

Number of Elective Courses in B.Sc Ag (Hons.) offered by the Institution

S.N.	Program code	Program Name	Course code	Course Name	Year of introduction
1	480	B.Sc Ag. (Hons.)	548012	Agri business Management	2021
2			548013	Agrochemicals	2021
3			548014	Commercial Plant Breeding	2021
4			548015	Landscaping	2021
5			548016	Food Safety and Standards	2021
6			548017	Biopesticides & Biofertilizers	2021
7			648009	Protected Cultivation	2021
8			648010	Hi-tech. Horticulture	2021
9			648011	Weed Management	2021
10			648012	System Simulation and Agro-advisory	2021
11			648013	Agricultural Journalism	2021
12			648014	Composition cum Duck/(and)Quail/ (and)Rabbit culture	2021



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14. Teaching of different asanas – demonstration practice and correction.
15. Teaching of different asanas – demonstration practice and correction.
16. Teaching of different asanas – demonstration practice and correction.
17. Teaching of different asanas – demonstration practice and correction.
18. Teaching of weight training – demonstration practice and correction.
19. Teaching of circuit training – demonstration practice and correction.
20. Teaching of calisthenics – demonstration practice and correction.
21. Other activities related to Physical Education, Body Fitness, Games & Sports and Yoga practices.

Note:

- Compulsory Uniform: Half pants, Tee Shirts, Shoes and socks all white (Girls will have white Tee Shirt and Track pants)
- The games mentioned in the practical may be inter changed depending on the season and facilities.

2. Human Values & Ethics

1 (1+0)

AG-210

Theory

Values and Ethics- An Introduction.Goal and Mission of Life.Vision of Life.Principles and Philosophy.SelfExploration.SelfAwareness.SelfSatisfaction.DecisionMaking.Motivation.Sensitivity.Success.SelflessService.Case Study of Ethical Lives.PositiveSpirit.Body, Mind and Soul.Attachment and Detachment.Spirituality Quotient. Examination.

3. Educational Tour: during VIth semester

2 (0+2)

AGT-99

Elective Courses

A student must select/Opt any two from the following courses (one in Vth Semester and one in VIth semester):-

V th Semester			VI th Semester		
Course Code	Course Title	Cr. Hrs	Course Code	Course Title	Cr. Hrs
AGE-51	Agri-business Management	3(2+1)	AGE-61	Protected Cultivation	3(2+1)
AGE-52	Agrochemicals	3(2+1)	AGE-62	Hi-tech Horticulture	3(2+1)
AGE-53	Commercial Plant Breeding	3(2+1)	AGE-63	Weed Management	3(2+1)
AGE-54	Landscaping	3(2+1)	AGE-64	System Simulation & Agro-advisory	3(2+1)
AGE-55	Food Safety & Standards	3(2+1)	AGE-65	Agriculture Journalism	3(2+1)
AGE-56	Bio-pesticides & Bio-fertilizers	3(2+1)	AGE-66	Management of Fish-cum- Duck, Quail and Rabbit Farming	3(2+1)

Note: Details of course contents are described in syllabi of concerned Department/Subject

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SHRI RAM COLLEGE, MUZAFFARNAGAR

DEPARTMENT OF BUSINESS ADMINISTRATION

LIST OF ELECTIVE PAPERS(2022-23)

S.NO	Course Name	Subject Code	Subject Name	Semester	Year	External	Internal	Total
1	B.B.A	568005	(TH)Rural Marketting(M-1)	5	3	75	25	100
2	B.B.A	568006	(TH)Corporate Taxes-Direct & Indirect Tax(F-1)	5	3	75	25	100
3	B.B.A	568007	(TH)Service Marketting(M-2)	5	3	75	25	100
4	B.B.A	568008	(TH)Financial Institution & Investment Management(F-2)	5	3	75	25	100
5	B.B.A	668005	(TH)Retail Management(M-3)	6	3	75	25	100
6	B.B.A	668006	(TH)Cost and Management Accounting(F-3)	6	3	75	25	100
7	B.B.A	668007	(TH)Digital Marketting(M-4)	6	3	75	25	100
8	B.B.A	668008	(TH)Company Accounts(F-4)	6	3	75	25	100

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Dr. Vivek Kumar Tyagi

Head, Department of Business Administration

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Paper-XXVII

Recent trends in Biotechnology

75 marks

Biopesticides – (*Bt* genes)

- Biopolymers (β -hydroxy butyrate)
- Biopolysaccharide (Xanthan gum)

Synthetic cell

Human genome project: History and salient features.

Arabidopsis as a model plant for genetic engineering.

Antisense RNA Technology, RNAi

Cassette vectors.

Edible Vaccines

DNA Chips

Chloroplast Engineering

Terminator seed technology.

Seed storage proteins.

Therapeutic proteins.

Cryopreservation, transport of germplasm (semen, ovum, embryo).

Biotechnology of nitrogen fixation

Biotechnology for Biofuel production

Practicals: During 1st and 2nd year three practicals based on theory papers per year will be there for 50 marks each. For third year either three practicals of 75 marks each or a summer training carried out during the summer vacation after 2nd year, before the commencement of 3rd year may be taken up for 150 marks on the basis of summer training report and viva voce alongwith one practical based on paper nos. 19, 23, 24 for 75 marks.

1. *[Signature]*

2. *[Signature]*

3. *[Signature]*
19/6/14

4.

[Signature]

Shalini

Deepak Sharma

Sushil Sharma

[Signature]
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Ch. Charan Singh University Meerut
SHRI RAM COLLEGE
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DEPARTMENT OF MICROBIOLOGY (SFS COURSE)
M.Sc. MICROBIOLOGY

S.N.	Name of the course		Internal (M.M.)	External(M.M.)
FIRST SEMESTER				
1	AM 101	Instrumentation and Microbial Techniques	50	50
2	AM 102	Microbial Diversity- Prokaryotes and Viruses	50	50
3	AM 103	Microbial Diversity Eukaryotes	50	50
4	AM 104	Biostatistics, Computer Applications and Bioinformatics	50	50
5	AM 105	Practical		100
SECOND SEMESTER				
6	AM 201	Microbial Physiology and Biochemistry	50	50
7	AM 202	Microbial Genetics, Molecular Biology and Genetic Engineering	50	50
8	AM 203	Agricultural Microbiology	50	50
9	AM 204	Microbial Environmental Technology	50	50
10	AM 205	Practical		100
THIRD SEMESTER				
11	AM 301	Medical Microbiology	50	50
12	AM 302	Molecular and Clinical Microbiology	50	50
13	AM 303	Food and Dairy Microbiology	50	50
14	AM 304	Industrial Microbiology	50	50
15	AM 305	Practical		100
16	AM 401	FOURTH SEMESTER	400	
17	AM 402	Project Report including Viva-voce		
18	AM 403	Medical Microbiology Any		
19	AM 404	Industrial Microbiology one		
20	AM 405	Agricultural Microbiology of } Any One Of 4 Environmental Microbiology		
Total Marks\			2000	

A minimum 30% marks separately in internal and external assessment of each course and aggregated of 40% marks in all course is required for passing .in case of falling to obtain marks in internal assessment of any paper ,the candidate will not be eligible to appear in external examination of that course

Course 1, Code- AM 101: Instrumentation and Microbial Techniques

Unit I: Microscopy and Staining techniques: Basic principles for the examination of microbes by light, dark field, phase contrast, confocal, fluorescent and electron (transmission and scanning) microscopy; Micrometry; Specimen preparation and basic principles of Simple; Gram's stain, Capsule, Endospore, Flagella, Acid fast and Nuclear/Geimsa's staining.

Unit II: Basic principles and methods of sterilization: control of microorganisms by physical methods: heat, filtration and radiation; chemical methods: phenolics, alcohols, halogens, heavy

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Department of Basic Science
Elective Papers
Session 2022-23

Subject : Physics

S.NO.	PAPER CODE	CODE	TITLE OF PAPER	INTERNAL (M.M.)	EXTERNAL (M.M.)	TOTAL (M.M.)	CREDIT	SEM
1	0120101	B010101T	(Th) Mathematical Physics & Newtonian Mechanics	25	75	100	4	1
2	0120180	B010102P	(PR) Mechanical Properties of Matter	25	75	100	2	1
1	0220101	B010201T	(Th) Thermal Physics & Semiconductor Devices	25	75	100	4	2
2	0220180	B010202P	(PR) Thermal Properties of Matter & Electronic Circuits	25	75	100	2	2
1	0320101	B010301T	(Th) Electromagnetic Theory & Modern Optics	25	75	100	4	3
2	0320180	B010302P	(PR) Demonstrative Aspects of Electricity & Magnetism	25	75	100	2	3
1	0420101	B010401T	(Th) Perspectives of Modern Physics & Basic Electronics	25	75	100	4	4
2	0420180	B010402P	(PR) Basic Electronics Instrumentation	25	75	100	2	4

Subject : Chemistry

S.NO.	PAPER CODE	CODE	TITLE OF PAPER	INTERNAL (M.M.)	EXTERNAL (M.M.)	TOTAL (M.M.)	CREDIT	SEM
1	0120201	B020101T	(Th) Fundamentals of Chemistry	25	75	100	4	1
2	0120280	B020102P	(PR) Quantitative Analysis	25	75	100	2	1
1	0220201	B020201T	(Th) Bio-organic and Medicinal Chemistry	25	75	100	4	2
2	0220280	B020202P	(PR) Biochemical Analysis	25	75	100	2	2
1	0320201	B020301T	(Th) Chemical Dynamics & Coordination Chemistry	25	75	100	4	3
2	0320280	B020302P	(PR) Physical Analysis	25	75	100	2	3
1	0420201	B020401T	(Th) Quantum Mechanics and Analytical Techniques	25	75	100	4	4
2	0420280	B020402P	(PR) Instrumental Analysis	25	75	100	2	4

Subject: Mathematics

S.NO.	PAPER CODE	CODE	TITLE OF PAPER	INTERNAL (M.M.)	EXTERNAL (M.M.)	TOTAL (M.M.)	CREDIT	SEM
1	0120301	B030101T	(Th) Differential Calculus & Integral Calculus	25	75	100	4	1
2	0120380	B030102P	(PR) Practical	25	75	100	2	1
1	0220301	B030201T	(Th) Matrices and Differential Equations & Geometry	25	75	100	6	2
1	0320301	B030301T	(Th) Algebra & Mathematical Methods	25	75	100	6	3
1	0420301	B030401T	(Th) Differential Equation & Mechanic	25	75	100	6	4

Subject: Botany

S.NO.	PAPER CODE	CODE	TITLE OF PAPER	INTERNAL (M.M.)	EXTERNAL (M.M.)	TOTAL (M.M.)	CREDIT	SEM
1	0120401	B040101T	(Th) Microbiology & Plant Pathology	25	75	100	4	1
2	0120480	B040102P	(PR) Techniques in Microbiology & Plant Pathology	25	75	100	2	1
1	0220401	B040201T	(Th) Archegoniates & Plant Architecture	25	75	100	4	2
2	0220480	B040202P	(PR) Land Plants Architecture	25	75	100	2	2
1	0320401	B040301T	(Th) Flowering Plants Identification & Aesthetic Characterist	25	75	100	4	3
2	0320480	B040302P	(PR) Plant Identification technology	25	75	100	2	3
1	0420401	B040401T	(Th) Economic Botany, Ethnomedicine & Phytochemistry	25	75	100	4	4
2	0420480	B040402P	(PR) Commercial Botany & Phytochemical Analysis	25	75	100	2	4

Subject: Zoology

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S.NO.	PAPER CODE	CODE	TITLE OF PAPER	INTERNAL (M.M.)	EXTERNAL (M.M.)	TOTAL (M.M.)	CREDIT	SEM
1	0120501	B050101T	(Th) Cytology, Genetics and Infectious Diseases	25	75	100	4	1
2	0120580	B050102P	(PR) Cell Biology & Cytogenetics Lab	25	75	100	2	1
1	0220501	B050201T	(Th) Biochemistry and Physiology	25	75	100	4	2
2	0220580	B050202P/R	(PR) Physiological, Biochemical & Haematology Lab	25	75	100	2	2
1	0320501	B050301T	(Th) Molecular Biology Bioinstrumentation & Biotechnology	25	75	100	4	3
2	0320580	B050302P	(PR) Bioinstrumentation & Molecular Biology Lab	25	75	100	2	3
1	0420501	B050401T	(Th) Gene Technology, Immunology and Computational Bio	25	75	100	4	4
2	0420580	B050402P/R	(PR) Genetic Engineering and Counselling Lab	25	75	100	2	4

VOCATIONAL COURSES

S.NO.	PAPER CODE	CODE	TITLE OF PAPER	INTERNAL (M.M.)	EXTERNAL (M.M.)	TOTAL (M.M.)	CREDIT	SEM
1	0090101	V0001001	Certificate course in Computer	40	60	100	3	1
2	0090104	V0001004	Basic Communicative English	40	60	100	3	3
3	0090105	V0001005	Organic Farming and Sustainable Agricultural Practices	40	60	100	3	2
4	0090193	V0001093	Fundamentals of Science Laboratory	40	60	100	3	4

MINOR ELECTIVE COURSES

SR.NO	PAPER CODE	CLASS/ SEMESTER	Title of Paper	Int	Ext	Max. Marks	CREDIT	SEM
2	0250150	II SEM	Population & Environmental Education	25	75	100	4	I Year
5	0250250	II SEM	Health Personal & Environmental Studies	25	75	100	4	II Year

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
(B.O.S. 06-09-21, AC.....)
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Semester-III

Course-XIV Special Paper (any one of the following)

MM 100 (Ext. 50, Int. 50)

- (a) Online Journalism
- (b) Environment Communication


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(For University Department and Colleges)

Semester-III

Course-XIV (a)

Online Journalism

MM 100 (Ext. 50, Int. 50)

Objective: This course aims to introduce the fundamentals of online journalism. The study of this course will equip the students to understand the communication technology, internet, e-journalism, cyber media and cyber deviation (crime).

Unit-I	Internet Journalism	(12 Hrs.)
1.	An overview of Internet Journalism	
2.	Internet as a medium of Communication	
3.	Cyber Space	
4.	WWW and Other Services	
5.	Browsers and its Types	
Unit-II	Introduction to Online Journalism	(12 Hrs.)
1.	Brief History of E-journalism	
2.	Meaning and Characteristics of Online Journalism	
3.	Benefits of Online Journalism	
4.	Use of Multimedia in Online Journalism	
5.	Features of Online Journalism	
Unit-III	Preparing Online Packages	(12 Hrs.)
2.	Main Considerations	
3.	Approach to online journalism	
4.	Forms of Online Packages	
5.	Rules for Writing Online	
6.	Creative Packages	
Unit-IV	Media Convergence	(12 Hrs.)
1.	Meaning	
2.	Effects of Convergence	
3.	VOIP	
4.	Benefits of Convergence	
5.	New Trends in Media Convergence	
Unit-V	Revenue, Ethics and Law	(12 Hrs.)
1.	Financing online Journalism	
2.	Revenue from Subscription and Advertising, Subscription Models	
3.	Modes of Online Advertising	
4.	Ethical Considerations	
5.	Cyber Laws	

(Total Hrs. 60)

Recent Articles: Every year two recent articles related to contents will be prescribed

Pedagogy: Teaching will be based on- Lectures, presentations, Discussions, Seminars, Discussion on recent articles. This will be supplemented with on using computer lab, internet services.

Books Recommended:

Bansal, S.K.

2002: Internet Technologies, New Delhi, APH Pub.

Nagpur, Wadhwa

2002: Law of Press, New Delhi, Wadhwa Sales Corporation, (4th ed.)

Nath, Shyam

2002 : Assessing the State of Web Journalism, New Delhi, Author Press

Ahmad, Tabraj

2003: Cyber Laws E-commerce and M-commerce, New Delhi, APH Publication

Menon, Shailja

2003: Protection of Intellectual Property in Cyber Space, Delhi, Authors Press

Talesra, Hemlata/Nagda, M.L.

2003 : Web Paged Learning, Delhi, Authors Press

Chakravarthy, Jagdish

2004 : Net, Media and the Mass Communication, New Delhi, Author Press

Ray, Tapas

2009: Online Journalism: A Basic Text, New Delhi, Cambridge University Press India Pvt. Ltd.

Verma, Deepika

2015 : The Era of New Media, New Delhi, A. R. Publication

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MM 100 (Ext. 50, Int. 50)

Semester-III

Course-XIV(b)

Environment Communication

Objective: This course aims to familiarize and provide knowledge of Environment and its different aspects. Role and importance of national and international organizations in environmental protection and environmental laws are also specific features of this course.

Unit-I Environment (12 Hrs.)

1. Environment : Concept and Perspectives
2. Environment and society
3. Environment Pollution
4. Relation of Environment with Development, Economy and Health –Brudtland Report
5. Need of Environmental Communication

Unit-II Protection of Environment (12 Hrs.)

1. India's National Environmental Policy
2. Ministry of Environment and Forest Govt. of India
3. Department of Environment Uttar Pradesh
4. Environmental Laws
5. Traditional Practice and Modern ways to Protect Environment, Public Awareness

Unit-III International Issues of Environment (12 Hrs.)

1. Global Warming
2. Green House Gas Emissions
3. Earth Summits
4. Developed vs. Developing Nations
5. Role of United Nations Organizations in Environment Protection

Unit-IV Clean River Campaign and Waste Management (12 Hrs.)

1. National Mission for Clean Ganga
2. Yamuna Action Plan
3. Waste Management : Problems and Solutions
4. Hazardous Waste : Scale and Problems
5. World Water Situation and conflict

Unit-V Environmental Movements in India (12 Hrs.)

1. Chipko Movement
2. The Silent Valley Project
3. Appiko Movement, Jungle Bachao Andolan
4. Narmada Bachao Andolan, Tehri Dam Project
5. Bhopal Gas Tragedy

(Total Hrs. 60)

Recent Articles: Every year two recent articles related to contents will be prescribed

Pedagogy: Teaching will include - Lectures, PowerPoint presentations, Seminars, Workshops, Discussion of recent articles in media. Students participation in discussions and seminars, Practical exercises of Environmental Reporting and writing will be encouraged and will be essential part of teaching pedagogy.

Books Recommended:

R. Rajagopalan

2005: Environmental Studies "From Crisis to Cure", New Delhi, Oxford Press

Abraham, Raimola

2010 : Journalism and Environment News, New Delhi, Kanishka Publication


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FACULTY OF TEACHER EDUCATION
DETAIL OF ELECTIVE COURSE

S.No.	Name of Programme	Programme Code	Name of Elective Course	Elective Course Code	Introduce From
1	B.Ed	E	Pedagogy of Hindi	158005	2004
2			Pedagogy of English	158006	2004
3			Pedagogy of Sanskrit	158007	2004
4			Pedagogy of Social Science	158008	2004
5			Pedagogy of Mathematics	158009	2004
6			Pedagogy of Physical Science	158010	2004
7			Pedagogy of Biological Science	158011	2004
8			Pedagogy of Computer Science	158012	2004
9			Pedagogy of Home Science	158013	2004
10			Pedagogy of Commerce	158014	2004
11			Pedagogy of Urdu	158015	2004
12			Educational Administration and Management	258006	2004
13			Guidance & Counselling	258007	2004
14			Environment Education	258008	2004
15			Computer Education	258009	2004
16			Health, Physical Education & Yoga	258010	2004
17			Life Style Management	258011	2004
18	M.Ed	F	Issues and Education Concerns of Elementary	358103	2015
19			System and Structure of Elementary Education	358104	2015
20			Issues and Concerns of Secondary and Senior Secondary Education	358105	2015
21			System and Structure of Secondary and Senior Secondary Education	358106	2015
22			Pre-Service and In-Service Teacher Education	458103	2015
23			Comparative Education	458104	2015
24			Guidance and Counselling	458105	2015
25			Academic Writing	458106	2015
26			Yoga and Health Education	458107	2015
27			Self Development and Communication Skills	458108	2015

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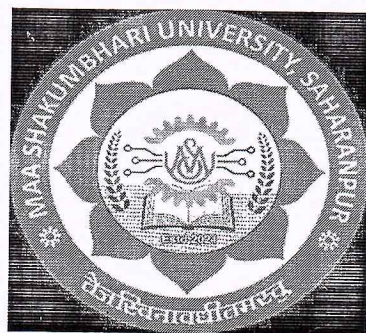
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**Master of Education
(M.Ed.) Two Year
(Four Semester) Programme**

2022-23 Onwards

&

Session 2023-24 Onwards



Maa Shakumbhari University

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SEMESTER III
Paper SC11A: Issues and Concerns in Elementary Education
Paper Code : 0358103

Total Marks	Internal Assessment	External Assessment
100	20	80

Objectives To enable the prospective teacher educators:

- To acquaint with perspectives of elementary education.
- To develop understanding about the role of UEE
- To understand the curriculum and evaluation process of elementary education.
- To understand the role of various commissions, policies and strategies of elementary education.

Unit I Elementary Education

- Elementary Education; - Concept, Meaning, Objectives, Need and significance.
- Child Developmental Issues: - Influence of Home, School and Community.
- New trends and Approaches to Elementary Education: - Learner centered approach, activity centered approach, Virtual class room, & smart board.

Unit II Universalization of Elementary Education (UEE)

- Concept, Meaning, Objectives and Role of UEE
- Measures towards realization of UEE
- Critical Appraisal of Current status of UEE

Unit III Curriculum and Evaluation

- Elementary School Curriculum- Principles, Objectives, Planning.
- Evaluation: Principles and tools- Term Evaluation (TE), Continuous Comprehensive Evaluation (CCE), Recommendation of National Curriculum Framework for elementary education in reforming Evaluation practices.
- New Trends in evaluation of Elementary Education Grading system: Assessment as a continuum, Use of multiple sources for comprehensive assesses, Ways of Assessment- observation, records, maintaining profile .Competency based assessment.

Unit VI Commissions, Policies & Challenges

- Commissions and Policies: Constitutional Provisions for education and Directive Principles related to elementary education and their implications, Kothari Commission, National Policy of Education (1986), Yaspal Committee, National Curriculum Framework (2005), State Policy 2010, Right to Education (RTE)
- Agencies: Role and functions of SCERT , DIET
- Challenges in Elementary Education: o Education for all- Education for socially & economically backward strata of the society. o Specific problems regarding finance, organizing, administration, student enrollment and quality instruction.

Unit V Strategies in Improving Elementary Education Programmes

- Strategies- Role of Panchayatraj and community in educational planning and management, PEP (1986) – Goals, Strategies and impact.SSA -Goal with special reference to specific programmes and interventions at National and State level

- Child Rights and elementary Education: CRC – 1989, Basic child right, Present status of child rights in India- education, Health & Nutrition, Child Labour, & Gender Discrimination
- Professionalizing Elementary teacher Education: In service Elementary Teacher training programme -Need, significance role of CRC, BRC, DIET, Pre-service Elementary teacher training programme-Objectives and Types, Critical appraisal of teacher education programme in the state
- Unit VI Leadership and Governance
- School climate- concept need and significance
- Organizational strategy for enhancement of Quality in teacher education.
- Quality Education- Concept, Indicators, quality improvement, setting up standard for performance, supporting inputs to improve achievement, adopting flexible strategies for acquisition use of inputs & monitoring performance, organizing strategies for enhancement of quality in school education. Field-based Activities
- Conduct interview with students, teachers, and parents of different schools and prepare a report on problems of government and private elementary schools.

Suggested Readings

- S. N. Mukerji Education of Teachers in India- Volume I & II
- NCTE, New Delhi 22 Policy perspectives in Teacher education – Critique & documentation
- Shashi Prabha Sharma , Kanishk : Teacher Education · Mukerji, S. N. : Education in India Today and tomorrow, Baroda, Acharya Book Depot, 1968.
- Dayal, Bhagwan : The development of Modern India Education, Bombay : Orient Longman, 1955.
- Besant, Annie : National Education in India, Calcutta, 1958.
- Pranjee, M. R. : A Source book of Modern Indian Education, 1938.
- Kabir, Humayun : Education in New India : Bombay : Asia Publishing House, 1961
- Shrimati, K. L. : Education in Changing India, Asia Publishing Houses, 1961.
- Singh & Singh : Current Problems of Indian Education. Asia Publishing House, 1961.
- Aggarwal, J. C., : The progress of Education in Free India, New Delhi, Arya Book Depot, 1960.
- www.kireetjoshiarchives.com/education/...education/primary-education.

SEMESTER III

Paper SC11B: System and Structure of Elementary Education

Paper Code : 0358104

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Total Marks	Internal Assessment	External Assessment
100	20	80

Objectives To enable the prospective teacher educators:

- To understand the different perspectives and context of elementary education
- To understand the different policies and programmes of elementary education
- To understand Universal Elementary Education (UEE) its objective and challenges
- To understand the system and structure of elementary school education in India
- To understand the curriculum across different types of school in India
- To develop the skills and knowledge require for resource management in schools at elementary level

Unit I Perspectives and Context Elementary Education in India

- Nature and focus of Elementary Education after independence.
- Constitutional provision for education and Directive Principles related to elementary education and their implications.
- Socio-Cultural, Economic Political and Statutory environment of Elementary Education in India

Unit II Policies and Programmes of Elementary Education

- Agency of Policy Making- N.C.E.R.T, S.C.E.R.T
- Elementary education as highlighted in National Policy on Education-1986, National Plan of Action-1992
- National Programmes: Universal Elementary Education (UEE) District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Shiksha Abhiyan), Right to Education as fundamental right

Unit III Universal Elementary Education (UEE) its Objective and Challenges.

- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Access and enrolment of different types of learners-issues and challenges. Enrolment and dropout : meaning and assessment and related issues and dropout, Unit IV System and Structure of Different School Boards at Elementary level
- Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open School, Special-Needs Schools
- Organizational Structure of school in India, Types of School Education (Aidedunaided, Private, International)
- Issues related to School Education at Elementary level

Unit V Curriculum Planning and Development in Schools at Elementary Level

- National Curriculum Framework 2005 by NCERT
- Curriculum Design and Evaluation at different boards of School Education at Elementary level (SSC, I.C.S.E, C.B.S.E, IB, I.G.S.C, National Open schools and special education schools)
- General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts.


Unit VI Resource Management in Schools at Elementary Level

- Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of elementary level programmes
- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving goals of Elementary Education. Assigned Activities
- Visit different types of elementary schools and prepare a report detailing school profiles and their functioning.

Suggested Readings

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
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- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
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- MHRD (1966): Report of the Education Commission, New Delhi.
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- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- National Curriculum Framework on school education, 2005.
- National Curriculum Frameworks for Teacher education, 2009
- National Policy of Education 1986/1992.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
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- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi. • Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
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- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal


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SEMESTER III

Paper SC12A: Issues and Concerns in Secondary and Higher Secondary Education Paper Code : 0358105

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- ❑ To acquaint the student with perspectives of secondary and higher secondary education.
- ❑ To understand problems and challenges of secondary and higher secondary education in India
- ❑ To develop the skills and knowledge require for resource management in schools at secondary and higher secondary level

Unit I Perspectives and Context of Secondary and Higher Secondary Education in India

- ❑ Nature, scope, function and systems of secondary and higher secondary education.
- ❑ Status of secondary and higher secondary education in India.
- ❑ Process of teaching-learning of adolescent, exposure to integrated and subject specific streams guidelines for secondary and higher secondary education in India.
- ❑ Socio-cultural, economic, political and statutory environment of secondary and higher secondary education in India.

Unit II Recommendations and Institutions for Secondary and Higher Secondary Education

- ❑ Recommendations of various commissions and committees concerning secondary and higher secondary education in India.
- ❑ Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT's for secondary and higher secondary education in India.

Unit III Problems and Challenges of Secondary and Higher Secondary Education

- ❑ Problems and challenges related to universalization of secondary education and alternative schooling at secondary stage.
- ❑ Problems, challenges and strategies in relation to access, enrolment, dropout, achievement, equality of educational opportunities, education for girls, disadvantaged and differently abled children and show learners at secondary and higher secondary education.
- ❑ Issues related to school education at secondary and higher secondary education level.
- ❑ Issues of quality in secondary and senior secondary education.

Unit IV Resource Management in Schools at Secondary and Higher Secondary Level

- ❑ Local specific community resources: human and material and their integration to curricular activities.
- ❑ Preparation and use of learning and play materials: principles and characteristics.
- ❑ Community involvement in effective implementation of secondary and higher secondary level programmes.

- ② Participation of NGOs in achieving goals of secondary and higher secondary education.

Field-based Activities

- ② Conduct interview with students, teachers, and parents of different schools and prepare a report on problems of secondary and senior secondary schools.

Suggested Readings

- ② Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
- ② Beck, Clive & Albany, C. K. (2006). *Innovations in teacher education: A social constructive approach*. Albany, NY: State University of New York Press.
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- ② Hammond, D. L. , & Bransford, J. (2005). *Preparing teachers for a changing world*. US: Jossey Bass.
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SEMESTER III

Paper SC12B: System and Structure of Secondary and Higher Secondary Education

Paper Code : 0358106

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- ☐ To understand the different perspectives and context of secondary and higher secondary education
- ☐ To understand the different policies and programmes of secondary and higher secondary education
- ☐ To understand the curriculum across different types of school in India

Unit I Policies and Schemes of Secondary and Higher Secondary Education

- ☐ Policies and schemes related to secondary and higher secondary education: National Policy of Education (1992), National Scheme of Incentives to Girls for Secondary Education (2008).
- ☐ National Programmes: Rashtriya Madhyamik Shiksha Abhiyan (RMSA), National Mission for Secondary Education, Inclusive Education for Disabled at Secondary Stage.

Unit II System and Structure of Different School Boards at Secondary and Higher Secondary Level

- ☐ Organizational structure of school in India.
- ☐ Central Board of Secondary Education (CBSE), State Boards, Indian Certificate of Secondary Education (I.C.S.E), International Baccalaureate (IB).
- ☐ Types of school education (aided, unaided, private, international), National Institute of Open Schooling, Special education schools.

Unit III Principles of School Curriculum Development in Secondary and Higher Secondary Education

- ☐ Concepts, components and determinants of curriculum, principles of curriculum construction, criteria for selection and organization of content and learning activities.
- ☐ Curriculum transaction and synthesis: behavioristic, cognitive, constructivist.
- ☐ Autonomy in developing curriculum with regard to local issues and challenges, evaluation of curriculum.

Unit IV Curriculum Planning and Development in Schools at Secondary and Higher Secondary Level

- ☐ National Curriculum Framework 2005 by NCERT.
- ☐ Curriculum design and evaluation at different boards of school education at Secondary and Higher Secondary level (ICSE, CBSE, State Boards, National Open schools and special education schools).
- ☐ General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods of transaction in specific contexts.

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Field-based Activities

- ② Visit different types of secondary and senior secondary schools and prepare a report detailing school profiles and their functioning.

Suggested Readings

- ② Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
- ② Aggarwal, J. C. (1990). *Curriculum reform in India: World overviews*. Delhi: Doaba House.
- ② Biswal, K. (2011). *Secondary education in India: Development policies, programmes and challenges: Create pathways to access research monograph no. 63: Consortium for research on educational access, transitions and equity*. New Delhi: NUEPA.
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- ② MHRD. (2010-11 to 2012-13). *Analysis of budgeted expenditure on education*. New Delhi: MHRD, Planning, Monitoring and Statistics Bureau.
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- ② UNESCO. (2006). *Teachers and educational quality: Monitoring global needs for 2015*. Montreal: UNESCO Publication.
- ② Wiles, J.W. & Bondi, J. (2006). *Curriculum development: A guide to practice*. Pearson Publication.
- ② World Bank. (2003). *Secondary education in India: Report No.2*. Word Bank.


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SEMESTER IV

Paper OC15: Pre-Service and In-Service Teacher Education

Paper Code-0458103

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- ❑ To understand the concept of pre- and in service teacher education
- ❑ To understand the teacher education curriculum
- ❑ To get acquainted with knowledge base, reflective teaching and models of teacher education
- ❑ To understand managing practicum in teacher education
- ❑ Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education
- ❑ Gain insight into the status of teachers in-service education in the country

Unit I Structure, Curriculum and Modes of Pre-service Teacher Education

- ❑ A review of the understandings developed on teacher roles and functions.
- ❑ Pre-service teacher education – concept, nature, objectives and scope.
- ❑ The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE.
- ❑ Components of pre-service teacher education – foundation courses, subject specialization and pedagogy, special fields, school-based practicum and internship weightages in course work and evaluation.
- ❑ Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Unit II Organisation of Different Components of Teacher Education Curriculum

- ❑ Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- ❑ Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation.
- ❑ Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment.
- ❑ Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration.
- ❑ Activities and experiences in pre internship, internship and post-internship.

Unit III In-service Teacher Education in India – Concept, Structure and Modes

- ❑ Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives.

- ② The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- ② Modes and Models of in-service teacher education: -
 - Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
 - induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them.

Unit IV Planning, Organising and Evaluating an In-service Teacher Education

- ② Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.
- ② Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material.
- ② Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.

Field-based Activities

Undertake any one of the following activities:

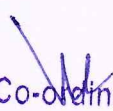
1. Conduct a “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment
2. Conduct a critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes
3. Make interviews of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

Suggested Readings

- ② Arora, G.L. (2002). *Teachers and their teaching*. Delhi: Ravi Books.
- ② Chaurasia, G. (2000) *Teacher education and professional organizations*. Delhi: Authors Press.
- ② Dillon, J., & Maguire, M.(1997). *Becoming a teacher: Issues in secondary teaching*. Buckingham, UK: Open University Press.
- ② Dunkin, M., J. (1987). *The International Encyclopedia of teaching and teacher Education*. Oxford: Pergamon Press.
- ② Elahi, N. (1997). *Teacher's education in India*. New Delhi: APH Publishing Corporation.
- ② Kundu, C.L. (1998). *Indian year book on teacher education*. New Delhi: Sterling Publishers Privatization. Ltd.
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- ❑ Sharma, S. P. ((2003). *Teacher education: Principles, theories and practices*. New Delhi, Kanishka Publishers.
- ❑ Singh, L.C., & Sharma, P.C. (1995). *Teacher education and the teacher*. New Delhi: Vikas Publishing House Pvt. Ltd.
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SEMESTER IV

Paper OC16: Comparative Education

Paper Code-0458104

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- ☐ To acquaint the student with concept, scope, need, history and development of comparative education.
- ☐ To acquaint the student with the methods of comparative education
- ☐ To study the problems of education in world perspective.
- ☐ To understand the factors and forces and forces influencing practice of education.
- ☐ To create awareness and develop understanding of system of education in developing and developed countries.
- ☐ To develop the sense of international understanding.
- ☐ To acquaint the students with the current trends and problems in world in world education.

Unit I

- ☐ Concept, scope, Purpose, and Need of Comparative Education.
- ☐ History and Development of comparative Education.
- ☐ Types of Comparative Studies in Education.

Unit II Methods of Comparative Education

- ☐ Area Studies (Descriptive and Interpretation)
 - Comparative Study (Description of Educational System Juxtra position Comparison)
 - Distinction between Comparative education and International Education
- ☐ Interpretative and Explanatory Methods
 - Historical Approach
 - Sociological Approach
 - Philosophical Approach
 - Scientific Approach (Quantities).

Unit III

- ☐ Education in Developing and Under Developed countries with reference to following
 - Universal compulsory Education
 - Higher Education
 - Adult Education
 - Finance

Unit IV

- ☐ Problems to be studied in world Perspective
 - Women Education
 - Teacher Education and Teachers' Status
 - Education of Exceptional Children
 - Technical & Vocational Education

- ☐ Factors and Forces Influencing theory and Practice of Education in Country.
 - Racial
 - Linguistic
 - Technological
 - Scientific
 - Historical
 - Sociological
 - Political
 - Economical
 - Religious

Unit VI

- ☐ Study of education in Developed Countries- U.K., U.S.A. and Australia with reference to the following problems:
 - Historical Background and Geography of the country.
 - Aims and objectives of Education.
 - Administration of Education.
 - Present system of primary, Secondary and Higher Education.
 - Influence of Culture on Education
 - Distance education

Unit VII

- ☐ Study of Education in Asiatic Countries- Japan, China, Pakistan and India with reference to above mentioned six points from Unit VI

Field-based Activities

- ☐ Study the effect of any one of the following factors on educational atmosphere in one of the schools with students have visited.
 - Linguistic
 - Technological
 - Scientific
 - Historical
 - Sociological

Suggested Readings

- ☐ Education in New Era- I.L Kandel
- ☐ Comparative Education – Moehteman and Roucek
- ☐ Comparative Methods in Education – George,2 F., Berday Holt, Rinehard and Wistoninc, New York.
- ☐ Education in China priestlay K.E.
- ☐ Education in Communist China-Price
- ☐ Education in Japan-School-Down S.W.
- ☐ Education for New Japan- Hall R.K.
- ☐ UNESCO- Developing of Education in Asia, Unesco/Mineda"s/Paris,1971.
- ☐ Contemporary education – J.F. Cramer and C.S. Browne
- ☐ Introduction of American Public education – De- Young, Mac-Graw Hill.
- ☐ Education in Great Britain – W.O. Lister smith
- ☐ Education in India To-day
- ☐ Education in Japan, school and Society-Downx S.W.

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- ❑ Educatiooon in Japan (1901)- Ministry of Education
- ❑ Education in China- J.B. Priestlay
- ❑ Education in communist China- price
- ❑ Search engine
- ❑ Education in Israel – by Equal Brothers
- ❑ Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr, Nalini Pichad

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Paper OC17: Guidance and Counseling

Paper Code-0258105

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- ☐ To develop understanding of bases meaning, need and types of guidance
- ☐ To get acquainted with the tools and techniques of appraisal of an individual
- ☐ To get acquainted with the need and various ways of collection and dissemination of occupational information.
- ☐ To develop understanding of meaning characteristics and types of counseling
- ☐ To get acquainted with process and techniques of Counselling.
- ☐ To get acquainted with the importance of placement and follow up services.
- ☐ To get acquainted with meaning, purposes and out-line of job-study.
- ☐ To develop understanding about Counselling- research, issues and trends.

Unit I Guidance

- ☐ Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- ☐ Concept of guidance- Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.
- ☐ Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- ☐ Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.
- ☐ Concept of Mental Health
- ☐ Factors affecting Mental Health
- ☐ Role of Guidance in Personnel in Promoting Positive mental health at work place.

Unit II Appraisal of an individual

- ☐ Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories Interest, Inventories, Attitude Scale
- ☐ Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.
- ☐ Techniques of guidance- home visits, interview, observation.
- ☐ Presenting, analyzing, interpreting and reporting the data

Unit III Job Analysis and Occupational Information

- ☐ Concept and need of Job Analysis
- ☐ Relation between Job Analysis and Job Satisfaction
- ☐ Concept of Occupational Information
- ☐ Collection-need, sources, method of classification of occupation information.
- ☐ Dissemination of information about various Courses and occupation- career conference,
- ☐ Career exhibition, Visits, field trips, Career films etc.
- ☐ Use of technology in the collection and dissemination of occupational information.

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Unit IV Counselling

- ② Meaning, need, characteristics, principles of Counselling
- ② Process and types of Counselling
- ② Counselling theories (i) Client Centered Therapy (Carl Rogers) (ii) Rational Emotive Therapy (Albert Ellis) (iii) Behavior Therapy (B.F. Skinner) (iv) Gestalt Therapy (Fredric Pearls) (v) Psychoanalytic Therapy (Sigmund Freud)

Unit V Techniques of Counselling

- ② Individual counseling: Counselling interviews- Meaning, purpose, conditions of interview, qualities and responsibilities of an interviewer, evaluation of an interview.
- ② Group Counselling: Meaning, purpose, importance types of group Counselling- regular subject classes, core curriculum classes, special groups, school assemblies, clubs.
- ② Lectures, dramatics question banks, Case Conference Methods.
- ② Effective Counsellor, increasing need of School counselor in the present set up.

Unit VI Guidance and counseling

- ② Research
- ② Issues
- ② Trends

Field-based Activities

Undertake any one of the following activities:

1. Job analysis of one occupation
2. Prepare an interview schedule for an effective Counselling
3. Visit a guidance Centre and Write a report about its organization and functions.

Suggested Readings

- ② Agrawal J.C. (2004). *Educational vocational guidance and counselling*. New Delhi: Doaba House.
- ② Anatasi, A. (1982). *Psychological testing*. New York: Mac Millan.
- ② Crites J.O (1968). *Vocational psychology*. New York: GMC Grow Hill Book Company.
- ② GOI. (1972). *Handbook in vocational guidance*. New Delhi: Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labour and Rehabilitation, Govt. of India.
- ② Gupta, S.K. (1985). *Guidance and counselling in Indian education*. Delhi: Mittal Publication Pvt. Ltd.
- ② Jayawal, S.R. (1985). *Guidance and counselling*. Lucknow: Prakashan Kendra.
- ② Jones, A.J. (1951). *Principles of guidance*. New York: McGraw Hill Book Co.
- ② Kochher, S.K. (2007). *Educational and vocational guidance in secondary schools*. New Delhi: Sterling Publisher.
- ② Mennet, M.E. (1963). *Guidance and counselling in groups*. New York: McGraw Hill book Company.
- ② Rao, S.N (2001). *Counselling and guidance*. Delhi: Tata McGraw Hill.
- ② Rogers, C.R. (1951). *Client centered therapy*. Boston: Houghton Mifflin
- Sarswat. K.R., & Gaul, J.S. (1993). *Manual for guidance counsellors*. Delhi: NCERT.

SEMESTER IV

Paper OC18: Academic Writing

Paper Code-0458106

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- ☐ To develop an understanding of the concept of academic writing.
- ☐ To develop understanding of the essential requirements of academic writing.
- ☐ To critically analyze the written texts in the respective discipline to identify the characteristics of the discourse community,
- ☐ To identify the types of intertextuality from other written texts for developing own text.
- ☐ To develop different forms, styles of academic writing including revising, generating, editing independently and collaboratively.
- ☐ To understand the academic sources in terms of referring, paraphrasing and acknowledging.
- ☐ To edit own's academic writing.

Unit I Concept of Academic Writing

- ☐ Basics of Academic Writing
 - Definitions and characteristics of Academic Writing
 - Key terms of Academic Writing: Discourse Community, intertextuality, Academic Frame, facts and opinion
 - Significance of Academic writing in education.
- ☐ Types of Academic Writing Documents Used in Education
 - Print writing: Book writing, chapter writing, Journal articles, conference or seminar papers, Dissertation, essay, Research paper, and Research report, Literature review, peer review report, Autobiography, Biography.
 - Online academic writing: Collaborative writing (On discussion forums), hypertext
- ☐ Guiding principles of good academic writing
 - Clear purpose, Audience engagement, Clear point of view, Single focus, Logical organization, link with the earlier claims of the discourse community, intertextability, strong support to make independent claims, clear and complete explanation, effective use of research, observations, appropriate writing style, correct Referencing as per set norms.

Unit II Essentials of Academic Writing

- ☐ Format
 - General Form of Formatting of Academic Writing-Font, spacing, margin, paragraph, page numbering highlighting, foot notes.
- ☐ Different Styles of Academic Writing: Features and Significance
 - Formal research reporting style, very objective (Quantitative research report)
 - Semi- formal: research report style with some scope of subjective pre-assumptions. (Qualitative research report)

- Informal: Reflective writing with freedom to use I to address self. (Theme based article)
- ⑦ Guiding principles for appropriate writing style:
 - Language: Simple, lucid, suitability and readability for the discourse community, short sentences, avoiding word jargons.
 - Grammatical Suitability: maximum use of passive voice, Minimizing split infinitive: (for example, instead of to quickly run better to write to run quickly style of writing, avoiding abbreviations, Avoiding prepositions at the end of the sentence.
 - Logicity: Sequence, flow, Links between paragraphs
 - Referencing style: Footnotes, Cross reference, captioning, references with superscript numbering

Unit III Process of Academic Writing and Other Research Reports

- ⑦ Articles in journals, chapters in book and other publications
 - Process of general Academic writing : Choosing topic, Brain storming on earlier claims, differing and supporting view points, identifying own claims,
 - Planning (an Outline),
 - Write, Revise, edit, proof reading.
- ⑦ Dissertation, thesis writing
 - Process of Research reports: chapterization.
 - Features and Essentials of each chapter writing.
- ⑦ Elements of chapter writing
 - Paraphrasing: Essentials of summarizing In each chapter
 - Referencing for each chapter
 - Essentials of forming tables and figures.

Unit IV Essential Additions in the Academic Writing

- ⑦ Significance, Structure and guidelines
 - TITLE, Acknowledgement of the contributions, Certification
 - Indexing
 - Appendix
 - Bibliography (APA style)
- ⑦ Publication of the academic writing (Significance, guidelines)
 - Online publication
 - Print publication
 - Impact factor
- ⑦ Authenticity of Academic Writing:
 - Guide's role
 - Reliability of resources
 - Ethical considerations for Online and offline academic writing.
 - Presenting the writing (Reporting):
 - Open Viva Voce
 - Closed Room Viva Voce
 - Guiding principles of defending own claims

Field-based Activities

- ⑦ Select a topic of your choice. Prepare a questionnaire. Administer the tool on a selected sample to get the data, analyze the data and write a report on the research work using the process of general academic writing.

- ⑦ Conduct a research project on any one aspect of self-development using service learning approach. Write a report by way of chapterization. Present it to your Guide.

Suggested Readings

- ⑦ Swales J.M. Writing for graduate students: Essential tasks and Skills. University of Michigan Press.

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SEMESTER IV

Paper OC19: Yoga and Health Education

Paper Code-0458107

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- ☐ To introduce the concept of holistic health.
- ☐ To clear the doubt and misconceptions about yoga practices.
- ☐ To aware about the benefits of yoga practices.
- ☐ To aware of basic health problems in India and their precautions.
- ☐ To introduce the merits of physical exercises, balance diet and sanitation.

UNIT I

- ☐ Meaning and definition of Yoga and misconceptions about Yoga.
- ☐ History of Yoga.
- ☐ Psychic Physiology of Yoga, seven chakras and pancha koshas (five sheaths or bodies).
- ☐ Benefits of Yoga knowledge for teachers.

UNIT II

- ☐ Asana and their benefits, where and how to practice asana. Precautions and Contra-indications.
- ☐ Introduction to Mudra and Bandha, technique, contra-indications and benefits.
- ☐ Meaning of pranayama, techniques of Pranayama, precautions, contra-indications and benefits of pranayama.

UNIT III

- ☐ Introduction of Dhyana (meditation), types of meditation.
- ☐ Introduction to Samadhi and Six techniques for attaining the state of Samadhi.
- ☐ Premier Institutions of Yoga training in India.

UNIT IV

- ☐ Meaning and definition of Health and Health Education.
- ☐ Concept of Physical Exercise, balance diet, and sanitation.
- ☐ Needs and importance of knowledge of Physical Exercises, balance diet and sanitation for Teachers.

UNIT V

- ☐ Government projects for improving health in India.
- ☐ Safe storage of drinking water, purification techniques and handling.
- ☐ Concept of mental health, factor affecting mental health.
- ☐ Role of physical exercises and Yoga in improving mental health.

Field-based Activities

- ☐ Practicing Asana, mudra, Pranayama and various techniques of meditations.

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- ❑ Plantation and cleaning projects.
- ❑ Projects for storage and purification of drinking water.
- ❑ Chart and model preparation.

Suggested Readings

- ❑ Bucher, C.A. (1964) Foundations of physical education, saint louice, C.V. Mousy and Company.
- ❑ Dayl Syedentop (1994), Introduction to Physical education, fitness and sports (2nd Ed.) London: Mayfield Publishing Company.
- ❑ Kaul. H. Kumar “Yoga for Health” New Delhi: New Light Publishers
- ❑ Park, J.E. and Park, K. “Text Book kof Preventive and Social Medicine”. 2002
- ❑ Singh Ajmer “Essentials of Physical Education”. Ludhiana: Kalyani Publishers.
- ❑ Swami Niranjanananda Saraswati (2012) “Gheranda Samhita” Munger , Bihar ; Yoga Publication Trust.
- ❑ Thomas.J.P. (1964) physical education lessons. Madras Gnanodaya Publishers.
- ❑ Uppal A.K., Physical Fitness, Friends publication India, 1992

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SEMESTER IV

Paper OC20: Self Development and Communication Skills

Paper Code-0458108

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- ☐ To create awareness about the core life skills.
- ☐ To develop critical understanding about core life skills for personal and professional development.
- ☐ To practice strategies for self development through enhancing core life skills.
- ☐ To understand the concept of Service Learning as a pedagogy of access and success.
- ☐ To plan and implement a Project for enhancing personal and professional development with an orientation to uplift the marginalized community.
- ☐ To create a plan of action for continuing personal, professional and societal development.
- ☐ To develop an understanding into significance of communication skill for professional growth of student teacher.
- ☐ To appraise the role of core skills in communication amongst groups.
- ☐ To examine the difference between the different discussion formats.
- ☐ To apply the different discussion formats in classroom situation.

Unit I Thinking Skills

- ☐ Decision Making Skills/Problem Solving skills
 - Evaluating future consequences of present actions for self and others-determining alternative solutions to problems.
 - Analysing the influence of values and of the attitudes about self and others on decision making and problem solving.
- ☐ Critical Thinking Skills
 - Identifying relevant information and sources of information.
 - Analyzing attitudes, values, social norms, beliefs and factors affecting them.

Unit II Interpersonal Skills

- ☐ Negotiation/Refusal Skills
 - Negotiation and Conflict Management
 - Assertiveness skills.
- ☐ Refusal Skills.
 - Empathy Building Skills
 - Listening, Understanding Others Needs and Circumstances, and Expressing That Understanding.
- ☐ Cooperation and Teamwork skills
 - Assessing one's own abilities and contributions to the group.
 - Expressing respect for others contribution and styles of functioning.
- ☐ Advocacy skills
 - Influencing and persuasion skills
 - Networking and motivation skills.

Unit III Coping and Self Management skills

- ☐ Skills for making a difference
 - Building Self Esteem/Confidence.
 - Creating Self awareness including awareness of rights, influences, values, attitudes, strengths and weaknesses.
 - Setting Goals.
 - Self evaluation and self monitoring.
- ☐ Skills for Managing feelings
 - Managing negative emotions.
 - Coping skills.
- ☐ Stress Management Skills
 - Time Management.
 - Skills. (Meditation, Mindfulness).

Unit IV Basics behind Communication skills

- ☐ Concept of communication skills
- ☐ Significance of communication skills as a tool for professional growth
- ☐ Core Skills in group communication – Problem Solving, Role Playing Skills, Trust – building skills, Team- building Skills
- ☐ Discussion formats in group communication- Round table, Symposium, Panel Discussion, Forum Types, Colloquy, Parliamentary Procedure

Unit V Pedagogy of Communication

- ☐ Building Positive Communication Pedagogy
- ☐ Inter- personal Communication skills(Ethical Obligation, Resolving Conflicts)
- ☐ Critical Communication Pedagogy
- ☐ Principles of Persuasive and Argumentative Communication

Unit VI Influence on Communication

- ☐ Supportive Climate and Communication- Problem Orientation, Spontaneity, Empathy, Equality, Provisionalism.
- ☐ Leadership Skills and Communication- Motivational Approach, Power Approach, Trait Approach and Communication - Student Apprehension and Teacher Apprehension

Unit VII Skills for Effective Communication

- ☐ Public Speaking Skills(Planning, Preparation and Presentation)
- ☐ Listening Skills- (Appreciation, Discrimination, Comprehension, Therapeutic and Critical)
- ☐ Communicative Reader And Storytelling Skills

Field-based

Activities Suggested

Readings

- ☐ Activity Manuals for Teachers on Health Promotion using Life Skills Approach , Department of Psychiatry, NIMHANS, Bangalore.

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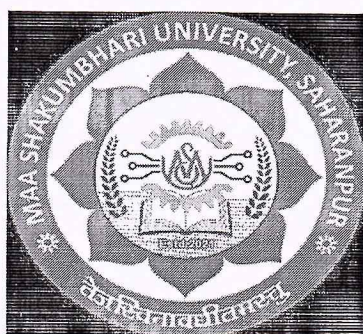
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- ② Adkins, W. R. (1984). Life skills education: A video-based counseling/learning delivery system. *Teaching psychological skills: Models for giving psychology away*. Monterey, CA: Brooks/Cole.
- ② Cooper, P., Simonds, C. "Communication for Classroom teacher" Allyn & Bacon 1999.
- ② Cragan F. J., Wright D. W., "Communication in Small Groups", Wadsworth Publishing Company, 1999.
- ② Evans, D. "People, Communication & Organisations", Pitman Publishing, 1986.
- ② Facilitators Manual on Enhancing Life Skills, Rajiv Gandhi National Institute of Youth Development.
- ② Nelson-Jones, R. (1991). *Lifeskills: A handbook*. Cassell.
- ② WHO. (1997). *Life Skills education for children and adolescents in schools*. Geneva, Switzerland: World Health Organization Department of Mental Health.
- ② WHO. (1999). *Partners in life skills education*. Geneva, Switzerland: World Health Organization Department of Mental Health.

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B. ED. TWO YEAR SYLLABUS
MAA SHAKUMBHARI UNIVERSITY,
SAHARANPUR
FROM SESSION 2022-23
&
ACADEMIC SESSION 2023-24



PROGRAMME OUTCOMES FOR B.ED.

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop-

- Po1. Teaching competency:** Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.
- Po2. Pedagogical skills:** Applying teaching skills and dealing with classroom problems.
- Po3. Teaching Through Nonconventional Modes:** Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.
- Po4. Integration of Artificial Intelligence in Education:** Transform the educational landscape by providing open access to quality, value based and socially relevant education to all by harnessing the disruptive potential of AI.
- Po5. Critical Thinking:** Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
- Po6. Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
- Po7. Sensitivity Towards Inclusion:** Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.
- Po8. Content Analysis:** Analyse the text-books and syllabus.
- Po9. Effective Citizen Ethics:** Understand different values, morality, social service and accept responsibility for the society.
- Po10. Self-directed Learning:** Preparing scripts for seminars, lesson plans and online content.
- Po11. Social Resilience:** Understand about social entities and enable to tolerate absorb, cope up with adverse conditions of life.
- Po12. Physical Development:** Practice yoga, self-defence, sports and scouting-guiding.

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1. Course Status Pedagogy Courses : PC1 & PC2
2. Course Number V & VI
3. Course Title हिन्दी शिक्षण
4. Course Code 0158005
5. Period per week 06
6. Weightage 100 marks

इकाई 1 : भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा।

- भाषा का अर्थ, प्रकृति एवं भाषा शिक्षण के सिद्धान्त।
- मातृभाषा और राष्ट्र भाषा के रूप में हिन्दी का महत्व।
- संविधान एवं शिक्षा समितियों की रिपोर्ट में हिन्दी भाषा की स्थिति (स्वतन्त्रता से पहले व पश्चात्)
- मातृभाषा, राष्ट्रभाषा एवं विदेशीभाषा के रूप में हिन्दी शिक्षण।

इकाई 2 : हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य

- जूनियर तथा माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य (Aims) एवं लक्ष्य (Objectives)

इकाई 3 : भाषायी कौशल—शिक्षण, उद्देश्य एवं प्रक्रिया।

- श्रवण (Hearing) कौशल— अर्थ उद्देश्य एवं विकास हेतु उपाय।
- वाचन (Speaking) कौशल—अर्थ, उद्देश्य एवं विकास हेतु उपाय।
- पठन (Reading) कौशल— अर्थ, उद्देश्य एवं विकास हेतु उपाय।
- लेखन (Writing) कौशल— अर्थ, उद्देश्य एवं विकास हेतु उपाय।
- सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना का निर्माण—
- (i) प्रस्तावना कौशल
- (ii) प्रश्न कौशल
- (iii) व्याख्या कौशल
- (iv) पुनर्वर्तन कौशल
- (v) उद्दीपन परिवर्तन कौशल

इकाई 4 : हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण

- पाठयोजना का अर्थ उद्देश्य एवं निर्माण।
- भाषा शिक्षण की प्रमुख विधियाँ एवं प्रविधियाँ
- हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य एवं पाठ नियोजन —
- अ. गद्य — गहन पाठ एवं द्रुत पाठ

ब. पद्य

स. व्याकरण

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द. रचना शिक्षण

- हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता।

इकाई 5 : हिन्दी में दक्षता विकसित करने वाले घटक

- हिन्दी शिक्षण में शिक्षण सहायक सामग्री
- हिन्दी पाठ्य पुस्तक की विशेषताएं एवं आलोचनात्मक मूल्यांकन

इकाई 6 : परीक्षण एवं मूल्यांकन

- हिन्दी में मूल्यांकन सतत एवं समग्र
- हिन्दी में अच्छे परीक्षण की विशेषताएं एवं परीक्षण पदों का विकास

(वस्तुनिष्ठ, लघुतरीय, निबन्धात्मक)

- हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न-पत्र का निर्माण
- उपचारात्मक एवं निदानात्मक शिक्षण

1. Course Status Pedagogy Course : PC-1 & PC-2

2. Course Number V & VI

3. Course Title PEDAGOGY OF ENGLISH

4. Course Code 0158006

5. Period per week 06

6. Weightage 100 marks

Unit-I : Background to the Study of English

- Role of English in the present day; Position of English in the Indian school curriculum in the context of the three-language formula.
- English as a second Language.
- Functions of language.
- Linguistic principles.
- Aims and objectives of teaching of English at Junior and Secondary level.

Unit-II : Content and pedagogical analysis

- Teaching of prose, poetry, composition and grammar.
- Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammar.
- Preparation of micro lessons based on the following skills :
 - (i) Introduction.
 - (ii) Questioning.

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- (iii) Explaining
- (iv) Illustration
- (v) Stimulus variation

Unit-III : Methods of Teaching and Skills of Teaching

- Difference between Method and Approach of teaching English, Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- Various Approaches of teaching English; Structural Approach, Communicative Approach, Holistic Approach & Linguistic communicative approach.
- Development of following linguistic skills
 - (i) Listening and understanding
 - (ii) Speaking
 - (iii) Reading
 - (iv) Writing

Unit IV : Lesson Planning

- Lesson Planning; concept importance & preparation
 - (a) Prose, its importance, planning and teaching
 - (b) Grammar, its importance, planning and teaching
 - (c) Composition, its importance, planning and teaching
 - (d) Poetry, its importance, planning and teaching.

Unit V : Teaching Aids and Text-Books

- Importance of Instructional material and their Effective use.
- Use of following aids :
 - (i) Chalk board (vii) Record-Player (linguaphones)
 - (ii) Flannel board (viii) Radio
 - (iii) Pictures. (ix) Television
 - (iv) Picture cut-out (x) Film and filmstrips
 - (v) Charts (xi) Overhead Projector
 - (vi) Tape-recorder. (xii) Language laboratory
- Qualities of a Good English Text-Book

Unit-VI: Evaluation in English

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- Basic principles of testing English, Tools and Techniques of Evaluation.
- The Meaning and Significance of Comprehensive and Continuous Evaluation in English.
- Development of good test items in English (objectives type, short answer type, essay type).
- Construction of an achievement test
- Diagnostic testing & Remedial teaching in English.

1. Course Status Pedagogy Course : PC-1 & PC-2
2. Course Number V & VI
3. Course Title संस्कृत-शिक्षण
4. Course Code 0158007
5. Period per week 06
6. Weightage 100 marks

यूनिट 1 : भाषा – स्वरूप, प्रकृति एवं महत्व

- अ. भाषा की उत्पत्ति, विकास एवं परिनिष्ठित परिभाषा।
- ब. भाषा के विविध रूप।
- स. भारतीय भाषाओं में संस्कृत का स्थान एवं त्रिभाषा सूत्र की व्याख्या।
- द. भाषा की प्रकृति।
- य. भाषा सीखने के सिद्धान्त तथा वर्तमान परिप्रेक्ष्य में संस्कृत का सांस्कृतिक एवं साहित्यिक महत्व।

यूनिट 2 : संस्कृत में भाषागत कौशल एवं शिक्षण उद्देश्य।

- अ. संस्कृत का प्रारम्भिक व्याकरण—पुरुष, वचन, शब्द रूप, धातुरूप सन्धि, समास, उपसर्ग प्रत्यय।
- ब. संस्कृत भाषा की ध्वनियाँ उनके उच्चारण स्थान (Point of articulation) एवं सूत्र, आभ्यन्तर एवं बाह्य प्रयत्न, समय एवं काल से उत्पन्न ध्वनि-भेद।
- स. भाषायी कौशल – उच्चारण, वाचन श्रवण, बोध एवं अभिव्यञ्जन, सभी कौशलों के शिक्षण उद्देश्य, विधियाँ, कौशलों से सम्बन्धित दोष, कारण और उपचार।
- द. कौशलों में दक्षता प्राप्ति हेतु पाठ्येत्तर क्रियाएँ।

यूनिट 3 : संस्कृत साहित्य की विधाएँ एवं उनका शिक्षण।

- अ. साहित्य की विभिन्न विधाएँ, अवर माध्यमिक एवं उच्च माध्यमिक स्तर पर उनके शिक्षण-उद्देश्य; ब्लूम द्वारा दिया गया वर्गीकरण।
- ब. संस्कृत शिक्षण की सामान्य विधियाँ।

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- स. संस्कृत—गद्य, पद्य, व्याकरण, रचना, नाटक, द्रुतपाठ एवं निबन्ध—शिक्षण की विधियाँ एवं उद्देश्य।
- द. पाठ योजना के विभिन्न प्रकार एवं उनकी निर्माण—प्रक्रिया।
- य. संस्कृत, वर्तनों से सम्बन्धित छात्रों की सामान्य त्रुटियाँ, उनके कारण एवं निराकरण।

यूनिट 4 :संस्कृत पाठ्यक्रम एवं पाठ्य पुस्तकें।

- अ. पाठ्यक्रम से तात्पर्य उसकी आवश्यकता, आधार, पाठ्यक्रम निर्माण के सिद्धान्त, पाठ्यक्रम निर्माण के समय ध्यान रखने योग्य सावधानियाँ।
- ब. उत्तर प्रदेश में अवर एवं उच्च माध्यमिक स्तर के संस्कृत शिक्षण पाठ्यक्रम की समीक्षा एवं मूल्यांकन।
- स. पाठ्य पुस्तक का मूल प्रत्यय, पाठ्य पुस्तक निर्माण के सिद्धान्त, पाठ्य पुस्तक के मूल्यांकन एवं चयन की प्रक्रिया।
- द. उत्तर प्रदेश के विद्यालयी संस्कृत पाठ्यक्रम व शिक्षण हेतु चयनित पाठ्य पुस्तकों का मूल्यांकन।
- य. अच्छी संस्कृत पाठ्य पुस्तक की विशेषताएँ।

यूनिट 5 :संस्कृत भाषा में मूल्यांकन।

- अ. मूल्यांकन का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक मूल्यांकन।
- ब. परीक्षणों/मूल्यांकन की प्राचीन एवं नवीन विधियाँ।
- स. उद्देश्य केन्द्रित (Objective Centred) परीक्षणों की निर्माण प्रक्रिया तथा परीक्षण रचना के समय ध्यान रखने योग्य सावधानियाँ।
- द. अच्छे परीक्षणों की विशेषताएँ।
- य. विभिन्न संस्कृत विद्याओं के मूल्यांकन हेतु परीक्षण एवं उनके प्रकार।

यूनिट 6 :संस्कृत शिक्षण में दक्षता के प्रभावी घटक।

- अ. संस्कृत अध्यापक की विशेषताएँ।
- ब. संस्कृत—कक्ष, शिक्षण सामग्री के प्रकार, तकनीकी उपकरण।
- स. संस्कृत शिक्षण में पाठ्य सहगामी क्रियाएँ।
- द. संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण।
- य. संस्कृत शिक्षण — गृह कार्य के प्रकार एवं महत्व।

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1. Course Status Pedagogy Courses : PC-1 & PC -2
2. Course Number V & VI
3. Course Title PEDAGOGY OF SOCIAL SCIENCES
4. Course Code 0158008
5. Period per week 06
6. Weightage 100 marks
7. Course Objectives To enable the student teacher to-
 - Understand concept, meaning and scope of social sciences.
 - Get acquainted with appropriate methodology as applicable to social sciences.
 - Prepare lesson plan.
 - Acquire skill in teaching social sciences.
 - Acquire knowledge of various evaluation procedures and to device effective evaluation tools.
 - Acquire the ability to develop instructional support materials.

Unit I : Nature and Scope of Social Sciences

- Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them.
- Instructional objectives of Teaching Social Sciences at Secondary level.

Unit II : Methodology for Social Science Pedagogy

- Strategies for teaching Social Science in terms of specific methods like Lecture, Question-Answer, Group Discussion, Project and Source Methods, Socialized Recitation and Supervised Study, Tutorials.
- Micro Teaching Skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Black board Writing etc.
- Selecting and using teaching aids.

Unit III : Content Analysis and Lesson Planning

- Content analysis
- Lesson Planning.

Unit IV : Curriculum and Text-Books

- Place of social Studies in Secondary School Curriculum. Principles of Curriculum Construction for Social science.
- Characteristics of good text-book, Evaluation of Social Science Textbooks

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
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Unit V : Social Science Teacher and co-curricular activities

- Qualities of Social Science teacher
- Principles of organizing co-curricular activities.
- Formation and management of Social Science clubs.
- Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript magazine.
- Using Community Resources
- Organizing field trips
- Social Science Room

Unit VI :Transaction mode and Evaluation

- Objectives of evaluation in social science.
- Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions.
- Construction of achievement test in Social Science.
- Diagnostic testing and Remedial teaching.


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1. Course Status PEDAGOGY COURSES : PC1 & PC2
2. Course Number V & VI
3. Course Title PEDAGOGY OF MATHEMATICS
4. Course Code 0158009
5. Period per week 06
6. Weightage 100 marks
7. Course Objectives To enable the pupil teacher to-
 1. Understand and appreciate the uses and significance of mathematics in daily life.
 2. Learn successfully various approaches of teaching mathematics and to use them judiciously.
 3. Know the methods of planning instruction for the classroom.
 4. Prepare curricular activities as per the needs.
 5. Appreciate and organize activities to develop aesthetics of mathematics.
 6. Obtain feedback both about teaching as well as students learning.

Unit I : Entering into the Discipline

- Meaning & nature of mathematics, Use & Significance of Mathematics.
- Contribution of some great mathematicians - Aryabhatta, Bhaskaracharya, Ramanujan, Euclid, Pythagoras & Rene Descartes.

Unit II: Aims and Objectives of Mathematics Teaching

- Aims and objectives of teaching mathematics at secondary and senior secondary levels.
- Taxonomy of Educational Objectives.
- Objectives of teaching mathematics in terms of behaviour outcomes.

Unit III :Methodology for Mathematics Teaching

- Methods of Teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method.
- Techniques of Teaching: Oral, Written, Drill, Home-Assignment, Supervised study.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Board Writing etc.

Unit IV: Developing Lesson Plan and Material Aids

- Lesson plan - Meaning, purpose and Performa of lesson plan and its rationality.

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- Teaching –Aids importance and classification.
- Developing/preparing low cost improvised teaching aids, relevant to local ethos.
- Application of computer in teaching of Mathematics.

Unit V: Development of Curriculum, Text Book and Activities of Mathematics

- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.
- Organization of Mathematics Laboratory.
- Text book of Mathematics- Qualities of a good text book of mathematics.
- Using Mathematics as a game for recreation; organizing quiz programmers.

Unit VI: Evaluation in Mathematics

- Meaning and needs of Evaluation.
- Process of obtaining feedback and evaluation in mathematics in terms of cognitive affective and psychomotor behavioural development.
- Comprehensive and continuous evaluation (C.C.E.) in Mathematics.
- Development of test item (short answer and objective type).
- Preparation of an Achievement test.
- Diagnostic testing and Remedial Teaching.

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1. Course Status PEDAGOGY COURSES : PC1 & PC2
2. Course Number V & VI
3. Course Title PEDAGOGY OF PHYSICAL SCIENCE
4. Course Code 0158010
5. Period per week 06
6. Weightage 100 marks
7. Course Objectives To enable the Student teachers to-
 - Develop a broad understanding of the principles and procedures used in modern physical science education.
 - Develop their essential skill for practicing modern physical science education.
 - Develop their skills necessary for preparing international accessories.
 - Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
 - Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Unit I: Concept, Nature and Importance

- Meaning and nature of physical science, land mark development in science, Impact of science on modern communities.
- Justification for including science as a subject in school curriculum, Eminent Indian and world Scientists – their contribution.

Unit II: Aims and Objectives of Teaching Physical Science

- General Aims and objectives of teaching physical science at secondary and senior secondary school stage.
- Difference between aims and objectives.
- Bloom taxonomy of educational objectives.
- Writing the objectives in terms of learning outcomes.
- Writing the objectives for different levels of school teaching.

Unit III: Methodology of Teaching Physical Science

- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving.
- Techniques – Team-Teaching, Computer Assisted Teaching.
- Excursion, Science – museums, Science – club, Science – fair, Science projects.
- Micro Teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.

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Unit IV: Curriculum & Instructional Material Development

- Meaning, definition and Principles of Curriculum Construction and its types.
- Curriculum organization using procedure like concentric, topical, process and integrated approaches, Adaptation of the curriculum according to the local needs and the availability of local resources.
- Science curriculum at primary, upper primary, secondary and senior secondary level.
- Preparation, selection and use of teaching aids
- Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials.

Unit V: Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science).
- Developing lesson plans.

Unit VI: Evaluation in Science Teaching

- Evaluation: Meaning and needs, Formative and summative evaluation.
- Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Diagnostic testing and Remedial teaching.
- Preparation of achievement test, development of improvised apparatus.

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1. Course Status PEDAGOGY COURSES : PC-1 & PC-2
2. Course Number V & VI
3. Course Title PEDAGOGY OF BIOLOGICAL SCIENCES
4. Course Code 0158011
5. Period per week 06
6. Weightage 100 marks
7. Course Objectives To enable the Student-teachers to-
 - Develop broad understanding of principles and knowledge used in biology science.
 - Develop their essential skills for practicing biological science.
 - Know various approaches and methods of teaching life science.
 - Lesson planning of biological science properly.
 - Prepare tools for evaluation in biological sciences.

Unit I : Nature, concepts and importance

- History and nature of biological science.
- Importance of biological science for environment, health and peace.
- Interdisciplinary linkage of biological science and other school subjects.
- Value of biology in our lives.
- Four Indian eminent biologists and their discoveries.

Unit II : Objectives of Biology Teaching

- General aims and objectives of teaching biology difference between aims and objectives. Bloom's taxonomy of educational objectives.
- Writing objectives in terms of learning outcomes (behavioural term) for different levels of school teaching VIII, IX and X classes-RCM approach of writing objectives.

Unit III : Methodology of Teaching Biological Science

- Inductive and deductive approach. Different methods and techniques of teaching biology.
- Teacher-centered approaches-lecture, demonstration, lecture cum demonstration.
- Child-centered approach-project method, heuristic, problem solving, assignment.
- Micro-teaching skills- Introduction, Explaining, Probing questioning, Illustration and stimulus variation etc.

Unit IV: Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of Biological science).

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- Developing lesson plans.

Unit V : Learner-cantered school curriculum.

- Principles of development of biological science curriculum. Trends in science curriculum.
- Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX and X classes.
- Importance and type of teaching aids. Use of audio-visual aids and improvised apparatus in teaching biology, biology laboratory.
- Biology museum, biology club, field trips, aquarium herbarium and vivarium exhibition.

Unit VI: Concept of evaluation and measurement

- Meaning and nature of evaluation and measurement.
- Tools and techniques of evaluation in biological science.
- Characteristics of a good test-reliability, validity, usability and norms of a test.
- Essay type, Short answer and objective type tests, Their Merits and demerits.
- Concept of formative, summative and diagnostic test.
- Construction of Achievement test.
- Diagnostic testing and Remedial teaching.

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1. Course Status PEDAGOGY Course :PC-1 & PC-2
2. Course Number V & VI
3. Course Title PEDAGOGY OF COMPUTER SCIENCE
4. Course Code 0158012
5. Period per week 06
6. Weightage 100 marks
7. Course Objectives To enable the student-teacher to –
 - Develop a broad understanding of the principles and procedures used in computer science education.
 - Develop their skills necessary for preparing international accessories.
 - Know the methods of planning instruction for the classroom.
 - Learn successfully various methods of teaching computer science and use them judiciously.
 - Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives

Course Contents

Unit I: Historical perspective, Aims and Objectives of Computer Science

- Historical Development of Computer (hardware and software)
- Present status of computer science as a school subject.
- Significance of teaching computer science at secondary/senior secondary schools.
- Aims and Objectives of teaching computer science-
- Aims and Objectives of teaching computer science.
- Classification of educational objectives (Bloom's taxonomy).
- Statement of specific objectives in behavioural terms.

Unit II: Development of Curriculum in Computer Science

- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.
- Organization of Computer Science Laboratory.
- Text book of Computer Science - qualities of a good text book of Computer Science.

Unit III: Methods of Teaching Computer Science

- Lecture method, Demonstration-cum-Discussion Method, Personalized Instruction Method.
- CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software, Webinars etc.

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- Co-operative Learning Approach, System Approach, Multimedia Approach.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.

Unit IV: Lesson Planning and Teaching Aids:

- Meaning and Definition of lesson plan
- Importance and steps of planning a lesson.
- Need, Importance, Preparation and using of Teaching Aids in Computer Science.
- Organization of Computer Laboratory.

Unit V: Basic Processes in Computer Science:

- Basic Programming.
- Data Representation.
- Computer Organization
- Operating Environment.
- Computer Network.

Unit VI: Evaluation in Computer Science:

- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science.
- Development of test items objective type, short answer type, essay type.
- Preparation of an Achievement Test.
- Analysis and Interpretation of Test results.
- Diagnostic testing and Remedial teaching

1. Course Status PEDAGOGY Course : PC-1 & PC-2

2. Course Number V & VI

3. Course Title PEDAGOGY OF HOME SCIENCE

4. Course Code 0158013

5. Period per week 06

6. Weightage 100 marks

7. Course Objectives To enable the student- teachers to-

- Understand the nature and scope of Home Science.
- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.

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- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.
- Understand the various methods and techniques that can be employed in the teaching of Home Science.
- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.
- Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

Unit I : Concepts

- The concept of Home Science: Meaning and components; place of Home Science in secondary education.
- Job opportunities in Home Science.
- Aims and objectives of teaching of Home Science.
- Correlation of Home Science with other school subjects.

Unit II: Pedagogical Analysis

- Foods, Nutrition and Health
- Child Care.
- Fibre and Fabric.
- Home Management-Importance of planning, principles of budget making.
- Hygiene and sanitation.

Unit III : Methods of Teaching

- Method of teaching as applied to Home Science (a) Teacher centred methods-lecture, demonstration (b) Child centred method-laboratory, project, assignment, discussion.
- Micro-teaching skills-Introduction, Explaining, Probing Questioning, Illustration, stimulus-variation ,etc.

Unit IV : Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of Home science).
- Developing lesson plans.

Unit V : Equipment of Teaching

- Development and designing of curriculum.
- Teaching aids-classification and importance.
- Development of text books.
- Planning of space and equipment for Home Science laboratory.

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Unit VI : Evaluation

- Evaluation in Home Science-Meaning and importance of evaluation.
- Characteristics of a good evaluation device.
- Comprehensive and continuous evaluation.
- Evaluation devices-written, oral, observation, practical work, assignment.
- Diagnostic testing and Remedial teaching.

1. Course Status PEDAGOGY Courses :PC-1 & PC-2

2. Course Number V & VI

3. Course Title PEDAGOGY OF COMMERCE

4. Course Code 0158014

5. Period per week 06

6. Weightage 100 marks

7. Course Objectives To enable the student- teachers to-

- Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
- Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
- Apply the knowledge in analysing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy
- Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
- Develop interests in learning recent developments in Commerce and Accountancy
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

Unit I : Concept, Aims and Objectives of Commerce Teaching

- Meaning and scope of Commerce as a subject, Historical development of commerce education in India.
- Place of commerce in Indian school Curriculum
- Aims and Objectives of Commerce.
- Instructional Objectives -meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy).
- Objectives of Commerce education at High school and Intermediate levels (vocational & academic).

Unit II : Methods and Techniques of Commerce Teaching

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- Various Methods of teaching Commerce-Lecture and discussion methods, Project method, Heuristics, Problem solving method etc.
- Techniques of Commerce teaching-questioning & demonstration.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard-Writing etc.

Unit III :Teaching Aids and Text Books of Commerce Teaching

- Teaching aids in Commerce
- Co-curricular activities in Commerce.
- Commerce Room
- Text book of Commerce teaching

Unit IV: Content Analysis and Lesson Planning

- Content Analysis
- Lesson Planning

Unit V : Curriculum, Correlation with other Subjects, Commerce Teacher

- Curriculum in Commerce (i) Principles of curriculum construction (ii) Critical evaluation of High School syllabus.
- Correlation of Commerce with other subjects (i) Need & Importance (ii) Correlation with Maths, Geography & Economics.
- Qualities of a good Commerce teacher.

Unit VI :Evaluation in Commerce.

- Concept, scope and importance of evaluation.
- Tools and Techniques of evaluation and characteristics of a good test.
- Construction and administration of an achievement test.
- Diagnostic testing and Remedial teaching

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7 Range, Quartile Deviation, Standard Deviation, Percentile.

8 Correlation: Meaning and Types, Calculation of correlation by Spearman Rank- order method.

Task and Assignments (any one) :

- Determination of Reliability & Validity of any self-made Test.
- Preparation of Blue Print of an Achievement Test
- Construction of Objective type test, Unit test, and an Annual Examination paper of both teaching subjects.

1. Course Status PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)

2. Course Number XIV

3. Course Title EDUCATIONAL ADMINISTRATION AND MANAGEMENT

4. Course Code 0258006

5. Period per week 03

6. Weightage 50 marks

7. Course Objectives To enable student-teachers to-

- Acquaint the student teaches with the concept and concerns of educational administration.
- Develop an understanding of the role of the headmaster and the teacher in school management.
- Enable the students to understand to concept at importance of communication and its possible barriers in educational administration.
- Enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
- Acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation

Unit I : Concept of Educational Administration and Management

- Nature, objectives and scope of Educational Administration.
- Concept of Educational Management.

Unit II : : Basic functions of administration

- Planning, Organizing, Directing and Controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth development.
- Supervision and inspection, defects in the present supervision and inspection.

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Unit III :Communication in Educational administration :

- Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication.

Unit IV :Management of schools :

- Role of headmaster in planning of school activities, approaches to management-manpower approach, cost benefit approach, social demand approach, social justice approach.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of the headmaster in creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

Unit V : Educational administration in the state :

- The administrative structure in the field of education in the state.
- Control of school education in the state a critical analysis:
 - Functions of the state government in relation to secondary and higher secondary schools.
 - Functions of the board of secondary education in controlling secondary schools.
 - Problems of secondary school administration in government schools.

Task and Assignments :

- A study of Leadership style of Headmaster of High School of the district.
- A study of infra-structure facilities like Black Board, Furniture, Electricity, Drinking water, ICT in No. of schools.
- A survey/project on any Related problem.
- Critical analysis of any theme of the course content in about eight to ten pages.

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1. Course Status PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)
2. Course Number XIV
3. Course Title GUIDANCE AND COUNSELING
4. Course Code 0258007
5. Period per week 03
6. Weightage 50 marks
7. Course Objectives To enable student-teachers to-
 - Develop an understanding of the need and importance of career information for the pupils.
 - Identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
 - Develop an understanding of how one's ability, interests and aptitudes are related to world of work.
 - Know about the importance of developing the right attitude and values at every stage of education.

Unit I : Meaning and concept of Guidance.

- Concepts, Need and Importance of Guidance.
- Principles of Guidance, Procedure of Guidance (Steps).
- Types of Guidance-educational, vocational and personal.
- Techniques of Guidance: Observation, Interview & Sociometry.

Unit II : Meaning and concept of Counselling

- Concepts, Need & Importance of Counselling.
- Principles of Counselling, Counselling procedure.
- Directive, Non-Directive & Electric Counselling.
- Techniques of Counselling: Lectures, Discussions & Dramatic.

Unit III : Meaning and concept Career Information

- Meaning of career and career information components of career information.
- Occupational information, information about education and opportunity and personal-social information.
- Aims to study career information at different levels.
- Career information: Sources, method of collection, classification and filling-up of information and evaluation of the information.

Unit IV :Career Information and Training

- Information about Education and Training opportunities of primary, elementary and secondary levels school.

Unit V : Career Information and School

- Personal-social information at every school level.

Task and Assignments:

- Prepare a student profile in terms of Intelligence, Interests, Aptitude, Personality and Self-Concept and giving him/her proper vocational Guidance.
- A survey /project on any related problem.
- Critical analysis of any theme of the course content in about eight to ten pages

1. Course Status PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)

2. Course Number XIV

3. Course Title ENVIRONMENT EDUCATION

4. Course Code 0258008

5. Period per week 03

6. Weightage 50 marks

7. Course Objectives To enable student-teachers to-

- Enable the student teacher understand about the concept of environmental education.
- Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
- Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
- Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
- Enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Unit I: Basic Concept of Environmental Education

- Meaning and nature of environment. Natural and Man-made Environment.
- Environmental Education: Meaning, Scope and Objectives.

Unit II: Environmental Awareness and Attitude change

- Concept of Environmental Awareness and Attitude change
- Programmes of Environmental Awareness and Attitude change at Secondary School Level.

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Unit III: Biodiversity and its conservation

- Meaning and values of Biodiversity, Major Natural Resources in India.
- Threats to Biodiversity-habitat loss, poaching of wild life, man-wildlife conflicts.
- Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature.

Unit IV: Environment Issues and Its Preventive Measures

- Causes and effects of environmental hazard, global and local Environmental pollution and its remedies: Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution.
- Climate Change- Global Warming, Acid Rain, Ozone layer depletion, Polar Melting.
- Natural Disasters-Flood, Earthquake, Cyclone and Landslides.

Unit V: Environment Management

- Environmental Ethics and Values.
- Environmental Acts, Rule and Regulations.
- Role of school in environmental conservation and sustainable development.

Task and Assignments (any one) :

- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this task is to include any one of the following topics :

- Noise Pollution
- Water Pollution
- Air Pollution
- Deforestation
- Role of the Pollution control boards
- Role of Voluntary Organizations.

- Critical analysis of any theme of the course content in about eight to ten pages

1. Course Status PEDAGOGY COURSE : PC4 (OPTIONAL COURSE-ANY ONE)

2. Course Number XIV


3. Course Title COMPUTER EDUCATION


4. Course Code 0258009

5. Period per week 03

6. Weightage 50 marks

7. Course Objectives To enable student-teachers to –


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- Acquire knowledge of computers, its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understand features of MS Office and their operations.
- Develop skill in using MS-Word, Power points and Spread sheets.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies
- Develop a broad understanding of the principles and procedures used in computer education.

Unit I: Meaning, Definition and Historical Perspectives of Computer

- Meaning and Definition of computer.
- Historical perspective.
- Computer Generations and its classification.
- Block diagram of a computer Peripherals, and working of a computer.

Unit II: Computer Hardware

- Input devices: Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- Output devices: Monitor, printers (line, serial, dot matrix, inkjet, and laser).
- Primary storage devices: RAM, ROM and its types.
- Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB).

Unit III: Binary Arithmetic and Data Representations

- Decimal and Binary number system.
- Representation of Characters.
- Integers and fractions in computers.
- Films point Representation and Floating-point representation.

Unit IV: Computer Programmes

- MS-WINDOWS
- MS-WORD
- SPREADSHEET
- POWER POINT

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- INTERNET

Unit V: Computers in Education

- Computer application in educational institutions in-
 - Academic activities
 - Administrative activities
 - Co-curricular activities
 - Examination Work
 - Research activities
 - Library
 - Class room Teaching

Task and Assignments (Any one)

- Develop Computer Based Learning Packages in Science/Mathematics/Social Science/Language.
- Survey /Project on any related problem.
- Critical analysis of any theme of the course content in about eight to ten pages

1. Course Status PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)

2. Course Number XIV

3. Course Title HEALTH, PHYSICAL EDUCATION & YOGA

4. Course Code 0258010

5. Period per week 03

6. Weightage 50 marks

7. Course Objectives To enable student-teachers to-

- Understand the concept of wholistic health and its various dimension and determinants of health.

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- Acquaint them to school health programme & its importance.
- Sensitize the student teacher towards physical fitness & its importance.
- Acquire the skills for assessment of physical fitness.
- Introduce them to the philosophical bases of Yoga.
- Understand the process of stress management through Yoga education.
- Acquire the knowledge of techniques of performing yogasana and develop the skill for the same.

Unit I : Health

- Introduction, Definition and meaning of Health.
- Dimension of Health.
- Determinants of Health.
- Importance of Balance diet.
- School Health Programme and role of teacher in development of Health.

Unit II : Physical Education

- Introduction, Definition and meaning of Physical Education.
- Objectives of Physical Education.
- Scope of Physical Education & allied areas in Physical Education.
- Need & Importance of Physical Education in different level of school.

Unit III :Physical Fitness

- Definition, Meaning, Types & factors of Physical Fitness.
- Factors affecting Physical Fitness.
- Benefits of Physical Fitness.
- Importance of Physical Activities at school level.
- Assessment of Physical Fitness.

Unit IV: Concept of Yoga and Ashtanga Yoga

- Yoga- Meaning, Concept and its Importance.
- Mis-concept of Yoga.
- Eight disciplines of Yoga-Ashtang Yoga.
- Precautions to keep in mind while performing Yogasan.
- Different types of Yogasans & their techniques of practicing.

Unit V: Meditation, Pranayam & Stress Management

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- Meditation: Nature, Procedure & its Importance.
- Pranayam: Meaning, Nature & Relationship with mind.
- Different types of Pranayam; Kapalbhathi; Bhastrika Pranayam, Surya Bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom Pranayam.
- Stress: Meaning and its Reasons.
- Role of Yoga in Stress Management.

Task and Assignments (Any one)

- Assessment of Health Related Physical-Fitness (HRPF)
- (a) Body Composition : Body Mass Index (BMI) & waist Hip Ratio (W.H.R.)
- (b) Cardio-Respiratory endurance.
- (c) Muscular strength and endurance.
- (d) Flexibility.
- Yogasana, Pranayam and Shudhi kriya organized at school level.
- Critical analysis of any theme of the course content in about eight to ten pages

1. Course Status PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)

2. Course Number XIV

3. Course Title LIFE STYLE MANAGEMENT

4. Course Code 0258011

5. Period per week 03

6. Weightage 50 marks

7. Course Objectives To enable student-teachers to

- Identify their life styles
- Manage the challenges of day-to-day life.

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- Developing a successful personality

Unit I: Basics of Life Style

- Daily Routine
- View of Life
- Goal and Ideal of life.
- Values and commitment.

Unit II : Identification of Life Style

- Self-Evaluation
- Creative potentials
- Positive mental attitude
- Behaviour skills and relationship

Unit III : Life Style Management

- Crisis of life style management
- Refined view of life.
- Stress-(causes/effect)
- Negative emotions
- Lack of self-leadership
- Process of life style management
- Change thinking pattern
- Developing ideal routine
- Creative and positive use of negativity
- Spiritual practices.

Unit IV: Concept of Personality

- Meaning of Personality
- Dimensions of Personality:
- Physical
- Mental
- Emotional
- Spiritual
- Skills of Personality:
- Self-Assessment Techniques

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- Adjustment Skills
- Creative Reading and Writing Skills

Unit V: Personality Building

- Developing Personality potential:
 - Physical Well-Being
 - Intellectual strength
 - Emotional Maturity
 - Purity of thought and action.
- Successful Personality:
 - Self awareness
 - Self-confidence
 - Creative excellence
 - Emotional Intelligence
- Refinement of personality
 - Inner Health
 - Spiritual Insight
 - Devotion to Duty
 - Life of Integrity

Task and Assignments (any one)

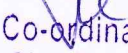
- Diary Writing
- Swadhyay (self-study)
- Meditation
- Creative Writing
- Self presentation
- Critical analysis of any theme of the course content in about eight to ten pages

PRACTICUM COURSE VII, VIII, XV & XVI

PC 5: Preparation to Function as a Teacher (Teaching Skills) (Paper Code - 0158080)

During the first year, the teacher-preparation programme will offer the training amounting to a minimum of 5 weeks.


This will include:


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Department of Commerce				
List of Elective Course 2022-2023				
S.No.	Class	Semester / Year	Code	Name of Paper
1	B.Com	I Semester	C010103T	Business Communication
2			C010104T	Introduction to Computer Application
3		II Semester	C010204T	Essentials of E-commerce
4			C010205T	Business Economics
5	B.Com	II Year	11	Hindi
6			12	English
7			13	Sanskrit
8	M.Com	II Year	I 4002	Security Analysis and Portfolio Management
9			I 4003	Securities Laws & Capital Markets
10			I 4004	Marketing Management
11			I 4005	International Marketing
12			I 4006	Human Resource Management
13			I 4007	Industrial Relations & Labour Laws


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 Dr. Saurabh Mittal
 Head, Department of Commerce


 Chairman
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Programme: B.Com.	Year: First	Semester: First
	Subject: Commerce	
Course Code: C010103T	Course Title: Business Communication	
Course outcomes: To acquire skills in reading, writing, comprehension and communication, and also to use electronic media for business communication.		
Credits: 6	Core Compulsory / Elective: Elective	
Max. Marks: 25+75	Min. Passing Marks:10+25	
Total No. of Lectures: 90		

Unit	Topics	No. of Lectures
I	Introduction Process and Importance of Communication, Types of Communication (verbal & Non Verbal), Different forms of Communication. Barriers to Communication: Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers. Role, effects and advantages of technology in Business Communication like email, text messaging, instant messaging and modern techniques like video conferencing, social networking. Strategic importance of e-communication.	22
II	NON-Verbal Aspects of Communicating: Body Language, Kinesics, Proxemics, Paralanguage. Effective Listening: Principles of Effective listening, Factors affecting listening exercises, Oral, Written and video sessions, Interviewing skills: Appearing in interviews, Writing resume and letter of application. Modern forms of communicating: E-Mail, Video Conferencing etc.	21
III	Business language and presentation Importance of Business language, Vocabulary Words often confused Words often misspelt, Common errors in English. Oral Presentation Importance, Characteristics, Presentation Plan, Power point presentation, Visual aids. Writing skills: Planning business messages, Rewriting and editing, The first draft and Reconstructing the final draft. Office Correspondence: Official Letter, Semi Official Letter And Memorandum.	31
IV	Report Writing Identify the types of reports, define the basic format of a report, identify the steps of report writing, write a report meeting the format requirements, determine the process of writing a report, importance of including visuals such as tables, diagrams and charts in writing report, apply citation rules (APA style documentation) in reports.	16

Suggested Readings:

1. Lesikar, R.V. & Flatley, M.E.; Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.
 2. Bovee, and Thill, Business Communication Today, Pearson Education
 3. Shirley, Taylor, Communication for Business, Pearson Education
 4. Locker and Kaczmarek, Business Communication: Building Critical Skills, TMH
 5. Misra, A.K., Business Communication (Hindi), Sahitya Bhawan Publications Agra
- Note- Latest edition of the text books should be used.

This course can be opted as an elective by the students of following subjects:
Open for all

Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignment and Class Tests. The marks shall be as follows:

Assessment and Presentation of Assignment	(04 marks)
Class Test-I (Objective Questions)	(04 marks)
Class Test-II (Descriptive Questions)	(04 marks)
Class Test-III (Objective Questions)	(04 marks)
Class Test-IV (Descriptive Questions)	(04 marks)
Overall performance throughout the Semester (includes Attendance, Behavior, Discipline, Participation in Different Activities)	(05 marks)

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Programme: B.Com.	Year: First	Semester: First
	Subject: Commerce	
Course Code: C010104T	Course Title: Introduction to Computer Application	
Course outcomes: The objective of this course is to provide basic knowledge of computer, DBMS, data base language and word processing.		
Credits: 6	Core Compulsory / Elective: Elective	
Max. Marks: 25+75	Min. Passing Marks:10+25	
	Total No. of Lectures: 90	

Unit	Topics	No. of Lectures
I	Computer: An Introduction- Computer in Business, Elements of Computer System Set-up; Indian computing Environment, components of a computer system, Generations of computer and computer languages; Software PC- Software packages-An introduction, Disk Operating system and windows: Number systems and codes.	22
II	Relevance of Data Base Management Systems and Interpretations of Applications; DBMS system Network, Hierarchical and relational database, application of DBMS systems.	21
III	Data Base Language, dbase package, Basics of data processing; Data Hierarchy and Data file structure, Data files organizations; Master and Transaction file. Programme development cycle, Management of data, processing systems in Business organization.	25
IV	Word processing: Meaning and role of word processing in creating of document, Editing, formatting and printing document using tools such as spelling checks, Data Communication Networking-LAN& WANS.	22

Suggested Readings:

1. Gill, N. S., "Handbook of Computer Fundamentals", Khanna Publishing House, Delhi
2. Shrivastava "Fundamental of Computer & Information Systems" (Wiley Dreamtech)
3. Leon A and Leon M., "Introduction to Computers" (Vikas, 1st Edition).
4. R.S. Salaria, "Computer Fundamentals", Khanna Publishing House, Delhi.
5. Norton P., "Introduction to Computers", (TATA McGraw Hill)
6. Leon "Fundamentals of Information Technology", (Vikas)
7. Ravichandran, A., "Computers Today", Khanna Publishing House, Delhi.
8. Sinha, P.K., "Computer Fundamental", BPB Publications (Hindi and English)
9. Laudon & Laudon, "Management Information System"

Note- Latest edition of the text books should be used.

This course can be opted as an elective by the students of following subjects:
Open for all

Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignment and Class Tests. The marks shall be as follows:

Assessment and Presentation of Assignment	(04 marks)
Class Test-I (Objective Questions)	(04 marks)
Class Test-II (Descriptive Questions)	(04 marks)
Class Test-III (Objective Questions)	(04 marks)
Class Test-IV (Descriptive Questions)	(04 marks)
Overall performance throughout the Semester (includes Attendance, Behaviour, Discipline, Participation in Different Activities)	(05 marks)

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Programme: B.Com.		Year: First	Semester: Second
		Subject: Commerce	
Course Code: C010204T		Course Title: Essentials of E-commerce	
Course outcomes: This course is to familiarize the student with the basic of e-commerce and to comprehend its potential.			
Credits: 6		Core Compulsory / Elective: Elective	
Max. Marks: 25+75		Min. Passing Marks:10+25	
Total No. of Lectures: 90			
Unit	Topics		No. of Lectures
I	Internet and Commerce: Business Operations in Commerce Practices Vs Traditional Business Practices; Benefits of E-Commerce to Organization, Consumers, And Society; Limitation of E-Commerce.		20
II	Application in B2C: Consumers Shopping Procedure on The Internet; Products in B2C Model; E-Brokers; Broker- Based Service Online; Online Travel Tourism Services; Benefits and Impact of E-Commerce on Travel Industry, Online Stock Trading and Its Benefits; Online Banking and Its Benefit; Online Financial Services and its Future.		25
III	Application in B2B: Applications of B2B; Key Technologies for B2B, Characteristics of The Supplier Oriented Marketplace, Buyer Oriented Marketplace and Intermediate Oriented Marketplace; Just in Time Delivery in B2B.		30
IV	Applications in Governance: EDI In Governance; E Government; E Governance Applications Of The Internet, Concept Of Government-To-Business, Business-To-Government And Citizen-To-Government; E-Governance Models; Private Sector Interface In E Governance.		15
Suggested Readings: 1. Pt Joseph Of E-Commerce Are Indian Perspective Php Learning Private Limited 2. Nidhi Dhawan Introduction To E-Commerce International Book House Private Limited 3. Agarwal Kamlesh And Agarwal Diksha Bridge To The Online To A Front New Delhi India Macmillan India (Hindi and English) 4. Manali- Danielle Internet And Internet Engineering Tata Mcgraw-Hill New Delhi 5. Pandey- Concept Of E-Commerce, S.K. Kataria And Sons(Hindi and English) Note- Latest edition of the text books should be used.			
This course can be opted as an elective by the students of following subjects: Open for all			
Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignment and Class Tests. The marks shall be as follows:			
Assessment and Presentation of Assignment		(04 marks)	
Class Test-I (Objective Questions)		(04 marks)	
Class Test-II (Descriptive Questions)		(04 marks)	
Class Test-III (Objective Questions)		(04 marks)	
Class Test-IV (Descriptive Questions)		(04 marks)	
Overall performance throughout the Semester (includes Attendance, Behaviour, Discipline, Participation in Different Activities)		(05 marks)	

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Programme: B.Com.	Year: First	Semester: Second
Subject: Commerce		
Course Code: C010205T	Course Title: Business Economics	
Course outcomes: Business Economics objective this course is meant to acquaint the students with the principles of Business Economics as are applicable in business.		
Credits: 6	Core Compulsory / Elective: Elective	
Max. Marks: 25+75	Min. Passing Marks:10+25	
Total No. of Lectures: 90		

Unit	Topics	No. of Lectures
I	Famous Economist of India like- Kautilya, Gopal Krishna Gokhale, D.R. Gadgil, Dr. Ram Manohar Lohia, Jawaharlal Nehru and Dr. B.R. Ambedkar etc. Introduction: Nature And Scope Of Business Economics, Meaning, Kinds, Law Of Demand, Law Of Marginal Diminishing Utility, Elasticity Of Demand, Concept And Measurement Of Elasticity Of Demand Price, Incoming Cross, Elasticity Determinants Of Elasticity Of Demand Importance Of Elasticity Of Demand.	22
II	Theory Of Cost: Short Run And Long Run Cost Curve Traditional And Modern Approaches. Production Function: Law Of Variable Proportion; Properties Ridge Line, Optimum Factor Combination And Expansion Path; Return To Scale; Internal And External Economics And Diseconomies.	31
III	A. Perfect Competition: Meaning, Price And Output Determination. B. Monopoly: Meaning And Determination Of Price Under Monopoly; Equilibrium Of A Firm/Industry. C. Monopolistic Competition: Meaning And Characteristics; Price And Output Determination Under Monopolistic Competition.	21
IV	Business Cycle: Various Phases And Its Causes; Theory Of Distribution: Marginal Productivity Theory Of Modern Theory, Wage- Meaning, Determination Of Wage Rate Under Perfect Competition And Monopoly, Rent Concept: Modern Theories Of Rent: Interest Concept- And Theories Of Interest Profit- Concept And Theories Of Profit.	16

Suggested Readings:

1. Geetika, "Managerial Economics", McGraw-Hill Education 2nd Ed.
 2. Thomas & Maurice, "Managerial Economics: Concepts and Applications" (SIE), , McGraw Hill Education, 9th Ed
 3. Ahuja, H.L., "Managerial Economics", S.Chand, 8th Ed
 4. Dwivedi, D.N., "Managerial Economics", Vikas Publication, 7th Ed
 5. Mithani, D.M., "Managerial Economics- Theory and Applications", Himalaya Publications
 6. Gupta, G., "Managerial Economics", McGraw-Hill Education (India) Pvt Limited
 7. Seth, M.L., "Principles of Economics", Lakshmi Narain Agrawal Educational Publishers, Agra
 8. Vaish & Sunderm, "Principles of Economics", Ratan Prakashan Mandir
 9. Jhingan, M.L., "Managerial Economics -I", Vrinda Pub
 10. Jhingan, M.L., Vyashthi Arthashastra, Vrinda Pub
 11. Mishra, J.P., Vyashthi Arthashastra
- Note- Latest edition of the text books should be used.

This course can be opted as an elective by the students of following subjects:

Open for all

Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on allotted Assignment and Class Tests. The marks shall be as follows:

Assessment and Presentation of Assignment	(04 marks)
Class Test-I (Objective Questions)	(04 marks)
Class Test-II (Descriptive Questions)	(04 marks)
Class Test-III (Objective Questions)	(04 marks)
Class Test-IV (Descriptive Questions)	(04 marks)
Overall performance throughout the Semester (includes Attendance, Behaviour, Discipline, Participation in Different Activities)	(05 marks)

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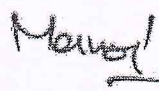
Max. Marks 100

SECURITIES ANALYSIS & PORTFOLIO MANAGEMENT (I- 4002)

Learning objective: Student should have an expert knowledge of securities analysis and portfolio management.

- Unit I:** **Introduction:** Nature and scope of investment analysis, elements of investment, avenues of investment, approaches to investment analysis, concept of return and risk, measurement of return and risk. Financial assets: types and their characteristics, sources of financial information. New Financial Instruments.
- Unit II:** **Valuation of Securities:** Bonds, debentures, preference shares and equity shares, fundamental analysis- Economic analysis, industry analysis and company analysis.
- Unit III:** **Technical Analysis:** trends, indicators, indices and moving averages applied to technical analysis. Efficient market hypothesis: weak, semi-strong and strong market and its testing techniques.
- Unit IV:** **Portfolio Analysis :** estimating rate of return and standard deviation of portfolio, effect of combining the securities, Markowitz risk-return optimization, single index model or market model, portfolio total risk, portfolio market risk and unique risk,. Simple Sharpe's optimization solution.
- Unit V:** **Portfolio Performance Evaluation:** Measure of return, risk adjusted measure of return ,market timing, evaluation criteria and procedures. Portfolio diversification.


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Max. Marks 100

SECURITIES LAWS & CAPITAL MARKETS (I- 4003)

Learning objective: To make the learners aware of the prevailing Securities laws and have an understanding of Indian capital market.

- Unit I:** Securities Contracts(Regulations)Act 1956 : Objectives of the Act, Important Definitions, Provisions relating to Public issue and listing of securities.
- Unit II:** Securities and Exchange Board of India Act, 1992: Objectives, powers and functions of SEBI; Securities Appellate Tribunal; Penalties and Appeals.
- Unit III:** Depositories Act, 1996: Objectives and important provisions of the Act; Dematerialization & Re-materialisation; Depository Process.
- Unit IV:** Primary Capital Market : Important instruments and intermediaries, capital Market Investors-Domestic Financial Institutions(DFI), Qualified Institutional Buyers(QIB), Foreign Portfolio Investors(FPI), Private Equity, Angel Funds, High Net Worth Individuals, Venture Capital, Pension Funds, Alternative Investment Funds. Capital Market Instruments- Equities, Preference Shares, Shares with Differential Voting Rights, Corporate Debt, Foreign Currency Exchangeable Bonds (FCEB), Indian Depository Receipts (IDR), Derivatives and Warrants. Aspect of Primary Market-Book Building, Green Shoe Option.
- Unit V:** Secondary Capital Market : Development of Stock Market in India, Stock Market and its operations, Trading Mechanism, Basis of Sensex and Nifty, Surveillance Mechanism, Risk management in secondary market.

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Max. Marks 100

MARKETING MANAGEMENT I- 4004

Learning Objective: The objective of this course is to facilitate the understanding of the conceptual framework of marketing and its application in decision making under various environmental constraints.

- Unit I:** **Introduction:** Nature and Scope of marketing, Core Concepts, Marketing environment - macro and micro components and their impact on marketing decisions.
Buyer behavior and factors affecting buyer behavior, Consumer buying decision process, industrial buying decision process.
Market segmentation, targeting and positioning.
- Unit II:** **Product and Pricing decision :** Concept and Classification of product, Product mix
Major product decisions- branding, packaging, labeling, New product development, product life cycle. Pricing: pricing objectives, factors affecting pricing, pricing strategies:
- Unit III:** **Distribution (Place) and Promotion decision :** Concept of Channels of Distribution ,
Functions and types of distribution channels, Channel management decisions, Distribution logistics, channel integration.
Promotion: Concept of Integrated marketing communication, promotion mix--
Advertising, Personal selling, Sales promotion, Publicity and public relations.
- Unit IV:** **Marketing Planning, Organization and control:** marketing planning process, methods of organizing marketing department, Ethical and legal aspects of marketing, marketing audit and marketing control.
- Unit V:** **Trends in marketing:** Social marketing, marketing of services, Green marketing digital marketing, customer relationship marketing, rural marketing and other emerging trends in marketing.

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Max. Marks 100

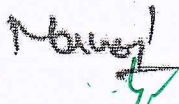
International Marketing (I- 4005)

Learning Objective: The objective of this course is to make the students understand the conceptual framework of international business and familiarize them with trends and developments in the international arena.

- Unit I:** **Introduction to international marketing:** Nature and Importance of international marketing, Transition from domestic to international marketing, Modes of entry in international markets, International market orientation-EPRG framework, Characteristics of MNCs, International Product life cycle.
- Unit II:** **International marketing environment:** Internal environment, External environment: geographical, Demographic, Economic, Socio-cultural, Political and legal environment.
Business culture around the world, marketing strategy adaptations.
- Unit III:** **International marketing planning:** international market selection, international marketing research.
International Organizing and control: issues in international marketing planning, International marketing information system, Organizing and controlling, International marketing operations.
- Unit IV:** **International marketing Mix Decisions:**
Product decisions : Product planning for global markets, Standardization vs. product adaptation, New product development, Management of international brands, Packaging and labeling
Pricing decisions: International pricing policies and strategies.
Promotion decisions: International advertising, Personal selling, Sales promotion and public relations.
Distribution channels and logistics: functions and types of channels, Channel selection decision, international logistics decisions.
- Unit V:** **Emerging issues and developments in international marketing:** ethical and social issues in international marketing , information technology and international marketing, Development and scope of international law and regional economic groupings.


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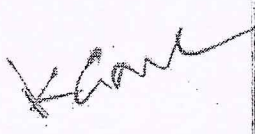

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Max. Marks 100

Human Resource Management (I- 4006)

Learning Objective: To Provide expert knowledge of principles and practices of Human Resource Management required for management of business organizations.

- Unit I:** **Introduction:** Concepts and evolution of Human resource management, Human resource management functions, Human resource management in dynamic environment. Human Resource Planning :-Concept, Process of Human resource Planning, Forecasts-demand analysis, Quantitative and Qualitative aspects of Human resource planning. Concept of Job analysis and Job description. Recruitment and selection:- Process and policies, Induction and Placement.
- Unit II:** **Human Resource Training and Development :** Identification of training needs, Learning Principles of Training, Types of Training, Training Methods. Executive Development Programmes, Training vs Development, Career planning and succession planning.
- Unit III:** **Compensation Management :** Nature of employee benefits-statutory and customary, Wage plans and policies, Profit sharing and incentive plan, Compensation package and terminal benefits, Impact of compensation and Employees benefits and Organizational effectiveness, Employee benefit programmes.
- Unit IV:** **Performance Appraisal :** Concept, Process of Performance Appraisal, Methods and Limitations, Performance Appraisal Practices in India.
- Unit V:** **Human Resource Organisation:** Line and staff relationship, Morale and Productivity, Creating conducive work environment.


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Max. Marks 100

INDUSTRIAL RELATIONS & LABOUR LAWS (I-4007)

Learning Objective: To Provide conceptual frame work of Industrial Relation, To make Student aware with the Indian Labour legislation and To make students aware with the basic requirement and mandate of labour legislations.

Unit I: **Structure and Evolution of Industrial Relations:** Concept, Nature and models of IR: Major contemporary developments in global economy and its impact on industrial relations scenario in India.

Unit II: **Trade Unionism, Negotiations and Collective bargaining:** Concept of Trade unionism, Development of trade unionism, Functions, Types and structure, Problem and Suggestive remedial measures of trade unions.
Collective bargaining: Nature and functions; Types of bargaining; Collective bargaining in the Indian context; Negotiating a collective bargaining agreement.

Unit III: **Industrial conflict & disputes Resolutions** - Concept, forms of Industrial conflicts, Dynamics of conflicts and collaborations, Trends in industrial conflict Nature, Causes and Types of Industrial disputes.
Industrial disputes : preventive machinery
Industrial disputes : settlement machinery

Unit IV: Factories Act, 1948 and the Employee's compensation Act, 1948, Important provisions

Unit V: Trade Union Act 1926 and the Industrial Disputes Act, 1947, Important provisions


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