllabus, and pedagogy.
- 4- Critically evaluate curriculum development processes and frameworks.
- 5- Interpret the role of education in promoting equality, inclusion, and social justice.
- 6- Apply curriculum theories to analyze and design educational materials and learning experiences.
- 7- Reflect on contemporary curricular issues in Indian and global contexts.

Course content

Unit I: Understanding Knowledge and Knowing

- Define knowledge and discuss its nature, types, and characteristics.
- Analyze different ways of knowing: empirical, rational, intuitive, and authoritative.
- Explore the social construction of knowledge and its implications for education.
- Examine the role of teachers and schools as agents of knowledge dissemination and transformation.
- Differentiate between information, knowledge, and wisdom.

Unit II: Concept, Bases, and Development of Curriculum

- Define curriculum and distinguish it from syllabus and pedagogy.
- Discuss the philosophical, psychological, and sociological bases of curriculum development.

- Explain various approaches to curriculum: subject-centered, learner-centered, and activity-centered.
- Describe the process of curriculum design: objectives, content organization, implementation, and evaluation.
- Analyze the importance of curriculum mapping and alignment.

Unit III: Curriculum and Social Context

- Discuss how political, cultural, economic, and social factors influence curriculum construction.
- Evaluate the role of curriculum in promoting equity, inclusion, and social justice.
- Analyze representation of marginalized groups (gender, caste, tribe, minority communities) in school curricula.
- Explore curricular debates related to language, regional identity, and globalization.
- Reflect on the challenges of making curriculum more democratic and inclusive.

Unit IV: Contemporary Curricular Frameworks and Reforms

- Study key curricular frameworks: NPE 1986/1992, NCF 2005, NCF 2023.
- Critically examine the recommendations of major education commissions (Kothari Commission, Yashpal Committee, NEP 2020).
- Analyze current trends in curriculum reform (experiential learning, competency-based education, interdisciplinary curriculum).
- Evaluate the role of international organizations (UNESCO, UNICEF) in shaping global curricular agendas.
- Reflect on the future directions of curriculum reforms in India and beyond.

Internal Assessment:

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- **Curriculum Analysis Project:** Select a textbook or curriculum document from any school subject. Analyze it critically based on knowledge representation, inclusion, and interdisciplinary links. Submit a written report (1000–1500 words)

- **Content Mapping Exercise:** Prepare a detailed mind map showing the structure of knowledge for a selected topic. Highlight concepts, sub-concepts, relationships, and real-life applications.
- **Policy Document Review:** Study a major education policy (e.g., NCF 2005, NCF 2023, NEP 2020). Write a critical review focusing on knowledge, curriculum aims, and equity issues.
- **Curriculum Design Activity:** Develop a mini-curriculum (3–5 lessons) for a chosen theme/topic. Define learning objectives, content outline, pedagogy, and assessment methods
- **Comparative Study Report:** Compare the curriculum frameworks of two countries or states. Discuss similarities and differences in knowledge organization, aims, and approaches.
- **Field-Based Study:** Conduct a survey of school teachers about their views on curriculum effectiveness. Prepare a summary report with findings and reflections (minimum 10 interviews).
- **Reflective Essay:** Write a personal essay on the theme: "My Experiences with Curriculum: A Reflection on Knowledge and Learning" (Word Limit: 1000–1200 words)

Suggested Readings-

- 1- Apple, M. W. (2004). Ideology and Curriculum. Routledge.
- 2- Dewey, J. (1938). Experience and Education. Collier Books.
- 3- Kumar, K. (1991). Political Agenda of Education. Sage Publications.
- 4- NCERT. (2005). National Curriculum Framework. NCERT, New Delhi.
- 5- NCERT. (2023). National Curriculum Framework for School Education. NCERT, New Delhi.
- 6- Tyler, R. W. (1949). Basic Principles of Curriculum and Instruction. University of Chicago Press.
- 7- UNESCO. (2015). Rethinking Education: Towards a Global Common Good? UNESCO Publishing.

BED 14: Environment Ethics and Values of Quality Life

Objectives:

Marks: 100

By the end of this course, student-teachers will be able to:

- a. Understand the concept of environment and its relationship with human life and well-being.
- b. Explain the significance of environmental conservation and sustainable development for quality living.
- c. Recognize and practice core human values that promote harmony between people and nature.
- d. Develop the ability to integrate environmental and value-based education into school curricula and community initiatives.
- e. Reflect upon and adopt responsible attitudes and behaviors that ensure environmental sustainability and enhance the quality of life.

Course Content

Unit I: Environment and Human Life (Foundations of Quality Living)

- Concept and dimensions of environment: natural, social, and built.
- Relationship between environment and human development.
- Meaning and indicators of quality of life- health, education, culture, ecology, and happiness.
- Interdependence of humans and ecosystems: carrying capacity and limits of growth.
- Environmental degradation and its effects on life, health, and future generations.
- Role of individuals, teachers, and communities in maintaining ecological balance and improving quality of life.

Unit II: Environmental Issues and Sustainable Practices

- Major environmental challenges: pollution, climate change, deforestation, biodiversity loss, waste generation, and water scarcity.
- Concept of sustainable development- global perspective and local relevance.

- Sustainable lifestyle practices: renewable energy, conservation of resources, and minimalism.
- Government policies and global efforts for environmental protection (SDGs, UNESCO, UNEP initiatives).
- Role of education in promoting sustainable thinking and responsible citizenship.
- School-based environmental programs: eco-clubs, nature walks, environmental audits, and “Green School” initiatives.

Unit III: Values for Environmental Harmony and Ethical Living

- Concept, types, and significance of values: moral, spiritual, ethical, aesthetic, and humanistic.
- Environmental ethics: reverence for life, compassion for all beings, respect for diversity, and intergenerational responsibility.
- Values essential for sustainable living: simplicity, empathy, cooperation, and responsibility.
- Approaches to value education: direct, integrated, experiential, and reflective.
- Pedagogical strategies for value inculcation: storytelling, case studies, community service, and problem-solving projects.
- Teacher as a role model for ethical living and environmental stewardship.

Unit IV: Education for Environmental Awareness and Quality Life

- Role of education in fostering environmental awareness and sustainable mindsets.
- Integrating environmental values into curriculum and co-curricular activities.
- Creating safe, inclusive, and eco-friendly school environments.
- Health, hygiene, and well-being as essential aspects of quality life.
- Designing and implementing environmental value-based projects for students.
- Building partnerships with community and local bodies for environmental and social transformation.
- Lifelong learning for sustainable and value-enriched living.

Internal Assessment:

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Conduct an environmental audit of the school or campus and prepare a report.
- Develop an Environmental Value Education module for elementary or secondary students.
- Organize an eco-awareness event (e.g., Earth Day, Water Conservation Week) and document the outcomes.
- Prepare a Handbook of Value-based Environmental Activities for teachers.
- Write a reflective report on “My Ecological Footprint and My Role as a Responsible Citizen”.

Suggested Readings-

1. Carson, R. (1962). Silent Spring. Houghton Mifflin.
2. Harris, I. M. & Morrison, M. L. (2003). Peace Education. McFarland & Company.
3. Kumar, K. (2007). What is Worth Teaching? Orient BlackSwan.
4. NCERT (2005). Education for Peace. NCERT, New Delhi.
5. NCERT (2005). Position Paper on Health and Physical Education. NCERT, New Delhi.
6. UNESCO (2005). Teaching and Learning for a Sustainable Future. UNESCO, Paris.
7. WHO (2021). School Health and Youth Health Promotion. WHO, Geneva.

BED 15-I: Guidance and Counselling

Objectives:

Marks: 100

By the end of this course, student-teachers will be able to:

1. Explain the concepts, needs, and principles of guidance and counselling.
2. Differentiate between types of guidance and counselling.
3. Demonstrate basic counselling skills and strategies.
4. Plan and organize guidance programmes in schools.
5. Handle students' educational, vocational, and personal issues effectively.
6. Apply ethical principles in counselling practice.

Course Content

Unit I: Concept, Need, and Principles of Guidance and Counselling

- Define guidance and counselling, and differentiate between the two.
- Understand the nature, need, scope, and objectives of guidance and counselling.
- Explore the principles of effective guidance and counselling.
- Understand the role of teachers in providing guidance services.

Unit II: Types and Areas of Guidance and Counselling

- Educational guidance and counselling: meaning, objectives, and processes.
- Vocational guidance and counselling: meaning, need, and techniques.
- Personal and social guidance: meaning, importance, and examples.
- Counselling approaches: Directive, Non-directive, Eclectic.
- Group counselling and Individual counselling: meaning, methods, and advantages.

Unit III: Skills, Techniques and Ethical Issues in Counselling

- Essential skills: listening, questioning, empathy, rapport building, problem-solving.
- Counselling process: steps from relationship building to evaluation.
- Ethical considerations: confidentiality, informed consent, boundaries, cultural sensitivity.
- Challenges faced by counsellors and strategies to overcome them.
- Crisis intervention: role of the counsellor during trauma, stress, or conflict.

Unit IV: Organization of Guidance Services in Schools

- Components of a school guidance programme.
- Organizing guidance activities: orientation, information, counselling, placement, and follow-up services.
- Role of teachers, school counsellors, and administrators.
- Coordination with parents, community, and professional agencies.
- Record-keeping and reporting: formats and importance.
- Evaluation of school guidance services.

Internal Assessment:

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Prepare a case study report of a child with academic/personal difficulties and suggest counselling strategies.
- Develop a career guidance programme for secondary school students.
- Create a counselling session plan addressing peer pressure or exam anxiety and submit a report.
- Survey career interests among students and analyze the results.
- Prepare a school counselling handbook (guidelines, tips, resources).

Suggested Readings-

1. Aggarwal, J.C. (2017). Principles, Methods, and Techniques of Teaching. Vikas Publishing House.
2. Corey, G. (2013). Theory and Practice of Counseling and Psychotherapy. Brooks/Cole.
3. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counselling and Guidance. Pearson.
4. Kochhar, S.K. (2008). Educational and Vocational Guidance in Secondary Schools. Sterling Publishers.
5. Rao, S. Narayana (2002). Counselling and Guidance. Tata McGraw-Hill.

BED 15-II: PEACE EDUCATION

MARKS-100

OBJECTIVES

The course will enable the student teachers to –

9. To understand the concept of peace education.
10. To acquire knowledge about a peaceful mind makes a peaceful world.
11. To understand the theory and practice of peace education, to understand the philosophical thoughts for peace.
12. To promote awareness about the existence of conflicting relationships between
13. People, within and between nations and between nature and humanity.
14. To create frameworks for achieving peaceful and nonviolent societies.

Unit -1: Introduction to Peace Education and Concept of Peace

28. Meaning, Concept, and Need of Peace Education.Aims and Objectives of Peace Education.As a universal value
29. Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
30. Current Status of Peace Education at the Global Scenario.
31. Negative peace and Positive peace. Positive peace: Pence as Love, Mutual Aid, Positive Interpersonal relations.
32. Negative Peace: Peace as the absence of war and abolition of war, as the minimization and elimination of violence, as the removal of structural violence, peace with Justice.

Unit 2- Bases of Peace EducationBecoming peace teacher-acquisition of knowledge, values, and attitudes.

- XXI. Life Skills required for Peace Education (WHO)
- XXII. Areas of Peace Education: Conflict management, Conservation of Environment
- XXIII. Challenges to Peace- Stress; Conflict, Crimes, Terrorism, Violence, and Modernization.
- XXIV. Strategies and Methods of teaching Peace Education-Meditation, Yoga, Dramatization, Debate, etc.

UNIT 3 Effective Teaching of Peace

3. Peace Education for Life and Lifelong Education, Peace Education and Removing the Bias towards Violence, Correcting Distortions.
4. Model of integrated Learning Transactional Modalities Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method - Case Analysis and Situation analysis,
5. Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace, technology development of new tools, techniques, mechanisms, and institutions for building up peace, and Engaging students in the Peace Process.

Unit 4 Transacting Peace Education & Role of Social Agencies:

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education -UNESCO
- Addressing challenges to peace in a Multicultural Society.
- Role of Religion in the Propagation of Peace. Nelson Mandela, Mother Teresa, Vivekananda, and Gandhian Philosophy in Promoting Peace Education. Role of Great personalities in promoting Peace.

Internal Assessment:

Written Test: 10 Marks

Assignments/Projects (Choose one): 10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Nobel Prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

SUGGESTED READINGS-

1. Adams, D. (Ed.) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
2. Aber, J.L. Brown, J.L.A. Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications, pvt.Ltd
4. Dr.Haseen Taj (2005) Current challenges in Education, Neelkamal Publications, pvt.Ltd
5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi Prakashan, Agra-2
7. Wttp://www.un.org/cyberschoolbus/peace/content.htm

BED 16: Learning and Teaching

MARKS-100

Objectives:

After completing the course, the students will be able-

1. To get acquainted with the concept, principles, and nature of teaching and learning
2. To understand the different learning styles based on the differences of learners
3. To study the relationship between teaching and learning and the factors that influence learning
4. To make use of modern information and communication technology to improve the teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio-cultural factors influencing cognition and learning
7. To study and understand learning from constructivist perspective
8. To get acquainted with the professional ethics of the teaching profession
9. To study the new trends and innovations involved in the teaching learning process with professional ethics.

Unit 1-Learning and Teaching Process

Teaching: Meaning, Nature, Principle, levels, phases, and maxims of teaching. Difference of training and instruction from teaching

Learning: Meaning, Nature, Factors affecting learning, and types of learning

Relationship between teaching and learning, Resource and their development for promoting the teaching-learning process.

14. Tradition and changes given the learning process a shift from teaching and learning

Unit 11- Source of Effective Teaching and Learning

- Effective teaching: Meaning, component, and parameters of effective teaching, classroom instruction strategies, Teacher behavior, and classroom climate. (Flander's interaction analysis system)

- Instructional objectives in terms of Bloom's taxonomy
- Programming Learning: Concepts, principles, and types of programmer learning
- Concept of micro teaching, various teaching skills

Unit III-Educational Technology

- Educational Technology: Meaning. Importance and Approaches
- Model of teaching: Meaning, Assumptions, and Fundamental elements of a model of teaching suchman's inquiry training model
- Communication Concept. Elements and Communication skills, Teaching Learning process as the communication

Unit IV- New Trends in Teaching and learning due to Technological Innovation

- Analysis and organizational learning in the diverse classroom. Issues and concerns.
- Team Teaching, Cooperative learning, and E-learning. E-content, E-magazine, E- Journals, E-Library, Issues and concerns about organize teaching, learning
- Process in a diverse classroom with respect for study habits, ability, giftedness, and interest of the learner

Unit V Teaching as profession:

- Ethics of teaching, professional growth of a teacher
- Teacher as a professional practitioner, identification of the performance, competency, and commitment areas for teacher.
- Need for Professional enrichment of teachers
- Professional ethics and its development

Test and Assignment:-

- **Written Test:** 10 Marks
 - Any One 10 Marks
1. Preparation and practical implications of at least two technical learning resources(transparencies, PowerPoint Slides, Animated Videos)

2. Identify the learning needs of the learner in the diverse classroom with regard to their abilities, learning styles, socio-cultural difference, learning difficulties, and their implication for classroom teaching
3. Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school training college/ any other agencies
4. Conduct an Interview of any two students with multilingual background and identify the problems in teaching learning process

SUGGESTED READINGS

1. Aggarwal J.C (2004), "Educational Psychology", Vikas Publishing House Pvt. Ltd. New Delhi
2. Berk Laura (2007), "Child Development", Prentice Hall of India, New Delhi
3. Biehler, Robert, and Snowman, Jack(1991), psychology Applied to Teaching, Houghton Mifflin company, Boston.
4. Buzan Tony (2003), "Brain Child", Thorsons, An Imprint of Harper Collins, London,
5. Coleman Margaret (1996), "Emotional and Behavioral Disorders". Allyn and Bacon, Boston
33. Erickson Marian (1967). "The Mentally Retarded Child in the classroom". The Macmillan company
34. Goleman Daniel(1995). "Emotional Intelligence". Bantam Books NY
35. Goleman Daniel (2007), Social Intelligence, Arrow Books, London
36. Henson Kenneth (1999), "Educational Psychology For Effective Teaching Wadsworth Publishing Co., Belmont, California
37. Khandwala Pradip(1988), "Fourth Eye", A H. Wheeler, Allahabad
38. Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi
39. National Curriculum Framework 2005, N.C.E.R.T, New Delhi.
40. Osborn Alex (1971). "Your Creative Power", Saint Paul Society. Allahabad, India
41. Pringle MK and Varma VP(Ed) (1974), "Advances in Educational Psychology University & London Press. London

42. Shaffer David(1999), "Social and Personality Development Wadsworth Thomson Learning, USA.
43. Sharma Tara Chand (2005), "Reading Problems of Learners"; Sarup and Sons, New Delhi
44. Sousa David (2001), How The Brain Learns", Cowin Press, Inc. A Sage Publication Company, California.

BED 17: Assessment for Learning

Marks: 100

Objectives:

After completing the course, the students will be able to:

- 2- Understand the concepts, principles, and purposes of assessment in learning.
- 3- Develop skills in designing, implementing, and analyzing different types of assessment tools.
- 4- Appreciate the role of formative and summative assessment in improving learning outcomes.
- 5- Apply innovative, inclusive assessment strategies to evaluate diverse learners.
- 6- Explore self-assessment and peer-assessment techniques for fostering reflective learning.
- 7- Understand ethical considerations and challenges in the assessment process.

Course Content

Unit I: Fundamentals of Assessment

- (i) **Concept and Nature of Assessment:** Meaning, scope, and importance in education.
- (ii) **Principles of Effective Assessment:** Validity, reliability, fairness, and transparency.
- (iii) **Types of Assessment:** Diagnostic, formative, summative, and dynamic assessment.
- (iv) **Purposes of Assessment:** Improving learning, informing teaching, certifying achievement, and supporting accountability.

Unit II: Tools and Techniques of Assessment

III. **Assessment Tools and Techniques:** Tests (written, oral, practical), observations, portfolios, and rubrics.

IV. Development of Assessment Tools: Criteria for selecting assessment tools, construction of reliable and valid tools.

V. Qualitative and Quantitative Assessment: Differences, uses, and limitations.

VI. Innovative Assessment Techniques: ICT-enabled assessments, e-portfolios, project-based and problem-based assessments.

Unit III: Assessment for Enhancing Learning

- **Formative Assessment Strategies:** Feedback, continuous and comprehensive assessment (CCE).
- **Role of Assessment in Inclusive Education:** Strategies to assess students with diverse needs.
- **Self and Peer Assessment:** Promoting reflection, autonomy, and critical thinking in learners.
- **Assessment for Lifelong Learning:** Encouraging students to engage in self-directed learning and continuous self-improvement.

Unit IV: Challenges, Ethics, and Policies in Assessment

- **Ethical Issues in Assessment:** Fairness, student privacy, and managing bias.
- **Issues and Challenges:** Grading, test anxiety, high-stakes assessment, and teaching to the test.
- **Assessment Policies and Reforms in NEP 2020:** Shift towards holistic, learner-centered assessments; promoting competency-based education.
- **Using Assessment Data:** Interpreting data to improve teaching practices and enhance student learning.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- 1. Development of an Assessment Tool:** Design and administer an assessment tool, analyze results, and reflect on findings.

2. Classroom Observation and Analysis: Observe and document assessment practices in a real classroom setting, and analyze their effectiveness.

3. Case Study on Formative Assessment: Conduct a case study on formative assessment strategies used for a group of learners, and document reflections.

4. Portfolio Creation: Develop a portfolio that includes various assessments and reflective entries on learning progress.

Suggested Readings

1. Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation, and Accountability.

2. Brown, G. T. L., & Harris, L. R. (2018). Handbook of Human and Social Conditions in Assessment. Routledge.

3. Nitko, A. J., & Brookhart, S. M. (2013). Educational Assessment of Students. Pearson Education.

4. Popham, W. J. (2008). Classroom Assessment: What Teachers Need to Know. Pearson.

5. Shepard, L. A. (2000). The role of assessment in a learning culture. Educational Researcher.

BED 18: Creating and inclusive school

100 Marks

Credit - 4

Objectives

The course will enable the student teachers to –

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- To modify appropriate learner-friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs.
- To contribute to the formulation of policy.
- To implement laws pertaining to education of children with special needs.

Course:-

UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The charity model, the bio centric model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.
- Assistive technology for successful inclusion

UNIT 2: LEGAL AND POLICY PERSPECTIVES

- RTE Act, 2009.
- National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986,
- POA(1992); Education in the National Policy on Disability, 2006.
- Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000);
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs.
- Community-based education.

7. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.

BED 19: Critical Understanding of ICT

Objectives:

Marks: 100

By the end of this course, student-teachers will be able to:

1. Demonstrate basic operational skills in using computers and internet technologies.
2. Apply digital tools and educational software in teaching-learning contexts.
3. Develop educational blogs, websites, and digital teaching resources.
4. Use Learning Management Systems (LMS) and online collaboration tools.
5. Design ICT-integrated lesson plans for different subjects.
6. Understand ethical, legal, and safety issues in using web technologies.

Course Content

Unit I: Basics of Computers and ICT in Education

- Introduction to Computers: Hardware and Software concepts.
- Basic Computer Operations: Word Processing, Spreadsheets, Presentations.
- ICT: Meaning, Importance, and Scope in Education.
- Introduction to Operating Systems (Windows/Linux).
- Computer Networks: LAN, WAN, Internet, and Intranet.
- Cyber Safety: Ethical and Legal Aspects, Cyberbullying, Digital Citizenship.

Unit II: Educational Applications of Web Technology

- Internet as a source of Information: Browsing, Search Engines, Evaluating Online Resources.
- Web 2.0 Tools: Blogs, Wikis, Podcasts, and Discussion Forums.
- Learning Management Systems (LMS): Google Classroom, Moodle, Edmodo.
- Social Media for Education: Opportunities and Challenges.
- Use of Multimedia: Images, Audio, Video in Teaching.

Unit III: E-Content Development and Online Teaching Tools

- Principles of Multimedia Learning.
- Introduction to e-Content Development Tools: Canva, Powtoon, Prezi, MS Sway.
- Creating Digital Lessons: Text, Image, Audio, Video Integration.
- Introduction to Open Educational Resources (OER).

- Conducting Online Classes: Zoom, Microsoft Teams, Google Meet – basic operations.

Unit IV: Designing ICT-Integrated Lessons and Evaluation

- Steps to design ICT-integrated lesson plans for school subjects.
- Interactive Whiteboards, Digital Libraries, and Virtual Labs.
- Assessment Techniques in Online and Blended Learning.
- Project-based Learning and WebQuests.
- Future Trends: Artificial Intelligence, Augmented Reality, Virtual Reality in Education.

External Assessment

Written Test: 15 Marks

Assignments/ProjectsFile: (Choose any one) - 10 Marks(Practical15 Marks/Viva 10 marks)

- Create a blog for educational purposes (minimum 5 posts).
- Design a sample e-content module for any one school subject.
- Develop a simple educational website using free platforms (e.g., Google Sites).
- Conduct a simulated online teaching session using any video conferencing tool.
- Prepare a report on the use of ICT in your practice teaching school.
- Survey five teachers on their use of web tools in teaching and analyze the data

Suggested Readings-

1. Kozma, R. (2003). Technology, Innovation, and Educational Change. ISTE.
2. Mangal, S.K. (2019). Essentials of Educational Technology. PHI Learning.
3. Roblyer, M. D., & Hughes, J. E. (2018). Integrating Educational Technology into Teaching. Pearson.
4. Saxena, S. (2015). Computer Applications in Education. Vikas Publishing.
5. Selwyn, N. (2011). Education and Technology: Key Issues and Debates. Bloomsbury.
6. UNESCO (2011). ICT Competency Framework for Teachers.

OBJECTIVES:

The course will enable student-teachers to:

1. Understand the need and significance of Physical Education.
2. Explore allied areas related to Physical Education.
3. Develop awareness of the importance of physical fitness and active living.
4. Acquire skills for assessing physical fitness levels.
5. Understand the philosophical and practical foundations of Yoga.
6. Appreciate the role of physical activity in the holistic development of students.

Course Content

Unit I: Foundations of Physical Education

- Meaning, definition, aims, and objectives of Physical Education.
- Importance of Physical Education at different educational levels (Secondary and Senior Secondary).
- Scope of Physical Education and its relationship with allied fields: Health Education, Recreation, Psychology, Physiology, and Nutrition.
- History and development of Physical Education in India.

Unit II. Physical Fitness and Training Methods

- Definition, meaning, types, and factors affecting physical fitness.
- Components of physical fitness and motor fitness.
- Methods for developing physical fitness:
 - Continuous Training
 - Interval Training
 - Circuit Training
 - Fartlek (Speed Play)
 - Weight Training
- Benefits of physical fitness for physical and mental well-being.

Unit 3. Techniques, Tactics, and Assessment in Physical Education

- Development of basic techniques and tactics in selected sports and games.
- Importance of sportsmanship, teamwork, and fair play.
- Assessment of physical fitness: Tools, methods, and procedures.
- Introduction to health-related fitness evaluation procedures.
- Strategies for promoting fitness culture in schools.

Unit IV: Yoga Education and Holistic Health

- Meaning, definition, and philosophy of Yoga.
- Types of Yoga: Raj Yoga, Bhakti Yoga, Karma Yoga, Jnana Yoga.
- Importance of Yoga for physical, mental, and spiritual development.
- Introduction to Asanas, Pranayama, Meditation, and Relaxation Techniques.
- Integration of Yoga into the school curriculum for enhancing student well-being.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- Write an essay (1000–1200 words) discussing the importance of Physical Education in developing a healthy lifestyle among school students.
- Conduct and report a basic physical fitness test (including endurance, strength, flexibility) on a group (e.g., classmates, family) and suggest improvement plans.
- Design a simple daily yoga routine including at least five asanas and one pranayama, explaining their benefits for mental and physical health.
- Maintain a two-week journal recording personal physical activity, reflections on fitness level, mood, and energy changes.

Suggested Readings-

1. Kuvalayananda, Swami, Pranayama,(1983), Popular Prakashan Bombay.
2. Kuvalayananda,Swami,Asarias, (1983) Popular Prakashan Bombay, English/Hindi.
3. Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.

4. Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
5. Niranjanaada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
6. Rai, Lajpat, Sawhney, RC, and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, Their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
7. Raju, P.T. (1982).The Philosophical Traditions of India. Delhi,Moti Lal Banarsi Dass.
8. Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
9. Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd

Objectives-

By the end of this course, student-teachers will be able to:

1. Understand the concept and significance of health and physical education in school life.
2. Develop knowledge about personal and community health.
3. Promote awareness about nutrition, hygiene, and fitness.
4. Acquire skills in organizing sports, games, yoga, and physical fitness activities.
5. Foster attitudes for active participation in creating a healthy school environment.
6. Integrate health, hygiene, and physical education into daily school practices.

Course Content-

Unit I: Concept of Health and Physical Education

- Meaning, definition, and scope of Health and Physical Education.
- Dimensions of health: Physical, Mental, Emotional, and Social.
- Objectives and importance of Health Education and Physical Education.
- Relationship between health and learning.
- Role of the teacher in promoting health and wellness among students.

Unit II: Personal and Community Health

- Personal hygiene and sanitation practices.
- Nutrition: Balanced diet, malnutrition, obesity, and lifestyle diseases.
- First Aid: Importance and techniques.
- School health services: Health check-ups, immunization, and awareness programs.
- Environmental sanitation: Clean water, waste disposal, and pollution control.

Unit III: Physical Fitness, Games, and Sports

- Definition and importance of physical fitness.
- Components of fitness: Strength, Endurance, Flexibility, Speed, and Agility.
- Techniques for improving fitness: Warm-up, Conditioning, Cool-down.
- Introduction to indigenous games and recreational activities.
- Organization of sports day and athletic meets at school.

Unit IV: Yoga and Health Promotion Activities

- Introduction to Yoga: Meaning, types, and significance.
- Asanas and Pranayama for students: Techniques and benefits.
- Yoga for physical and mental well-being.
- Promoting holistic health through meditation and mindfulness.
- Planning and integrating yoga and fitness programs in schools.

Internal Assessment

Written Test: 10 Marks

Assignments/Projects: (Choose any one) - 10 Marks

- Prepare a report on a school-based health program (e.g., health check-up camp, cleanliness drive).
- Design a simple Yoga session plan for school children and demonstrate selected asanas.
- Develop a fitness chart for students of different age groups.

Suggested Readings-

1. Bucher, C. A. (1979). Foundations of Physical Education and Sport. St. Louis: C.V. Mosby Co.
2. Dehl, J. D. (1993). Physical Education and Health Education. New York: Harper & Row.
3. Gangopadhyay, S. R. (2007). Health Education. New Delhi: Centrum Press.
4. Kuvalayananda, Swami. (1983). Pranayama. Bombay: Popular Prakashan.
5. Mangal, S.K. (2007). Health and Physical Education. Ludhiana: Tandon Publications.
6. WHO. (1998). Life Skills Education for Children and Adolescents in Schools. Geneva: World Health Organization.
7. Yogendra, Dr. Jayadeva. (2005). Yoga for Children. Mumbai: The Yoga Institute.

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