

Syllabus

DEPARTMENT OF EDUCATION

**Four-Year Integrated Teacher Education Programme
(ITEP)**

B.A.-B.Ed.-Regular Programme



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

Jain Vishva Bharati Institute

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

Ladnun-341306 (Raj.)

2025

Price: Rs.

DEPARTMENT OF EDUCATION
JAIN VISHVA BHARATI INSTITUTE, LADNUN
Four-Year Integrated Teacher Education Programme (ITEP)
B.A.-B.Ed.

Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005 and B.Sc.-B.Ed. programme has started from October 2016. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

1. Introduction:

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

Duration: The ITEP(B.A.-B. Ed.) programme is full time four years integrated programme.

Eligibility: A candidate who has passed senior secondary from any recognized Board and qualified entrance test conducted as per guideline of State Government.

Objectives:

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

NEP 2020

The 4-year integrated B.Ed. will be a dual-major holistic bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational Literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more”.

The National Education Policy 2020 highlights, “Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy” [Para 5.1, NEP 2020]. Four-Year Integrated Teacher Education Programme (ITEP): “Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities” [Para 5.22, NEP 2020].

The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimum degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and

education, foundational literacy and numeracy, knowledge of India and its values / ethos / art / traditions, and more [Para15.5, NEP2020].

Multiple Entry and Exit and Re-entry Options: As per Institute rule.

No menclature of Degree Awarded: As the ITEP being a Dual-Major programme with School Stage specialization, it will add to the award of one of the following Degrees, depending on the chosen discipline of study and Stage Specific specialization.

B.A. B.Ed. (Secondary Stage with Major in)

Eligibility / Entry Requirements: A Certificate obtained after successful completion of Grade12 (or equivalent stage of education such as Pre-University, Intermediate, etc.) with a minimum of 50% marks in aggregate or an equivalent grade from a recognized Board / University.

Semester System: The Stage-Specific ITEP will be organized on the semester pattern with two semesters in an academic year. Each semester will consist of 15-16 weeks of teaching-learning activities, excluding end-semester examinations. A semester will consist of a minimum 96 working days, excluding end-semester examination days. Each working week will have a minimum of 40 hours of instructional / contact time.

Credit-hours for Courses of Study: Taught courses involving classroom teaching and structured interaction require a minimum of 15 hours of instructional / contact time precredit in a semester. Practicum requiring students to participate in an approved project or practical activity will require a minimum of 30 hours of student engagement precredit in a semester. This will be applicable to activities such as seminars, internships, lab-based activities, studio activity, workshop-based activity, field-based learning/project and practices, community engagement and service, etc.

Curricular Components

As indicated in the above Table, the ITEP comprises the following curricular components:

S. No	Curricular Components	Credits
1.	Student Induction Programme (Common to all student-teachers across stage specific specialization. To be organized during the first two weeks of Semester-1)	-
2.	Foundations of Education	30 Credits
3.	Disciplinary/Interdisciplinary Courses	64 Credits
4.	Stage-Specific Content - Cum - Pedagogy Courses	16 Credits
5.	Ability Enhancement and Value-Added Courses	28 Credits
6.	School Experience, including Internship in Teaching	20 Credits
7.	Community Engagement and Service	2 Credits
	Total Credits	160

Programme Outcomes (PO) -based approach of ITEP

- PO1. Focuses more on graduate attributes to be demonstrated by student-teachers.
- PO2. Achievement by student-teachers of Course Outcomes associated with each curricular component and courses of study related to these components.
- PO3. Knowledge, competencies and values and dispositions expected to be demonstrated by graduates of ITEP.
- PO4. Helps student-teachers to broaden their current knowledge base, acquire new knowledge and abilities, pursue further studies, perform well as teachers, and play a constructive role as a responsible citizen in society.
- PO5. Graduate attributes reflect Course Outcomes that are specific to each curricular component and courses of study, and general Course Outcomes.

- PO6. Graduate attributes are acquired and developed progressively through the process of overall learning experience, college/university experience, and critical and reflective thinking provided to the student-teacher.

Programme Specific Outcomes (PSO)

- PSO1. Students will be able to gain complete knowledge about the program from the Induction Programme.
- PSO2. Will be able to strengthen the foundation of subjects like Indian education, educational psychology, evaluation, inclusive education, management, planning and development, philosophical and social perspectives, educational policy analysis, mental health, adolescent education etc.
- PSO3. Disciplinary/interdisciplinary courses are expected to gain expertise in a particular subject.
- PSO4. Stage-specific content-co-teaching courses are expected to gain mastery in teaching a particular subject.
- PSO5. Capacity building and value-added courses will strengthen the trainees' work style.
- PSO6. .By gaining school experience including internship in teaching, they will be able to prove themselves useful in teaching.
- PSO7. Community engagement and service work will help in developing a sense of belongingness towards the society.

INTEGRATEDTEACHEREDUCATION PROGRAMME (ITEP)

(B.A.-B.Ed.) Semester-I

Distribution of Papers, Marks and Credit

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theor y	Total
1.Student Induction Programme		Two Week Student Induction Programme					
BBAE101MJ	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE	4	30	70	100
BBAE102MJ	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE103MJ	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE104MJ	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE105MJ	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE106MJ	Disciplinary/Inter disciplinary Courses	Sociology		4	30	70	100
BBAE107MJ	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE108MJ	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE109MJ	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE110MJ	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE111MJ	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100
BBAE112FD	Foundation of Education	Evolution of Indian Education	CC	4	30	70	100
BBAE113AV	Ability Enhancement & Value-Added Courses	Language-I (as per the 8 th schedule of constitution of India)	CC	4	30	70	100
BBAE114AV	Ability Enhancement & Value-Added Courses	Arts Education (Performing and Visual)	CC	2	15	35	50
BBAE115AV	Ability Enhancement & Value-Added Courses	Understanding India (India Ethos and Knowledge System)	CC	2	15	35	50
			Total	20	150	350	500

Note: Choice One Group (A or B)

Group ‘A’ Major Course 1. Languages (Choice Any Two- Hindi Literature, English Literature, Sanskrit Literature)

Group ‘B’ Major Course 2. Social Science & Humanities (Choice Any Two- History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology)

❖ It is mandatory to study two courses from I to VI Semesters in the major course.

INTEGRATEDTEACHEREDUCATION PROGRAMME (ITEP)

(B.A.-B.Ed.) Semester-II

Distribution of Papers, Marks and Credit

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE201MJ/MN	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE	4	30	70	100
BBAE202MJ/MN	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE203MJ/MN	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE204MJ/MN	Disciplinary/Inter disciplinary Courses	History	CE One Minor Course	4	30	70	100
BBAE205MJ/MN	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE206MJ/MN	Disciplinary/Inter disciplinary Courses	Sociology		4	30	70	100
BBAE207MJ/MN	Disciplinary/Inter disciplinary Courses	Geography	CE	4	30	70	100
BBAE208MJ/MN	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE209MJ/MN	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE210MJ/MN	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE211MJ/MN	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100
BBAE212AV	Ability Enhancement & Value-Added Courses	Language-II (Other than Language-I)	CC	4	30	70	100
BBAE213AV	Ability Enhancement & Value-Added Courses	Understanding India (India Ethos and Knowledge System)	CC	2	15	35	50
BBAE214AV	Ability Enhancement & Value-Added Courses	Teacher and Society	CC	2	15	35	50
			Total	20	150	350	500

Note: Choice One Group (A or B)

Group ‘A’ Major Course 1. Languages (Choice Any Two- Hindi Literature, English Literature, Sanskrit Literature) & Minor Course (Choice Any One- History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology)

Group ‘B’ Major Course 2. Social Science & Humanities (Choice Any Two- History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology) & Minor Course (Choice Any One -Hindi, Sanskrit English)

- ❖ It is mandatory to study two courses from I to VI Semesters in the major course.
- ❖ It is mandatory to study one course of II to V Semesters in the minor course.

INTEGRATEDTEACHEREDUCATION PROGRAMME (ITEP)

(B.A.-B.Ed.) Semester-III

Distribution of Papers, Marks and Credit

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE 301MJ/MN	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course	4	30	70	100
BBAE 302MJ/MN	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE 303MJ.MN	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE 304MJ/MN	Disciplinary/Inter disciplinary Courses	History	CE	4	30	70	100
BBAE 305MJ/MN	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE 306MJ/MN	Disciplinary/Inter disciplinary Courses	Sociology	One Minor Course	4	30	70	100
BBAE 307MJ/MN	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE 308MJ/MN	Disciplinary/Inter disciplinary Courses	Economics	CE	4	30	70	100
BBAE 309MJ/MN	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE 310MJ/MN	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE 311MJ/MN	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100
BBAE312FD	Foundation of Education	Child Development & Education Psychology	CC	4	30	70	100
BBAE313OP	Stage-Specific Content-Cum Pedagogy General Pedagogy - For all curricular Areas	Basics of Pedagogy at Secondary Stage	CC	4	30	70	100
			Total	20	150	350	500

Note: Choice One Group (A or B)

Group ‘A’ Major Course 1. Languages (Choice Any Two- Hindi Literature, English Literature, Sanskrit Literature) & Minor Course (Choice Any One- History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology)

Group ‘B’ Major Course 2. Social Science & Humanities (Choice Any Two- History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology) & Minor Course (Choice Any One- Hindi, Sanskrit, English)

❖ It is mandatory to study two courses from I to VI Semesters in the major course.

❖ It is mandatory to study one course of II to V Semesters in the minor course.

Compulsory Skill Enhancement Certificate Course (Chose Any One)

Course Code	Curricular Component	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE314CC	Skill Enhancement	Teaching Skill	CC	4	30	70	100
BBAE315CC	Skill Enhancement	Educational Psychology & Cognitive Development	CC	4	30	70	100

INTEGRATEDTEACHEREDUCATION PROGRAMME (ITEP)

(B.A.-B.Ed.) Semester-IV

Distribution of Papers, Marks and Credit

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE 401MJ/MN	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE CE One Minor Course CE	4	30	70	100
BBAE 402MJ/MN	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE 403MJ/MN	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE 404MJ/MN	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE 405MJ/MN	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE 406MJ/MN	Disciplinary/Inter disciplinary Courses	Sociology		4	30	70	100
BBAE 407MJ/MN	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE 408MJ/MN	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE 409MJ/MN	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE 410MJ/MN	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE 411MJ/MN	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100
BBAE412FD	Foundation of Education	Philosophical & Sociological Perspectives of Education-I	CC	4	30	70	100
BBAE 413OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Language Course (I)	Content cum Pedagogy of at Secondary Stage Course (I) Any Two CE CE	2	15	35	50
BBAE 414OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Social Science Course (I)		2	15	35	50
BBAE415OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Computer Science (I)		2	15	35	50

BBAE416OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Home Science(I)		2	15	35	50
			Total	20	150	350	500

Note: Choice One Group (A or B)

Group ‘A’ Major Course 1. Languages (Choice Any Two- Hindi Literature, English Literature, Sanskrit Literature) & Minor Course (Choice Any One- History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology)

Group ‘B’ Major Course 2. Social Science & Humanities (Choice Any Two- History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology) & Minor Course (Choice Any One- Hindi, Sanskrit English)

- ❖ It is mandatory to study two courses from I to VI Semesters in the major course.
- ❖ It is mandatory to study one course of II to V Semesters in the minor course.

INTEGRATEDTEACHEREDUCATION PROGRAMME (ITEP)

(B.A.-B.Ed.) Semester-V

Distribution of Papers, Marks and Credit

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE 501MJ/MN	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course	4	30	70	100
BBAE 502MJ/MN	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE 503 MJ/MN	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE 504 MJ/MN	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE 505 MJ/MN	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE 506 MJ/MN	Disciplinary/Inter disciplinary Courses	Sociology	CE One Minor Course	4	30	70	100
BBAE 507 MJ/MN	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE 508 MJ/MN	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE 509 MJ/MN	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE 510 MJ/MN	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE 511 MJ/MN	Disciplinary/Inter disciplinary Courses	Information Technology	CE	4	30	70	100
BBAE 512AE	Ability Enhancement &Value-Added Courses	ICT in Education		2	15	35	50
BBAE 513SI	School Experience)	Pre. Internship Practice (Demonstration lessons, Peer teaching)		2	Pre. Internship Practice50		50
BBAE 514OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Language Course (II)		2	15	35	50
BBAE 515OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Social Sciences Course (II)		2	15	35	50
BBAE 516OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Computer Science (II)	Stage Course (II)	2	15	35	50

BBAE 517OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Home Science (II)	Any Two CE CE	2	15	35	50
			Total	20	135	365	500

Note: Choice One Group (A or B)

Group ‘A’ Major Course 1. Languages (Choice Any Two- Hindi Literature, English Literature, Sanskrit Literature) & Minor Course (Choice Any One - History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology)

Group ‘B’ Major Course 2. Social Science & Humanities (Choice Any Two - History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology) & Minor Course (Choice Any One -Hindi, Sanskrit English)

- ❖ It is mandatory to study two courses from I to VI Semesters in the major course.
- ❖ It is mandatory to study one course of II to V Semesters in the minor course.

INTEGRATEDTEACHEREDUCATION PROGRAMME (ITEP)

(B.A.-B.Ed.) Semester-VI

Distribution of Papers, Marks and Credit

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE 601MJ	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE CE	4	30	70	100
BBAE 602MJ	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE 603MJ	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE 604MJ	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE 605MJ	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE 606MJ	Disciplinary/Inter disciplinary Courses	Sociology		4	30	70	100
BBAE 607MJ	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE 608MJ	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE 609MJ	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE 610MJ	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE 611MJ	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100
BBAE612FD	Foundation of Education	Assessment & Evaluation	CC	2	15	35	50
BBAE613FD	Foundation of Education	Inclusive Education	CC	2	15	35	50
BBAE614AV	Ability Enhancement & Value-Added Courses	Mathematica l & Quantitative Reasoning	CC	2	15	35	50
BBAE615SI	School Experience	School Observation (field Practice)	CC	2	School Observation (field Practice)50		50
BBAE616OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Language Course (III)	Content cum Pedagogy of at Secondary Stage Course (III)	2	15	35	50

BBAE 617OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Social Sciences Course (III)	Any Two CE CE	2	15	35	50
BBAE 618OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Computer Science (III)		2	15	35	50
BBAE 619OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Home Science (III)		2	15	35	50
			Total	20	135	365	500

Note: Choice One Group (A or B)

Group ‘A’ Major Course 1. Languages (Choice Any Two -Hindi Literature, English Literature, Sanskrit Literature)

Group ‘B’ Major Course 2. Social Science & Humanities (Choice Any Two- History, Political Science, Sociology, Geography, Economics, Psychology, Home Science, Information Technology)

❖ It is mandatory to study two courses from I to VI Semesters in the major course.

INTEGRATEDTEACHEREDUCATION PROGRAMME (ITEP)**(B.A.-B.Ed.) Semester VII****Distribution of Papers, Marks and Credit**

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE701FD	Foundation of Education	Perspectives on School Leadership and Management	CC	2	15	35	50
BBAE702FD	Foundation of Education	Curriculum Planning & Development	CC	2	15	35	50
BBAE703AV	Ability Enhancement & Value-Added Courses	Arts Education (Performing and Visual)	CC	2	15	35	50
BBAE704AV	Ability Enhancement & Value-Added Courses	Sports, Nutrition and Fitness	CC	2	15	35	50
BBAE705SI	School Experience	School based – Research Project	CC	2	School based – Research Project 50		50
BBAE706SI	School Experience	Internship in Teaching	CC	10	150 Internship+100 Two Subject Final Lesson=250		250
			Total	20	60	440	500

INTEGRATEDTEACHEREDUCATION PROGRAMME (ITEP)

(B.A.- B.Ed.) Semester VIII

Distribution of Papers, Marks and Credit

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theor y	Total
BBAE 801FD	Foundation of Education	Philosophical & Sociological Perspectives of Education-II	CC	4	30	70	100
BBAE 802FD	Foundation of Education	Education Policy Analysis	CC	2	15	35	50
BBAE 803FD	Foundation of Education	Adolescence Education	Any one Elective CE	4	30	70	100
BBAE 804FD	Foundation of Education	Education for Mental Health		4	30	70	100
BBAE 805FD	Foundation of Education	Education for Sustainable Development		4	30	70	100
BBAE 806FD	Foundation of Education	Emerging Technologies in Education		4	30	70	100
BBAE 807FD	Foundation of Education	Gender Education		4	30	70	100
BBAE 808FD	Foundation of Education	Guidance and Counselling		4	30	70	100
BBAE 809FD	Foundation of Education	Human Right Education		4	30	70	100
BBAE 810FD	Foundation of Education	Peace Education		4	30	70	100
BBAE 811FD	Foundation of Education	Sport and Fitness Education		4	30	70	100
BBAE 812FD	Foundation of Education	Tribal Education		4	30	70	100
BBAE 813FD	Foundation of Education	Economics of Education		4	30	70	100
BBAE 814FD	Foundation of Education	Jain Culture and Life Values		4	30	70	100
BBAE 815AV	Ability Enhancement & Value-Added Courses	Yoga and Understanding Self	CC	2	15	35	50
BBAE 816AV	Ability Enhancement & Value-Added Courses	Citizenship Education, Sustainability and Environment	CC	2	15	35	50
BBAE 817SI	School Experience	Post Internship (Review and Analysis)	CC	2	Post Internship 50		50

BBAE 818SI	School Experience	Creating Teaching Learning Material/ Work Experience	CC	2	Work Experience 50		50
BBAE 819CE	Community Engagement and Service	Community Engagement and Service	CC	2	Community Engagement and Service 50		50
			Total	20	105	395	500

Note:

1. ITEP (B.A.-B.Ed.) It is mandatory to undergo a skill course

1. Teaching Skill

2. Educational Psychology and Cognitive Development

2. Two related courses of MOOCs are to be done optional as per their time duration

(Applicable as per NCTE & State Government)

Semester-I
Induction Programme (Two–Week Student Induction Programme)

S. No	Activity
1	Courses and Credit Orientation Program
2	Teacher and student introduction
3	Introduction of the institute and introduction of various departments
4	Introduction to Laboratories and Library
5	Campus Introduction
6	Physical activities
7	Literary activities
8	Cultural activities
9	Creative expression activities
10	Motivational lecture
11	Local areas and institutions
12	Familiar with the various features available

BBAE101MJ	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE CE	4	30	70	100
BBAE102MJ	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE103MJ	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE104MJ	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE105MJ	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE106MJ	Disciplinary/Inter disciplinary Courses	Sociology		4	30	70	100
BBAE107MJ	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE108MJ	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE109MJ	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE110MJ	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE111MJ	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE101MJ	Hindi Literature भक्ति काव्य	CE	4	30	70	100

उद्देश्य—

- ❖ भक्तिकालीन काव्य एवं कवियों से परिचित करवाना।
- ❖ विभिन्न साहित्यकारों की काव्यशैलियों से परिचित करवाना।

इकाई I

- 1 हिन्दी इतिहास लेखन की परम्परा का सामान्य परिचय।
- 2 आदिकालीन व भक्तिकाल काव्य का इतिहास सामान्य परिचय, उनके प्रतिनिधि कवि एवं उनकी रचनाएं।
- 3 भक्तिकाल काव्य का इतिहास, प्रेरक परिस्थितियाँ, काव्य धाराएँ एवं उनकी प्रवृत्तियाँ एवं विशेषताएँ।

इकाई II

1. कबीर – कवि परिचय, पद व्याख्याएँ (1–10 पद्य)।
2. जायसी— कवि परिचय, सिंहल द्वीप वर्णन खण्ड (2,5,6,11,12,13,14)।
3. सूरदास – कवि परिचय, विनय के पद।
4. इकाई से सम्बन्धित कवियों की काव्यगत विशेषताओं से सम्बन्धित प्रश्नोत्तर।

इकाई III

1. तुलसीदास – कवि परिचय, बाललीला वर्णन एवं धनुष यज्ञ की पद व्याख्याएँ।
2. रसखान – कवि परिचय, (क्रमशः 1–12 व 22वाँ पद)।
3. मीरा बाई – कवयित्री परिचय, मीरा पदावली (क्रमशः 1,2,3,4,5,6,9,10,13,14,16,18,20,22,24) पद व्याख्याएँ।
4. इकाई से सम्बन्धित कवियों एवं कवयित्री की काव्यगत विशेषताओं से सम्बन्धित प्रश्नोत्तर।

इकाई IV

1. काव्य के गुण व काव्य दोष
2. काव्य का अर्थ, परिभाषाएँ, काव्य गुण,
3. अलंकार – अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, भ्रान्तिमान
4. शब्द शक्तियाँ

उपलब्धियाँ—

- ❖ विधार्थी हिन्दी इतिहास लेखन की परम्परा से अवगत हो सकेंगे
- ❖ विधार्थी आदिकालीन इतिहास का सामान्य परिचय प्राप्त कर सकेंगे
- ❖ भक्तिकालीन साहित्य से प्रेरणा प्राप्त कर जीवन में आध्यात्मिक मार्ग पर अग्रसर होंगे।
- ❖ विभिन्न साहित्यकारों की लेखन शैली से परिचित होकर स्वयं की लेखन शैली विकसित कर सकेंगे।
- ❖ भक्तिकालीन साहित्य की जानकारी प्राप्त कर भावी प्रतियोगिता परीक्षाओं के लिये स्वयं को तैयार कर सकेंगे।

पाठ्यपुस्तक

1. भक्तिकालीन काव्य साहित्य, लेखक— कैलाश भट्ट, सम्पादक— प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनूं

संदर्भ ग्रंथ

1. हिन्दी साहित्य का इतिहास— संपादक डॉ नगेन्द्र, डॉ हरदयाल, मयूर पेपर बैक्स नोएडा।
2. हिन्दी साहित्य का इतिहास— आचार्य रामचंद्र शुक्ल नागरी प्रचारिणी सभा काशी।
3. हिन्दी साहित्य की भूमिका— आचार्य हजारी प्रसाद द्विवेदी, हिन्दी ग्रंथ रत्नाकर मुंबई।
4. कबीर ग्रंथावली, संपादक श्यामसुंदरदास
5. जायसी— पद्मावत, संपादक, आचार्य रामचन्द्र शुक्ल
6. मीरा ग्रंथावली संपादक कल्याण सिंह शेखावत
7. रसखान ग्रंथावली संपादक विद्यानिवास मिश्र
8. सूरदास — संपादक — आचार्य रामचन्द्र शुक्ल
9. गोस्वामी तुलसीदास — रामचन्द्र शुक्ल
10. कबीर — हजारी प्रसाद द्विवेदी
11. हिन्दी साहित्य का सुगम इतिहास— हरेराम पाठक
12. हिन्दी साहित्य का सुबोध इतिहास— बाबू गुलाबराय
13. हिन्दी साहित्य का संवेदना एवं विकास— रामस्वरूप चतुर्वेदी

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE102MJ	English Literature (Poetry and Drama)	CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand Elizabethan and Romantic Poetry.
- ❖ To make them aware about Indian Poetry.
- ❖ To familiarize them with the dramatic art.
- ❖ To acquaint them with some literary terms and Figures of Speech of these genres.

Unit I Four One Act Plays

- a) Anton Chekhov: The Boor
- b) William Stanley Houghton: The Dear Departed
- c) Mc. Kinnel: Bishop's Candlesticks
- d) John Galsworthy: The Little Man

Unit II Poems from Poet's Pen: (Ed.) Homi p Dustoor. Oxford University Press

- a) Shakespeare: All the World's a Stage
- b) James Shirley: Death the Leveller
- c) Alexandar Pope: From An Essay on Man
- d) Alfred Lord Tennyson: The Charge of the Light Brigade
- e) William Wordsworth: The Solitary Reaper
- f) James Leigh Hunt: About Ben Adam

Unit III Poems from Indian Poetry in English

- a) R. N. Tagore: Where the Mind is Without Fear
- b) Sarojini Naidu: Indian Weavers
- c) P. Lal: The Lecturer
- d) K. N. Daruwalla: Graft

Unit IV: Literary Terms and Figures of Speech

Alliteration, Simile, Metaphor, Pun, Personification, Paradox, Oxymoron, Antithesis, Heroic Couplet, Transferred Epithet, Sonnet, Lyric, Ballad, and Rhyme.

Learning Outcomes:

- ❖ The students can understand poetry, One-Act Play and Drama.
- ❖ They can learn the difference between the Figures of Speech and Literary Terms.

References:

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. Paper-I: Poetry and Drama, Jain Vishva Bharti Institute, Ladnun, 2016.
4. Poet's Pen: (Ed.) Homi P Dustoor. Oxford University Press.
5. Contemporary Indian Poetry in English: (Ed.) Saleem Peerandina. MacMillan, New Delhi.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE103MJ	Sanskrit Literature (संस्कृत व्याकरण एवं साहित्य) (लघुसिद्धान्त कौमुदी)	CE	4	30	70	100

उद्देश्य—

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

1. लघुसिद्धान्त कौमुदी

संज्ञा, संधि, सुबन्त प्रकरण (अजन्त पुल्लिङ्ग तक) सूत्र (1-215)

2. रचनानुवाद कौमुदी (पाठ 1 से 10)

3. सुप्रभातम्

4. अभिधान चिन्तामणि छठां काण्ड (श्लोक 1 से 30)

उपलब्धियाँ—

- ❖ स्वरों के ज्ञान से उच्चारण शुद्धि होगी।
- ❖ संस्कृत भाषा को बोलने व समझने का अभ्यास होगा।
- ❖ लेखन कला का विकास होगा।

पाठ्युस्तक/संदर्भ ग्रंथ—

1. लघु सिद्धान्त कौमुदी, श्रीवरदराजकृत, संपादक—महेश सिंह, कुषवाहा, चौखम्बा विद्या भवन, दिल्ली।
2. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी।
3. सुप्रभातम्, आचार्य महाप्रज्ञ, जैन विश्व भारती, लाडनूँ।
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी।
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे।

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE104MJ	History (प्राचीन भारत का इतिहास) (प्रारंभ से 1206 ई. तक)	CE	4	30	70	100

Objects:

- ❖ Imparting Knowledge of ancient Indian history to students.
- ❖ Familiarize yourself with the main features of various arts.
- ❖ Making knowledge of history gained by students useful for competitive examination.

Unit-I

- a) Major Sources of information of ancient Indian history, Description of archaeological literary and foreign travelers.
- b) Jain Source Agam Granth.
- c) Indus Valley civilization search, extension zone, chronology, city scheme, economic conditions, social and collapse.

Unit-2

- a) Vedic civilization origin, place, political, economic and Social status.
- b) Sixteen rises of Mahajanapadas.
- c) Rise of Maurya dynasty, Chandragupta Maurya and achievement, Ashoka's Dhamma, Policies, Maurya administration, Fall of Mauryan empire.

Unit-3

- a) Achievements of Satavahana dynasty Gautami Putra Shatkarini.
- b) Achievements of Kushan dynasty Kanishka First.
- c) Culture study of Satvahan-Kushanakalin.
- d) History of Gupta dynasty (Chandragupt-I, Samudragupta, Chandragupta-II, Kumargupta, Sakandgupta) the secret of political history and administration.

Unit-4

- a) Development of Gupta's culture, (Golden Period) art, literature and Science.
- b) Political and cultural achievements of Vardhan Dynasty (Harshvardhan).
- c) Causes of the fall of Rajput states.
- d) Vignaraj Chouhan-IV, Bhojparmar.

Learning Outcomes: -

- ❖ Student will get to know glorious ancient Indian History.
- ❖ Will be able to do a comparative study of architectures.
- ❖ By Acquiring knowledge of history will be able to succeed in competitive examination.

References-

1. Jha, K.M. Shrimali, Ancient history-Delhi University.
2. Dr. V.C. Pandey, Political and cultural history of ancient history.
3. Thapar, Romila, Bharat ka Itihas, Rajkamal, Delhi
4. Basham, A.L. – A cultural history of India.
5. Kosambi, D.D. – An Introduction to the study of Indian History

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE105MJ	Political Science (राजनीति विज्ञान के मूल आधार)	CE	4	30	70	100

Objectives: -

- ❖ To Provide the knowledge of fundamental of political Science to students.
- ❖ To acquaint student with the various political concepts.
- ❖ To enhance the logical power of students

UNIT-I:

Political Science: Meaning, Areas, Approaches to study of political science, behaviorism, post behaviorism.

UNIT-II:

State: Basic elements of state, Function of State, various theory of state development divine theory, power theory, Social-Contract theory, Developing theory, Concept of sovereignty: nature of Sovereignty, Element of Sovereignty, Criticism of Sovereignty

UNIT-III:

Political Modernization, Political Development, Political Parties and Pressure groups. Organ of Government: Legislature, Executive and Judiciary.

UNIT-IV:

Political Ideologies: Utilitarianism, Idealism, Socialism, Marxism, Welfare State, Gandhian and Sarvodaya, The Format of Anuvrat Society.

Learning outcomes:

- ❖ Students will be able to know about the fundamentals of political science.
- ❖ Students will be able to inculcate the scientific attitude of comparative study.
- ❖ Students will be able to know about the traditional and modern political theories.

References: -

1. Dr. Iqbal narayan- Principles of political science
2. Dr. B.R. Purohit-Principle of political science (Rajasthan, Hindi Granth Academy, Jaipur)
3. Dr. A.D. Ashirvadam- Political theories
4. Dr. Virkeshwar Prasad Singh- Basic Principles of political science
5. Dr. B.M. Sharma and Chandra Hirawat-Principles of Political Science.
6. Herald. G. loski-A grammer of politics (Hindi version)
7. A. Appadoraya- Substance of politics (Hindi version)
8. S.P. Verma, Modern Political Theory
9. S.L. Verma, आधुनिक राजनैतिक विचारधाराएं

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE106MJ	Sociology (Principles of Sociology)	CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand the meaning, nature and origin of sociology.
- ❖ To acquaint the learners with the concept of culture, society, community, institution, social structure.
- ❖ To enable the learners to understand the dynamics in sociology.
- ❖ To enable the learners to understand the theories of social change.

Unit - I Introduction to Sociology

- a) Origin of Sociology
- b) The Meaning and Nature of Sociology.
- c) The Sociological Perspective, The Scientific and Humanistic Perspective Study.
- d) The use of Sociology, Introduction of Applied Sociology

Unit - II Basic Concepts in Sociology

- a) Basic Concept: Culture, Society, Community, Institution, Association, Social Structure, Social Group, Status and Role

Unit - III Dynamics in Sociology

- a) Socialization - Meaning and Theories (Sigmund Freud, G. H. Mead)
- b) Relation between Individual and Society
- c) Social Stratification: Meaning and Forms and Theories (Functional and Marxist)
- d) Social Mobility: Meaning and Forms

Unit - IV Theories of Social Change

- a) Social Control: Norms/Values, Types and Agency
- b) Social Change: Meaning and Type (Linear and Cyclical)
- c) Social Change: Theories of Ogburn, Sorokin and Karl Marx

Learning Outcomes: After completion the course student would be able to:

- ❖ Understand the meaning, nature and origin of sociology.
- ❖ Acquaint the learners with the concept of culture, society, community, institution, social structure.
- ❖ Learn the dynamics in sociology.
- ❖ Understand the theories of social change.

Reference:

1. आहुजा, राम एवं आहुजा, मुकेश 2008, समाजशास्त्र विवेचना एवं परिप्रेक्ष्य, पावत पब्लि. जयपुर,
2. दोषी, एस.एल. एवं जैन, पी. सी., 2006, समाजशास्त्र, नई दिशाएँ, जयपुर, रावत पब्लिकेशन्स,
3. सिंघी, नरेन्द्र कुमार एवं गोस्वामी, वसुधाकर 2007, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. सिंह, जे.पी. 2008, समाजशास्त्र : अवधारणाएँ एवं सिद्धान्त, प्रेंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
5. सिंह, जे.पी. 2008, आधुनिक भारत में सामाजिक परिवर्तन, प्रेंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
6. Beteille, Andre Zooz: Sociology: Essay on Approach and Method, New Delhi, OUP
7. Giddens Anthony 2005, Sociology, London, Polity Press.
8. Rawat, H.K. 2007, Sociology, Basic Concepts, Rawat Publications, Japur
9. Rawat, H.K. 2013, Contemporary sociology, Basic Concepts, Rawat Publ., Japur
10. Schaefer, Richard T. and Rober P. Lamm 1999, Sociology, New Delhi, Tata Mac Graw Hill.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE107MJ	Geography (Physical Geography)	CE	4	30	50+20 (Practical) 70	100

Objectives-

1. To attain knowledge in detail about physical geography and associated branches.

Unit-I

- a) Definition and Scope of Physical Geography
- b) Origin of the Earth: Introduction, Monistic - Kant & Laplace hypothesis, Dualistic - James Jeans hypothesis & Big Bang theory
- c) Geological Time Scale
- d) Interior of the Earth: Structure, Composition & Zones
- e) Origin of the Continent and Oceans: Wegener's theory of Continental Drift, Plate-Tectonics and Sea Floor Spreading Theory

Unit- II

- a) Theories of Mountain Building: Geosyncline Orogen theory of Kober
- b) Isostasy: Concept and Views of Airy and Pratt
- c) Cycle of Erosion: Davis & Penck
- d) Volcanoes and Earthquake
- e) Denudation Process and their driving forces
 1. Weathering: Physical, Chemical, Biological
 2. Erosion: by Wind, River, Glacier, Underground water, Waves
 3. Mass Trans-Location: Gradual flow, Rapid flow, Extreme rapid flow

Unit – III

- a) Drainage Pattern
- b) Atmosphere:
 1. Composition and Structure
 2. Temperature, Insolation and Heat Budget
 3. Air Pressure and Atmospheric Circulation
- c) Frontogenesis, Cyclone and Anticyclone
- d) General Climate Classification: W. Koppen & Thornthwaite

Unit - IV

- a) Reliefs of the ocean basins
- b) Temperature and Salinity of oceans
- c) Ocean Currents and Tides
- d) Coral reefs: Conditions of growth, types and origin according to Darwin and Murray.

PRACTICAL

- a) Definition and Types of Scale: Simple, Comparative and Diagonal
- b) Representation of Relief: Methods of Showing different Relief features; Hachures, Hill Shading, Bench-Mark, Spot-Height
- c) Contours and Drawing of Cross Section: Conical Hill, Plateau, Types of Slopes, Valleys, Ridge, Saddle, Gorge, Waterfall and Rapids, Escarpment, Lake, Spur, Meanders and Cliff
- d) Profiles: Serial, Superimposed, Projected and Composite
- e) Enlargement, Reduction and Combination of Maps

Course Outcomes-

1. Knowledge about three branches of Physical Geography: Geomorphology, Climatology and Oceanography.
2. Gain awareness about the reasons for natural disasters & their mitigation.
3. Gain awareness about the atmosphere.
4. Gain awareness about the relief features' representation.

References:

1. भौतिक भूगोल, डॉ. एल. एन. उपाध्याय, हिन्दी ग्रंथ अकादमी 2016 ।
2. सविन्द्र सिंह : भौतिक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर ।
3. षर्मा एच. एस. : “भौतिक भूगोल” पंचषील प्रकाशन, जयपुर ।
4. चतुर्भुज मामोरिया एवं जैन : भौतिक भूगोल एवं जीवमण्डल, साहित्य भवन आगरा ।
5. वीरेन्द्र सिंह चौहान : भौतिक भूगोल, रस्तोगी पब्लिकेशन्स, मेरठ ।
6. उपाध्याय एल. एन. : भौतिक भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE108MJ	Economics (Salient Features of Indian Economy)	CE	4	30	70	100

Objectives:

- ❖ To enable the student's teacher to acquire the basic understanding in the field of Economics.
- ❖ To enable the student's teacher to acquire the Indian Economics.
- ❖ To enable the student's teacher to understand the main features of Indian agriculture.
- ❖ To enable the student's teacher to understand the need for industrialisation in India.

Unit - I Introduction of Indian Economy

- a) Characteristics of Indian Economy
- b) Problems of poverty and inequality
- c) Human resource - population growth and population policy

Unit - II Main features of Indian agriculture

- a) Factors affecting cropping pattern and productivity in India.
- b) Recent measures for agricultural development relating to irrigation.
- c) Finance and marketing green revolution: New agriculture strategy and modernisation of agriculture.

Unit - III Need for Industrialisation in India

- a) Small scale and cottage industries problems and measures for their development
- b) Industrial and licensing policies in India
- c) Function of the Reserve Bank of India

Unit - IV Changes in Indian Economy

- a) Major changes in India's commodity export and imports since 1951 with regard to value
- b) Composition and direction, liberalization and Economic reforms.
- c) Main heads of revenue and items of expenditure of central government.

Course Outcomes: After completion the course student would be able to:

- ❖ Acquire the basic understanding in the field of Economics.
- ❖ Understand the Indian Economics.
- ❖ Understand the main features of Indian agriculture.
- ❖ Understand the need for industrialisation in India.

Reference:

1. रुद्रदत्त एवं के. पी. एस. सुन्दरम : भारतीय अर्थव्यवस्था (हिन्दी एवं अंग्रेजी) एस. चन्द, नई दिल्ली
2. लक्ष्मी नारायण, नाथुरामका : भारतीय अर्थ व्यवस्था, रमेश बुक डिपो, जयपुर
3. Mishra, S. K. and Puri, V. K. : Indian Economy, Himalya Publishing House, N. Delhi
4. Agarwal, A. N., Indian Economy, Vikas Publishing Co. N. Delhi
5. Government of India Economic Survey (Hindi & English)
6. Government of India : Five Year Plan (Latest)

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE109MJ	Home Science (Food and Nutrition)	CE	4	30	70	100

Objective:

- ❖ Concept and classification of food, nutrients, vitamins and energy metabolism.
- ❖ Meal planning for families and individuals.
- ❖ Nutritional requirements, related problems and need based dietary guidelines.
- ❖ Methods of cooking, their advantages & disadvantages and effect on nutritive value and improving methods to maintain nutritional quality of foods.
- ❖ Difference between normal and therapeutic nutrition.
- ❖ Recommended dietary allowances and their effect on health.

Unit - I Nutrition and Energy Metablism

- a) Concept and Types of Nutrition
- b) Classification and Functions of Food
- c) Functions, sources, Effect of deficiency & Daily allowances of:
Macro nutrients: Carbohydrates, Proteins & Fats
Micro Nutrients: Minerals, Calcium, Iron, Iodine, Fluorine, Vitamins
- d) Energy Metabolism: Measurement of Energy, BMR and factors affecting BMR, Energy requirement and factors affecting energy requirement, Water Balance

Unit - II Food, Diet and Dietary Guidlines

- a) Basic terminology used in food preparation
- b) Basic Food Groups, Food Composition, Nutritional Contribution & Selection Factors for the following: Cereals & Millets, Pulses, Fruits, Vegetables, Milk & Milk Products, Nuts & Oil seeds, Meat, Fish & Poultry, Eggs, Sugars, Condiments & Spices
- c) Role of Beverages and appetizers in diet: a) Stimulating b) Refreshing c) Nutrition
- d) Meal planning: Goals, Factors & Significance
- e) Nutritional requirements, related problems and dietary guidelines for: Pregnancy, Lactation, Infancy, Childhood, Adolescents, Adults and Elderly person

Unit - III Cooking and Nutritional Quality

- a) Methods of cooking, their advantages & disadvantages and effect on nutritive value- Retention of Nutritive value of foods during preparation, Food Adulteration – meaning & common adulterants in food, Food poisoning
- b) Improving Nutritional Quality of Foods: Germination, Fermentation, Supplementation, Substitution, Fortification & Enrichment
- c) Role of Conveniences food: Ready to use foods, Protein Supplements

Unit - IV Therapeutic Nutrition and related problems

- a) Therapeutic Nutrition: Modification of normal diet to therapeutic diet
- b) Dietary management for obesity, underweight, diseases of the gastrointestinal tract- Diarrhorea, Constipation, Indigestion, Fever, Jaundice, Diabetes, Hypertension
- c) Nutritional problems of public health importance and their management: Protein Energy Malnutrition, Anemia, Flurosis, Vitamin A deficiency, Iodine deficiency disorder

Practicals

Methods of cooking

- a) Preparation of any four dishes using the following methods:
Boling, Steaming, Simmering, Frying (Shallow and deep), Baking, Roasting
- b) Preparation of Beverages, Cereal cookery, Legumes and pulses, Dry and baked vegetables, milk and milk products, Soups, salads
- c) Savory food preparation and sweets

Course Outcomes: After completion the course student would be able to:

- ❖ Classification of food, nutrients, vitamins and energy metabolism.
- ❖ Explain Meal planning for families and individuals.
- ❖ Understand Nutritional requirements, related problems and need based dietary guidelines.
- ❖ Explain Methods of cooking, their advantages & disadvantages and effect on nutritive value and improving methods to maintain nutritional quality of foods.
- ❖ Difference between normal and therapeutic nutrition.
- ❖ Recommended dietary allowances and their effect on health.

References:

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

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE110MJ	PSYCHOLOGY (BASIC PSYCHOLOGICAL PROCESSES)	CE	4	30	70	100

Objective:

- ❖ To understand the fundamental principles of Psychology of human behaviour.
- ❖ To understand the functional, inter relationship of different concepts of Psychology.

Unit-I: Introduction:

- a) Meaning and definition of Psychology.
- b) Goals of psychology.
- c) Approaches: biological and psychodynamic.

Unit-II: Sensory - Perceptual Processes:

- a) Visual and auditory: structure and functions.
- b) Perceptual organization.
- c) Determinants of perception.
- d) Form, Space and Depth Perception.

Unit-III: Learning:

- a) Meaning and definition of learning.
- b) Classical conditioning and operant conditioning.
- c) Transfer of training.
- d) Extinction and spontaneous recovery.

Unit-IV: Memory and Forgetting:

- a) Encoding, storage & retrieval process
- b) Short term and long-term memory
- c) Forgetting: Decay and interference.

Course Outcomes:

- ❖ Understand the fundamental principles of Psychology of human behaviour.
- ❖ Understand the functional inter relationship of different concepts of Psychology.

Note: - The department may change the practical depending on the availability of the apparatus and recent developments.

References: -

1. Baron, R.A. Psychology: The essential sciences, New York; Allyn & Bacon.
2. Limbardo, P.G. & Weber, A.L.: Psychology, New York, Harper Collins College Publisher.
3. Lefton, L.A., Psychology, Boston; Allyn & Baron.
4. Morgan and King: Introduction to Psychology.
5. Singh, A.K.: Uchatar Samanya Manovigyan.
6. Azimurrahman: Samanya Manovigyan.

PRACTICALS (Any Three)

1. Measuring memory.
2. Measuring intelligence through verbal intelligence test
3. Measuring the level of emotional maturity.
4. Measuring achievement motivation.
5. Assessment of personality.

Course Code	Course Title	Course Category	Credit	CIA	Theory & Practical	Total
BBAE111MJ	Information Technology (FUNDAMENTALS OF IT– I)	CE	4	30	50+20=70	100

Objective:

- ❖ It will expose the students to the fundamentals of the IT
- ❖ Students will have the introductory knowledge of the MS-Windows
- ❖ Practically students will be able to use MS-PowerPoint and MS-Word.

Course Contents:

Unit I

Computer: Introduction, What is Computer, Basic Applications of Computer, Components of Computer System, Central Processing Unit, Keyboard, mouse and VDU, Other Input devices, Other Output devices, Computer Memory, Concept of Hardware and Software, Hardware, Software, Application Software, Systems software, Concept of computing, data and information, Applications of IECT, e-governance, Entertainment.

Unit II

Operating System: Introduction, Basics of Operating System, Operating system, Basics of popular operating system (LINUX, WINDOWS), The User Interface, TaskBar, Icons, Menu, Running an Application, Operating System Simple Setting, Changing System Date and Time, Changing Display Properties, To Add or Remove A Windows Component, Changing Mouse Properties, Adding and removing Printers, File and Directory Management, Creating and renaming of files and directories, Common utilities

Unit III

Word Processing: Introduction, Word Processing Basics, Opening Word Processing Package, Menu Bar, Using The Help, Using The Icons Below Menu Bar, Opening and closing Documents, Opening Documents, save and Saveas, Page Setup, Print Preview, Printing of Documents, Text Creation and manipulation, Document Creation, Editing Text, Text Selection, Cut, Copy and Paste, Spell check, Thesaurus, Formatting the Text, Font and Size, Alignment of Text, Paragraph Indenting, Bullets and Numbering, Changing case, Table Manipulation, Mail Merge

Unit IV

Presentations: Introduction, Objectives, Basics, Using PowerPoint, Opening A PowerPoint Presentation, Saving A Presentation, Creation of Presentation, creating a Presentation Using a Template, creating a Blank Presentation, Entering and Editing Text, Inserting and Deleting Slides in a Presentation. Inserting Word Table or An Excel Worksheet, Adding Clip Art Pictures, Inserting Other Objects, Resizing and Scaling an Object, Presentation of Slides, Viewing A Presentation, choosing a Set Up for Presentation, Printing Slides and Handouts, Slide Show, Running a Slide Show, Transition and Animation

Course Outcomes:

- ❖ Students will apply the knowledge of IT practically in their day-to-day life.
- ❖ Students will be able to work on computers comfortably.
- ❖ Students will be able to create well formatted documents and attractive presentations.

Reference/Website

1. http://www.tutorialspoint.com/computer_fundamentals/index.htm
2. <http://www.gcfllearnfree.org/office>
3. Rapidex computer course by Pustak Mahal Editorial Board, Unicorn Books, 2015
4. Fundamentals of computers (English) 1st Edition by Reema Thareja, Oxford University Press, 2019

Practical:

- General use of Windows Operating System
- Creating document in MS-Word like Advertisement, Letter, Tables, Mail Merge etc
- Creating presentations in power point.

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE112FD	Evolution of Indian Education	CC	4	30	70	100

Objectives:

- ❖ To know the Education in ancient India.
- ❖ To provide an overview of the contribution of Indian thinkers
- ❖ To understand the various committee and commission.
- ❖ To educate about the recent policies of Education.

Course Contents:

Unit-I: Concept and Nature of Education

- a) Education: concept and nature
- b) Objectives of education
- c) Functions of education
- d) Role and problems of education
- e) Constitutional provisions of education in India

Unit-II: Education in ancient india

- a) Vedik period
- b) Post vedik period
- c) Mourya empire and Gupta period
- d) medieval period
- e) British period

Unit-III: Contribution of Indian thinkers

- a) Savitri Bai
- b) Jyotiba Phule
- c) Bhimrao Ambedkar
- d) Mahatma Gandhi

Unit-IV: Programmes for Education

- a) Ravindra Nath Tagore
- b) Swami Vivekananda
- c) Shri Arbindo
- d) Jiddu Krishnamurti

Assignment & Practical Works: (Any Two)

1. Write the educational contribution of Any one Indian Thinker.
2. Prepare a assignment Work on Education in ancient India
3. Prepare a structure of education since ancient period to present time.
4. Write a assignment on programmes on education

Course Outcomes: After completion of this course students will be able to:

- ❖ Know concept of education during ancient time.
- ❖ Understand the purpose, function and Role of education in nation building.
- ❖ Understand knowledge of the Indian education system as it has evolved from the past, as it is today.
- ❖ Understand the concept, principle of sustainable development and core concept of educational thinkers.
- ❖ Solve prevailing problems of education in India.

References:

1. Jadhav N. (2020) Future of The Indian Education System, Konark Publications PVt. Ltd. New Delhi
2. Singaravelu G. (2018) Education in Contemporary India, Neel Kamal Publications PVt. Ltd. New Delhi
3. त्रिपाठी जी डी चौधरी सुदेश (2022), भारतीय शिक्षा प्रणाली ऑक्सब्रिज बुक कम्पनी जयपुर
4. पाठक एवं त्यागी, (2021), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
5. यादव आर, (2017), भारतीय शिक्षा का इतिहास क्रिसेंट पब्लिकेशन, नई दिल्ली
6. यादव आर, (2017), शिक्षा के सिद्धान्त,, क्रिसेंट पब्लिकेशन, नई दिल्ली

websites:

1. https://en.wikipedia.org/wiki/Savitribai_Phule
2. https://en.wikipedia.org/wiki/Jyotirao_Phule
3. https://en.wikiquote.org/wiki/Mahatma_Gandhi
4. https://en.wikiquote.org/wiki/B.R._Ambedkar
5. https://en.wikipedia.org/wiki/Bibliography_of_Swami_Vivekananda

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE113AV	Language-I (as per the 8 th schedule of constitution of India)	CC	4	30	70	100

Objectives:

- ❖ Language has undeniable links with all kinds of learning.
- ❖ Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings.
- ❖ To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language.
- ❖ Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological and aesthetic aspects.
- ❖ The National Education Policy 2020 envisages imparting language skills as part of holistic education.
- ❖ It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners.
- ❖ This course aims at enabling student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner.
- ❖ Linguistic skills- listening, speaking, reading, writing, speaking effectively- are fundamental to constructing knowledge in all academic disciplines and participating effectively in the world of work and creating sense in the everyday life.
- ❖ Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking and conceptualizing.
- ❖ The course seeks to enhance critical thinking abilities and effective communication skills of student teachers.

Course Contents:

Unit-I Understanding Language and Communication

- a) Language and communication; Definitions and functions of language and communication.
- b) Nature and process of communication, principles and types of Communication.
- c) The barriers to communication, written and oral Communication
- d) Context of communication

Unit-II Understanding Grammar

- a) Classification of speech sounds and letters
- b) Production of speech sounds in languages
- c) Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.
- d) Sound production in the language; coining new words, Speech acts.

Unit–III Language Skills

- a) **Reading Skills-** Meaning and types of reading Skill, reading as an interactive process Strategies for making students active readers and developing critical reading skills.
- b) **Writing Skills-** Meaning and types of writing skill, writing for specific purposes (essays, letters and reports) dealing with New Words (Academic Vocabulary Building), Summarizing and Paraphrasing techniques.
- c) **Speaking skills-** Meaning and types of speaking skill, situational conversations and role plays, tasks/activities for developing speaking (speech, elocution, discussion, debate and story telling).
- d) **Listening Skills-** Meaning and types of Listening Skill, importance and kind of listening; listening strategies.

Unit–IV Academic writing & Critical thinking

- a) Academic writing component, development of academic language, Activities to develop academic writing skills.
- b) Developing Critical, analytical and interpretive thinking skills.
- c) Learning to analyze.
- d) Enhancing Critical thinking abilities.
- e) Observing a problem, describing the problem, framing the problem, comparing and evaluating a problem.

Assignment & Practical Works: (Any Two)

1. How do you interpret everyday and reflect what you read? Prepare a report.
2. Analyze a recorded video from the perspective of voice and pronunciation and write a report.
3. Observing, describing and frame a problem and evaluating it.

Course Outcomes: After completing the course, the student teachers will be able to:

- ❖ Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- ❖ Recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- ❖ Build inter-personal relationships and enhance social skills

References

- 1 कुशवाहा, पुष्पलता, सक्सेना, कनक (2009). हिन्दी शिक्षण, आस्था प्रकाशन, जयपुर।
- 2 पाण्डेय, रामशकल (2008). हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- 3 पारीक, सुधीर, टेलर, लालगोपाल (2008). पद्यान्जलि माध्यमिक शिक्षा बोर्ड राजस्थान, अजमेर।
- 4 भाई, योगेन्द्रजीत (2007). हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- 5 शर्मा, मन्जू, जैन, बनवारीलाल (2007). हिन्दी शिक्षण, शिक्षा प्रकाशन, जयपुर।
- 6 सत्तिगोरी, के. आय (2006). नूतन हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- 7 सिंह, निरंजनकुमार (2008). माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE114AV	Arts Education (Performing and Visual)	CC	2	15	35	50

Objectives:

- ❖ To help Know about your own regional art forms
- ❖ To help understand the relationship between curricular experience and art activities
- ❖ To help explain the idea of performing art
- ❖ To help Know about regional dance form and music
- ❖ To help Apply the understanding of dance and music in pedagogy

Course Contents:

UNIT-1 Introduction to Art Education

- a) Art Education: Meaning, Scope and characterises
- b) Historical development of art education in school education.
- c) Perspective of NEP 2020 on Art Education.
- d) Indian perspective of art in life.

UNIT-2 Performing and Visual Arts: Dance and Music

- a) Enhancing Learning Through Dance and Music for Children
- b) Range of Art Activities in Visual Arts
- c) Experiencing, Responding and Appreciating Visual Art
- d) Performing Arts: Drama: Facilitating interest among students

Assignment & Practical Works: (Any One)

1. Preparing multimedia material for Art Education.
2. Preparation of instructional material for education in the arts for secondary school.
3. Organizing the Art Club.
4. Case studies of the children's work of art and their understanding of the concept of Art.

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Know about your own regional art forms
- ❖ Understand the relationship between curricular experience and art activities
- ❖ Explain the idea of performing art
- ❖ Know about regional dance form and music
- ❖ Apply the understanding of dance and music in pedagogy

References:

1. Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
2. Country Report (2010). Art Education in India. Department of Education in Arts & Aesthetics.
3. Greene, S. & Hogan, D. (2005). Researching children's experience. Sage Publication: London
4. Harding, G (2016). The meaning of art-and art therapy
5. Kalidas, C.S. (2014). Drama: A tool for learning.
6. Olsen, D. (2014). Media arts education: an introduction.
7. Prum, R.O. (2013). Evolutionary aesthetics in human and biotic artworlds.
8. Tyler, C.W. & Likova, L. T. (2012). The role of the visual arts in enhancing the learning process.

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE115AV	Understanding India (India Ethos and Knowledge System)	CC	2	15	35	50

Objectives:

- ❖ To introduce about Indian ethos
- ❖ To introduce about Indian knowledge system
- ❖ To know the concept and nature of epistemic traditions
- ❖ To know the India's values and ethos.
- ❖ A to understand the Indian ethos and appreciate for it

Course Contents:

Unit-I Indian epistemic traditions

- a) Meaning and Nature of Philosophy.
- b) Branches of Philosophy - Metaphysics, Epistemology, Axiology and their implication for Education.
- c) India's rich epistemic traditions and India's values and ethos
- d) National Values as enshrined in the Indian Constitution and their educational implication.

Unit-II Indian knowledge system across various fields

- a) Introduction to Indian knowledge system
- b) Literature and Arts
- c) Astronomy
- d) Agriculture
- e) Health and medicine

Assignment & Practical Works: (Any one)

1. Write the term paper on any above topic.
2. Prepare a assignment on Indian ethos
3. Prepare a structure of Indian knowledge system.
4. Write a assignment on Indian knowledge system

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

- ❖ To explain the concept and nature of epistemic traditions
- ❖ To understand the India's values and ethos.
- ❖ To Know the concept of Indian ethos.
- ❖ To Understand the purpose and Role Indian knowledge system.

References:

1. Nitonde R., (2024). Introduction to Indian Knowledge System, Notion Press, Mohali
2. Mishra P. and Shastri S.J., (2023). Value Education and NEP 2020, A G Publishing House, Bhopal
3. Wadhwa S., (2000). Modern Methods Of Teaching Mathematics, Sarup and Sons, New Delhi.
4. मिश्रा एम. के. (2021). भारतीय दर्शन, के. पब्लिकेशन, नई दिल्ली

Semester-II

BBAE201MJ/MN	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE One Minor Course	4	30	70	100
BBAE202MJ/MN	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE203MJ/MN	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE204MJ/MN	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE205MJ/MN	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE206MJ/MN	Disciplinary/Inter disciplinary Courses	Sociology		4	30	70	100
BBAE207MJ/MN	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE208MJ/MN	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE209MJ/MN	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE210MJ/MN	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE211MJ/MN	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE201MJ/MN	Hindi Literature (कथा साहित्य)	CE	4	30	70	100

उद्देश्य—

- ❖ विद्यार्थियों को नवीन गद्य विधा, उपन्यास एवं कहानी से परिचित कराना।
- ❖ विद्यार्थियों में कहानी लेखन कौशल विकसित करना।

इकाई I

1. हिन्दी कहानी का इतिहास (उद्भव एवं विकास)।
2. हिन्दी उपन्यास का इतिहास (उद्भव एवं विकास)।

इकाई II

1. उपन्यास : महाभोज — लेखिका मन्नू भण्डारी
2. महाभोज लेखिका का सामान्य परिचय, उपन्यास की महत्वपूर्ण व्याख्याएँ एवं सम्बन्धित प्रश्नोत्तर

इकाई III : कहानियाँ—

1. गुल्ली डण्डा — मुंशी प्रेमचन्द
2. ममता — जयशंकर प्रसाद
3. सेव और देव — अज्ञेय
4. परदा — यशपाल
5. परमात्मा का कुत्ता — मोहन राकेश
6. इकाई में सम्मिलित सभी कहानियों की महत्वपूर्ण व्याख्याएँ तथा प्रश्नोत्तर

इकाई IV : कहानियाँ—

1. बिरादरी बाहर — राजेन्द्र यादव
2. अकेली — मन्नू भण्डारी
3. झुटपुटा — भीष्म साहनी
4. फेन्स के इधर और उधर — ज्ञान रंजन
5. बर्डे — स्वयं प्रकाश
6. इकाई में सम्मिलित सभी कहानियों की महत्वपूर्ण व्याख्याएँ तथा प्रश्नोत्तर

उपलब्धियाँ—

- ❖ विद्यार्थी उपन्यास एवं कहानी साहित्य की विस्तृत जानकारी प्राप्त कर हिन्दी कहानियों की विभिन्न लेखन शैलियों से परिचित हो सकेंगे।
- ❖ विद्यार्थी स्वयं कहानी लेखन का अभ्यास कर सकेंगे।

पाठ्यपुस्तक :

1. कहानी एवं उपन्यास, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भग्रंथ

1. कथा संचय, सं. दुर्गा प्रसाद अग्रवाल, यूनिवर्सिटी बुक हाउस, नई दिल्ली
2. हिन्दी उपन्यास: लक्ष्मीसागर वार्ष्णेय, राधाकृष्ण प्रकाशन नई दिल्ली
3. हिन्दी कहानी: स्वरूप और संवेदना— राजेन्द्र यादव, नेशनल पब्लिशिंग हाउस नई दिल्ली
4. कहानी: नई कहानी—नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
5. हिन्दी साहित्य का इतिहास, नगेन्द्र, मयूर पेपर बैक्स, नोएडा
6. हिन्दी कहानी: अन्तरंग पहचान—रामदरश मिश्र नेशनल पब्लिशिंग हाउस नई दिल्ली
7. हिन्दी उपन्यास: एक अंतर्गता—रामदरश मिश्र राजकमल प्रकाशन नई दिल्ली
8. कथाकार वृंदावन लाल वर्मा—शशिभूषण सिंहल, हरियाणा साहित्य अकादमी चंडीगढ़
9. हिन्दी गद्य का इतिहास — डॉ. रामचन्द्र तिवारी
10. उपन्यास का विकास — मधुरेश
11. हिन्दी कहानी का इतिहास — गोपाल राय
12. हिन्दी उपन्यास का इतिहास — गोपाल राय

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE202MJ/MN	English Literature (Prose and Fiction)	CE	4	30	70	100

Objectives:

- ❖ To enable students to understand stories and its forms.
- ❖ To familiarize with prose and Narrative art.
- ❖ To acquaint them with some literary terms of these genres.

Unit I: Stories from A Choice of Short Stories.

(Ed. Shakti Batra and PS Sidhu. OUP.)

Pearl S. Buck: The Refugee

C Rajagopalachari: The Nose-Jewel

Khushwant Singh: The Interview

Kartar Sinbgh Duggal: Miracle

P. Padmaraju: Cyclone

R. N. Tagore: The Baboos of Nayanjore

Mulk Raj Anand: The Lost Child

HH Munro (Saki): Dusk

Unit II: English Essays

Of Studie: Francis Bacon

Charles Lamb: Dream Children: A Reverie

Oliver Goldsmith: On National Prejudices

G.K. Chesterton: On the Pleasures of No Longer Being Very Young

Unit III: George Orwell: Animal Farm. Orient Longman.

Unit IV: Literary Terms and Figures of Speech: Essay, Elements of Short Story, Myth, Legend, Folk Tale, Aphoristic Style,

Course Outcomes:

- ❖ The students can understand Essay, Short Story and Novel.
- ❖ They can learn the difference between the Figures of Speech and Literary Terms.

Suggested Reading:

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. A Choice of Short Stories. (Ed.) Shakti Batra. OUP, New Delhi.
4. Forms of English Prose. Oxford University Press, New Delhi.
5. Orwell, George. Animal Farm. Orient Longman.
6. Abraham, M. H. A Glossary of Literary Terms. MacMillan, New Delhi.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE203MJ/MN	Sanskrit Literature (संस्कृत व्याकरण एवं साहित्य) (लघु सिद्धान्त कौमुदी)	CE	4	30	70	100

उद्देश्य—

1. शब्दों के स्त्रिलिङ्गी प्रत्ययों का ज्ञान करवाना।
2. अव्ययों का ज्ञान करवाना।
3. शेषोष्ठी में व्याकरण एवं साहित्य का समन्वयात्मक ज्ञान करवाना।

इकाई—1 लघु सिद्धान्त कौमुदी

1. सुबन्त (अजन्त स्त्रीलिङ्ग से सुबन्त तक)
2. अव्यय प्रकरण (सू. 216—372)
3. स्त्री प्रकरण (सू. 1244—1272)

इकाई—2 रचनानुवाद कौमुदी (पाठ 11 से 20)

इकाई—3 शेषोष्ठी, छन्द एवं अलंकार

1. अनुवाद
2. लघुत्तरात्मक प्रश्न
3. श्लोक रचना
चयनित छन्द— अनुष्टुप, इन्द्रव्रजा, उपेन्द्रव्रजा, शिखरिणी
चयनित अलंकार— अनुप्रास, यमक, श्लेष, उपमा एवं दृष्टान्त

इकाई—4 अभिधान चिन्तामणि (श्लोक 31 से 60)

1. दो प्लोक पूर्ति
2. दो शब्दों के संस्कृत में पर्यायवाची
3. पांच शब्दों के अर्थ
- 4.

उपलब्धियाँ—

- ❖ स्त्रिलिङ्ग शब्दों के निर्माण की प्रक्रिया का ज्ञान होगा।
- ❖ अव्ययों का सामान्य ज्ञान होगा।
- ❖ सरल संस्कृत संभाषण का अभ्यास होगा।

पाठ्य पुस्तक/संदर्भ ग्रंथ :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुषवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विष्णुविद्यालय प्रकाशन, वाराणसी
3. शेषोष्ठी, युवाचार्य महाश्रमण, जैन विष्णु भारती, लाडनू
4. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत रचनानुवाद कौमुदी, बी.एस. आपटे
6. संस्कृत वाक्य रचना बोध, लेखक—आचार्य महाप्रज्ञ, जैन विष्णु भारती, लाडनू
7. सरल वाक्य रचना बोध, मुनि श्री श्रीचंद, जैन विष्णु भारती, लाडनू
8. अनुवाद चन्द्रिका, डॉ. ब्रह्मानंद त्रिपाठी, चौखम्बा प्रकाशन, वाराणसी
9. व्याकरण रचनानुवाद, डॉ. बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आपटे

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE204MJ/MN	History (भारतीय संस्कृति के मूलाधार)	CE	4	30	70	100

Objects:

- ❖ To introduce students to the characteristics of Indian culture.
- ❖ To explain the principles and teachings of Buddhism and Jainism.
- ❖ Explain of importance of varna, Ashram, Purushartha, sanskar etc.
- ❖ Kalidas, tulsidas, rajaram mohan rai, M.K. Gandhi, Acharya tulsi etc.

Unit-I

To introduce salient feature of Indian culture, Salient feature of Sindu religion, Introduction and life of Lord Mahaveer life and teaching of Gautam buddh. Salient feature of Vadic Religion.

Unit-II

Varna system, Asharam System, Purusharth, Sixteen Sanskar, centers of education in ancient time with special reference to Upananayan and Marriage Ceremony. Takshshila and Nalanda. Indian culture of Ramayan and Mahabharat.

Unit-III

The life of Kalidas and Tulsidas and their compositions. Main Features of Mauryas arts. Gupta Temples, architecture and major temple feature of jain arts. Mugul architecture and Rajput painting.

Unit-IV

Bhakti movement and its impacts on Indian cultures, mahatma Gandhi, Ahinsha and Satyagrah ideology. The introduction of the life of Acharya Tulsi and contribution of his social and culture ideas. The major social and religious field of the Arya Samaj and Brhama Samaj

Course Outcomes: -

- ❖ By understanding the characteristics of Indian culture, students will be able to develop their personality by assimilating them.
- ❖ By Understanding the teaching of Buddhist and jainism, they will be able to contribute to their individual development and establishment of an ideal society and adopting them in their lives.
- ❖ Kalidas, Tulsidas, Rajaram Mohan rai, Acharya Tulsi. Rabindranath will get it from life.

References:

1. K.D. Vajpay, Indian Cultural.
2. Kalishankar - History of Indian cultural
3. V.S. Agrwal- Indian Cultural

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE205MJ/MN	Political Science (भारतीय राजनीतिक व्यवस्था)	CE	4	30	70	100

Objectives: -

- ❖ To provide the knowledge of Indian Political System
- ❖ To acquaint with the various governing institutions
- ❖ To familiarize student with the changing contemporary scenario and direction
- ❖ To enhance the logical power of students

UNIT-I: Constitutional Development: 1919 to 1935, Indian administrative Law 1919, 1935-Administrative System and Implementation, 1935-1947-Indian Struggle during this period.

UNIT-II: Indian Constitution Assembly and Indian Constitution making Process. Nature of Preamble Features of Indian Constitution, Fundamental Rights and Duties, Directive Principles of state, Indian Federal system.

UNIT-III: Position and Powers of Indian President, General and Emergency, Prime minister and Council of Ministers, Lok Sabha and Rajya Sabha: Composition and powers, Supreme Court- Composition and Powers, Judicial review.

UNIT-IV: Governor, Chief minister and Council of ministers, Constitutional Amendment in India, Election Commission. Major Challenges of Indian Politics- Regionalism, Communalism, Cast, Linguism, National Integration.

Course Outcomes: -

- ❖ Students will be able to know the various acts of Indian Constitution.
- ❖ Students will be able to study the comparative form of governing system.
- ❖ Students will be able to know politics from state to central level.

References:

1. R.C. Agrawal- Indian constitutional development and national struggle
2. M.V. Payali- Indian constitution
3. B.L. Phadia- Indian administration and politics
4. M.P. Ray- Indian administrative system
5. S.M. Jain- Indian administrative system
6. Rajani Kothari- Indian government and politics
7. J.C. Johari-Indian government and politics
8. R.S. Dharda- Forms of Indian Constitution and Implementation
9. Dharamchand Jain-Governer
10. D.D. Basu: The Introduction to Indian Constitution

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE206MJ/MN	Sociology (Indian Society)	CE	4	30	70	100

Objectivess:

- ❖ To enable the learners to sociological understanding of Indian Society.
- ❖ To enable the learners to understand the structure and compositions of Indian Society.
- ❖ To enable the learners to understand the basic Institutions of Indian Society
- ❖ To enable the learners to understand challange and problems in Indian Society

Unit - I Sociological Understanding of Indian Society

- a) Textual and Field-view Traditions: G.S. Ghurge and M.N. Srinivas
- b) Civilization and the Marxiam Tradition: N.K. Bose and D.P. Mukerji
- c) Concept of Varna, Ashram, Dharma, Karma and Pursharth
- d) Cultural and Ethnic Diversity: Histotically Embedded Diversity in RespEct of Language and Religious Beliefs

Unit - II The Structure and Compositions of Indian Society

- a) Rural, Urban, Tribe
- b) Rural-Urban Linkages
- c) Weaker Section
- d) Dalits Women and Minoroties

Unit - III Basic Institutions of Indian Society

- a) Family
- b) Marriage
- c) Kinship
- d) Cast and Class: Meaning, Features
- e) Processes of Social Change: Sanskritization

Unit - IV Challenge and Problem Before Indian Society

- a) Casteism
- b) Communication
- c) Regionalism
- d) Crime Against Women and Chidrens

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

- ❖ Explain sociological understanding of Indian Society.
- ❖ Understand the structure and compositions of Indian Society.
- ❖ Understand the basic Institutions of Indian Society
- ❖ Understand challange and problems in Indian Society

Reference:

1. Ahuja Ram,1993, Indian Social System, Rawat Publications, Jaipur
2. Ahuja Ram 2002, Society and Society in India, Asia, Publishing House, Bombay
3. Ahuja Ram 2014, Social Problems in India, Rawat Publications, Jaipur
4. Atal Yogesh 2008, Changing Indian Society, Rawat Publications, Jaipur
5. Sharma K.L. 2007, Indian Social Structure and Change, Rawat Publications, Jaipur
6. आहुजा, राम 2009, भारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर
7. दोषी, एस.एल. 2009, भारतीय सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर
8. शर्मा के. एल. 2006, भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन्स, जयपुर
9. दोषी, एस.एल. एवं जैन पी.सी. 2002, भारतीय समाज, नेशनल पब्लिकेशन्स हाउस, जयपुर
10. पटेल, तुलसी 2011, भारत में परिवार : संरचना एवं व्यवहार, रावत पब्लिकेशन्स, जयपुर

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE207MJ/MN	Geography (Geography of Rajasthan)	CE	4	30	50+20 (Practical) 70	100

Objectives-

1. To provide thorough knowledge of Rajasthan.

Unit-I

- a) Location
- b) Geology
- c) Physiography
- d) Climate
- e) Soil

Unit-II

- a) Natural Vegetation & Wildlife
- b) Water Resources: Rivers, Lakes, Ponds, Wells, Tubewells, Canals and Dams
- c) Mineral Resources: Types, Distribution and Production of Copper, Zinc, Lead, Tungsten, Gypsum, Rock Phosphate
- d) Energy Resources: Types, Distribution and Production Wind Energy, Solar Energy, Nuclear Energy, Thermal Energy

Unit- III

- a) Agriculture Resources: Types, Distribution and Production of Major Crops
- b) Human Resources: Population Growth, Distribution General and Category (Rural- Urban, Male-Female, Literacy, Occupation, ST-SC-OBC population)
- c) Industrial Development under five-year policies
- d) Industries: Introduction, Factors, Distribution, Production and Trade of Textile, Salt, Cement, Marble, Fertilizer, Zinc and Copper Smelting and Tourism

Unit - IV

- a) Transport: Roads, Rails, Airways
- b) Programmes: Desert Development Programme, Tribal Area Development Programme, Aravali Hill Development Programme
- c) Tribes: All tribes of Rajasthan

Practical

- a) Weather symbols and Interpretation of Indian Weather Maps
- b) Weather Instruments: Temperature, Humidity, Atmospheric Pressure, Wind's direction and speed & Precipitation Measuring Instruments (with labeled diagram)
- c) Hythergraph, Climograph, Climatograph & Water Budget
- d) Knowledge of Surveying: Meaning, Classification and Significance
- e) Chain and Tape Surveying: Equipments, Open and Closed Traverse

Outcomes -

1. To get sensitized about climatic conditions and adapt accordingly.
2. Optimum and thoughtful utilization of available resources (Natural & Human).
3. Gain awareness about various Industries of Rajasthan.

References:

- 1 डॉ एच. एम. सक्सेना, राजस्थान का भूगोल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर 2015
- 2 टी. एस. चौहान, राजस्थान का भूगोल, श्री उदयराम चौहान, विज्ञान प्रकाशन, नागौरियों का बास, गली नं. 01, जोधपुर
- 3 आर. एस. भल्ला, राजस्थान का भूगोल, कुलदीप पब्लिकेशन, जयपुर।
- 4 आर. के. गुर्जर, इन्दिरा गांधी नहर क्षेत्र का भूगोल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE208MJ/MN	Economics (Economics Theory)	CE	4	30	70	100

Objectives:

- ❖ The enable the student to understand the Micro and Macro Economics
- ❖ The enable the student to understand the methods of Economics Analysis
- ❖ The acquaint the learner with the logical analysis, Interpretation of Demand, production and market

Unit-I Economics

- a) A logic of Choice, Positive and Normative approaches
- b) Macro and Micro Economics
- c) Methods of Economics Analysis - Inductive and Deductive: Statics and Dynamics

Unit-II Theory of Demand

- a) Law of Demand
- b) Utility Approach, Indifference Curve approach
- c) Elasticity of Demand: Price, Income and Cross Elasticity
- d) Revenue: Total Marginal and Average
- e) Consumer's Surplus

Unit-III Theory of Production

- a) Introduction, Laws of Returns to Factors and Returns to Scale
- b) Cost-short-run and long run
- c) Concept of Isoquants, Isocosts and Production Possibility Curves

Unit-IV Market

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

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

- ❖ Explain Micro and Macro Economics.
- ❖ Student able to explain Economics Analysis.
- ❖ Able to elaborate logical analysis, Interpretation of Demand, production and market.

References:

1. Seth, M.L., Principles of Economics,
2. Samuelson and Norrdhaus: Economics, Latest English and Hindi Edition
3. Hal, R. Varian: Intermediate MicroEconomics, W W Norton and Co. Fifth Edition
4. D. Salvator: Micro Economics, Harper Colline
5. Ahuja H.L., Advanced Economics Theory; S. Chand and Company, New Delhi

6. Left Witch, R. H.; Price system and Resource Allocation holt, Reinhart and Winston, 3rd Edition (Hindi & English)
7. आहुजा, एच, एल.उच्चतर आर्थिक विद्वान्तए एस, चाँद एण्ड कम्पनी, नई दिल्ली
8. नाथुरामका, लक्ष्मीनारायण रूव्याप्ति अर्थशास्त्र, रमेश बुक डिपो, जयपुर

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE209MJ/MN	Home Science (Family Resource Management)	CE	4	30	70	100

Objectives:

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

Unit I Housing

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

Unit II Interior designing

- a) Principles and elements of arts and design as related to interior decoration with specific reference to color and light
- b) Floor decoration with use of elementary art, Table setting & etiquettes
- c) Furniture: Types of furniture, selection, use and care
- d) Flower Decoration: Basic equipments, vases and containers preparing plant material, shaping an arrangement

Unit III Resource management

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

Unit IV Consumer problems and Waste management

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

Assignment Work (Any one)

- To prepare a Project report related to techniques of waste management.
- To prepare a file related to patterns and furnishing of interior designing.
- To prepare a scrap book related to flower decoration and kitchen planning models.
- To prepare a Project report on different approaches of resource management.

Course Outcomes: After completion of the course student would be able to:

- ❖ Understand the meaning of resources management and concepts related to management.
- ❖ Managerial process to management of time, energy and money.
- ❖ Understand saving investment and credit pattern of family.
- ❖ Increase awareness about consumer problems, rights, responsibilities & protection laws.

References:

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

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE210MJ/MN	PSYCHOLOGY (SOCIAL PSYCHOLOGY)	CE	4	30	70	100

Objective:

1. To enable students to appreciate how individual behavior is influenced by social and cultural contexts.
2. To enable students to develop an understanding of functioning of organizations.
3. To understand how social problems can be analyzed in terms of various social psychological theories.

Unit-I: Introduction:

- a) Meaning & nature of social psychology
- b) Goals and scope of social psychology
- c) Methods of social psychology: Experimental and participant observation.

Unit-II: Attitudes:

- a) Nature and function of attitudes
- b) Formation of attitude
- c) Change and measurement of attitudes.

Unit-III: Groups Behavior:

- a) Meaning & definition of group
- b) Distinction between Primary and Secondary group
- c) Methods of studying group structure.

Unit-IV: Leadership:

- a) Meaning and nature of leadership
- b) Types or styles of leader
- c) Theories of leadership: trait theory, situational theory and fiedler's contingency theory.

Course Outcomes: After completion of the course student would be able to:

- ❖ Students develop an understanding of functioning of organizations.
- ❖ Student understand about the problem of various social psychological theories.

Note: - The department may change the practical depending on the availability of the apparatus and recent developments.

BOOKS

1. Baron, R.A. & Byrne, D. (1998). Social Psychology: Theories, research and application. New York: Mc Graw Hill.
2. Semin, G.R. & Fiedler, K. (Eds.) (1996). Applied Social Psychology, London: Sage.
3. Suleiman, M., Adhunik Samaj Merovingian.
4. Tripathi, L.B., Samaj Manovigyan.
5. Rastogi, G.D., Samaj Manovigyan.

PRACTICALS (Any Three)

1. Measuring the level of cooperation and competition.
2. Measuring transfer of training.
3. Measuring illusion.
4. Measuring self confidence.
5. Measuring the level of emotional intelligence.

Course Code	Course Title	Course Category	Credit	CIA	Theory & Practical	Total
BBAE211MJ/MN	Information Technology (FUNDANMENTALS OF IT-II)	CE	4	30	50+20=70	100

Objective:

- ❖ Students will be introduced and exposed to using Spread Sheet Software.
- ❖ Students will be exposed to internet and cyber security concepts.

Unit I

Using Spread Sheets: Introduction: Elements of Electronic SpreadSheet, Opening of SpreadSheet, Addressing of Cells, Printing of SpreadSheet, SavingWorkbooks, Manipulation of Cells, Entering Text, Numbers and Dates, Creating Text, Number and Date Series, Editing Worksheet Data, Inserting and Deleting Rows, Column, Changing Cell Height and Width, Formulas and Function, Using Formula, Function

Unit II

Introduction to Internet, www and web browsers: Introduction, Basic of Computer Networks, Local Area Network (LAN), Wide Area Network (WAN), Internet, Concept of Internet, Applications of Internet, Connecting to the Internet, Troubleshooting, World Wide Web (WWW), Web Browsing Software, Popular Web Browsing Software, Search Engines, Popular Search Engines / Search for content, Accessing Web Browser, Using Favorites Folder, Downloading Web Pages, Printing Web Pages, Understanding URL, Surfing the web, Using e-governance website

Unit III

Communications and Collaboration: Introduction, Basics of E-mail, What is an Electronic Mail, Email Addressing, Using E-mails, Opening Email account, Mailbox: Inbox and Outbox, Creating and Sending a new E-mail, replying to an E-mail message, Forwarding an E-mail message, Sorting and Searching emails, Document collaboration, Instant Messaging and Collaboration, Using Instant messaging, Instant messaging providers, Netiquettes

Unit IV

Cyber Security, Introduction to Cyber Security, Basic Cyber Security Concepts, Layers of security, Vulnerability & Threats, Harmful acts, -active attacks, passive attacks, Software attacks, hardware attacks, Cyber Threats-Cyber Warfare, Cyber Crime, Cyber terrorism, Cyber Espionage, etc., Comprehensive Cyber Security Policy

Course Outcomes: After completion of the course student would be able to:

- ❖ Students will apply the knowledge of IT practically in their day to day life and use internet effectively.
- ❖ Students will be able to use and send email.
- ❖ Students will be able to create excel sheets.

Reference/Website

1. <http://www.gcflearnfree.org/office>
2. <http://www.lynda.com/Windows-Live-Movie-Maker-training-tutorials/259-0.html>
3. http://www.tutorialspoint.com/computer_fundamentals/index.htm
4. Rapidex computer course by Pustak Mahal Editorial Board, Unicorn Books, 2012
5. Fundamentals of computers (English) Ist Edition by Reema Thareja, Oxford University Press, 2014

Practical:

- Creation of Simple Worksheet like Mark sheet, pay slip using MS-Excel
- General use of internet

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE212AV	Language-II (Other than Language-I)	CC	4	30	70	100

Objectives:

- ❖ The course aims to prepare the students to teach language at the school level.
- ❖ It focuses on training the students to the sound systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages.
- ❖ The course intends to enable the learners to integrate all the four language skills using different genres.
- ❖ The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes.
- ❖ The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future.
- ❖ The course helps improve basic communication skills such as listening, speaking, reading and writing skills among L2 language learners.
- ❖ The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively.
- ❖ The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

Course content:

UNIT-I Language, Society and learning

- a) Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
- b) Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

UNIT-II Speech and Writing

- a) Writing Systems: Speech and writing; arbitrariness in language; types of writing systems.
- b) Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.

UNIT- III Understanding Grammar

- a) Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building.
- b) Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.

UNIT – IV Basic Communication Skills in L2

- a) Pronunciation and listening comprehension skills.
- b) Reading and reading comprehension skills.
- c) Effective writing skills; effective presentation and speaking skills; summarizing and

paraphrasing skills.

Assignment & Practical Works: (Any two)

1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
2. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.
3. Group work and projects.

Course Outcomes: After completing the course, student teachers will be able to:

- ❖ Demonstrate reading, writing, listening, speaking and thinking abilities in L2,
- ❖ Recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- ❖ Build inter- personal relationships and enhance social skills.

References :

1. गौतम, शैलजा एवं गौतम, रजनी (2006), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा-2।
2. जैन, बनवारी लाल, गोस्वामी, प्रभाकर, भारद्वाज रतन, सैनी, सत्येन्द्र (2007), संस्कृत शिक्षण, शिक्षा प्रकाशन, जयपुर।
3. मित्तल, सन्तोष (2004), संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ।
4. पाण्डेय, रामशकल (2003) संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा-2।
5. शर्मा, रीटा, जैन, अमिता (2005), संस्कृत शिक्षण, आविष्कार पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, जयपुर – 302003
6. शर्मा, प्रभा (2006), संस्कृत शिक्षण, आस्था प्रकाशन, जयपुर।
7. शास्त्री, आचार्य राम (1998), संस्कृत शिक्षण, सरणी आचार्य रामशास्त्री ज्ञानपीठ, संस्कृतनगर, रोहिणी, दिल्ली।
8. सफाया, रघुनाथ (1997), संस्कृत शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
9. साम्ब शिवमूर्ति, कम्भभपाटि (2009), संस्कृत शिक्षणम्, दीपशिखा प्रकाशन, जयपुर।
10. सिंह, कर्ण (2004), हिन्दी शिक्षण, गोविन्द प्रकाशन, लखीमपुर खीरी।
11. सिंह, सत्यदेव एवं शर्मा, शशिकला (2004), संस्कृत शिक्षण, इण्टरनेशनल हाऊस, मेरठ।

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE213AV	Understanding India (India Ethos and Knowledge System)	CC	2	15	35	50

Objectives:

- ❖ To introduce depth knowledge about Indian ethos
- ❖ To understand about Indian knowledge system
- ❖ To know the concept and nature of epistemic traditions of India
- ❖ To know the India's values and ethos.

Course Contents:

Unit-I: Indian epistemic traditions

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

Unit-II: Indian knowledge system across various fields

- a) Science
- b) Mathematics
- c) Management and administration
- d) Economy and political
- e) Language and grammar

Assignment & Practical Works: (Any one)

1. Write the detailed educational contribution of any Indian Thinker on any above topic.
2. Prepare a assignment on Indian ethos
3. Prepare a structure Indian knowledge system.
4. Write a assignment on Indian knowledge system

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

- ❖ To explain the concept and nature of epistemic traditions
- ❖ To understand the India's values and ethos.
- ❖ To Know the concept of Indian ethos.
- ❖ To Understand the purpose and Role Indian knowledge system.

References:

1. Nitonde, R. (2024). Introduction to Indian Knowledge System, Notion Press, Mohali
2. Latchamma G & others (2020). Philosophical Foundation of Education, Neel Kamal Publications Pvt. Ltd. New Delhi
3. Singaravelu G. (2018) Education in Contemporary India, Neel Kamal Publications Pvt. Ltd. New Delhi
4. मिश्रा एम के. (2021), भारतीय दर्शन, के के पब्लिकेशन, नई दिल्ली
5. शर्मा एस (2016), शिक्षा दर्शन अवम शिक्षण प्रविधिया, उत्कर्ष प्रकाशन , मेरठ

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE214AV	Teacher and Society	CC	2	15	35	50

Objectives:

- ❖ To understand the meaning of Teacher.
- ❖ To develop basic understanding & familiarity with key concept, society, social problem, social relationship and new trends
- ❖ To develop the positive thinking Student and teacher Relationship.
- ❖ To develop Vital Role of Teacher in national Building.
- ❖ To Understand the Impact of the internet on society.

Unit-1: Teacher personality and role in national building.

- a.) Definition of Teacher.
- b.) Teacher – Merits, work, duties and leadership.
- c.) Positive Relationship in Student-Teacher.
- d.) Development of co-curricular activities students by teacher.
- e.) Vital Role of Teacher in national Building.

Unit-II: present Society scenario.

- a.) Meaning and types of society.
- b.) Role of education in different Areas (Family, school, and society).
- c.) Present Social Problems (unemployment, Students in discipline, Poverty, Illiteracy, Health & Nutrition) Concept, cause, and Solution.
- d.) Role of Government and Social – worker in society
- e.) Advantage and disadvantage of the internet on society.

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

- ❖ Utilize the knowledge of Teacher and society for school and college education.
- ❖ Apply the concept of positive thinking Student and teacher Relationship Development in teaching field.
- ❖ Plan various activities to Society and culture at school and college level.

References:

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

Website

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

SEMESTER III

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE 301MJ/MN	Disciplinary /Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE	4	30	70	100
BBAE 302MJ/MN	Disciplinary /Inter disciplinary Courses	English Literature		4	30	70	100
BBAE 303MJ/.MN	Disciplinary /Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE 304MJ/MN	Disciplinary /Inter disciplinary Courses	History	One Minor Course	4	30	70	100
BBAE 305MJ/MN	Disciplinary /Inter disciplinary Courses	Political Science		4	30	70	100
BBAE 306MJ/MN	Disciplinary /Inter disciplinary Courses	Sociology	CE	4	30	70	100
BBAE 307MJ/MN	Disciplinary /Inter disciplinary Courses	Geography		4	30	70	100
BBAE 308MJ/MN	Disciplinary /Inter disciplinary Courses	Economics		4	30	70	100
BBAE 309MJ/MN	Disciplinary /Inter disciplinary Courses	Home Science		4	30	70	100
BBAE 310MJ/MN	Disciplinary /Inter disciplinary Courses	Psychology		4	30	70	100
BBAE 311MJ/MN	Disciplinary /Inter disciplinary Courses	Information Technology		4	30	70	100

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 301MJ/MN	Hindi Literature (रीति काव्य)	CE	4	30	70	100

उद्देश्य –

- ❖ रीतिकालीन काव्य एवं कवियों से परिचित करवाना।
- ❖ रीतिकालीन काव्य के विभिन्न रूपों की जानकारी करवाना।
- ❖ रीतिकालीन कवियों की काव्य शैली से परिचित करवाना।

इकाई I

- रीतिकालीन काव्य का इतिहास— नामकरण, सीमा निर्धारण, प्रवर्तक, प्रेरक परिस्थितियाँ, प्रमुख कवि एवं उनकी रचना, काव्य धाराएँ, काल की प्रमुख प्रवृत्तियाँ/विशेषताएँ।
- केशवदास— कवि परिचय, (सरस्वती वंदना, राम वंदना, लंका हनुमान गमन, सीता दर्शन, सीता हनुमान संवाद, हनुमान रावण संवाद, हनुमान राम चर्चा)

इकाई II

- बिहारी (दोहा सं.—1,2,4,8,9,11,14,15,16,17)
- धनानन्द
- देव – जीवन सारसुधा
- इकाई में निर्धारित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ।

इकाई III

- सेनापति (राम वंदना, ऋतु वर्णन, शृंगार वर्णन)
- भूषण (शिवाजी शौर्य, छत्रशाल प्रताप वर्णन)
- मतिराम (दानवीर महिमा, प्रकृति वर्णन)
- इकाई में निर्धारित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ।

इकाई IV

- वृन्द (वृन्द सतसई के पाठ्यपुस्तक में चयनित अंश)
- रस निष्पत्ति
- काव्य रीतियाँ (गौड़ी, वैधर्मी, पांचाली)
- नायक नायिका भेद
- इकाई में निर्धारित कवि का सामान्य परिचय एवं काव्यगत विशेषताएँ।

उपलब्धियाँ—

- ❖ विद्यार्थी रीतिकालीन भाषा की कलात्मकता की गहराई को समझ सकेंगे।
- ❖ विद्यार्थी शृंगारिक रचनाओं के पाठक बन कर स्वयं शृंगार रस लेखन का प्रयास कर सकेंगे।

पाठ्यपुस्तक :

- रीतिकालीन काव्य साहित्य, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ

- हिन्दी साहित्य का इतिहास— संपादक, डॉ नगेन्द्र, डॉ हरदयाल, मयूर पेपर बैक्स, नोएडा।
- हिन्दी साहित्य का इतिहास—आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी।
- हिन्दी साहित्य की भूमिका—आचार्य हजारी प्रसाद द्विवेदी, हिन्दी ग्रंथ रत्नाकर, मुंबई।
- हिन्दी साहित्य का वैज्ञानिक इतिहास, (प्रथम एवं द्वितीय खण्ड), डॉ. गणपतिचन्द्र गुप्त
- हिन्दी साहित्य का अतीत – विश्वनाथ मिश्र
- रीति काव्य की भूमिका – डॉ नगेन्द्र

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 302MJ/MN	English Literature (Poetry and Drama)	CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand poems.
- ❖ To familiarize them with Romantic and Victorian Poetry, Indian Poetry and Drama.
- ❖ To acquaint them with some literary terms of these genres.

Unit-I: Alan Mc. Connell Duff: Tiger's Eye.OUP.

Unit-II: Poems from Poet's Pen. Homi p. Dustoor. Oxford University Press, New Delhi

Matthew Arnold: Dover Beach

William Wordsworth: To A Skylark

Robert Browning: Prospice

Alfred Tennyson: Ulysses

Thomas Hardy: Weathers

Unit-III: Poems from Indian Poetry in English

Gieve Patel: Servants

Adil Jussawalla: A Bomb-site

Mamta Kalia: Tribute to Papa

Parthasarthy: Lines for a Photograph-R.

Arun Kolatkar: Irani Restaurant Bombay

Unit IV: Literary Terms: Elegy, Sonnet, Ode, Epic, Dramatic Monologue, Comedy, Soliloquy, aside.

Course Outcomes:

- ❖ The students can understand the changing nature of Literature through ages.
- ❖ They will become familiar with various forms of verse and dramatic art.

References:

1. Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
2. Prasad, B. *A Background to the Study of English Literature*. Macmillan, 2004.
3. Poet's Pen. Homi p. Dustoor. Oxford University Press, New Delhi.
4. *Paper I (Poetry)* Jain Vishva Bharti University, Ladnun.
5. Abraham, M. H. *A Glossary of Literary Terms*. MacMillan, New Delhi.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 303MJ/MN	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	CE	4	30	70	100

उद्देश्य—

- ❖ नाटक एवं महाकाव्य की शैली का अवबोध करवाना।
- ❖ कारक से शब्दरूप की विभक्तियों का ज्ञान करवाना।
- ❖ समास के द्वारा शब्दों के निर्माण की विधि सिखाना।

इकाई 1. लघुसिद्धान्तकौमुदी

- 1 कारक प्रकरण (सूत्र 888 से 903 तक)
- 2 समास प्रकरण (सूत्र 904 से 993 तक)
- 3 तद्धित प्रकरण (चातुर्थिका तक) (सूत्र 994 –1064 तक)

इकाई 2. रचनानुवाद कौमुदी (पाठ 21 से 30)

इकाई 3. रघुवंशम् (द्वितीय सर्ग) एवं स्वप्नवासदत्तम्

रघुवंशम् —1. चरित्र चित्रण 2. श्लोकार्थ

स्वप्नवासदत्तम् — 1. चरित्र चित्रण 2. अनुवाद 3. कथा सारांश

इकाई-4. अभिधान चिन्तामणि (छठा काण्ड, श्लोक 61 से 90)

उपलब्धियाँ—

- ❖ नाटक पठन से संभाषण कला का ज्ञान होगा।
- ❖ विभक्ति संबंधी ज्ञान में अशुद्धि नहीं रहेगी।
- ❖ श्लोक रचना आदि में समास का कार्यकारी ज्ञान होगा।

पाठ्य पुस्तक/संदर्भ ग्रन्थः

1. स्वप्नवासदत्तम्, महाकवि भास, व्याख्याकार डॉ. रूपनारायण त्रिपाठी, हंसा प्रकाशन, जयपुर, 2006
2. रघुवंशम् द्वितीय सर्ग—महाकवि कालिदास संपादक—डॉ. रविकान्तमणि, हंसा प्रकाशन, जयपुर, 2007
3. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुषवाहा, चौखम्बा विद्या भवन, दिल्ली
4. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विष्वविद्यालय प्रकाशन, वाराणसी
5. अभिधान चिन्तामणि नाममाला, चौखम्बा प्रकाशन, वाराणसी
6. लघु सिद्धान्त कौमुदी, महेश सिंह कुषवाहा, चौखम्बा विद्या भवन, दिल्ली
7. लघु सिद्धान्त कौमुदी, टीकाकार—राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
8. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन षास्त्री
9. रचनानुवाद कौमुदी, डॉ. कपिलदेव द्विवेदी आचार्य, विष्वविद्यालय प्रकाशन, वाराणसी
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आपटे

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 304MJ/MN	History (मध्यकालीन भारत का इतिहास)	CE	4	30	70	100

Objects:

- ❖ Introduce students to the history of medieval India.
- ❖ Introducing Akbar's greatness.
- ❖ To Introduce you to Mughal Art.

Unit-I

Establishment of the Turke Empire in India- Qutubudin Aibak, iltumish, Razia Sultan, Balban's important achievements and contribution to the Delhi sultanate, Aludin Khilji- Empire expansion, administrative policy, market control system and impact on the people.

Unit-II

M.B. Tuglaq's new plans and effects, Firoz tughlaq's religious and public policy. The rise, achievements and decline of the Vijaynagar Empire in South India. Sultanate Administration.

Unit-III

Establishment of the Mugal Empire Babar, Humayun- Sher Shah Suri development and Administration. Akbar-Empire expansion, strengthening, Rajput policy, evaluation of religious policy.

Unit-IV

The role of Nurjahan Junta Function in the Mughal court. Aurangzeb's Rajput Policy, South Policy and Failure Reason. Shivaji's Rise and governance. Mughal period architecture and governance. The Decline of Mughal Empire.

Course Outcomes: -

- ❖ Student will be able to use the knowledge gained in medieval Indian history in competitive examination.
- ❖ Student will be able to get acquainted with Mughal Culture, governance etc.
- ❖ Comparative Study of art in students through analytical study of Mughal art. Capicity will increase.

Reference:

1. Bhargav, V.S. - Medieval Indian History.
2. Verma, Harish Chandra - Medieval India
3. L.P. Sharma - medieval India

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 305MJ/MN	Political Science (भारतीय राजनीतिक विचारक)	CE	4	30	70	100

Objectives: -

- ❖ To acquaint students with the major political ideologies of Indian political thinkers
- ❖ To familiarize with the relevancy of various thinker's philosophy
- ❖ To carry out the study of different thinkers and enlarge new dimensions

UNIT I: Manu, Kautilya, Mahaveer

UNIT II: Raja Rammohan Ray, Dayananda Saraswati, Gopal krushna Gokhale

UNIT III: Bal Gangadhar Tilak, Arvind Ghosh, Dr.B.R. Ambedkar

UNIT IV: Mahtma Gandhi, Jawaharlal Nehru, Saint Tulsi

Course Outcomes: -

- ❖ Students will be able to know ancient thinkers
- ❖ Students will be able to know from the ancient to modern period ideologies.
- ❖ Students will be able to compare ancient political system with that of modern political system

References:

1. J. Bandhopadhyaya: Social and Political Thought of Gandhi, Bomby Alieid, 1969.
2. Jayaswal: Hindu Policy
3. Sharma R.S.: Political Ideas and Institutions in Ancient India.
4. Ghosal: History of Indian Political Ideas.
5. Verma V.P.: Modern Indian Poliltical Ideas.
6. K. Damodrarn: Indian Thought - A critical Survey, London, Asia Publishing House.
7. विष्वनाथ प्रसाद वर्मा—आधुनिक भारतीय राजनीतिक चिन्तन
8. पुरुषोत्तम नागर—आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
9. परमात्मा षरण—प्राचीन भारतीय राजनीतिक चिन्तन
10. पुखराज जैन—भारतीय राजनीतिक चिन्तन

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 306MJ/MN	Sociology (Social Research Method)	CE	4	30	70	100

Objectives:

- ❖ To develop and understanding about the concept of research in social science.
- ❖ To develop skill in preparing a good research proposal and research design.
- ❖ To include the idea of different bases of research in the field of sociology.
- ❖ To Understand about the use of different types of research tools and techniques.
- ❖ To appraise critically about research work in social science field.

Unit - I Scientific Study of Social Phenomena

- a) The Scientific Method
- b) Steps in Social Research
- c) Objectives and Subjectivity in Social Science
- d) Positivism and Empiricism in Sociology
- e) Hypothesis: Meaning, Types

Unit - II Types of Research in Social Science

- a) Meaning, Scope and Significance of Social Survey and Social Research
- b) Types of Research:
 - Basic and Applied
 - Historical and Empirical
 - Descriptive, Exploratory, Experimental

Unit - III Research Methods and Techniques

- a) Quantitative and Qualitative Methods
- b) Quantitative Techniques: Observation, Case Study Content Analysis
- c) Qualitative Techniques: Survey, Questionnaire, Schedule and Interview

Unit - IV Classification and Presentation of Data

- a) Sources of Data: Primary and Secondary
- b) Tabular and Diagrammatic Presentation of Data: Tables, Graphs, Histograms
- c) Measures of central tendency: Mean, Mode, Median

Course Outcomes: After completion the course students would be able to:

- ❖ Develop and understanding about the concept of research in social science.
- ❖ Develop skill in preparing a good research proposal and research design.
- ❖ Include the idea of different bases of research in the field of sociology.
- ❖ Understand about the use of different types of research tools and techniques.
- ❖ Appraise critically about research work in social science field.

Reference:

1. Bryman, Alan 1988 Quality and Quantity in Social Research, London, Unwin Hyman
2. Garrett, Henry 1981, Statistics in Psychology and Education, David McKay: Indian
3. Jayaram, N. 1989, Sociology, Methods and Theory, Madras, Macmillan
4. Kothari C.R., 1989, Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern
5. Young P.V., 1988, Scientific Social Surveys and Research

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 307MJ/MN	Geography (Human Geography)	CE	4	30	50+20 Practical) 70	100

Objectives-

1. To provide detailed conceptual knowledge of Human Geography.

Unit-I

- a) Definition and Scope of Human Geography
- b) Relationships of Human Geography with other Discipline
- c) Schools of Human Geography: Determinism, Possibilism and Neo-determinism
- d) Fundamental Principles of Human Geography: Principle of Activity, Principle of Terrestrial Unity

Unit-II

- a) Human Races of Man-kind: Criteria of classification and distribution according to G. Taylor
- b) Migration Zone theory by Griffith Taylor
- c) Factors of Evolution of Human Races
- d) Tribes of the world, Habitat, Occupation & Social Organization: Pigmies, Bushmen, Eskimos and Khirgiz

Unit-III

- a) Tribes of India: Habitat, Occupation & Social Organization of Gond, Naga, Toda and Santhal
- b) Population: Theories, Growth, Distribution and Density (In World Context)
- c) Migration: Theories, Causes, Types and Impact
- d) Settlements:
 - 1 Rural; Factors, Types, Patterns, Building Materials and House Types
 - 2 Urban; Factors, Types, Patterns, Urbanization & Problems with Context to India

Unit-IV

- a) Functional classification of cities, zoning of cities, Christaller's theory.
- b) Concept of human development: HDI, Happiness Index
- c) Impact of Human Activities on Environment
- d) Sustainable Development Goals, Millennium Development Goals

Practical:

- a) Cartography: Definition, Symbols and their Uses, Drawing Instruments and Materials
- b) Basic Statistical Methods:
 1. Collection of Data
 - 2.Measures of Central Tendency and Dispersion: Mean, Median, Mode, Quartiles, Standard Deviation
 3. Coefficient of variation
- c) Presentation of statistical data through Diagrams : One Dismensional, Two Dimensional, Three Dimensional

Course Outcomes-

1. Through understanding knowledge of Human Geography & its principles. Students can adjust & adapt themselves with different prevailing cultures.
2. Students are sensitized about problems regarding overpopulation, migration & steps of mitigation.
3. Deep knowledge about people residing in urban & rural areas, their problems & solutions.

References:

1. ब्लाचे विदाल दे ला: मानव भूगोल के सिद्धांत
2. मानव भूगोल, डॉ एम. एल. सोनी, 2015, हिन्दी ग्रंथ अकादमी, जयपुर
3. कौशिक, एस. डी.: मानव भूगोल के सरल सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ
4. हूसैन, माजिद : मानव भूगोल, रावत पब्लिकेशन्स,

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 308MJ/MN	Economics (Economics of Development and Planning in India)	CE	4	30	70	100

Objectives:

- ❖ To enable to understand the Economics of development.
- ❖ To enable to understand the Rostow's Theory of Historical stage of Growth.
- ❖ To enable to understand the Economics planning in mixed Economy.
- ❖ To enable to understand the Indian planning system.

Unit I Economic Development Meaning and Measurement

- a) Meaning of vicious circle
- b) Capital formation and Human Resource Development
- c) Resource Mobilization

Unit II Theories of Development

- a) Rostow's Theory of Historical Stage of Growth
- b) Balanced and Unbalanced Growth
- c) Choice of Technique: Capital intensive and Labour Intensive.

Unit III Economic Planning

- a) Meaning, Need, Objectives and relevance
- b) Planning under mixed Economy, Prerequisites of effective Planning
- c) The Indian Planning system: Planning commission Plan formulation and Evaluation.

Unit IV Appraisal of Planning in India

- a) Summary review of Achievements and Short coming with respect to Agriculture and Industry.
- b) Changing Role of Public Sector
- c) Salient Feature of Current Five-Year Plan of India.

Course Outcomes: After completion the course students would be able to:

- ❖ Enable to understand the Economics of development.
- ❖ Understand the Rostow's Theory of Historical stage of Growth.
- ❖ Enable to understand the Economics planning in mixed Economy.
- ❖ Understand the Indian planning system.

Reference:

1. Thirlwall, A.F. (2004), Growth & Development, Wiley Palgrave Mac. Millan.
2. Seth, M.L.: Theory and Practice of Economics Planning, S. Chand & Co. New Delhi.
3. Meir & Baldwin: Economics Development Theory, History & Policy.
4. Planning Commission, Government of India: Current Five-Year Plan
5. झिगन, एम.एल. : विकास एवं नियोजन का अर्थशास्त्र, वृन्दा प्रकाशन, नई दिल्ली।
6. सेठ, एम.एल. : आर्थिक नियोजन के सिद्धान्त एवं व्यवहार एस. चांद एण्ड कम्पनी, नई दिल्ली

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 309MJ/MN	Home Science (Human Development)	CE	4	30	70	100

Objectives:

- ❖ To understand Concept, scope and foundation of human development
- ❖ To Different life span stages related to human development
- ❖ To Major developmental task, problems and support services related to human development
- ❖ To famalier with types of families and their related challenges in references to physical, motor and socio- emotional development

Unit I Human Development

- a) Concept, nature and scope of human development as a field of study
- b) Principles and stages of development
- c) Role of heredity, environment, learning, and maturation in development
- d) Factors affecting development

Unit II Development in Adolescence: Development from conception to adolescence:

- a) Physical development
- b) Motor development
- c) Socio emotional development
- d) Language and cognitive development

Unit III Family and Developmental Tasks

- a) Importance and Objectivess of early childhood education, impact of deprivation and early stimulation
- b) Families: Concept, types and functions, changing roles and challenges faced by Indian families
- c) Understanding special children, their classification and related problems
- d) Major developmental tasks, achievements and problems of adulthood and aging

Unit IV Developmental stages and support system

- a) Early childhood care and its scope, problems and significance
- b) Adolescence: Activities for personality development at school, family and college level
- c) Need, care and support services for aging individuals
- d) Old age home & Day care center: Need, management and scope in society
- e) Guidance and counseling services in school and college for students

Practicals: Any two of the following:

1. Anthropometric measurement of children from birth to 6 years plotting and interpretation of data as per WHO norms.
2. Organizing and conducting play and creative activities of children in a nursery school.
3. Focus group discussion with adolescents to understand their aspirations, educational and career choices.
4. Prepare a scrap book on relevant issues of human development.
5. Market survey of story books, toys and playing instruments in references to quality, cost, durability etc.

Course Outcomes: After studying this course students will able to learn-

- ❖ Concept, scope and foundation of human development
- ❖ Different life span stages related to human development
- ❖ Major developmental task, problems and support services related to human development
- ❖ Types of families and their related challenges in references to physical, motor and socio-emotional development

References:

1. Santrock JW (2007) Lifespan Development, Tata McGraw Hill New Delhi 3rd Ed.
2. Bee H (1995) The developing child, Harper Collins College Publisher
3. Berk L (2006) Child development, Allyn & Bacon. New York
4. Rice F (1992) Human Development: A Life Span Approach, Prentice Hall
5. Vidhya Bhusan and Sachdeva (2000) Introduction to Sociology

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 310MJ/MN	PSYCHOLOGY (BASIC PRINCIPLES OF PSYCHOLOGICAL ASSESSMENT)	CE	4	30	70	100

Objective:

- ❖ To train students in various psychological assessment techniques.
- ❖ To impart skills necessary for selecting and applying different tests for different purposes.

Unit-I: Introduction

- a) Meaning and definition of psychological test
- b) Scope of psychological tests
- c) Characteristics of psychological tests

Unit-II: Reliability, Validity and Norms

- a) Meaning and methods of reliability
- b) Meaning and methods of validity
- c) Developments of norms

Unit-III: Types of Psychological Tests

- a) Individual and group
- b) Performance, verbal and non-verbal
- c) Speed and power

Unit-IV: Assessment of Personality

- a) Case Study of person
- b) Projective tests: TAT, Sentence Completion Tests (SCT)
- c) Non-projective tests: 16 Personality Factor (16PF),
- d) Minnesota Multi-phasic Personality Inventory (MMPI)

Note: -The department may change the practical depending on the availability of the apparatus and recent developments.

Course Outcomes:

- ❖ Students know about psychological assessment techniques.
- ❖ To know different skills for different tests for different purposes.

References:

1. Anastasi, A. (1997) Psychological Testing, New York: MacMillan Co.
2. Ciminero, A.R. (Eds) (1986). Handbook of behavioral assessment, New York: John Wiley.
3. Kaplan and Saccuzzo: Psychological Testing.
4. Freeman: Psychological Testing.
5. Bhargava: Psychological Testing and Measurement.
6. Asthana: Psychological Testing.

PRACTICALS (Any Three)

1. Measuring social maturity

2. Measuring attitude
3. Assessment of human values
4. Methods of sociometry
5. Assessment of vocational interest

Course Code	Course Title	Course Category	Credit	CIA	Theory+ Prcatical	Total
BBAE 311MJ/MN	Information Technology (Web Technologies– HTML)	CE	4	30	50+20= 70	100

Objective: Main objectives of this course are

- ❖ To introduce students to HTML and CSS for creating web pages and web sites.
- ❖ To give the hands-on exercise on HTML

Unit I

Introduction to HTML, Introduction to Web Deigning & HTML, HTML Elements/Tag, HTML Attributes, HTML Heading, HTML Paragraph, HTML Formatting

Unit II

Working with links, bookmarks, Images, Marquee, HTML Lists, HTML Table – insert row, columns, rowspan, colspan

Unit III

Using CSS, Introduction to CSS, HTML CSS Styles, Inline, Internal, External

Unit IV

HTML Forms, Introduction to Forms, Form Attributes, Form Elements, Input Type - Text Input, Buttons, Check Box, Radio Button, Select Box or DropDown Box, Fieldset and Legend

Course Outcome:

- ❖ After completing the course, the students will be able to create website using HTML.

References

1. <http://www.w3schools.com/html/>
2. <http://www.tutorialspoint.com/html/>
3. <http://www.adobe.com/devnet/dreamweaver.html>
4. HTML 5: The Missing Manual, II Edition, Mathew Donald, O' Reilly Media, December, 2013
5. Learn HTML & CSS with W3 Schools, Wiley Publishing Inc, 2010

Practical:

Create webpages using HTML

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE312FD	Child Development & Education Psychology	CC	4	30	70	100

Objectives:

- ❖ To explain the meaning, concept, characteristics, and factors affecting growth and development
- ❖ To explain the knowledge of Indian concept of self
- ❖ To Apply various problem solving and learning strategies in real classroom settings
- ❖ To Identify the various approaches of the process of learning
- ❖ To Explain group dynamics and apply strategies to facilitate group learning

Course Contents:

UNIT-I: Psychology and Educational Psychology

- a) Indian Psychology: Concept and its implication
- b) Psychology: Meaning and Definitions, Stage, Scope, Application
- c) Educational Psychology: Concept, Methods & Applications

UNIT-II: Stage of Growth and Development

- a) Stage of Development: Pre-Natal Stage, Stage of Infancy, Childhood Stage, Adolescence
- b) Stage Specific Characteristics
- c) Developmental areas: Physical, Cognitive, Emotional, Moral, Social, Language
- d) Growth & Development: Meaning, Principles, Difference, Factors Affecting
- e) Role of Teacher in Facilitating Development

UNIT-III: Various theories of learning, processes and their implications,

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

UNIT-IV: Learner: Psychological Dimensions

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

Assignment & Practical Works: (Any Two)

1. Spending day with a child and preparing report based on our observations of children for:
 - A day from different economic status (low and affluent)
 - Focus on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis.
2. Observing children to understand the styles of children learning process.
3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them-Case Study Report.
4. Preparing Personalized Intervention plan for Students with Learning Difficulties.

5. Plan to use advanced technology to encourage talented/gifted children.
6. Encouraging gifted/talented students beyond the general school curriculum.
7. Familiarization and Reporting of Individual Psychological Tests.

Course Outcomes: After completion of this course student teachers will be able to:

- ❖ Describe the meaning, concept, characteristics and factors affecting growth and development,
- ❖ Use the knowledge of Indian concept of self,
- ❖ Apply various problem solving and learning strategies in real classroom settings,
- ❖ Identify the various approaches of the process of learning,

References:

1. Hurlock, Elizabeth B. (2007), Child Development, Tata Mc Grow-Hill Publishing Company Ltd. New Delhi
2. Singh, Y.K. (2017), Advanced Educational Psychology, Uni-Tech Book Mart, 122, East Patel Nagar, Ganeshpura, Ratanda, Jodhpur
3. गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
4. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
5. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
6. शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
7. श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली
8. अस्थाना, मधु एवं वर्षा, किरन बाला (2012) व्यवक्तित्व मनोविज्ञान, मोतीलाल बनारसीदास, वाराणसी, 221009
9. वर्मा, एल.एन. (2013), प्रायोगात्मक शिक्षा मनोविज्ञान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
10. श्रीवास्तव, डी.एन. व वर्मा प्रीति संशोधित संस्करण (2014), बाल मनोविज्ञान : बाल विकास, श्री विनोद पुस्तक मंदिर, आगरा।
11. श्रीवास्तव, डी.एन., एवं श्रीवास्तव, वी.एन 2014, संशोधित संस्करण), बाल मनोविज्ञानरू बाल विकास, विनोद पुस्तक मंदिर, आगरा
12. श्री वास्तव, डी.एन., एवं श्री वास्तव, वी.एन (2015, संशोधित संस्करण), आधुनिक विकासात्मक मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
13. मंगल, एस.के., (2019), शिक्षा मनोविज्ञान, प्रिटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
14. भास्कर, सुरेन्द्र (2021), बाल विकास एवं शिक्षा मनोविज्ञान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE313OP	Basics of Pedagogy at Secondary Stage	CC	4	30	70	100

Objectives:

- ❖ To build comprehensive understanding of secondary stage learners
- ❖ To assess the physical, mental, social, and emotional growth of secondary stage learners
- ❖ To develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner
- ❖ To discuss the necessary knowledge and skills to implement effective teaching and learning strategies
- ❖ To develop a deeper understanding of various pedagogical approaches & instructional practices and their impact on learners
- ❖ To determine the knowledge to make informed decisions about outline knowledge and skills necessary for continuous professional development
- ❖ To explain the crucial role of pedagogy in facilitating effective learning experiences for students

UNIT-I: Understanding Secondary Stage Learners

- a) Understanding the learner's development: Physical, Mental, Social, and Emotional
- b) Thought processes and cognitive skills of learners
- c) Social and academic lives of learners
- d) Conflicts and challenges of secondary learners
- e) Characteristics & unique capabilities of secondary stage learners

UNIT-II: Strategies of Teaching and Learning

- a) Teaching and Learning Strategies: Concept, characteristics and functions
- b) Relationship between aims and values of education, curriculum and pedagogy
- c) Making abstract concepts enjoyable through inclusive classrooms and joyful learning
- d) Promoting multidisciplinary learning through integration of different disciplines, Participation and engagement of learner
- e) Building values through art integrated activities, community engagement etc.
- f) Developing health and social sensitivities & cultural heritage

UNIT – III: Pedagogical Approaches

- a) Pedagogical approaches: constructivist approach; collaborative approach; reflective approach; integrative approach, inquiry- based approach; other contemporary approaches, art-integrated learning, sports- integrated learning
- b) Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup
- c) Role of pedagogy in effective learning

UNIT-IV: Continuous Professional Development of Teacher

- a) Meaning and need, professional and ethical competencies and need for up dating content and pedagogical competencies to develop their professional competencies
- b) Professional development activities: seminars, conferences, orientation workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes and teacher exchange programmes

- c) Development of professional competencies to deal with contemporary issues like gender equity and inclusion, human health and well-being, ethical, environmental, human rights etc. (emotional, mental, physical issues related to pandemic like covid-19)

Assignment & Practical (Any Two)

1. Prepare a term paper on any topic in above units with ppt
2. Analyze NEP2020 with reference to pedagogical aspects of the concerned subject
3. Analyze and reflect on the qualities of an 'Innovative Teacher' in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM)
4. Explore different platforms such as National Teacher's Portal, NISHTHA, DIKSHA and SWAYAM for an online course and prepare a report
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a Power Point presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-port folio

Course Outcomes: After completion of this course, student teachers will be able to:

- Build comprehensive understanding of secondary stage learners
- Assess the physical, mental, social and emotional growth of secondary stage learners
- Develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner
- Discuss the necessary knowledge and skills to implement effective teaching and learning strategies
- Create enriching and inclusive learning environments to foster values-based education
- Develop a deeper understanding of various pedagogical approaches and their impact on learners
- Determine the knowledge to make informed decisions about instructional practices,
- Explain the crucial role of pedagogy in facilitating effective learning experiences for students
- Outline knowledge and skills necessary for continuous professional development

References:

1. Eade, Deborah (2006). Development methods and approaches, Rawat Publications, Jaipur
2. Hurlock, Elizabeth B. (2007). Child Development, Tata Mc Grow-Hill Publishing Company Ltd., New Delhi
3. Joyce, Bruce; Weil, Marsha (1996). Models of teaching, 5th Ed. Prentice-Hall International Inc, London
4. Murty, K Satchidananda (1991). Philosophy in India: traditions, teaching and research, Motilal Banarsidass Publishers Pvt. Ltd, Delhi
5. Nanda, R.T. (1997). Contemporary approaches to value education in India Regency Publications, New Delhi
6. National Education Policy 2020, MoE, Government of India (English and Hindi)
7. National Steering Committee for National Curriculum Frameworks (2023) Draft National Curriculum Framework for School Education

8. Venkataiah, S. (2000). Encyclopedia of education for 21st century: Secondary Education, 1st ed. Vol. 38 Anmol Publications Pvt. Ltd., New Delhi
9. गुप्ता, एस. पी., गुप्ता, अलका (2007) उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
10. पाठक, पी.डी. (2007). शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
11. मंगल, एस. के .(2019). शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
12. मिश्रा,एल.एन. (2005). शिक्षा एवं शिक्षण के सिद्धांत, विनोद पुस्तक मंदिर,आगरा यादव, सियाराम (2008). अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद

Skill Development Course

Course Code	Course Title	Course Category	Credit	Assignment	Theory	Total
BBAE308CC	Teaching Skill	CC	4	30	70	100

Objectives:

- ❖ To develop the understanding of the concept of Teaching Skill
- ❖ To identify and address diverse needs of all learners
- ❖ To familiarize with the issues in Teaching Skill
- ❖ To develop and understanding of the role of facilitators in Teaching Skill
- ❖ To practice of the Teaching Skill

Course Contents:

Unit- I Concept of Teaching Skill

- Meaning, Objective, Need and Types of Teaching Skill
- Principles of Teaching Skill
- Problems and Solutions of Teaching Skill
- ICT Material for Teaching Skill

Unit- II Writing Objectives and Skills

- Writing Instructional Objectives skill
- Introduction Skill
- Blackboard Writing Skill

Unit- III Question and Blackboard Skill

- Reinforcement of Student Participation Skill
- Fluency in asking questions Skill
- Probing questions Skill
- Divergent questions Skill

Unit- IV Various Skills

- Recognizing and Attending Behavior
- Illustrating and use of examples
- Lecturing
- Stimulus Variation Skill
- Communication Skill

Assignment & Practical Works: (Any Two)

- One Term paper on any topic of the course
- Plan for the Practice of Teaching Skill
- Prepare ICT Material for Teaching Skill.

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

- ❖ Understand of the concept of Teaching Skill
- ❖ Practice different Teaching Skills
- ❖ Identify and address diverse needs of all learners
- ❖ Describe the issues in Teaching Skill
- ❖ Prepare teachers for School education

References:

- ❖ Roy, P.K. (2023). Master the Art of Teaching: Notion Press, India.
- ❖ Dobhal, R.P. (2021). A Guide to Effective Teaching, Notion Press Media Pvt. Ltd., India.

- ❖ Yadav, HK, (2021). Micro Teaching and Teaching Skills, Redshine Publication.
- ❖ Golati, G. (2016). Shuksham Shikshan Evm Shikshan Kaushal, Rakhi Prakshan, Agra.
- ❖ Babu, AR and Dandapani S. (2016). Essentials of Micro Teaching, Neel Kamal Publisher, New Delhi.

Skill Development Course

Course Code	Course Title	Course Category	Credit	Assignment	Theory	Total
BBAE309CC	Educational psychology & cognitive development	CC	4	30	70	100

Objectives:

- ❖ Understand the Fundamentals of Educational Psychology.
- ❖ Grasp the Neuroscience of Learning.
- ❖ Develop Techniques for Memory Enhancement.
- ❖ Enhance Student Motivation.

Unit-1 Introduction to Educational Psychology

- Overview of educational psychology.
- Cognitive and developmental theories relevant to education.
- The role of psychological principles in classroom settings.
- Learning styles and their impact on teaching methods.

Unit-2 The Neuroscience of Learning

- How the brain learns: The neural processes of learning and memory.
- The role of neurons, synapses, and neurotransmitters in cognitive functions.
- Brain-based learning strategies (e.g., how emotions and environment affect learning).

Unit-3 Memory Enhancement Techniques

- Understanding memory processes: Encoding, storage and retrieval.
- Techniques to enhance memory retention (e.g., retrieval practice, spaced learning, elaboration, and visual imagery).
- Memory aids: Mnemonics, mind mapping and chunking.

Unit-4 Motivation in Education

- Understanding motivation and its relationship with learning.
- Theories of motivation: Self-Determination Theory, Goal Setting Theory, and Expectancy Theory.
- Applying motivation techniques: Rewards, praise, and self-regulation.

Course outcomes: At the end of the program participants will be able to:

- Acceptance of the basic principles of educational ideology
- Gain insights into the neuroscience of learning
- Master memory enhancement techniques
- Explore Cognitive Development Across the Lifespan
- Understand and Implement Student Motivation Techniques
- Apply Effective Strategies for Enhancing Student Learning
- Integrate Neuroscience and Cognitive Strategies into Classroom Practices

Semester IV

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE401MJ/MN	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE CE One Minor Course CE	4	30	70	100
BBAE402 MJ/MN	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE403MJ/MN	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE404 MJ/MN	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE405 MJ/MN	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE406 MJ/MN	Disciplinary/Inter disciplinary Courses	Sociology		4	30	70	100
BBAE407 MJ/MN	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE408 MJ/MN	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE409 MJ/MN	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE410 MJ/MN	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE411 MJ/MN	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBA401MJ/MN	Hindi Literature गद्य साहित्य (नाट्य एवं निबन्ध साहित्य)	CE	4	30	70	100

उद्देश्य –

- ❖ विद्यार्थियों को नाटक विद्या का विस्तृत ज्ञान करवाना।
- ❖ विद्यार्थियों को निबन्ध विद्या, उसके उद्भव एवं विकास से परिचित करवाना।
- ❖ स्वयं विद्यार्थियों को इन विद्याओं में लेखन के प्रति प्रोत्साहित करना।

इकाई I

1. हिन्दी नाटक का विकास एवं प्रमुख प्रवृत्तियाँ
2. हिन्दी एकांकी का विकास एवं प्रमुख प्रवृत्तियाँ

इकाई II

- 1 नाटक 'कबिरा खड़ा बाजार में' (भीष्म साहनी)

इकाई III

1. दीपदान – डॉ. रामकुमार वर्मा
2. धरोहर – सेठ गोविन्द दास
3. हमारा स्वाधीनता संग्राम – विष्णु प्रभाकर
4. समाज दर्पण – डॉ. उदयशंकर भट्ट

इकाई IV

1. हिन्दी निबन्ध का उद्भव एवं विकास एवं सामान्य प्रवृत्तियाँ/विशेषताएँ
2. लोकजागरण एवं भक्ति-काव्य (आचार्य रामचन्द्र शुक्ल)
3. तुलसी के सामाजिक मूल्य (रामविलास शर्मा)
4. साहित्य के नये मूल्य (हजारी प्रसाद द्विवेदी)

उपलब्धियाँ :

1. विद्यार्थी निबन्धों की भाषा के माध्यम से स्वयं की भाषा में भाषिक प्रौढ़ता ला सकेंगे।
2. नाटक विद्या के माध्यम से विद्यार्थी नाटकों के इतिहास एवं कला का ज्ञान प्राप्त कर सकेंगे।

पाठ्य पुस्तक :

1. नाट्य एवं निबन्ध साहित्य, कैलाश भट्ट, सम्पादक-प्रो. नन्दलाल कल्ला, प्रकाशक-जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनूँ

संदर्भ ग्रंथ :-

1. हिन्दी साहित्य का इतिहास-संपादक डॉ नगेन्द्र, मयूर पेपर बैक्स, नोयडा
2. हिन्दी साहित्य का इतिहास-आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा, काशी
3. आधुनिक साहित्य की प्रवृत्तियाँ- डॉ नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
4. साहित्य शास्त्र- डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्श्व प्रकाशन, अहमदाबाद
5. चिन्तामणि – आचार्य रामचन्द्र शुक्ल
6. हिन्दी नाटक का उद्भव एवं विकास – दशरथ ओझा
7. परम्परा का विकास – रामविलास शर्मा

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE402MJ/MN	English Literature (Prose and Fiction)	CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand Stories.
- ❖ To make familiarize them with English Essay, Short Stories and Partition Fiction.
- ❖ To acquaint them with some literary terms of these genres.

Unit-I : Stories from A choice of Short Stories

(Ed. Shakti Battra and PS Sindhu. OUP)

Katherine Mansfield: A Cup of Tea

R.K. Narayan: An Astroloer's Day

W.S. Maugham: A Friend in Need

Chaman Nahal: The Silver Lining

Colin Howard: Post Haste

Premchand: The Child

Bhisham Sahani: The Boss Came to Dinner

Manohar Malgonkar: Two Red Roosters

Unit-II: Jane Austen: Pride and Prejudice

Unit-III: Kushwant Singh: Train to Pakistan

Unit-IV: Collection of Essays

Chief Seattle: The End of Living and the Beginning of Survival

Swami Vivekanand: The End and the Means

CEM Joad: The Civilization of Today

J.L. Nehru: India's Strength and Weakness

Course Outcomes:

- ❖ The students can understand the changing nature of Literature through ages.
- ❖ They will become familiar with various forms of prose and narrative art.

References:

1. Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
2. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
3. Popular Short Stories. Oxford University Press, New Delhi.
4. Forms of English Prose. Oxford University Press, New Delhi.
5. Train to Pakistan. Khushwant Singh. Orient Longman.
6. Oxford Dictionary of Literary Terms.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE403MJ/MN	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्तकौमुदी)	CE	4	30	70	100

उद्देश्य—

- ❖ वाक्य निर्माण का अभ्यास कराना।
- ❖ अनुवाद की विधा का प्रशिक्षण देना
- ❖ तद्धित शब्दों की विधि समझाना।

इकाई—1 तद्धित प्रकरण (शैषिका अधिकार से स्वार्थिका तक) (सूत्र 1065 से 1243 तक)

इकाई—2 रचनानुवाद कौमुदी (पाठ 31 से 40)

इकाई—3 अभिज्ञान शाकुन्तलम्

1. दो प्लोकों की सप्रसंग व्याख्या
2. चरित्र चित्रण
3. एक समीक्षात्मक प्रश्न
4. दो सूक्तियों की व्याख्या

इकाई—4 (क) सिन्दूर प्रकर (1 से 50) एवं अभिधान चिन्तामणि (छठा काण्ड, श्लोक 91 से 120)

(क) सिन्दूर प्रकर

1. दो प्लोको की सप्रसंग व्याख्या
2. प्रकरण का सारांश

(ख) अभिधान चिन्तामणि

1. दो प्लोक पूर्ति
2. पांच शब्दों के अर्थ

उपलब्धियाँ—

- ❖ वाक्य निर्माण की प्रक्रिया का ज्ञात होगा।
- ❖ शब्द कोष का ज्ञान बढ़ेगा।

पाठ्यपुस्तक/संदर्भ ग्रन्थः

1. अभिज्ञान शाकुन्तलम्, महाकवि कालिदास, व्याख्याकार यनदुन्दन मिश्र, चौखम्बा पब्लिशर्स, वाराणसी, 1999
2. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुषवाहा, चौखम्बा विद्या भवन, दिल्ली
3. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विष्वविद्यालय प्रकाशन, वाराणसी
4. सिन्दूरप्रकर, आचार्य सोमप्रभ, संपादक—मुनि राजेन्द्र कुमार, जैन विष्वभारती, लाडनूं
5. अभिधान चिन्तामणि—चौखम्बा विद्या भवन
6. लघु सिद्धान्त कौमुदी, महेशसिंह कुषवाहा, चौखम्बा विद्या भवन, दिल्ली
7. लघु सिद्धान्त कौमुदी, टीकाकार—राजेन्द्र चौधरी, रामनारायण वेणीप्रसाद, इलाहाबाद
8. लघु सिद्धान्त कौमुदी, भैमी व्याख्या, आचार्य भीमसेन षास्त्री
9. अभिधान चिन्तामणि—चौखम्बा विद्या भवन दिल्ली
10. संस्कृत रचनानुवाद कौमुदी, बी.एस. आपटे

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE404MJ/MN	History (राजस्थान के इतिहास का सर्वेक्षण)	CE	4	30	70	100

Objective:

- ❖ To introduce students to the history of Rajasthan.
- ❖ To Introduce you to the Durg architecture.
- ❖ To Introduce to the achievement of Maharana Kumbha, Maharana Pratap and Man singh.
- ❖ To Introduce to the present movement, Prajamandal movement and integration of Rajasthan.

Unit-I

Outline pre-stone age of rajasthan, mainly in the context of archaeological sites of kalibanga, Ahar and Bairath. Important achievements of Prithviraj III and empire expansion.

Unit-II

The feature of feudalism in Rajput States. The Flourishing of the state of Marwar under Maldev. The Durg architecture especially with reference to chittor, Ranthambore and amer. Political and cultural of Maharana Kumbha Achievements.

Unit-III

Rajput and Mughal Relation- mansingh of Amer, Swai Jaisingh-II, Raisingh of Bikaner, jaswant singh of Marwar, Durgadas rathore. Rana Sanga of Mewar. Maharana Pratap Struggle with the mughal's.

Unit-IV

With special reference to Meera and Dadu Dayal, the legal movement in rajasthan. Due to political in rajasthan. Causes and consequences of Marathas interferences in Rajputana. Of the 1857 rebellion in rajasthan. Bijoliya peasant movement. Formation of Rajasthan State in 1948 to 1956.

Course Outcomes: -

- ❖ Student will be familiar with the glorious history of Rajasthan.
- ❖ Maharana Kumbha, Pratap, Meera, Dadu Dayal etc. Will be able to develop their own self by getting inspiration from life.
- ❖ You will be familiar with the different stages of integration of Rajasthan.
- ❖ By Studying the history of Rajasthan, student will be able to succeed in competitive in examination.

Reference:

1. Vyas, R.P. - Rajasthan History
2. Sexena K.M. - Political history of Rajsthan

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE405MJ/MN	Political Science (आधुनिक संविधान)	CE	4	30	70	100

Objectives: -

- ❖ To Provide the knowledge of world constitutions
- ❖ To acquaint students with federal and unitary form of constitutions
- ❖ To familiarize students with written and unwritten constitution
- ❖ To enhance the logical competent of competitive examinations

UNIT: I Constitution of Britain: Characteristics, Conventions, The Emperor and the crown, Prime minister and Council of Ministers, Parliament– House of commons and Lok Sabha: Composition, Powers, Role of Speaker.

UNIT: II Constitution of America: Characteristics, President- Election and powers, Forms of Federal Government, Separation of Power, Check and Balance. Congress – House of Representative and Senate. Supreme Court– Power and Function, Power of Judicial review.

UNIT: III Constitution of Switzerland: Characteristics, Characteristics of federal system, Federal Parliament, legislative Council, Fundamental Rights, Direct Democracy in Switzerland.

UNIT: IV Constitution of China: Characteristics of Constitution, National People’s Congress, President of China, Communist Party- Composition and Role.

Course Outcomes: -

- ❖ Students will be able to know the various constitutions of different lands
- ❖ Students will be able to carry out the comparative study of constitutions of different.
- ❖ Students will be able to understand approaches of traditional and modern constitutions.
- ❖ Student will be able to know the amendments of different constitutions.

References:

1. Iqbal Aryan – World’s Main Constitution.
2. B.L. Phadia – World’s Main Constitution
3. R.C. Agrawal – World’s Main Constitution
4. Harimohan Join – Administrative pattern of United states of America
5. Virkeshwar Parsad Singh – World’s Famous Constitutions (Guyana Publications)
6. Parliament of Socialist China’s Democracy (Published by China Government)

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE406MJ/MN	Sociology (Social Problems in Contemporary India)	CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand the conceptual in contemporary India.
- ❖ To enable the students to understand the structural problems in contemporary India
- ❖ To enable the students to understand the disorganizational problems in contemporary India.
- ❖ To enable the students to understand the development problems in contemporary.

Unit - I Social Problems: Some Conceptual Issues

- a) Social Problems and Social Disorganization: Meaning and Relations
- b) Social Problems: Theoretical Perspective
- c) Social Problems: Types and Factors

Unit - II Structural Problems in Contemporary India

- a) Rural Problems, Gender Disparity
- b) Communalism and the problems of minorities
- c) Problems of Devrived Social categories: Scheduled castes and scheduled Tribes

Unit - III Disorganizational Problems in contemporary India

- a) Crime, Juvenile, Delinquency
- b) Corruption, Drug addition
- c) Terrorism, Casteism

Unit - IV Development problems in contemporary India

- a) Poverty, Unemployment
- b) Illiteracy, Environmental pollution
- c) Problems of Slums, Development Induced Displacement

Course Outcomes:

- ❖ Enable the students to understand the conceptual in contemporary India.
- ❖ Understand the structural problems in contemporary India
- ❖ Understand the dis-organizational problems in contemporary India.
- ❖ Understand the development problems in contemporary.

Assignment & Practical Works: (Any two)

1. Preparation an Assignment work any one subject topic.
2. Prepare Paper
3. Solve Paper

Reference:

- ❖ Ahuja, Ram, 2014, Social Problems in India, Rawat Publication, Jaipur
- ❖ Beteille, Andre, 1974, Social Inequality, New Delhi, OUP
- ❖ Guha Ramchandra, 1994, Sociology and Dilemma of Development, New Delhi OUP
- ❖ Kothary, Rajni (Ed), 1973, Cast in Indian Politics
- ❖ आहुजा, राम 2009, भारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर
- ❖ दोषी, एस.एल. 2009, भारतीय सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर
- ❖ शर्मा के. एल. 2006, भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन्स, जयपुर
- ❖ दोषी, एस.एल. एवं जैन पी.सी. 2002, भारतीय समाज, नेशनल पब्लिकेशन्स हाउस, जयपुर
- ❖ पटेल, तुलसी 2011, भारत में परिवार : संरचना एवं व्यवहार, रावत पब्लिकेशन्स, जयपुर

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE407MJ/MN	Geography (Economic Geography)	CE	4	30	50+20 (Practical) 70	100

Objectives-

- ❖ To provide detail conceptual knowledge of Economic Geography, Economic Activities & their impact on the Enviroment.

Unit - I

- a) Definition, Scope and Significance of Resource Geography and Economic geography.
- b) Evolution of Economic Geography.
- c) Detail Study of Economic Activities: Primary, Secondary, Tertiary, Quarternary and Quinnary

Unit - II

- a) Definition and Classification of Resources
- b) Natural Resources: Meaning, Classification, Distribution, Uses and Conservation of Forest, Water, Soil and Fisheries
- c) Energy Resources: Meaning, Exploitation, Classification, Distribution, Uses and Conservation
 1. Conventional Resources- Coal, Petroleum Natural Gas
 2. Non- Conventional Resources- Wind, Solar, Nuclear, Tidal

Unit- III

- a) Agriculture Resources; Introduction, Types, Distribution, Production and Trade
 1. cereals- Wheat & Rice
 2. Beverages- Tea & Coffee
 3. Commercial Crops- Cotton & Rubber
- b) General Agriculture Classification and D. Whittlesey's Classification
- c) Locational Factors of Industry, Types of Industries, Industrial Area, Industrial Region

Unit-IV

- a) A. Weber's and Smith's Industrial Locational Theory
- b) Industries: Introduction, Responsible Factors, Process, Distribution, Production and Trade of Iron& Steel, Cotton& Textile Industry
- c) Transport: Road, Rail, Water and Airways
- d) Trade: Patterns and Trade Organization; GATT, WTO, OPEC and EUROPEAN UNION

Practical

1. Prismatic Compass Survey: Equipments, Methods of Measurement of Bearing, Correction of Bearings (Mathematical and Graphical/Bowditch's Method)
2. Distribution map: Qualitative methods, Quantitative methods

Course Outcomes -

- ❖ Awareness about the ecological footprint of trades & services to the first step towards Green Environment.
- ❖ After knowing the availability of various resources, their proper utilization is possible.
- ❖ Students can contribute their efforts towards promoting trade in which our country is having self-sufficiency.

References:

1. प्रमीला कुमार एवं श्रीकमल शर्मा: कृषि भूगोल, म. प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2000
2. श्रीवास्तव वी.के. आर्थिक भूगोल के मूलतत्त्व, वसुन्धरा प्रकाशन, गोरखपुर, 2001
3. सिंह जगदीश, आर्थिक भूगोल के मूलतत्त्व ज्ञानोदय प्रकाशन, गोरखपुर 2002
4. डॉ. एच.एम. सक्सेना, डॉ. एल.सी. अग्रवाल, आर्थिक भूगोल, 2015

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE408MJ/MN	Economics (Macro Economics Theory)	CE	4	30	70	100

Objectives:

- ❖ To enable the student teacher to understand concept of Macro Economics.
- ❖ To enable the student teacher to understand National Income.
- ❖ To enable the student teacher to understand concept of Money and prices.
- ❖ To enable the student teacher to understand Functions of Commercial Bank and central Bank.
- ❖ To enable the student teacher to understand difference between private and public finance.

Unit I Introduction to Macro Economics

- a) Meaning, scope, importance and limitation of macro-Economics.
- b) Difference between macro and micro Economics.
- c) National Income- concept relating National Product/National Income: measurement of National Income.
- d) Determinants of National Income- Consumption Function; simple Keynesian consumption Function, Factors affecting saving- consumption.
- e) Investment function: meaning, Determination of level of Investment.
- f) Equality of saving and investment.

Unit II Money and Prices

- a) Concept of money supply, value of money and its measurement with Index Numbers.
- b) Quantity Theory of money, Fisher and Cambridge versions.
- c) Commercial Banking- Principles and Functions of commercial Bank, credit creation.
- d) Central Bank - functions of a central bank with reference to India.
- e) Credit control by a central bank.
- f) Relationship between central bank and treasury.

Unit III International Trade

- a) International Trade - Meaning
- b) Difference between International and Domestic Trade.
- c) Theory of comparative Advantage, Balance of Payment.
- d) Foreign Exchange: Determination of Exchange Rate - Gold Standard Theory and Purchasing Power parity theory.
- e) Objectives and methods of Exchange control.

Unit IV Public Finance

- a) Public Finance: meaning.
- b) Difference between private and public Finance.
- c) Public Revenue and its sources: Tax and Non tax.
- d) Sources of Public Debt.
- e) Types and Role of Public Expenditure.

Assignment & Practical Works: (Any two)

1. Preparation an Assignment works any one subject topic.
2. Prepare Paper
3. Solve Paper

Course Outcomes: After completion the course students would be able to:

- ❖ Understand concept of Macro Economics.
- ❖ Explain the National Income.
- ❖ Understand concept of Money and prices.
- ❖ Describe the Functions of Commercial Bank and central Band.
- ❖ Understand difference between private and public finance.

Reference:

1. Jhingan M.L.: Macro Economic Theory (Hindi/English) Xied, Vrinda publications.
2. Vaish M.C.: Samasti Arthshastra (Hindi/English)
3. Sethi T.T.: Macro Arthshastra (Hindi/English)
4. K.C. Rana and K.N. Verma, Macro Economics. Analysis, Vishal Publishing Company, Jalandhar-Latest Edition (English/Hindi)
5. H.L. Ahuja, Advanced Macro Economic Theory, S. Chand and Co. Delhi, Latest Edition (English/Hidni)

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 409 MJ/MN	Home Science - Textiles & Clothing	CE	4	30	70	100

Objectives:

- ❖ To understand the basic knowledge of textile and clothing.
- ❖ To explain the basic ideas to make decision in selection of clothing.
- ❖ To explain the recent patterns and innovations in the field of textiles and clothing.
- ❖ To provide the knowledge regarding traditional textiles and embroideries of India.

Unit I Textile & Processing

- a) Classification of Textiles:
 - Introduction and classification of textiles.
 - Terminology in textiles
 - General Properties of fiber
- b) Manufacturing / Processing: History, Composition, Types, Properties and uses of:-
Cotton, Silk, Wool, Nylon, Rayon, Polyester

Unit II Fabrics and Finishing

- a) Study of Yarns & Fabrics
 - Twist and yarn number
 - Types – Simple & Complex
 - Loom – Parts and Process
 - Weaving – Basic Weaves
- b) Knitting, Felting, Lacing and Briding – Properties and uses of knitted fabric
- c) Fabric Finishing: Definition, aims and classification of finishes
- d) Bleaching, Tentering, Calendaring, Mercerizing Sanforizing, Sizing, Glazing, Embossing, Singeing, Schreinerizing, Napping, Crease resistant, Water proofing, Flame proofing, Moth and Mildew proofing

Unit III Designing and Printing

- a) Classification and uses of dyes
- b) Block Printing, Duplex Printing, Roller Printing, Screen Printing, Discharge Printing Resist Printing (Tie, Batik & Dye)
- c) Principles and elements of designing
- d) Traditional textile: Brocade Sanganeri, Bagru, Kalamkari, Bandhanai, Patola, Kasuti, Kantha, Phulkari, Kutch

Unit IV Garments and Consumer Education

- a) Selection of ready-made garments for different age, season, occupation and occasion.
- b) Storage and care of fabrics.
- c) Comparative study of Home made, Tailor made and ready made garments.
- d) Consumer Education: Need and Advantages
- e) Knowledge of consumer Aids standardization Marks, Advertisement, Packing, Labels
- f) Consumer Laws

Practicals: Any two of the following

- Prepare a scrap book of the following:

- Cotton fiber from (Muslin, 2*2 Rubia, 2*1 plplin, khadi)
- Silk fiber from (Georgette, Chiffon, Crepe, Mulberry)
- Jute fiber from Gunny Bags & Ropes
- Rayon fibre from artificial silk dupatta
- Yarn: ply, textured and metallic yarn
- Differeent fabrics samples
- Technical textile
- Clothing techniques: Simple, seam, tucks, placket opening, Embroider the frock
- Tie and dye prepare two sample through any 2 techniques
- Product design: Cushion cover, pouch with zip, shoulder bag

Course Outcomes: After studying this couse students will able to learn:

- ❖ After studying this course students will able to know:
- ❖ Basic knowledge of textile and clothing.
- ❖ Basic ideas to make desicision in selection of clothing.
- ❖ Recent patterns and innovations in the field of textiles and clothing.
- ❖ Knowledge regarding traditional textiles and embroideries of India.

References:

1. Hollen & Saddler, Textiles
2. Durga Deolkar, Textiles & Lundry work
3. Susheela Dantyagi, Fundaments of Textiles & Their Uses
4. Joseph Marjory, Introduction to Textiles, 5th Edition, Halt Renchart and winston, New York
5. S. Pandit & Elizabith Tarplag, Grooming Selection and care of cloth
6. Bela Bhargava (2003) "Vastra Vigyan avam dhulai kriya," University Book House Jaipur.
7. Ruby Jain (2006). Basics stitching processes, CBH Publications.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE410MJ/MN	PSYCHOLOGY (PSYCHOPATHOLOGY)	CE	4	30	50+20=70	100

Objective:

- ❖ The impart knowledge about the normality and abnormality.
- ❖ To make students understand the nature and course of various abnormal conditions.
- ❖ To impart knowledge and skills needed for psychological assessment of different abnormal conditions.

Unit-I: Introduction of Psychopathology

- a) The concept of normality & abnormality
- b) Sign and symptoms of abnormal behavior
- c) Difference between Neurosis & Psychosis.

Unit-II: Causes of Abnormal Behavior

- a) Biological Cause
- b) Psycho-Social Cause
- c) Socio-Cultural Cause

Unit-III: Anxiety Disorder's

- a. Nature and types of anxiety
- b. Depression and phobia
- c. Obsessive compulsive disorder

Unit-IV: Stress Disorder

- a) Meaning & Characteristics of Stress
- b) Reactions to stress
- c) Causes of stress

Course Outcomes:

- ❖ Student know about the normality and abnormality.
- ❖ Students understand the nature and course of various abnormal conditions.

BOOKS

1. Coleman, J.C.: Abnormal Psychology and Modern Life.
2. Mohanty, G.: Abnormal Psychology.
3. Labh Singh: Asamanya Manovigyan.
4. Kapil, H.K.: Asamanya Manovigyan.

PRACTICALS (Any Three)

1. Measuring the level of anxiety
2. Measuring the level of depression
3. Measuring the level of mental health
4. Measuring the level of neurosis
5. Assessment of personality

Note: -The department may change the practical depending on the availability of the apparatus and recent developments.

Course Code	Course Title	Course Category	Credit	CIA	Theory+ practical	Total
BBAE 411 MJ/MN	Information Technology (Advanced Web Technologies – Java Script)	CE	4	30	50+20=70	100

Objective:

- ❖ This paper will familiarize the students with client-side scripting language and will expose the students to create dynamic WebPages.

Unit I

Introduction to Javascript, Java Script Variables, Operators, Statements, Comments

Unit II

Java Script Statements - Decision Making Statements, If, If ...Else, Else ..If, Switch, Loops, For Loop, While, Do.. While.

Unit III

Arrays, Functions & HTML DOM, Java Script Arrays, Java Script Functions, HTML DOM, Event Handling.

Unit IV

Java Script Objects & Cookies, Introduction to Objects, Number, Boolean, Strings, Arrays, Date, Math, Cookies

Course Outcomes:

- ❖ Students will be able to create dynamic Web Pages using JavabScript.

Reference:

1. Learn Java Script and Ajax with W3 Schools, Wiley Publishing Inc, December, 2010
2. The Complete Refernce Java Script III Edition, 2013, Thomas A. Powell Fraitz
Sehneider, Mc Graw Hill
3. <http://www.w3schools.com/js/default.asp>

Practical:

Writing programs using Java script

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE412FD	Philosophical & Sociological Perspectives of Education-I	CC	4	30	70	100

Objectives

- ❖ To acquaint with the knowledge, understanding and application of the concept, objective, nature and scope, implications and branches of philosophy of education philosophy.
- ❖ To impart understanding of various Indian philosophies like Sankhya, Yoga, Nyaya, Vaisheshika, Mimamsa, Vedanta philosophy and their educational implications.
- ❖ Relationship between sociology and education, educational sociology, education as a social sub-system, to impart analytical knowledge, understanding and application of subtle elements of education in the present emerging Indian society.
- ❖ To provide detailed information about various agencies of education like – family, community, modernization, culture and democracy.

Course Contents:

Unit- I Philosophical Foundation of Education

- a) Philosophy: concept, nature, and scope.
- b) Educational Philosophy: concept, aims, implication
- c) Relationship of Education and Philosophy.
- d) Branches of Philosophy - Metaphysics, Epistemology, Axiology and their implication for Education.

Unit- II Indian Schools of Philosophy and their Educational implications

- a) Sankhya Educational Philosophy.
- b) Yoga Educational Philosophy
- c) Nyaya Educational Philosophy
- d) Vaisheshik Educational Philosophy.
- e) Mimamsa Educational Philosophy
- f) Vedanta Educational Philosophy

Unit-III Sociology and Education.

- a) Education and Sociology
- b) Educational Sociology: Meaning and Nature of
- c) Sociology of Education
- d) Education as a Social Sub-system
- e) Education in present Emerging Indian Society

Unit-IV Sociological Impact/Agencies of Education.

- a) Education and the Family
- b) Education and the Community
- c) Education and Modernization
- d) Education and Culture
- e) Education and Democracy

Assignment: (Any Two)

1. Solve old question papers.
2. Prepare a research paper on related subject matter.
3. Prepare project work on any one topic.
4. Preparation of one term paper with PPT.

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

- ❖ To acquire knowledge of the concept, objective, nature and scope, implications and branches of philosophy of education philosophy.
- ❖ Have deep insight into various Indian philosophies like- Sankhya, Yoga, Nyaya, Vaisheshika, Mimamsa, Vedanta philosophy and their educational implications.
- ❖ Relationship between sociology and education, educational sociology, education as a social sub-system, getting the micro elements of education in the present emerging Indian society.
- ❖ To strengthen the understanding of various agencies of education like – family, community, modernization, culture and democracy.

References:

1. Brigge, Morris-L. Educational Philosophies for Teachers, Charles E Merrill Publishing Co., Columbus
2. Brubacher, John S, Modern Philosophies of Education, Mc Grawkill Book company Inc, New York
3. पाठक, पी. डी., त्यागी जी. एस. डी. (2005), शिक्षा के दार्शनिक सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
4. भाटिया, के. के. (2006), शिक्षा का दर्शनशास्त्रीय स्वरूप, कल्याणी पब्लिशर्स, लुधियाना
5. त्यागी, जी.एस.डी. (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा
6. पाण्डेय, रामशक्ल, कपूर बीना (2007), शिक्षा के दार्शनिक आधार, प्रकाशन विनोद पुस्तक मंदिर, आगरा
7. ओड, के. लक्ष्मीलाल (2008), शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
8. पाण्डेय, रामशक्ल (2008), शिक्षा दर्शन, अग्रवाल पब्लिकेशन्स, निर्भय नगर, गैलाना रोड, आगरा
9. जैन, बी.एल. (2023) शैक्षिक समाजशास्त्र, अनिता कॉलोनी, 30 ए, बजाज नगर एनक्लेव, जयपुर

BBAE 413OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Language Course (I)	Content cum Pedagogy of at Secondary Stage Course (I) Any Two CE CE	2	15	35	50
BBAE 414OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Social Sciences Course (I)		2	15	35	50
BBAE415OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Computer Science(I)		2	15	35	50
BBAE416OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Home Science(I)		2	15	35	50

Course code	Course Title	Course Category	Credit	CIA	Theor y	Total
BBAE 413OP	Content cum Pedagogy of Language 1	CE	2	15	35	50

Objectives:

- ❖ The course aims to outline the aims and objectives of teaching Language at the secondary level,
- ❖ The course aims to identify and relate values of the Language with other disciplines,
- ❖ The course aims to summarize the historical perspective of the Language,
- ❖ The course aims to discuss methods, approaches and materials for teaching Language at the secondary stage in the Indian context.
- ❖ The course aims to appraise the Language diversity of the surroundings.

UNIT – I Nature, Scope, and Historical Perspective of Language

- a) Nature, scope and importance of the Language; Linguistic features of the Language.
- b) Functions of Language, Language learning and Language acquisition.
- c) Historical perspective of the Language with a special focus on inclusivity in classrooms to learn the Language, evolution of Language with the power dynamics.
- d) Language as discourse: Language-Identity and Gender.

UNIT – II Pedagogical Aspects of Language

- a) Approaches of teaching Language– inductive deductive, constructivist, experiential learning, art-integrated learning, blended learning, inter disciplinary and multi disciplinary approaches.
- b) Critical and analytical pedagogical concerns related to teaching Language with special focus on Higher Order Thinking skills (HOTS).
- c) Methods of teaching Language: learner-centric and group-centric, lecture-cum-demonstration, grammar-cum-translation method, direct method, audio-lingual method, task- based learning, lexical approach, activity-based discussion, problem-solving, hands-on activity, concept-mapping, collaborative and cooperative learning.
- d) Capabilities of students in Language skills and reflection.

Assignment & Practical Works: (Any one)

1. Prepare a report on any one Language of your neighborhood focusing on how it has evolved.
2. Write an article on the recommendations of NEP2020 in context to Language development.
3. Prepare relevant resource materials of the Language at the secondary level.
4. Prepare a report on various pedagogical activities to teach the Language.
5. Any other project assigned by the HEI.

Course Outcomes: After completing the course, student teachers will be able to:

- ❖ Outline the aims and objectives of teaching Language at the secondary level,
- ❖ Identify and relate values of the Language with other disciplines,
- ❖ Summarize the historical perspective of the Language,
- ❖ Discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context,
- ❖ Appraise the Language diversity of the surroundings.

References:

1. National Curriculum Framework for School Education, Government of India
2. National Education Policy 2020 (NEP2020). Government of India. (English / Hindi).
3. National Policy on Education (With Modifications Under taken in 1992). Ministry of Human Resource Development: NewDelhi.
4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE414OP	Content cum Pedagogy of Social Science (I)	CE	2	15	35	50

Objectives-

- ❖ To enable the students to understand the meaning of social science and correlate with modern social science.
- ❖ To understand the different approaches and organizing Social Science.
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.
- ❖ To develop the classroom skills and use of techniques for teaching of social science.

Unit -I Meaning nature and scope of social science

- a) Historical Development of Social Science and Modern Concept, Nature and Scope of Social Science.
- b) Concept of Social Sciences and Social Studies.
- c) Importance Values of Social Sciences such as intellectual, utilitarian, moral and aesthetic and environmental.
- d) Aims and Objectives of Teaching Social Science at Different Level, Linkages of Social Sciences with other subjects and its place in school curriculum.

Unit -II Pedagogical Aspects of Social Sciences

- a) Implication of various approaches- inductive deductive, constructivist, experiential learning, art-integrated learning, sports integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Social Sciences textbooks.
- b) Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning Social Sciences, learning exclusive of pre conceptions and misconceptions, blended learning.
- c) Methods of teaching Social Sciences: learner-centric and group-centric, activity based, discussion, problem-solving, role play, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in Social Sciences textbooks.
- d) Critical, creative and analytical pedagogical concerns in teaching the Social Sciences special reference to with higher-order thinking.

Assignment (Any one)

1. Develop write-ups on the teaching of Social Sciences using inter disciplinary and multi disciplinary approaches as suggested in NEP 2020.
2. Studying any social problem and write a report of the same.
3. Analyze the different recommendations of policies/commissions in context to Social Sciences
4. Any other project assigned.

Course Outcomes: After completion of this course, student teacher will be able to:

- ❖ Explain the nature and scope of Social Sciences,

- ❖ Examine the pedagogical aspects of the Social Sciences,
- ❖ Elaborate the aims and objectives of the Social Sciences,
- ❖ Analyze the historical perspective and inherent values in Social Sciences,
- ❖ Identify the importance/significance of Social Sciences in daily life,
- ❖ Determine the suitability of the methods for teaching learning Social Sciences,
- ❖ Apply approaches and strategies of teaching learning Social Sciences at the secondary stage.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE415OP	Content Cum Pedagogy of Computer Science (I)	CE	2	15	35	50

Objectives

- ❖ Define Computer Science and explain its relevance in real-world applications.
- ❖ Articulate the goals of CS education and identify specific learning objectives.
- ❖ Describe how CS connects with other subjects and give examples.
- ❖ Outline key milestones in CS history and summarize major policy influences.
- ❖ Explain the practical, social, disciplinary, and cultural values of CS learning.
- ❖ Discuss key policy recommendations for improving CS education.
- ❖ Compare and contrast different CS teaching approaches.
- ❖ Evaluate the effectiveness of different CS teaching methods.

Unit– I: Nature, Scope, Aims and Historical Perspective of Computer Science

- a) Nature, scope and importance of Computer Science.
- b) Historical perspective of Computer Science.
- c) Computer Science as an evolving discipline.
- d) Recommendations/suggestions of various committees, commissions and policies in reference to Computer Science.
- e) Aims and objectives of teaching Computer Science.
- f) Values of teaching Computer Science: practical, social, disciplinary, and cultural values.

Unit– II: Pedagogical Aspects of Computer Science

- a) Implication of various approaches - inductive deductive, constructivist, experiential learning, computer/ web supported pedagogical approaches such as personalized adaptive learning and Computer Managed Learning (CML), multimedia approach, interdisciplinary and multidisciplinary approaches in Computer Science.
- b) Analytical pedagogical aspects in teaching of Computer Science for higher order thinking skills such as critical, creative, communication, decision making and reflective.
- c) Methods of teaching the Computer Science: learner-centric and group-centric, lecture cum demonstration, problem-solving, laboratory, and project based, analytic and synthetic, flipped classrooms, Computer Assisted Instructions (CAI), mobile learning and online learning.

Assignment and Practical (Any one)

1. Analyze recommendations of policies/commissions in context to Computer Sciences.
2. Prepare a write-up on any two topics of Computer Science regarding their learning outcomes and competencies at Secondary Stage.
3. Create an interactive multimedia presentation, including videos, animations, and simulations, to explain complex Computer Science concepts.
4. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Computer Sciences.
5. Identify the challenges and benefits of implementing CAI in educational settings and prepare a report.

6. Identify and integrate values in Computer Science concepts and prepare a PowerPoint presentation.
7. Any other project assigned by HEI.

Course Outcomes

- ❖ Explain the nature, scope, historical development, aims, objectives, and values of Computer Science, and interpret the recommendations of various educational committees, commissions, and policies related to Computer Science education.
- ❖ Analyze Computer Science as an evolving discipline and evaluate its significance in addressing educational, social, cultural, and technological needs.
- ❖ Apply appropriate pedagogical approaches, including constructivist, experiential, inductive-deductive, multimedia, interdisciplinary, adaptive learning, and Computer Managed Learning (CML), for effective teaching of Computer Science.
- ❖ Demonstrate the use of learner-centered, laboratory-based, project-based, flipped classroom, Computer Assisted Instruction (CAI), mobile learning, and online teaching methods for planning and conducting Computer Science instruction.
- ❖ Design effective Computer Science learning experiences and instructional strategies that promote higher-order thinking skills, including critical thinking, creativity, communication, decision-making, collaboration, and reflective learning.
- ❖ Evaluate and select suitable pedagogical methods, digital tools, and assessment strategies to enhance the quality of Computer Science teaching and learning in diverse educational contexts.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 416OP	Content-Cum Pedagogy of Home Science I	CE	2	15	35	50

Objectives

- ❖ To explain nature, scope, and importance of Home Science
- ❖ Teacher trainees will aware illustrate aims and objectives of teaching Home Science for sustainable development of society
- ❖ To know about categorization of approaches and methods of teaching learning Home Science
- ❖ To realize the importance of studying Home Sciences as part of the school curriculum

UNIT- I Nature, Scope and Historical Perspective of Home Science

- a) Modern meaning & nature of Home Science as a discipline
- b) Historical perspective and major landmarks in the evolution of Home Science
- c) Scope of Home Science and its importance in daily life and as a profession
- d) Aims and objectives of teaching Home Science
- e) Recommendations/suggestions of various committees, commissions and policies related to education of Home Science

UNIT - II Pedagogical Aspects of Home Science

- a) Learning outcomes and competencies of teaching Home Science at secondary stage
- b) Place & values of Home Science in school curriculum, its correlation with other school subjects
- c) Implication of various approaches such as inductive-deductive, constructivist, experiential learning, interdisciplinary and multidisciplinary and blended learning approaches in Home Science teaching
- d) Analytical pedagogical aspects in teaching of Home Science for the development of high order thinking skills such as critical, creative, communication, decision making, collaborative and reflective
- e) Methods in Home Science: lecture cum demonstration, observation, activity based, discussion, problem-solving, laboratory, project based, hands on activity, discovery, inquiry, experimentation, exhibition and displays, collaborative and cooperative learning, peer learning and flipped classroom

Assignment & Practical (Any Two)

1. Prepare a term paper with ppt on any above topic in units
2. Prepare a report on the significance of Home Science in daily life
3. Formulate objectives based on learning outcomes for two chapters of Home Science at secondary stage
4. Analyze recommendations of NEP 2020 with reference to Home Science education
5. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Home Science

6. Identify and integrate values in Home Science concepts and prepare a write up

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Explain the modern meaning of Home Science and its nature
- ❖ discuss evolution of Home Science as a school subject and its correlation with other subjects
- ❖ Examine the scope and importance of Home Science in daily life
- ❖ Outline the aims, objectives and learning outcomes of the teaching of Home Science
- ❖ Adopt appropriate teaching methods based on learning outcomes
- ❖ Select participatory method for teaching Home Science
- ❖ Improve high order thinking skills
- ❖ Demonstrate values related to Home Science

References:

1. Jha, J.K. (2001). Encyclopedia of Teaching of Home Science, (Vol.I & II), Anmol Publication, New Delhi.
2. Lakshmi, K. (2006). Technology of Teaching of Home Science, Sonati Publisher, New Delhi.
3. National Curriculum Framework for School Education (2023). NCERT, New Delhi.
4. Nibedita, D. (2004). Teaching of Home Science, Dominant Publisher, New Delhi.
5. National Education Policy 2020, MoE, Government of India
6. R. Lall (2019). Pedagogy of school Subject Home science, Anu Books
7. Shah, A. et. al. (1990). Fundamentals of Teaching Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
8. Shalool, S. (2002). Modern Methods of Teaching of Home Science (I Ed.) Sarup & Son's, New Delhi.
9. अस्थाना, एस. आर. (2007). गृह विज्ञान का अध्यापन, लक्ष्मी नारायण अग्रवाल प्रकाशन, आगरा
10. कुमारी, विमलेश (2007), गृह विज्ञान शिक्षण, डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली
11. अनीता फोगाट (2019), गृह विज्ञान का शिक्षा शास्त्र, नोवेल्टी प्रिंटर्स,
12. शर्मा, श्रीमती राजकुमारी व तिवारी, श्रीमती अंजना (2006), गृह विज्ञान शिक्षण, राधा प्रकाशन मंदिर, आगरा
13. सुखिया, एस. एवं मेहरोत्रा (2009) गृह विज्ञान, हरियाणा साहित्य एकेडमी, चंडीगढ़

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- <https://dsel.education.gov.in/sites/default/files/NCF2023.pdf>
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Semester-V

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE501MJ/MN	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course	4	30	70	100
BBAE502MJ/MN	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE503MJ/MN	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE504MJ/MN	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE505MJ/MN	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE506MJ/MN	Disciplinary/Inter disciplinary Courses	Sociology	CE One Minor Course	4	30	70	100
BBAE507MJ/MN	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE508MJ/MN	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE509MJ/MN	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE510MJ/MN	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE511MJ/MN	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100
BBAE5012AE	Ability Enhancement & Value-Added Courses	ICT in Education	CC	2	15	35	50
BBAE 513SI	School Experience)	Pre. Internship Practice (Demonstration lessons, Peer teaching)	CC	2	Pre. Internship Practice 50		50
BBAE 514OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Language (II)	Content cum Pedagogy of at Secondary Stage Course (II) Any Two CE	2	15	35	50
BBAE 515OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Social Sciences Course (II)		2	15	35	50
BBAE 516OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Computer Science (II)		2	15	35	50
BBAE 517OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Home Science (II)		2	15	35	50

			CE				
			Total	20	135	365	500

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE501MJ/MN	Hindi Literature (आधुनिक काव्य)	CE	4	30	70	100

उद्देश्य—

- ❖ विद्यार्थियों को आधुनिक काव्य से परिचित करवाना।
- ❖ विद्यार्थियों को विभिन्न कवियों की काव्यशैली की जानकारी देना।
- ❖ विद्यार्थियों को विभिन्न कवियों की भाषाशैली से परिचित करवाना।
- ❖ विद्यार्थियों को काव्यशास्त्र की सामान्य जानकारी देना।

इकाई—I

1. आधुनिक हिन्दी कविता का उद्भव एवं विकास
2. अयोध्या सिंह उपाध्याय 'हरिऔध' (कर्मवीर, बृजसंध्या)
3. कवि 'हरिऔध' का सामान्य परिचय एवं उनकी काव्यगत विशेषताएँ।

इकाई—II

1. मैथिलीशरण गुप्त (सखी वे मुझसे कहकर जाते, भरत कैकयी पश्चाताप, नर हो न निराश करो मन को),
2. रामधारी सिंह 'दिनकर' (रश्मिरथी— प्रथम व पंचम सर्ग)
3. जयशंकर प्रसाद (अशोक की चिन्ता एवं कामायनी के चिन्ता सर्ग से चयनित अंश),
4. महादेवी वर्मा (मधुर—मधुर मेरे दीपक जल, मधुरिमा के मधु के अवतार),
5. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

इकाई—III

1. सुमित्रानन्दन पन्त (एकतारा, नौका विहार से चयनित अंश)
2. सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' (असाध्य वीणा के चयनित अंश),
3. गजानन माधव 'मुक्तिबोध' (जन—जन का चेहरा एक),
4. नरेश मेहता (समय देवता से चयनित अंश)
5. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

इकाई—IV

1. धूमिल (अकाल दर्शन, मोचीराम)
2. रघुवीर सहाय (शोकसभा, विदाई),
3. त्रिलोचन (एक पहर दिन आया होगा),
4. इकाई में वर्णित कवियों का सामान्य परिचय एवं काव्यगत विशेषताएँ

उपलब्धियाँ—

1. विद्यार्थी विभिन्न कवियों की लेखनशैली से परिचित होकर अपना मत प्रस्तुत कर सकेंगे।
2. विद्यार्थी आधुनिक काव्य का परिचय प्राप्त कर स्वयं काव्य रचना का प्रयास कर सकेंगे।
3. विद्यार्थी स्वयं को भावी प्रतियोगिता परीक्षाओं के लिये तैयार कर सकेंगे।
4. विद्यार्थी काव्यशास्त्र का ज्ञान प्राप्त करेंगे।

पाठ्य पुस्तक :

1. आधुनिक काव्य, कैलाश भट्ट, सम्पादक—प्रो. नन्दलाल कल्ला, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ

- ❖ हिन्दी साहित्य का इतिहास— आचार्य रामचन्द्र शुक्ल नागरी प्रचारिणी सभा, काशी
- ❖ जयशंकर प्रसाद, आचार्य नंद दुलारे वाजपेयी, भारती भंडार, इलाहाबाद
- ❖ निराला की साहित्य साधना (भाग 1,2,3) डॉ रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
- ❖ छायावाद : पुनर्मूल्यांकन सुमित्रानंदन पंत, लोकभारती प्रकाशन, इलाहाबाद
- ❖ कविता के नये प्रतिमान—डॉ नामवरसिंह राजकमल प्रकाशन, नई दिल्ली
- ❖ अज्ञेय और आधुनिक रचना समस्या, डॉ रामस्वरूप चतुर्वेदी, लोक भारती प्रकाशन, इलाहाबाद
- ❖ हिन्दी साहित्य का इतिहास—संपादक डॉ नगेन्द्र, मयूर पेपर बैक्स, नोयडा
- ❖ आधुनिक साहित्य की प्रवृत्तियाँ— डॉ नामवरसिंह, लोकभारती प्रकाशन, इलाहाबाद
- ❖ काव्यशास्त्र— भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
- ❖ हिन्दी काव्य सिद्धान्त— रामबाबू ज्योति, राजस्थान प्रकाशन, जयपुर
- ❖ काव्य प्रदीप— रामबहोरी शुक्ल, हिन्दी भवन प्रकाशन, दिल्ली
- ❖ भारतीय काव्यशास्त्र— निषा अग्रवाल, लोक भारती प्रकाशन, नई दिल्ली
- ❖ साहित्य शास्त्र— डॉ. ओमप्रकाश गुप्त, डॉ. गौवर्धन बंजारा, पार्थ प्रकाशन, अहमदाबाद

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE502MJ/MN	English Literature (Poetry and Drama)	CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand poems.
- ❖ To familiarize them with Modern Poetry and Problem Play.
- ❖ To acquaint them with the literary terms related to the genres.

Unit I. Two Plays by Tagore

- a) The Sacrifice
- b) The Post Office

Unit II. Poems from Poet's Pen: (Ed.) Homi P. Dustoor.

- a) Rupert Brooke: The Dead
- b) Wilfred Owen: Anthem for Doomed Youth
- c) John Masefield: The West Wind
- d) WB Yeats: The Second Coming
- e) TS Eliot: Journey of the Magi

Unit III. Poems from Indian Poetry in English

- a) Nissim Ezekiel: "Night of the Scorpion"
- b) Nissim Ezekiel: "Very Indian Poem in Indian English"
- c) Gauri Deshpande: The Female of the Species
- d) AK Ramanujan: A River
- e) Keki N Daruwalla: Railroad Riveries

Unit IV: Major Literary Movements

Metaphysical Movement, Oxford Movement, Irish Movement, Renaissance Movement, Reformation, Naturalism, Realism, Modernism, Black Movement, Stream of Consciousness, War Poets

Course Outcome:

- ❖ The students will be able understand the changing nature of Literature through ages.
- ❖ They will become familiar with various forms of verse and dramatic art.
- ❖ They will be highly motivated to read other compositions and related genres.

References:

1. Prasad, B.A Background to the Study of English Literature. Macmillan, 2004.
2. Poet's Pen: (Ed.) Homi P.Dustoor. Oxford University Press.
3. Contemporary Indian Poetry in English: (Ed.) Saleem Peerandina. MacMillan, New Delhi.
4. Forms of English Prose. Oxford University Press, New Delhi.
5. Abraham, M. H. A Glossary of Literary Terms. MacMillan, New Delhi.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE503MJ/MN	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	CE	4	30	70	100

उद्देश्य—

- ❖ धातुरूप से संस्कृत भाषा की क्रिया संबंधी जानकारी देना।
- ❖ धातुओं के विभिन्न रूपों की जानकारी देना।
- ❖ खण्डकाव्य की विधि से अवगत करवाना।

इकाई—1 लघुसिद्धान्त कौमुदी को भ्वादि गण से जुहोत्यादि गण तक (सूत्र 373 से 628 तक)

- 1 सूत्रार्थ
- 2 रूपसिद्धि
- 3 धातु रूपावली

इकाई—2 रचनानुवाद कौमुदी (पाठ 41 से 50)

- 1 संस्कृत से हिन्दी अनुवाद
- 2 हिन्दी से संस्कृत अनुवाद
- 3 षब्दार्थ

इकाई—3 संस्कृत साहित्य का इतिहास

- 1 वैदिक साहित्य— वेदांग, उपनिषद् साहित्य
- 2 महाकाव्य— रामायण (वाल्मीकी) महाभारत (वेदव्यास), अश्वघोष, कालिदास, माघ, भारवि, प्रमुख जैन महाकाव्य— वरांगचरित, वर्द्धमानचरित, पार्श्वनाथ
- 3 गद्य काव्य— कादम्बरी, तिलक मंजरी, गद्य चिन्तामणि, शिवराजविजय
- 4 नाटक साहित्य— भास, कालिदास, शूद्रक, भवभूति
- 5 स्तोत्र साहित्य— वैदिक, जैन एवं बौद्ध परम्परा के प्रमुख स्तोत्र
दो प्रश्न/दो टिप्पणी

इकाई—4 अश्रुवीणा (50 श्लोक) एवं अभिधान चिन्तामणि नाममाला (121 से 150)

अश्रुवीणा —

- 1 दो प्लोकों की सप्रसंग व्याख्या
- 2 एक सामान्य प्रश्न

अभिधान चिन्तामणि —

- 1 दो प्लोक पूर्ति
- 2 दो षब्दों के संस्कृत में पर्यायवाची
- 3 पांच षब्दों के अर्थ

उपलब्धियाँ—

- ❖ विभिन्न धातुओं के अर्थ आदि की जानकारी प्राप्त होगी।

- ❖ संस्कृत की ऐतिहासिकता की जानकारी प्राप्त होगी।
- ❖ काव्य रचना की नवीन विद्या का ज्ञान होगा।

पाठ्य पुस्तक/ संदर्भ ग्रन्थ :

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुषवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विष्वविद्यालय प्रकाशन, वाराणसी
3. अश्रुवीणा, आचार्य महाप्रज्ञ, सम्पादक डॉ. हरिषंकर पाण्डेय, जैन विष्वभारती, लाडनूं
4. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
5. संस्कृत साहित्य का इतिहास, आचार्य बलदेव उपाध्याय, षारदा निकेतन, वाराणसी
6. संस्कृत साहित्य का संक्षिप्त इतिहास, वाचस्पति गरोला, वाराणसी
7. संस्कृत साहित्य का नवीन इतिहास, कृष्ण चैतन्य, चौखम्बा प्रकाशन, वाराणसी
8. संस्कृत वाङ्मय कोष—श्रीधर भास्कर वर्णेकर
9. संस्कृत के विकास मे जैन कवियों का योगदान—डॉ. नेमीचन्द्र षास्त्री

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE504MJ/MN	History (आधुनिक भारत का इतिहास)	CE	4	30	70	100

Objects:

1. Providing students with the life of modern Indian history.
2. To get acquainted with the British land revenue system
3. To impart Knowledge of Indian renaissance.
4. Explain the importance of national movement.
5. Providing information about the Indian constitution.

Unit-I

- a) Panipat Third War Cause and consequences.
- b) Establishment of British Power in Bengal.
- c) Administrative changed (1772-1793).
- d) Anglo Maratha Conflict- (Madhji Sindhiya and Nana Fadnavis) Due to the Failure of Maratha's
- e) The new revenue system under British rule-Permanent Settlement, Mahalist system and Raiyatwadi system impacted on the peasants.

Unit-II

- a) Revolt of 1857-Causes, nature and consequences.
- b) Indian Renaissance- The Contribution of Raja Ram mohan Rai, Dayanand Sarswati and Swami Vivekanand in the Social and religious field.
- c) Indian Nationality reason.
- d) Establishment of Indian National Congress.

Unit-III

- a) Government of Indian act 1909, 1919 and 1935.
- b) Indian Freedom movement between 1920 to 1947- non-corperation movement, Civil movement and Quit india movement.

Unit-IV

- a) Development of Communal politics.
- b) Partition of India and the supporting elements in the independence of India.
- c) Constitution and salient features.
- d) Integration and problem and Solution of India from 1947 to 1950.

Course Outcomes: -

- ❖ You will be able to analyze the positive and negative effects of British rule.
- ❖ You will be able to develop a personality inspired by the life of Raja Ram Mohan Rai, Dayanand Sarswati, and Swami Vivekanand.
- ❖ You will get Inspiration from Indian constitution and ideal of national movements.

Reference:

1. Grover B.C. - Modern India
2. Chandra Vipin - Modern India
3. Sarkar, Sumit - Modern India

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE505MJ/MN	Political Science (प्रमुख पाश्चात्य राजनीतिक विचारक)	CE	4	30	70	100

Objectives: -

- ❖ To acquaint students with the western political thinkers ideologies
- ❖ To Acquaint students with the relevancy of various thinkers philosophy with modern content
- ❖ To provide new dimensions to students of comparative study

UNIT- I: Plato: Theory of Justice, Theory of Communism, Theory of Education and Theory of Ideal State. Aristotle- As the First Political Scientist, Views on Slavery, Revolution and Citizenship.

UNIT- II: Thomas Aquinas: Principal political ideas and Theory of Law. Machiavelli's principal political ideas and Machiavelli as the first modern political thinker.

UNIT- III: Hobbes Locke, and Rousseau: Their Social Contract theory and a comparative assessment of their ideas.

UNIT- IV: Jeremy Bentham and his theory of utilitarianism: J.S. Mill's Concept of Liberty and his modification in Bentham's theory of utilitarianism. Karl Marx : The Theory of economic Interpretation of History. Theory of Class Struggle. Political ideas of Harold J. Laski.

Course outcomes: -

- ❖ Students will be able to know western thinkers philosophy
- ❖ Students will be able to know ancient, medieval and modern ages and changing scenarios think and philosophy of thinkers
- ❖ Students will be able to know the theories of state origin.

References:

1. Jyoti Prasad Sood- Rajnitik Chintan ka Itihas, Vol., II, III
2. B.R. Purohit-Rajnitik Chintan Ka Itihas, Raj. Hindi Granth Academy, Jaipur
3. Hasidat Nedalankar-Pratinidhi Vicharak
4. Ernest Barker- Yunani Rajnitik Sidhant (Hindi, Translated by Delhi Viswavidyalay Prakost).
5. Prabhudatt Sharma- Rajnitik Vicharaon Ka Itihas.
6. T.B. Mathur and B.P. Srivastav- Pramukhy Rajnitik Vicharak.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 506 MJ/MN	Sociology (Foundation of Sociological Thought)	CE	4	30	70	100

Objectives:

- ❖ To enable the students to understand the emergence of sociology.
- ❖ To enable the students to understand the classical sociological tradition.
- ❖ To enable the students to understand the contemporary sociological Tradition.
- ❖ To enable the students to understand the Indian sociological tradition.

Unit - I Emergence of Sociology

- a) Transition from Social Philosophy to Sociology
- b) The Intellectual Context
- c) Enlightenment - The Social Economical and Political Forces

Unit - II Classical Sociological Tradition

- a) Karl Marx: Dialectical Materialism, class Struggle
- b) Emile Durkheim: Social Fact, Division of Labour and suicide
- c) Max Weber: Social action, Types of Authority

Unit III Contemporary Sociological Tradition

- a) Jurgen Habermas, Legitimation crisis, communicative action
- b) Antonio Gramsci: Hegemony, Civil Society
- c) Anthony Giddens: Modernity, Structure and Agency

Unit - Indian Sociological Tradition

- a) D.P. Mukherji: Diversity, Dialectics of Tradition
- b) A.R. Desai: Nationalism, Path of Development
- c) G.S. Ghurye: Indian Sadhus, Cast, Class and occupation, Social tension

Outcomes: After completion the course student would be able to:

- ❖ Understand the emergence of sociology.
- ❖ Understand the classical sociological tradition.
- ❖ Explain the contemporary sociological Tradition.
- ❖ Understand the Indian sociological tradition.

Reference:

1. Aron, Raymond 1967, Main currents in sociological thought Harmondsworth Middle Sex, Penguin Book
2. Barnes H.E. 1959, Introduction to History of Sociology Chicago, The University of Chicago Press
3. Coser, Lewis A, 1979, Master of Sociological Thought, New York
4. Singh, Yogendra 1986, Indian Sociology Social Conditioning and Emerging Trends, New Delhi
5. Mukherjee, R. K., Sociology and Indian Society, ICSSR, Vol. I to IV
6. Sambhulal Doshi & P. C. Jain : Karl Marx, Emile Durkheim (In Hindi)
7. दोषी एवं जैन, प्रमुख समाजशास्त्रीय विचारक कांस्टे से मार्टन तक

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE507MJ/MN	Geography (Geography of India)	CE	4	30	50+20 (Practical) 70	100

Objectives -

- ❖ To provide thorough knowledge about Geography of India.

Unit - I

- a) Location
- b) Geology
- c) Detailed Study of Physiographic divisions
- d) Climate: Seasons and Mechanism of Indian Monsoon

Unit – II

- a) Major Climatic Regions: General Classification & Classification as per Koppen&Thornthwaite
- b) Natural Vegetation: Type and their distribution
- c) Water Resources: Rivers, Lakes, Ponds, Wells, Tubewells, Canals and Dams
- d) Mineral Resources: Types, Distribution and Production (Iron Ore, Mica, Uranium, Natural Gas)

Unit – III

- a) Energy Resources: Types, Distribution and Production (Wind Power, Coal, Nuclear Power, Hydropower, Biogas, Tidal Energy)
- b) Agriculture Resources: Types, Distribution and Production of Major Crops
- c) Human Resources: Population Growth, Distribution general and category (rural-urban, male- female, Literacy, Occupation, ST-SC-OBC).

Unit-IV

- a) Industries: Introduction, Factors, Distribution, Production and Trade of Textile, Salt, Cement, Marble, Fertilizer, Zinc and Copper Smelting and Tourism
- b) Transport & Trade: Roads, Rails, Airways
- c) Industrial Regions of India & Resource Regions of India
- d) India in context of South and South East Asia

Practical

1. Map Projection: (Graphical Construction) Definition, Classification, Characteristics and Uses
2. Conical Projections: With One Standard Parallel, With Two Standard Parallels, Bonne's and Polyclinic Projection
3. Cylindrical Projections: Equidistant, Equal Area, Mercator's and Gall's Projection
4. Zenithal Projections: Perspective and non-perspective
5. Introducing Remote Sensing, Development of R.S. with reference to Indian Satellites and Interpretation of One Aerial Photograph
6. Theoretical& Practical Knowledge of GPS
7. Syllabi Field Trip: Within Rajasthan, Field Trip and Report

Course Outcomes-

- ❖ With overall climatic condition of India, Students can adopt themselves in various part of the country
- ❖ Students Can contribute to the economic growth of the country.

References:

1. भारत का भूगोल, डॉ. एल. एन. सक्सेना, हिन्दी ग्रंथ अकादमी, जयपुर 2016
2. गौड कृपाशंकर: भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
3. मामोरिया चतुर्भुज: भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
4. तिवारी विश्वनाथ: भारत का वृहद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
5. चौहान, वीरेन्द्रसिंह: विषालभारत, रस्तोगी एण्ड कम्पनी, मेरठ
6. चौहान, तेजसिंह: भारत का भूगोल, विज्ञान प्रकाशन, जयपुर

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE508MJ/MN	Economics (History of Economics Thought)	CE	4	30	70	100

Objectives:

- ❖ To enable the student teachers to understand the importance of Economics Thought.
- ❖ To enable the student teachers to understand the thought of utopian Socialists.
- ❖ To enable the student teachers to understand the Austrian School of Economics Thought.
- ❖ To enable the student teachers to understand the Indian Economics Thought.

Unit I : History of Economics Thought

- a) Meaning and Importance of History of Economics Thought.
- b) History of Economic Analysis and Economic History.
- c) Mercantilism, Main Characteristics
- d) Physiocracy: Main Economic Ideas

Unit II: Theory of value

- a) Adam Smith, Ricardomill, Austrian School (menger, wieser)
- b) Marginal Utiliggy School - (Gossen, Jevons)
- c) New-Classical School (marshall)
- d) The Extension of Classical Ideas of Value the socialists.

Unit III: Eolution of Socialistic Though

- a) Utoplan Socialism (Saint, Simon, Charies Furierns Robert Owen.)
- b) Scientific Socialism (Karl Marx)
- c) Development of Ideas on Capital: Adam Smith and his early crities.
- d) Continental Economists - Keynes and karl Marx.

Unit IV: Rent Theory and Indian Economic Though

- a) Rent Theory- The for mulation of the Rent-Malthus, Ricardo and the theories Extension of Rent.
- b) The Theories of Interest and Profit.
- c) Early Indian Economic Ideas: Kautilya.
- d) Modern Economic Ideas: Ranade, Naroji M.N. Rai, Gandhi Ji.

Course Outcomes: After completion the course student would be able to:

- ❖ Understand the geography of their country.
- ❖ Explain the soil, climate, vegetation, agriculture, minerals, drainage system of India.
- ❖ Know regarding population, Transport, Tourism and religion of India.

Reference:

1. Gideand Rist: History of Economic Doctrines
2. Haney, L.N. History of Economic Thought
3. Eric Roll: History of Economic Thought

4. Anosh, B.N. and Ghosh, R.R. Concise History of Economic Thought (Himalaya Publishing House, Delhi.
5. वैश्य. एम. सी. "आर्थिक विचारों का इतिहास
6. हजेला, टी. एन. : आर्थिक विचारों का इतिहास
7. श्रीवास्तव, एस. के. आर्थिक विचारों का इतिहास (हिन्दी/अंग्रेजी)

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE509MJ/MN	Home Science (Advance Family resource management)	CE	4	30	70	100

Objectives:

- ❖ To explain the importance and factors of saving, accounts and accounts keeping.
- ❖ To motivating factors of home management and Family resource management.
- ❖ To understand the concept, elements and types of design.
- ❖ To make the planning for construction.

Unit I Family and Economy:

- a) Economics: Concept, importance and scope
- b) Demand and consumption: wants and utility, laws of consumption
- c) Family Income and expenditure: Types of income, Budget and steps of its planning, Engeli law
- d) Saving and investment: Importance, factors and its characteristics
- e) Family accounts and methods of accounts keeping
- f) Market: classification, cash credit and wholesale

Unit II Family Resource management:

- a) Family resource management: components, importance and affecting factors
- b) Family: Its needs and wants, life cycle and stages
- c) Motivating factors of home management: Values, Goals, standards and their interrelationship
- d) Household equipment related to cooking, storage and cleaning, modern alternative cooking fuels like solar energy, electricity

Unit III Modern Housing

- a) Modern family and housing needs: meaning and functions
- b) Effects of housing on family life and activities, owning versus rented
- c) Planning for construction – costing, Objectivess, functional planning and house requirements
- d) Floor covering & curtain- importance and Selection

Unit IV Designing and Colours

- a) Design: definition, characteristics & types: structural & decorative
- b) Elements of design: Line Pattern, Form Light, Colour Space, Texture
- c) Principle of design: Balance Rhythm, Harmony Emphasis, Proportion
- d) Study of colours: Classification & Dimensions: Colour Schemes, Psychological effects of colours

Practical and assignments: Any two of the followings;

1. Prepare a scrap book related to housing, furnishing and their maintenance.
2. Prepare a planning Project to construct a building for home

3. Prepare a survey report related to colour schemes, pattern and their psychological effect in your local area
4. Prepare a file for budgeting and financing schemes for home loans

Course Outcomes: After completion of this course students will able to learn:

- ❖ Concept, importance and scope of Economics.
- ❖ Importance and factors of saving, accounts and accounts keeping.
- ❖ Motivating factors of home management and Family resource management.
- ❖ Concept, elements and types of design.
- ❖ Modern family and housing needs.
- ❖ Effects of housing on family life and activities owning versus rented.
- ❖ Planning for construction.

References:

1. Ruth E. Deacon. Francille M. Firebaugh (1975): Family Resource Management – Principle and Application Roy Houghton Mifflin Company
2. Devdas Rajamal. P. The meaning of Home Science, Sri Avinashlingam Home Science College, Cambatore.
3. P. Kalpana R. “What is Home Science,” Evira Publications, Vadodra.
4. H. Rutt, “Home Furnishing” Wiley Eastern Ltd. New Delhi.
5. M K. Mann, Home Management for Indian families
6. R Deshpande, Modern Ideal homes for India
7. Gross & Crandall, Management for Indian Families
8. Nickell & Dorsey, Management in family living
9. Graig & Rush, Home with characters
10. पारिवारिक वित्त— सरस्वती वर्मा, आशा देशपाण्डे
11. गृह व्यवस्था एवं कला— जी.पी. शैरी

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE510MJ/MN	Psychology (PERSONALITY PSYCHOLOGY)	CE	4	30	70	100

Objective:

1. To understand the concept of personality
2. To understand the determinants of Personality

Unit-I: Introduction

- a. Concept of personality
- b. Role of heredity and learning in personality development.
- c. Elements of personality Pattern: The concept of self and the
- d. concept of trait
- e. The concept of personality syndrome

Unit-II: Biological Determinants of Personality:

- a. Genetic influence on personality
- b. Mendel's genetic laws
- c. The law of dominant and recessive traits
- d. The chromosomes and heredity
- e. Prenatal development

Unit-III: Familial Determinants of Personality:

- a. Early Familial Life and Personality
- b. Influence of Parental Behavior
- c. Parental Deprivation
- d. Effect of broken Home
- e. Dynamics of Parent Child Relationship

Unit-IV: Social Determinants of Personality:

- a. Personality and Social Behavior
- b. Dependency and Aggression
- c. Moral development and its stages

Course Outcomes:

- ❖ Student know the concept of personality
- ❖ Student know different determinants of Personality

References:

1. Corsini & Marsella: Personality Theories, Research and Assessment.
2. Ewen: An Introduction to Theories of Personality (2nd ed.).
3. Aradhna Shukla: Vyaktitwa: Sampratyay, Nirdharak aur Siddhant
4. Hurlock: Development of Personality.
5. Stagner: Determinants of Personality.

Practicals (Any Three)

1. Measuring the level of frustration
2. Measuring self concept
3. Measuring the level of well being
4. Assessment of mood states
5. Measuring the level of locus of control

Note: - The department may change the practical depending on the Availability of the apparatus and recent developments.

Course Code	Course Title	Course Category	Credit	CIA	Theory+ Practical	Total
BBAE511MJ/MN	Information Technology (Java Programming)	CE	4	30	50+20	100

Objective:

- ❖ This paper will familiarize the students with programming language Java and students will be able to write programs in Java.

Unit I

- Algorithms and Flowcharts to Solve Problems, Flow Chart Symbols, Basic algorithms/ flowcharts for sequential processing, decision-based processing and iterative processing.
- Some examples like: Exchanging values of two variables, summation of a set of numbers, GCD (Greatest Common Division) of two numbers, Test whether a number is prime, factorial computation, Fibonacci sequence, sum of a series, Find largest number in an array etc.

Unit II

- Introduction to Java: Bytecode, features of Java, data types, variables and arrays, operators, control statements.
- Objects & Classes: Object Oriented Programming, defining classes, static fields and methods, object construction.

Unit III

- Inheritance: Basics, using super, method overriding, using abstract classes, using final with inheritance.

Unit IV

- Packages and Interfaces: Defining a package, importing package, defining an interface, implementing and applying interfaces.
- Exception Handling: Fundamentals, exception types, using try and catch.

Course Outcomes:

- ❖ Students will be able to write programs using Java Script.

Reference Books/Web Sites

- Programming with JAVA, E Balagurusamy, McGraw Hill Education 2019
- Java 8 Programming Black Book, DT Editorial Services, Dreamtech Press 2015
- <https://www.javatpoint.com/java-tutorial>
- <https://www.tutorialspoint.com/java/index.htm>

Practical:

- Writing programs using Java language.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 512AE	ICT in Education	CC	2	15	35	50

Objectives:

- ❖ To help student teachers interpret and adapt ICTs in line with educational aims and principles.
- ❖ The paper will orient the learners about the need for and importance of ICT in education
- ❖ It will describe the importance of opensource software in education.
- ❖ Students will be given exposure to the various approaches and stages towards the use of ICT in education

Course Contents:

UNI – I: Introduction to (ICT) in Education

- a) Meaning, Nature, importance of Information and Communication Technology (ICT)
- b) Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums
- c) Flanders' Interaction Analysis Category System (FIACS),
- d) Challenges relating to Educational Technology.

UNIT– II: Emerging Technologies in Education

- a) Importance of Massive Open Online Course (MOOCs) in Education.
- b) Role of Open Education Resources (OER) in Education.
- c) Meaning and Importance of Virtual reality and Artificial intelligence.
- d) Ethical issues & safety in ICT- (Teaching, Learning and Research) Cyber bullying, Cyber security literacy.
- e) ICT applications for Continuous and Comprehensive Evaluation (CCE).

Assignment Work: (Any One):

1. Prepare power point presentation on Any one topic related to School content/ B.Ed. Syllabus.
2. Project-based assessments involving projects that require student teachers to create an instructional/learning resource that incorporates ICT tools and then assess the quality of the resource.
3. Peer assessment helps students develop their critical thinking and evaluative capacities through group tasks requiring assessment by a group of the work of another group.
4. Reflective journals requiring student teachers to maintain a reflective journal and to reflect on their learning experience involving the use of ICT tools in education.
5. Online quizzes and tests involving online quizzes and tests that can assess students' knowledge of the theoretical aspects of ICT in education.
6. Observation and feedback involving observation of performance of student teachers during classroom activities and providing feedback that help assess their practical skills in using ICT tools for improving teaching-learning-assessment processes.

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

- ❖ Explain the concept, nature, and scope of ICT in education,
- ❖ Describe the importance of open-source software in education,

- ❖ List and explain various approaches to the adoption and use of ICT in education,
- ❖ Describe the importance of various emerging technologies in education,
- ❖ See relationship between the social, economic, and ethical issues associated with the use of ICT,
- ❖ List out the challenges of educational technology in India,
- ❖ Use various technological tools for improving teaching-learning-assessment processes.

References:

1. Baral, Hemanta (2015). Computer fundamental, Stratford college Landon.
2. Dhiman, A.K. and Rani, Yashoda (2005). Learn-computer basics and its Application in libraries Ess Publications, News Delhi.
3. Sinha, P.K. and Sinha P. (2005). Fundamentals of computers, BPB Publication, News Delhi.
4. Kapoor, Jagdish (2005). IT and good Governance, IJPA.
5. Wamala, C. (2012). Empowering Women through ICT Spider.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 513SI	Pre. Internship Practice (Demonstration lessons, Peer teaching)	CC	2	50	Internship	50

Pre-internship distribution (4 Weeks)

Objectives:

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

Course Contents:

UNIT- I Understanding the Internship School and the community around

- a) Introduction with school environment
- b) Connect with children and schools
- c) Interacting with children and teachers in schools.
- d) Interacting parents, and the community
- e) Educational judgement
- f) Observations
- g) Relationships

UNIT- II Skill development

- a) Introduction
- b) Questioning
- c) Black Board
- d) Reinforcement
- e) Stimulus Variation
- f) Communication
- g) Class management

UNIT- III Comprehensive School Teaching

- a) Understanding the Internship School and the community around.
- b) Analysis of school syllabus and textbooks.
- c) Observing the classroom teaching of regular teachers.
- d) Observation of classroom teaching of peer student-teachers.
- e) Preparation of case study of the internship school and the innovative activities that the school undertakes.
- f) Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.

UNIT- IV School Activities

- a) Games and sports
- b) Cultural
- c) Literary
- d) Yoga Exercises
- e) Class meetings

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

- ❖ Acquire the knowledge of internship.

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

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 514OP	Content cum Pedagogy of Language (II)	CE	2	15	35	50

Objectives:

- ❖ The course aims to explain teaching- learning materials related to Language education with reference to NEP 2020,
- ❖ The course aims to apply different types of teaching- learning aids during classroom teaching,
- ❖ The course aims to make use of multimedia in Language teaching.
- ❖ Acquire knowledge about Language through online resources,
- ❖ The course aims to develop lesson plan for effective teaching of Language,
- ❖ The course aims to summarize the meaning and need of how to learn concepts of Language,
- ❖ The course aims to identify the role of a teacher in facilitating learning of the Language.

UNIT– I Content Analysis and Planning for Teaching Language

- a) Teaching learning aids/materials: concept, role and importance in classroom teaching learning of Language.
- b) Concept, types and importance of unit and lesson planning.
- c) Pedagogical analysis of content taking examples from topics of Language textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- d) Developing unit plans and lesson plans based on learning outcomes and experiential learning (art integrated) of Languages.

UNIT– II ICT Integration and Application

- a) Scope and importance of using ICT in learning process of Languages.
- b) Use of ICT in the classroom: artificial intelligence, machine learning, smart boards, for enhancing learning.
- c) Tools, software and platform for teaching learning of Language at secondary stage.
- d) Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

Assignment & Practical Works: (Any one)

1. Prepare a teaching learning resource for developing Language skills.
2. Develop an e-content on any one topic from Language text books at secondary stage.
3. Develop a list of Literature which can play instrumental role in curriculum enrichment.
4. Prepare a write-up on pedagogical aspects of Language teaching in reference to NEP 2020.
5. Prepare outcome-based lesson plans on Prose, Poetry and Grammar of Language.
6. Any other project assigned by the HEI.

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

- ❖ Explain teaching-learning materials related to Language education with reference to NEP 2020,
- ❖ Apply different types of teaching-learning aids during classroom teaching,
- ❖ Make use of multimedia in Language teaching.
- ❖ Acquire knowledge about Language through online resources,
- ❖ Develop lesson plan for effective teaching of Language,
- ❖ Summarize the meaning and need of how to learn concepts of Language
- ❖ Identify the role of a teacher in facilitating learning of the Language

References:

1. National Curriculum Framework for School Education, Government of India
2. National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).
3. National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
4. The Right of Children to Free and Compulsory Education Act- 2009, The Gazette of India, 2009.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE515OP	Content cum Pedagogy of Social Sciences Course (II)	CE	2	15	35	50

Objectives-

- ❖ To develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.
- ❖ To enable the students to understand the meaning of social science and correlate with modern social science.
- ❖ To understand the different approaches and organizing Social Science.
- ❖ To enable the student – teacher to critically examine the social science syllabus and text books.

UNIT – I Teaching Learning Resources

- a) Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Social Sciences.
- b) Types of teaching learning aids/ materials: print media such as textbook, teachers. manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- c) Social Sciences projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Social Sciences laboratory and museum as a learning resource.
- d) Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.

Unit-II Content Analysis and Planning for Teaching Social Sciences

- a) Concept, types and importance of unit and lesson planning.
- b) Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies,
- c) planning and evaluating learning experiences in an inclusive setup.
- d) Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Social Sciences.
- e) Need for enrichment of content knowledge in Social Sciences.

Assignment work (Any one)

1. Prepare one working model/toy/game on the concepts of Social Sciences.
2. Create an e-content on any two concepts of Social Sciences at secondary stage.
3. Prepare a lesson plan keeping in view blended learning approach for the concepts. of Social Sciences followed by presentation in the class.
4. Select a topic for teaching learning of Social Science and develop a write up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Social Sciences and write a detailed report.

6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Social Sciences textbooks at secondary stage.

Course Outcomes: After completion of this course, student teacher will be able to:

- ❖ Utilize online and other resources in the teaching-learning process of Social Sciences,
- ❖ Prepare lesson plans based on learning outcomes,
- ❖ Identify learning resources from the local environment and apply the concepts of Social Sciences in daily life,
- ❖ Utilize teaching learning resources effectively in teaching Social Sciences content at the secondary stage,
- ❖ Prepare ICT integrated lesson plans for online classroom teaching using digital resources and multimedia.

References:

1. Ediger, marlow and Rao, digumarti bhaskara (2003). Teaching social studies successfully, new delhi, Discovery publishing house.
2. Kaur, Balvinder (2004). Teaching of social studies, new delhi, Deep & deep publications, PVT.LTD.
3. Sharma, R.L. (2001). Teaching of social studies, Vinod pustak mandir.s agra,
4. National Policy on Education, 1968, 1986 and 2020
5. NCERT (2023) National Curriculum Framework of School Education (Draft)
6. NCTE (2009) National Curriculum Framework for Teacher Education: Towards
7. Preparing Professional and Humane Teacher. NCTE, New Delhi.
8. UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and
9. Institutionalization, Vol. XXXVI, UNESCO Publications.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 516OP	Content-Cum Pedagogy of Computer Science (II)	CE	2	15	35	50

Objectives

- ❖ Student teachers will be able to identify and understand the core concepts and competencies required to teach Computer Science effectively at the secondary level.
- ❖ Student teachers will gain the skills to incorporate Information and Communication Technology (ICT) into lesson planning and instructional strategies to enhance the teaching-learning experience.
- ❖ Student teachers will develop the ability to perform content analysis, set learning outcomes, and plan instructional materials that align with the curriculum and the needs of diverse learners.
- ❖ Student teachers will learn strategies to design and implement inclusive learning experiences that cater to students' varied learning needs and abilities in both traditional and online environments.
- ❖ Student teachers will explore and apply various teaching-learning resources, including educational software, mobile apps, websites, and social media platforms, to improve student engagement and understanding of Computer Science concepts.
- ❖ Student teachers will design and evaluate lesson plans that integrate ICT, utilizing the Technological Pedagogical Content Knowledge (TPCK) framework to align content, pedagogy, and technology.
- ❖ Student teachers will explore the significance and organization of Computer Science laboratories and libraries, developing the knowledge to manage and utilize these resources for effective teaching and learning.

Unit– I: Teaching Learning Resources, Content Analysis and Planning for Teaching Computer Science

- a) Teaching learning aids/materials: concept, definition, role and importance in teaching learning of Computer Science.
- b) Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook, laboratory manual, worksheets and other print materials, non-print and digital media such as charts, 2-D and 3-D models, radio, TV, websites, multimedia (animations, audios, videos, images, digital text), simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online teaching learning of Computer Science.
- c) Identification and use of learning resources in Computer Science from the local environment.
- d) Resource rooms, Computer Science laboratory – layout, management, and practices; Computer Science library – importance and its organization; social media as teaching learning resources, virtual laboratories and e-library, Computer Science clubs, fairs, exhibitions, excursions, community resources and pooling of resources.
- e) Pedagogical analysis of content taking examples from topics of Computer Science textbooks at secondary stage, identification of concepts, listing learning outcomes and

competencies, planning and evaluating learning experiences in an inclusive setup.
Concept, types and importance of unit planning and lesson planning.

- f) Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Computer Science at secondary stage.

UNIT – II: ICT Integration and Applications

- a) Scope and importance of ICT in Computer Science.
- b) Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching learning, assessment process and resource management of Computer Science.
- c) Tools, software, and platform for teaching learning of Computer Science at secondary stage.
- d) Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

Assignment and Practical (Any one)

1. Explore different learning resources inside and outside the school and document the findings.
2. Collaborate with local Computer Science clubs, fairs, exhibitions, and consolidate outcomes in the form of a report.
3. Critically analyze two chapters of Computer Science textbooks at secondary stage.
4. Develop an e-Content on any one topic from Computer Science textbook at secondary stage.
5. Develop an outcome-based lesson plan on a topic of Computer Science at secondary stage by integrating ICT tools.
6. Plan judicious use of technology in inclusive classrooms and prepare a PowerPoint presentation.
7. Any other project assigned by HEI.

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Identify various types of teaching learning aids/materials and illustrate their importance in teaching of Computer Science,
- ❖ Analysis the content of Computer Science textbooks at secondary stage,
- ❖ Develop lesson plans based on specified learning outcomes,
- ❖ Assess the potential of social media platforms as teaching learning resources in the context of teaching of Computer Science,
- ❖ Utilize virtual laboratories, Computer Science clubs, fairs, exhibitions, excursions, community resources and pooling of resources effectively to enhance Computer Science learning experience,
- ❖ Explore and categorize educational software, mobile apps and websites catering to Computer Science topics for secondary stage learners,
- ❖ Apply the concept of Technological Pedagogical Content Knowledge (TPCK) to create ICT-integrated lesson plans for effective implementation in online teaching learning environments.

References:

1. National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
2. National Education Policy 2020, MoE, Government of India.

3. National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
4. NCERT (2019). Computer Science: Textbook for class XI – XII.
5. NCERT (2019). Information and Communication Technology: A Textbook for Class IX -X.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 517OP	Content-Cum Pedagogy HomeScience II	CE	2	15	35	50

Objectives

- ❖ To explain uses latest ICT resources in teaching learning process in Home Science teaching
- ❖ Teacher trainees will aware illustrate aims and objectives of teaching Home Science for sustainable development of society
- ❖ To know about scope and benefits of using Open Educational Resources of teaching learning Home Science
- ❖ To realize the importance of ICT integrated lesson plans using Technological Pedagogical Content Knowledge in Home Science as part of the school curriculum

UNIT– I: Teaching Learning Resources for Home Science Teaching

- a) Teaching learning resources: concept, characteristics and importance in teaching of Home Science
- b) Types of teaching learning aids/materials: print media such as textbook, teachers' manual/ handbook, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources
- c) Scope and benefits of using Open Educational Resources (OERs) for offline/online classrooms, reflective journals, charts, 2-D and 3-D models, games, worksheets, multimedia etc.
- d) Identification and use of learning resources from the local environment in teaching of Home Science
- e) Resource room/laboratory/library- management and practices; virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources

UNIT– II: Planning and ICT Integration for Teaching Home Science

- a) Pedagogical analysis of content at secondary stage identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup
- b) Concept, types and importance of unit and lesson planning in Home Science teaching
- c) Developing unit plans and lesson plans based on learning outcomes, art integrated lesson plan, experiential learning in Home Science teaching
- d) Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching
- e) Scope, use & importance of ICT in Home Science such as Artificial Intelligence, machine learning, smart boards, software and platform in Home Science

Teaching

Assignment & Practical (Any Two)

1. Prepare a term paper with PPT on any above topic in units
2. Develop E-Content for teaching Home Science
3. Search MOOCs available in the field of Home Science and prepare a report mentioning link and their appropriateness
4. Critically evaluate a text book of Home Science and prepare a report
5. Prepare a Home Science kit
6. Organize an exhibition/ seminar and prepare a report.
7. Prepare an art integrated lesson plan based on experiential learning on any topic of Home Science

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Identify and use learning resources from the local environment
- ❖ Discuss the importance of teaching learning resources in the teaching of Home Science
- ❖ Classify teaching resources and use e-resources for Home Science teaching,
- ❖ Analyze the content of Home Science for integration in pedagogical activities
- ❖ Identify concepts, list learning outcomes and plan teaching learning process in an inclusive setup
- ❖ Use of tools, software and platforms for online learning,
- ❖ Integrate art and Technological Pedagogical Content Knowledge (TPCK)
- ❖ To develop unit and lesson plans

References:

1. Jha, J.K. (2001). Encyclopedia of Teaching of Home Science, (Vol.I & II), Anmol Publication, New Delhi.
2. Lakshmi, K. (2006). Technology of Teaching of Home Science, Sonati Publisher, New Delhi.
3. National Curriculum Framework for School Education (2023). NCERT, New Delhi
4. Nibedita, D. (2004). Teaching of Home Science, Dominant Publisher, New Delhi.
5. National Education Policy 2020, MoE, Government of India
6. Shah, A. et. al. (1990). Fundamentals of Teaching Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
7. Shalool, S. (2002). Modern Methods of Teaching of Home Science (I Ed.) Sarup & Son's, New Delhi.
8. अस्थाना, एस.आर. (2007), गृह विज्ञान का अध्यापन, लक्ष्मी नारायण अग्रवाल प्रकाशन, आगरा
9. कुमारी, विमलेश (2007), गृह विज्ञान शिक्षण, डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली
10. शर्मा, श्रीमती राजकुमारी व तिवारी, श्रीमती अंजना (2006), गृह विज्ञान शिक्षण, राधा प्रकाशन मंदिर, आगरा
11. सुखिया, एस. एवं मेहरोत्रा (2009) गृह विज्ञान, हरियाणा साहित्य एकेडमी, चंडीगढ़

<http://www.ncert.nic.in/rightside/links/pdf/framework/english/ncf2005.pdf>

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- <https://files.eric.ed.gov/fulltext/ED484721.pdf>
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- https://link.springer.com/chapter/10.1007/978-94-011-2968-8_7
- <https://ncert.nic.in/deaa/pdf/tpaev201.pdf>
- <https://ncert.nic.in/pdf/ncfse2023.pdf>
- <https://ncert.nic.in/science-laboratory-manual.php>

Semester-VI

Course Code	Curricular Component	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE601MJ	Disciplinary/Inter disciplinary Courses	Hindi Literature	Select Any Two Major Course CE	4	30	70	100
BBAE 602MJ	Disciplinary/Inter disciplinary Courses	English Literature		4	30	70	100
BBAE 603MJ	Disciplinary/Inter disciplinary Courses	Sanskrit Literature		4	30	70	100
BBAE 604MJ	Disciplinary/Inter disciplinary Courses	History		4	30	70	100
BBAE 605MJ	Disciplinary/Inter disciplinary Courses	Political Science		4	30	70	100
BBAE 606MJ	Disciplinary/Inter disciplinary Courses	Sociology		4	30	70	100
BBAE 607MJ	Disciplinary/Inter disciplinary Courses	Geography		4	30	70	100
BBAE 608MJ	Disciplinary/Inter disciplinary Courses	Economics		4	30	70	100
BBAE 609MJ	Disciplinary/Inter disciplinary Courses	Home Science		4	30	70	100
BBAE 610MJ	Disciplinary/Inter disciplinary Courses	Psychology		4	30	70	100
BBAE 611MJ	Disciplinary/Inter disciplinary Courses	Information Technology		4	30	70	100

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE601MJ	Hindi Literature (प्रयोजनमूलक हिन्दी)	CE	4	30	70	100

उद्देश्य—

- ❖ विद्यार्थी को प्रयोजनमूलक हिन्दी के बारे में जानकारी देना।
- ❖ विद्यार्थी को पत्र लेखन शैली से अवगत कराना तथा कार्यालयी पत्र लेखन में निपुण बनाना।
- ❖ अनुवाद विज्ञान की जानकारी देकर भावी अनुवादक तैयार करना।
- ❖ पारिभाषिक शब्दावली की जानकारी प्रदान कर भावी पीढ़ी को तैयार करना।

इकाई I

1. प्रयोजनमूलक हिन्दी का अभिप्राय, आवश्यकता, स्वरूप एवं व्याख्या, विविध रूप, सीमा व सम्भावनाएँ एवं प्रयुक्तियाँ।

इकाई II

1. पत्राचार— अर्थ एवं स्वरूप, पत्र—लेखन की विशेषताएँ, सरकारी पत्र, अर्द्धसरकारी पत्र
2. पत्रकारिता— परिभाषा, समाचार के प्रमुख तत्व, वर्तमान परिदृश्य (पत्रकारिता, शीर्षीकरण, पृष्ठसज्जा)

इकाई III

1. संपादन कला— सम्पादन का अर्थ, सम्पादन के प्रमुख प्रकार, सम्पादन का दायित्व, सम्पादन प्रक्रिया, सम्पादन का तकनीकी पक्ष
2. मीडिया लेखन— मीडिया लेखन का महत्व, मीडिया लेखन और भाषा— श्रव्य माध्यम और भाषा, दृश्य माध्यम और भाषा, विज्ञापनों की भाषा, सम्पादकीय लेखन की भाषा

इकाई IV

1. प्रमुख जनसंचार माध्यम,— मुद्रित जनसंचार माध्यम, जनसंचार माध्यम के विद्युतीय माध्यम (रेडियो, विडियो कैसेट रिकॉर्डर, टेप रिकॉर्डर, दूरदर्शन, कम्प्यूटर, इन्टरनेट)
2. अनुवाद— अर्थ एवं स्वरूप, परिभाषा, अनुवाद के प्रकार (अन्तः भाषिक, अन्तर भाषिक, अन्तर प्रतिकात्मक, कार्यालयी अनुवाद, वैज्ञानिक अनुवाद, विधिक अनुवाद)

उपलब्धियाँ—

- ❖ विद्यार्थी कार्यालयी पत्र व्यवहार सीख सकेंगे तथा भावी प्रतियोगिता परीक्षाओं के लिये तैयार हो सकेंगे।
- ❖ हिन्दी के अपने व्यावहारिक ज्ञान में वृद्धि कर सकेंगे।
- ❖ विद्यार्थी अनुवाद एवं पारिभाषिक शब्दावली का ज्ञान लेकर एक अच्छा अनुवादक एवं भाषा वैज्ञानिक बन सकेगा।

पाठ्य पुस्तक :

1. प्रयोजनमूलक हिन्दी, डॉ. ममता खाण्डल, प्रकाशक—जैन विश्वभारती संस्थान (मान्य विश्वविद्यालय), लाडनू

संदर्भ ग्रंथ—

1. प्रयोजनमूलक हिन्दी— विनोद गोदरे, वाणी प्रकाशन, दिल्ली
2. प्रयोजनमूलक हिन्दी : पारिभाषिक शब्दावली— डॉ. मधु धवन
3. प्रयोजनमूलक भाषा और कार्यालयी हिन्दी— डॉ. कृष्ण कुमार गोस्वामी,
4. प्रयोजनमूलक हिन्दी— डॉ. बालेन्दु शेखर तिवारी, संजय बुक सेन्टर, वाराणसी
5. राजभाषा हिन्दी : विकास के विविध आयाम— डॉ. मलिक मोहम्मद,
6. सृजनात्मक साहित्य का अनुवाद— स्वरूप एवं समस्याएँ, सुरेश सिंहल,
7. प्रयोजनमूलक हिन्दी— कैलाशचन्द्र भाटिया
8. प्रयोजनमूलक हिन्दी— पृथ्वीचन्द्र पाण्डेय
9. बात—कलष (अनुवाद पुस्तक),— डॉ सुरेन्द्र डी सोनी

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE602MJ	English Literature (Prose and Fiction)	CE	4	30	70	100

Objectives:

- ❖ To acquaint them with spirituality and psychology.
- ❖ To inculcate human values in the students.
- ❖ To make students understand the relation between Literature and Media.

Unit- I RK Narayan: **The Guide**

Unit II. Anita Desai: **Cry the Peacock**

Unit III. Mulk Raj Anand: **Untouchable**

Unit IV. Selected Essays

V.S. Srinivas Sastri: The Joy of Freedom

Bertrand Russell: “How to Escape from Intellectual Rubbish”

Acharya Mahapragya: From Religion to Vocation: Limitations of Cravings.

S. Radhakrishnan: An Ideal Before the Youth

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ They will understand the relation between literature and Media.
- ❖ This will inculcate a sense of Spirituality.

References:

1. Prasad, B. A Background to the Study of English Literature. Macmillan, 2004.
2. Collected Essays. Jain Vishva Bharti Institute, Ladnun.
3. Short Stories of Yesterday and Today. (ED.) Shiv K Kumar. OUP, New Delhi.
4. The Guide. R.K. Narayan, OUP, New Delhi.
5. The Guide. R.K. Narayan, OUP, New Delhi.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE603MJ	Sanskrit Literature संस्कृत व्याकरण एवं साहित्य (लघुसिद्धान्त कौमुदी)	CE	4	30	70	100

उद्देश्य—

- ❖ गणों का परिचय देना।
- ❖ शुकनासोपदेश और कुमारसंभवम् के ग्रंथों के चयनित अंशों का अध्यापन करना।
- ❖ जिनन्त आदि दस प्रक्रियाओं का ज्ञान कराना।

इकाई—1 लघु सिद्धान्त कौमुदी के दवादि गण से लकारार्थ तक (सूत्र 629 से 765), कृदन्त प्रकरण (सूत्र 766 से 887 तक)

इकाई—2 रचनानुवाद कौमुदी (51 से 60)

1. संस्कृत से हिन्दी अनुवाद
2. हिन्दी से संस्कृत अनुवाद
3. षब्दार्थ

शुकनासोपदेश

1. दो पद्यों की व्याख्या
2. एक सामान्य प्रश्न

इकाई—3 कुमारसंभव (पांचवा सर्ग)

1. दो प्लोक की सप्रसंग व्याख्या
2. कुमार संभवम् पर सामान्य प्रश्न

इकाई—4 अभिधान चिन्तामणि छठाकाण्ड (151 से 180)

1. दो प्लोक पूर्ति
2. दो षब्दों के संस्कृत में पर्यायवाची
3. पांच षब्दों के अर्थ

उपलब्धियाँ—

- ❖ जिनन्त, सनन्त आदि प्रक्रियाओं का ज्ञान होगा।
- ❖ समासबद्ध एवं लघु वाक्यों के निर्माण का अभ्यास होगा।
- ❖ गणों के विभिन्न धातु रूपों का ज्ञान होगा।

पाठ्य पुस्तक/संदर्भ ग्रंथ—

1. लघु सिद्धान्त कौमुदी, श्रीवरदाजकृत, संपादक—महेश सिंह कुषवाहा, चौखम्बा विद्या भवन, दिल्ली
2. रचनानुवाद कौमुदी, डॉ. कपिल देव द्विवेदी, आचार्य विश्वविद्यालय प्रकाशन, वाराणसी
3. कुमार संभवम्, चौखम्बा प्रकाशन,
4. शुकनासोपदेश, मोतीलाल बनारसीदास, दिल्ली या चौखम्बा प्रकाशन, बनारस
5. अभिधान चिन्तामणि, चौखम्बा प्रकाशन, वाराणसी
6. संस्कृत रचनानुवाद कौमुदी, बी.एस. आप्टे

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE604MJ	History (आधुनिक विश्व के इतिहास की रूपरेखा)	CE	4	30	70	100

Objectives:

- ❖ To Introduce students to the history of modern world.
- ❖ Explain the importance of the American and French revolutions.
- ❖ Explain the inspiring process of unification of Italy and Germany.
- ❖ Explain the importance of United Nation.

Unit-I

- a) Renaissance: Meaning, reason, development of art and Literature.
- b) Religion movement: Reason and Martin luthar's Contribution.
- c) Defendant religion reform Movement: Objectives, Causes and consequences of Success.

Unit-II

- a) America Freedom Struggle: causes and Consequences.
- b) The Revolution of France: Causes and Consequences.
- c) Nepolian Bonaparte's rise. conquest and fall.
- d) Industrial revolution: Causes and Consequences.

Unit-III

- a) Germany's unification and bismarck's Contribution
- b) Integration of Italy: Difficulties, Efforts, Contribution of Garibaldi and Kabur.
- c) Imperialism in Africa: Causes and Consequences.
- d) First World War and More Results.
- e) 1957 of Russia Causes and Consequences of Bolshevik Revolution.

Unit-IV

- a) Rise of Fascism in Italy.
- b) Rise in Nazism in Germany.
- c) Second World War: Causes and Consequences.
- d) Establishment of the League of Nation- due to failure.
- e) United nation: Objectives and Achievements.

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Student will be able to get general Knowledge of World history.
- ❖ After getting inspiration from the revolution, American, French, Russian etc.
- ❖ Integration of Italy and Germany will be able to get inspiration from nation building.
- ❖ They will be able to understand the importance of the United Nations.

References:

1. शर्मा, हरिषंकर— विष्व का इतिहास, मलिक एण्ड कम्पनी, जयपुर।
2. जैन एण्ड माथुर— पाश्चात्य विष्व इतिहास की रूपरेखा, जैन प्रकाशन मन्दिर, जयपुर।
3. शर्मा, डॉ. कालूराम एवं व्यास, डॉ. प्रकाश—आधुनिक विष्व का इतिहास— पंचषील प्रकाशन, जयपुर।
4. गुप्ता, पार्थ सारथी—यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।
5. शर्मा, कृष्णगोपाल, शर्मा दिग्राजसिंह एवं कोठारी, कमलसिंह— आधुनिक विष्व का इतिहास, अजमेरा बुक कम्पनी, जयपुर।
6. Fisher, H.A.L.- A history of Europe, Landon 1949.
7. Devish, H.A.- An outline history of the world, oxford university press, New yark 1968.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE605MJ	Political Science (अन्तर्राष्ट्रीय संबंध)	CE	4	30	70	100

Objectives: -

1. To inculcate the power of self aggrandizement among the students
2. To acquaint students with the contemporary incidents and events of the world
3. To provide the changing scenario of world order
4. To provide the knowledge of foreign policies of different lands

Unit-I:

- a) Major developments in International Relations since 1945.
- b) Cold war- meaning, Causes and impact on world politics, non-alignment movement, new international economic Order, European Economic community.

Unit-II: United Nations: organization/structure and assessment of its role, Disarmament: efforts, problems and assessment.

Unit-III: Foreign Policies: India, United States of America china and Russia.

Unit-IV: India and SAARC, applications/experiments on Non-violence and Peace-in international relations, efforts & challenges in Panchsheel and Peaceful co-existence. North-South Dialogue.

Course Outcomes: After completion of this course, student teachers will be able to:

1. Students will be able to know about the international relations behavior and their conducts.
2. Students will be able to carry out the study of globalization, liberalization and privatization of comparative students of international politics.
3. Students will be able to know, why does international relations and international politics are more relevant than before.
4. Students will be able to understand the changing scenario of world, after, collapse of Soviet Union

Reference:

1. Madan Gopal, Antrashtriya Sambandh
2. P.D. Kaushik, Antrashtriya Sambandh
3. B.L. Phadia, Antrashtriya Sambandh (Sahitya Bhawan) Agra.
4. Pandey and Sharma, Anmrashtriya Sambandh Evam Videsh Nitiyan
5. N.N. Srivastava, Adhunik Antarashtriya Sambandh.
6. Hargovind Pant and Others, Antarashtriya Sambandh Adhunik Parivesh Mein.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 606MJ	Sociology (Social Anthropology)	CE	4	30	70	100

Objectives: -

- ❖ To enable the students to understand the concept, nature and scope of social Anthropology.
- ❖ To enable the students to understand the social structure
- ❖ To enable the students to understand the primitive Economics and political system.
- ❖ To enable the students to understand the problem of Tribes.

Unit- I Concept of Anthropology

- a) Social Anthropology: Definition, Nature and Scope
- b) Approaches to the Study Social Anthropology
- c) Structural - Functional, Evolutionary and Comparative

Unit- II Social Structure

- a) Culture: Its meaning, theories of culture growth
- b) Religion: Theories of origin, Beliefs and Practices
- c) Magic: Meaning Types, its Relation to Religion

Unit- III Primitive Economics and Political Systems

- a) Primitive Economics System: Meaning, Characteristics and Functioning
- b) Primitive Political System: Meaning, Characteristics, Primitive Law and Customs

Unit- IV Tribes

- a) Problems of Tribes India, Tribal Development
- b) Tribes in Rajasthan: Bhil, Meena, Garasiya, Saharia

Assignment & Practical Works: (Any two)

1. Preparation an Assignment work any one subject topic.
2. Prepare Paper
3. Solve Paper

Course Outcomes: - After completion the course students would be able to:

- ❖ Understand the concept, nature and scope of social Anthropology.
- ❖ Understand the social structure
- ❖ Understand the primitive Economics and political system.
- ❖ Understand the problem of Tribes.

Reference:

1. Bose, N.K. 1967, Culture and Society in India, Asia Publishing House
2. Desai, A.R., 1979, Peasant Struggle in India, OUP, Bombay
3. Dube, Sc 1977, Tribes of India, The struggle for survival, OUP, Bombay.
4. Rao, M.S.A., 1979, Social Movements in India, Manohar Delhi
5. Sharma, Suresh, 1994, Tribal Identity and Modern World.
6. Singh K.S., 1984, Economics of the Tribes in and their Transformation, concept publishing, New Delhi
7. Singh K.S., 1995, Tribal Movements in India, Manohar New Delhi
8. Majumdar and Madan: Social Anthropology
9. Mair, Lucky: An Introduction to Social Anthropology

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE607MJ	Geography (Geographical Thought)	CE	4	30	70	100

Objectives-

- ❖ To provide knowledge about the concept of Geographical Thought.
- ❖ To introduce various Branches of Geographical Thought.
- ❖ To enhance the knowledge of Trends of Modern Geography.

Unit- I

- a) Definition and Aims of Geography
- b) Evolution of Geographical Thought
- c) Contribution of Greek Geographers: Herodotus, Hecataeus & Eratosthenes.

Unit - II

- a) Contribution of Roman Geographers: Strabo & Ptolemy
- b) Contribution of Arabian Geographers: Al-Burini, Al-Masudi, Ibn-Battuta & Al-Idrisi
- c) Contribution of Indian Geographers: Bhaskaracharya, R. P. Mishra

Unit - III

- a) German School of Geography: Humboldt & Carl Ritter
- b) French School of Geography: Vidal De La Blache & Jean Brunhes
- c) British School of Geography: Halford J. Mackinder
- d) American School of Geography: G. Taylor, Huntington

Unit - IV

- a) Dualism in Geography: Physical v/s Human Geography, Systematic v/s Regional Geography
- b) Paradigms in Geography
- c) Exceptionalism, Spatial Analysis, Origin of Chorographic Geography
- d) Concepts of Cultural Landscape: Meaning & Elements of Cultural Landscape
- e) Recent Trends of Modern Geography

Practical-

1. Plain Table Survey: Equipments, Procedure (Traversing- Open and Closed Traverse, Methods- Radial and Intersection)
2. Resection and Methods of Resection
3. Knowledge of Clinometer with One/Two Exercises
4. Knowledge of Open-source Software (QGIS) with One/Two Exercise

Course Outcomes-

- ❖ Historicity of Geography as a discipline helps students understand it better.
- ❖ Synthesis & Comparison of various thinkers will expand the knowledge and horizon.

Suggested Readings:

- 1 डॉ एच. एम. सक्सेना, भौगोलिक चिंतन का इतिहास, हिन्दी ग्रंथ अकादमी, जयपुर 2016
- 2 कौशिक, एस. डी. : भौगोलिक चिंतन के सिद्धांत, रस्तोगी पब्लिकेशन्स, मेरठ।

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 608MJ	Economics (Statistics in Economics)	CE	4	30	70	100

Objectives:

- ❖ To enable the student's teacher to acquire the basic understanding use statistics in the field of Economics.
- ❖ To enable the student's teacher to understand the measures of central tendency.
- ❖ To enable the student's teacher to understand the measures dispersion.
- ❖ To enable the student's teacher to understand elementary Mathematics.

Unit I: Meaning uses and limitations of statistics

- a) Collection of Statistics Data - Census and Sample Investigation.
- b) Classification and presentation of Data - Statistics Table, Graphs, Frequency, Distribution, Diagrams

Unit II: Measures of Central Tendency

- a) Arithmetic mean, median, mode
- b) Geometric mean and Harmonic mean

Unit III: Measures of Dispersion

- a) Range, Quartile Deviation, Mean Deviation
- b) Standard Deviation and Co-efficient of variation simple correlation: Karl Pearson's correlation co-efficient and Spearman's Rank correlation.

Unit IV: Elementary Mathematics

- a) Simultaneous and Quadratic Equations
- b) Arithmetic and Geometric Progressions, Logarithms.

Outcomes: After completion the course student would be able to:

- ❖ Understanding use statistics in the field of Economics.
- ❖ Understand the measures of central tendency.
- ❖ Understand the measures dispersion.
- ❖ Understand elementary Mathematics.

Reference:

1. वी. एन. गुप्ता : सांख्यिकी
2. यादव, पोरवाल एवं शर्मा : सांख्यिकी
3. Elhance, D.N.: Fundamental of statistics
4. Singhal, M.L.: Elements of Statistics
5. Nagar, K.N.: Sankhyiki ke mool tatva
6. Croxton Cowden: Applied General Statistics
7. Mehta and Madnani: Elementary Mathematics in Economics (Hindi and English ed.)

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 609MJ	Home Science (Extension and Communication)	CE	4	30	70	100

Objectivess:

- ❖ To explain the concept, determinants and factors of lealth
- ❖ To describe the types of occupational health and related diseases related to workers
- ❖ To different types of pollution and their related remedies
- ❖ To education about the objectivess and Scope of population education

Unit I Health and Diseases

- a) Concept and of Health: Definitions, determinants and factors, Physical Health, Social Health, Mental Health, Emotional Health
- b) Occupational Health: Physical hazards, chemical hazards, biological hazards, mechanical hazards and Psycho social hazards.
- c) Occupational Diseases– Only classification, Measures for health protection of workers.

Unit II Pollution & Population

- a) Pollution: Different types & remedies of pollutions.
- b) Population Education: Definition Objectives and scope
- c) Difference between population education and family planning education.
- d) Population & its rate of growth- a) Population growth in India. b) Causes for rapid growth of population in India & its effect on health. c) Family planning.

Unit III Community Development & Extension Education

- a) Extension Education: Meaning, scope and Objectivess of extension education.
- b) Principles of extension education, Qualities of extension workers.
- c) Difference between formal and non-formal education.
- d) Community Development Programme– Meaning, Definition, Elements and Principles of community development
- e) Origin of community Development Programme. Recent programmes for Rural Development.

Unit IV Extension Serices and Aids

- a) Audio Visual Aids: Definition, Classification use and idea of audio-visual aids.
- b) Poster, Puppet, Chart, Film slide, Flash Card, Overhead Projector,
- c) Computer and Internet
- d) Chalk Board, Radio Bulletin, Board Television, Model Photography
- e) Public Address System

Practicals: Any two of the following:

1. A detailed survey in your area on health problems and related awareness
2. Prepare a chart or poster presentation– on any topic related to your subject.
3. Prepare a list of on-going welfare programme for children and women.
4. Prepare a plan and execute to demonstrate any problem and related issue with audio visual aids

Course Outcomes: After completion the course student would be able to:

- ❖ Explain the concept, determinants and factors of health
- ❖ Describe the types of occupational health and related diseases related to workers
- ❖ Different types of pollution and their related remedies
- ❖ Educate about the objectives and Scope of population education

References:

1. Yash Pal Bedi, Hygiene and Public Health.
2. Park, Social & Preventive Medicine.
3. Dr. Jaipal Singh, Extension Education & Rural Development.
4. A. Reddy, Extension Education.
5. Alan Rogers, Teaching Extension in Adults.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE 610MJ	Psychology (Counseling and Guidance)	CE	4	30	70	100

Objective:

- ❖ The impart knowledge about the Counseling and Guidance.
- ❖ To make students understand the nature and course of various Counseling and Guidance Settings.

Unit-I: Introduction to Counseling

- a) Nature and goals of Counseling
- b) Distinction Between guidance and counseling
- c) Perspectives of counseling: Psychoanalytic, behavioral and cognitive
- d) Types of counseling: (a) Directive and non-Directive (b) Individual and group

Unit-II: Counseling Process

- a) Principles of Counseling process
- b) Counseling skills: Report, empathy and communication
- c) Phases of counseling: Initial, middle, (terminal and follow of)
- d) Special areas of counseling: cawed, marital and personal counseling

Unit-III: Introduction to Guidance

- a) Meaning and need of guidance
- b) Goals of guidance
- c) Functions of guidance
- d) Areas of guidance: Educational, Vocation al and personal

Unit-IV: Psychological Basis of Guidance of counseling

- a) Procedure for collecting information
- b) Utility of psychological tests in guidance and counseling
- c) Diagnostic and instructional uses of tests
- d) Introduction to objective and projective tests

Note: - The department may change the practical depending on the Availability of the apparatus and recent developments.

Refrences:

1. Gibson, R.L. and Mitchell, M.H., Introduction to Counseling and Guidance (6th Ed), Pearson Education.
2. Rai, A and Asthana, M., Guidance and Counseling (Concepts, Areas and Approaches), New Delhi: Moti Lal Banarsi Das.
3. Woolfe, R., Dryden, W. and Strawbridge, S., Handbook of Counseling Psychology (2nd Ed.) London: Sage Publication Ltd.

Practicals (Any Three)

1. Measuring the level life satisfaction
2. Measuring the level of Home Environment.
3. Assessment of Values
4. Assessment of Personality by Word Association Test
5. Measuring the level of Adjustment

Course Code	Course Title	Course Category	Credit	CIA	Theory+ Practical	Total
BBAE 611MJ	Information Technology (Python Programming)	CE	4	30	50+20=70	100

Objective:

- ❖ This paper will familiarize the students with programming language Python and students will be able to write programs in Python.

Unit I

Introduction to Python Python Introduction, Technical Strength of Python, Introduction to Python Interpreter and program execution, Using Comments, Literals, Constants, Python's Built-in Data types, Numbers (Integers, Floats, Complex Numbers, Real, Sets), Strings (Slicing, Indexing, Concatenation, other operations on Strings), Accepting input from Console, printing statements, Simple 'Python' programs.

Unit II

Operators, Expressions and Python Statements Assignment statement, expressions, Arithmetic, Relational, Logical, Bitwise operators and their precedence, Conditional statements: if, if-else, if-elif-else; simple programs, Notion of iterative computation and control flow –range function, While Statement, for loop, break statement, Continue Statement, Pass statement, else, assert.

Unit III

Sequence Data Types Lists, tuples and dictionary, (Slicing, Indexing, Concatenation, other operations on Sequence data type), concept of mutability, Examples to include finding the maximum, minimum, mean; linear search on list/tuple of numbers, and counting the frequency of elements in a list using a dictionary.

Unit IV

Functions: Top-down approach of problem solving, Modular programming and functions, Function parameters, Local variables, the Return statement, Doc Strings, global statement, Default argument values, keyword arguments, VarArgs parameters. Library function-input (), eval(), print(), String Functions: count(), find(), rfind(), capitalize(), title(), lower(), upper(), swapcase(), islower(), isupper(), istitle(), Numeric Functions: eval(), max(), min(), pow(), round(), int(), random(), ceil(), floor(), sqrt()

Course Outcome:

- ❖ Students will be able to write programs using JavaScript.

Reference Books

1. Python Programming, O-Level Module, T Balajji Publication, 2020
2. The Complete Reference Python, Mc Grow Hill Education, 2018
3. <https://www.w3schools.com/python>
4. <https://www.tutorialspoint.com/python/index.htm>

Practical:

Writing programs using Python

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE612FD	Assessment and Evaluation	CC	2	15	35	50

Objectives:

- ❖ To equip student-teachers with the knowledge and abilities required to develop and apply assessment methods
- ❖ Suitable for assessing curriculum outcomes relating to all areas of learning
- ❖ Suitable not only for subject-related learning but also for assessing general curriculum outcomes
- ❖ It is also suitable for testing problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, moral and ethical reasoning, etc.

UNIT-I Assessment and Education & Process of Assessment and Evaluation

a) Assessment and Evaluation:

- Meaning and significance of assessment and evaluation in educational field.
- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
- Course Outcomes across the stages and assessment.
- Taxonomy of Objectives (Revised in 2001) and Implications.

b) Forms of Assessment

- Formative, Summative, diagnostic, prognostic.
- Internal and External assessment.
- Assessment For learning of learning and as learning.
- Authentic Assessment; Online Assessment.

c) Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)

d) Formative and Summative Assessment: Concept and Characteristics.

e) Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self-assessment etc.

f) Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.

g) Tools and Techniques

- Observation, rating scale, check list, anecdotes, interviews.
- Assessment of attitudes and interests.
- Socio-metric techniques.
- Criteria for assessment of social and personal behavior.
- Self-assessment and Peer Assessment.

UNIT-II: Analysis and Interpretation

a) Analysis of students' performance and scores: credit and grading

b) Graphical representation (Histogram, Frequency Curves)

- c) Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback.
- d) Reporting student's performance: 360-degree progress reports, cumulative records and their uses, port folios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.

Assignment & Practical Work (Any One)

1. Review of various education commission, Policies and reports and NCF 2005 to get a brief view of the recommendations on Assessment and Evaluation.
2. Constructing a unit test using table of specifications.
3. Construction of any one of the tools (rating scale, check list, observation schedule, etc.) and administering it to group of students or using it to observe the school and classroom environment and interpreting it.
4. Analysis of question papers of various Boards.
5. Analysis of report cards- State and Central (CBSE)
6. Preparing format of 360-degree report Card.
7. Review of Course Outcomes by NCERT in different subject areas.
8. Interviews with teachers and students to study the assessment practices, issues and problems related to it followed by presentation.
9. Reviewing Assessment Discussions in NEP 2020.

Course Outcomes

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

- ❖ Use different approaches to assess and evaluate of student performance such as time- constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva voce interviews; computerized adaptive testing; peer and self-assessment etc.,
- ❖ Develop and use informal and formal diagnostic, formative, and summative assessment strategies to monitor student learning levels and help the teacher continuously revise teaching- learning processes to optimize learning and development for all students,
- ❖ Develop an understanding among student teachers of the approaches to provide timely, effective and appropriate feedback to students about their performance relative to the expected Course Outcomes and organizing learning enhancement initiatives that are required to bridge the gap in student learning levels,
- ❖ Present report on student achievement, making use of accurate and reliable records etc.
- ❖ Develop assessment “as”, “of”, and “for” learning that are aligned to the expected Course Outcomes,
- ❖ Design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project-based and inquiry-based learning, quizzes, role plays, group work, port folios, etc., along with teacher

assessment that would provide students with valuable information on their strengths, are as of interest and needed areas of improvement.

References:

1. Agrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremnt. New Delhi: Vikas Publishing House Pvt. Lt.
2. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.
4. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
5. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
6. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
10. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
11. Hopkins, KD. (1998). Educational and Psychological Measurement and Evolution. Boston: Allyn and Bacon.
12. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
13. National Council of Educational Research and Training (2005), National Curriculum Framework, New Delhi: NCERT
14. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
15. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT
16. मिश्रा, महेन्द्र कुमार, 2007, शैक्षिक प्रौद्योगिकी एवं कक्षा-कक्ष प्रबन्ध, युनिवर्सिटी बुक हाउस, जयपुर.
17. सिंह, मया शंकर, 2007, शिक्षण तकनीक एवं शिक्षा के नूतन आयाम, अध्ययन पब्लिषर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली-110002

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE613FD	Inclusive Education	CC	2	15	35	50

Objectives:

- ❖ This course seeks to orient student teachers to the approaches to bridging gender and socialcategory gaps in terms of participation rates and student learning levels at all levels of schooleducation.
- ❖ To improve participation and learning levels of children from socio-economically disadvantaged groups (SEDGs).
- ❖ To provide orientation to necessary strategies.
- ❖ Classifying categories, especially women and transgender persons, broadly based on socio-cultural identities (such as Scheduled Caste, Scheduled Tribe, OBC and Minority).
- ❖ Broadly categorizing students based on geographical identity (such as students from remote locations, villages, small towns and aspiring districts), disability (including learning disability), linguistic identity and socio-economic status (such as migrant communities, children in vulnerable situations including low-income families, orphans and urban poor).

Course Contents:

UNIT-I: Inclusion and Education

- a) Conceptual Clarity, relation and significance with special reference to: UNCRPD 2006, RPWD Act, 2016 with special reference to Indian Context.
- b) Clarity of various terms and phrases associated with Inclusive Education: Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning
- c) Shifting from Disability to the Inclusive view.
- d) Introductory reference of Policies/ Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012, National Educational Policy 2020

UNIT-II: Children with Disabilities and Marginalized Groups

- a) Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebralpalsy, multiple disabilities.
- b) Specific needs of children with behavioral, emotional learning disabilities
- c) Language- appropriate teaching- learning materials (e.g., textbooks in accessible formats such as large print and Braille)
- d) Educational needs of children belonging to Marginalized Groups.

Assignment & Practical Works: (Any one)

1. Developing a check list for identifying the various needs of children with disabilities.
2. Visiting schools of different categories and talking to parents, teachers and Children with and without disabilities and listing the problems faced by these children and the families at the local level in gaining access to education.

3. Analyzing RPWD Act 2016 and list its implications for CWD in inclusive settings.
4. Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
5. Giving a few exemplary adaptations based on the Preparatory Level text books.
6. Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary level text books.
7. Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.
8. Analyzing the Context of NEP 2020 in the light of Inclusive Education

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Able to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education.
- ❖ Will provide the participation and learning levels of children from socio-economically disadvantaged groups (SEDGs).
- ❖ Will provide orientation to necessary strategies.
- ❖ Will Classifying categories, especially women and transgender persons, broadly based on socio-cultural identities (such as Scheduled Caste, Scheduled Tribe, OBC and Minority).
- ❖ Will categorizing students based on geographical identity (such as students from remote locations, villages, small towns and aspiring districts), disability (including learning disability), linguistic identity and socio-economic status (such as migrant communities, children in vulnerable situations including low-income families, orphans and urban poor).

References:

1. Ainscow, M. (2020). Promoting Equity in Schools: Collaboration, Inquiry, and Ethical Leadership. Routledge.
2. Booth, T., & Ainscow, M. (2011). The Index for Inclusion: Developing Learning and Participation in Schools (3rd ed.). CSIE.
3. Florian, L. (2014). The Sage Handbook of Special Education (2nd ed.). SAGE Publications.
4. Mittler, P. (2012). Working Towards Inclusive Education: Social Contexts. Routledge.
5. कुशवाहा, पुष्पलता एवं सक्सेना, कनक (2006). शैक्षिक प्रबन्धन एवं विद्यालय संगठन, आस्था प्रकाशन, जयपुर
6. परवीन, आबिदा (2013). शिक्षण एवं अधिगम के मनो-सामाजिक आधार, आस्था प्रकाशन, जयपुर
7. बघेला, एच.एस. (2007). शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
8. बिन्दु, आभारानी, सक्सेना, स्वाति (2008). विशिष्ट बालक, अग्रवाल पब्लिकेशन्स, आगरा
9. योगेन्द्रजीत, भाई (2008). शिक्षा मे नवाचार और नवीन प्रवृत्तियाँ, विनोद पुस्तक मंदिर, आगरा
10. सुखिया, एस.पी. (2008). विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
11. हन्फी, ऐम.ए. एवं हन्फी एस.ए. (2009). अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, विनोद पुस्तक मंदिर, आगरा, जयपुर

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE614AV	Mathematical and Quantitative Reasoning	CC	2	15	35	50

Objectives

- ❖ Understand the analysis and interpretation of quantitative data
- ❖ Draw correct conclusions from numerical representations such as formulas, explanations, graphs or tables
- ❖ Develop critical thinking and problem-solving skills using mathematical and quantitative reasoning methods
- ❖ Learn to analyze educational data and build educational models
- ❖ Analyze mathematical and quantitative reasoning problems and solutions

Unit – I: Introduction to mathematical and quantitative reasoning

- a) Meaning, nature and scope of mathematical and quantitative reasoning.
- b) Importance of mathematical and quantitative reasoning in various fields.
- c) Types of quantitative reasoning.
- d) Usage of mathematical and quantitative reasoning.
- e) Concept of mathematization.

Unit – II: Data Analysis & Interpretation

- a) Data requirement, different sources of data.
- b) Concept of data interpretation (equation, diagram, graph, tables)
- c) Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile)
- d) Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)
- e) Learning analytics: concept, significance, types, levels, and its applications in educational context.

Course Outcomes: After completion of this course, student will be able to:

- ❖ Adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in this field
- ❖ Analyze and interpret quantitative data
- ❖ Interpret & deduce the right conclusions from numerical representations like formulas, interpret, graphs, or tables
- ❖ Demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods
- ❖ Evaluate operational matrix
- ❖ Analyze educational data and create educational model & use them in decision making
- ❖ Analyze and evaluate mathematical and quantitative reasoning problems and solutions

Assessment and Practical (Any One)

1. Meaning, nature and scope of mathematical and quantitative reasoning.
2. Concept of data interpretation (equation, diagram, graph, tables)
3. Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)

Suggested Reading Materials

2. NCERT (2019). Mathematics: Textbook for class IX -X.

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE615SI	School Observation (field Practice)	CC	2	15	35	50

Objectives:

- ❖ To understand the classroom teaching
- ❖ To able to take classes in schools.
- ❖ To understand the units and teaching lessons.
- ❖ To conduct various school activities.

Course Contents:

UNIT-I School Observation

- a) Schools and classroom teaching across schools in different contexts
- b) Practice Teaching in School by assisting the classroom Teacher in a series of individual lessons
- c) 'Block or Unit' Teaching in School by teaching a logical set of lessons or a complete unit
- d) Acquaint the various schooling systems

UNIT-II School experience and activities

- a) Experience the processes, practices, and overall environment of the school
- b) Establish a rapport with all the stakeholders of the school system
- c) Process of conducting different activities in the school
- d) Study availability and the work of human resources

Assignment & Practical Works: (Any Two)

1. Write the term paper on any above topic.
2. Prepare a report on conducting different activities in school
3. Write a report on availability and the work of human resources
4. Make a plan for teaching lessons of a complete unit

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

- ❖ To understand the school environment
- ❖ To able to Acquaint the schooling systems
- ❖ To understand the units and teaching lessons.
- ❖ To conduct various school activities.

BBAE 616OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Language (III)	Content cum Pedagogy of at Secondary Stage Course (III) Any Two CE CE	2	15	35	50
BBAE 617OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Social Sciences Course (III)		2	15	35	50
BBAE 618OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Computer Science (III)		2	15	35	50
BBAE 619OP	Stage-Specific Content-Cum Pedagogy	Content cum Pedagogy of Home Science (III)		2	15	35	50

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE616OP	Content-Cum-Pedagogy of Language Course (III)	CE	2	15	35	50

Objectives:

- ❖ The course able to list the different concepts related to assessment and evaluation in Language Teaching,
- ❖ The course able to enumerate the characteristics of innovative practices in the teaching-learning process of the Language,
- ❖ The course able to discuss tools and techniques of assessment and evaluation in Language Teaching,
- ❖ The course able to examine issues in Language assessment and their impact on classroom teaching,
- ❖ The course able to apply ICT in the teaching-learning process of Language,
- ❖ The course able to develop e-content of Language using Language lab and virtual lab.

UNIT - I

- a) 21st Century Skills for Learning
- b) Need for and importance of how to learn 21st century skills for learners and teachers of Language.
- c) Psychological, sociological, and philosophical perspective of teaching and learning Language.
- d) Qualities of a Language teacher as professional for enhancing teaching learning skills.
- e) Role of a teacher in facilitating learning and creating dynamic learning environment of Language.

UNIT - II

- a) Research and Innovative Practices in Teaching Languages
- b) Recent trends in research related to teaching learning of Language.
- c) Action research: meaning, significance, steps and planning.
- d) Evidence-based practices and reflection, school-based research in Language.
- e) Effective communication with special reference to multilingualism using Language lab and virtual lab.

Assignment & Practical Works: (Any one)

1. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.
2. Assess the peers in the Language and prepare an analytical report.
3. Write a reflective note on two editorial pieces on the same topic from different newspapers from multilingualism perspective.
4. Complete an online certificate course on Language from SWAYAM portal.
5. Develop a write-up on the power of Language in regard to NEP 2020 recommendations.
6. Any other project assigned by HEI.

Course Outcomes: After completing the course, student teachers will be able to:

- ❖ List the different concepts related to assessment and evaluation in Language Teaching,
- ❖ Enumerate the characteristics of innovative practices in the teaching-learning process of the Language,
- ❖ Discuss tools and techniques of assessment and evaluation in Language Teaching,
- ❖ Examine issues in Language assessment and their impact on classroom teaching,
- ❖ Apply ICT in the teaching-learning process of Language
- ❖ Develop e-content of Language using Language lab and virtual lab.

References:

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE617OP	Content Cum Pedagogy of Social Sciences (III)	CE	2	15	35	50

Objectives-

- ❖ Understand the need and significance of 21st-century skills in the teaching and learning of Social Sciences.
- ❖ Explain the psychological, sociological, and philosophical foundations of teaching and learning Social Sciences.
- ❖ Develop the professional competencies and qualities required of an effective Social Sciences teacher.
- ❖ Recognize the role of the teacher in facilitating meaningful learning and creating a dynamic classroom environment.
- ❖ Understand recent trends in research in Social Sciences education and apply the principles of action research to solve classroom problems.
- ❖ Explain the concepts, need, and importance of assessment and evaluation in Social Sciences education.
- ❖ Develop appropriate learning indicators and use performance-based assessment techniques to monitor learners' progress.
- ❖ Apply various assessment strategies, including continuous, school-based, formative, summative, formal, informal, and 360-degree assessment.
- ❖ Design and implement performance assessment through group activities, field observations, projects, assignments, presentations, portfolios, and other authentic assessment practices.
- ❖ Construct valid and reliable assessment tools, including Table of Specification (TOS)-based unit tests, question papers, answer keys, and scoring criteria.
- ❖ Use appropriate feedback mechanisms to enhance students' learning and improve the teaching-learning process.
- ❖ Integrate assessment practices effectively to promote learner achievement and holistic development in Social Sciences.

UNIT– I 21st Century Skills for Learning

- a) Need for and importance of how to learn 21st century skills for learners and teachers of Social Sciences.
- b) Psychological, sociological, and philosophical perspective of teaching and learning Social Sciences.
- c) Qualities of a Social Sciences teacher as professional for enhancing teaching learning skills.
- d) Role of a teacher in facilitating learning and creating dynamic learning environment of Social Science.
- e) Recent trends in research related to teaching learning of Social Sciences. Action research: meaning, significance, steps and planning.

UNIT– II Assessment and Evaluation

- a) Assessment and evaluation: need for and importance of Social Sciences.
- b) Development of learning indicators, performance-based assessment, learners' records of observations.
- c) Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.

- d) Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- e) Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Social Sciences.

Assignment work (any one)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio of a student of Secondary Stage.
3. Explore development of multidisciplinary projects and present using PowerPoint in Social Sciences.
4. Apply innovative practices in classroom teaching learning of Social Sciences.
5. Plan action research for Continuous Professional Development (CPD) of Social Sciences teacher.
6. Pilot new ways of assessment using educational technologies focusing on 21st century Skills.

Course Outcomes: After completion of this course, student teacher will be able to:

- ❖ Discuss the meaning and need of how to learn the concepts of Social Science,
- ❖ Identify the role of teacher in facilitating learning for Social Science,
- ❖ Enumerate the characteristics of innovative practices in teaching-learning process of Social Science,
- ❖ Plan action research to improve practices of Social Science,
- ❖ Compare and apply the different types/modes of assessment,
- ❖ Develop the learning indicators and construct test items to measure learning achievement,
- ❖ Apply tools and techniques of assessment in teaching learning process.

References:

1. Ediger, marlow and Rao, digumarti bhaskara (2003). Teaching social studies successfully, new delhi, Discovery publishing house.
2. Kaur, Balvinder (2004). Teaching of social studies, new delhi, Deep & deep publications, PVT. LTD.
3. Sharma, R.L. (2001). Teaching of social studies, Vinod pustak mandir, agra
4. National Policy on Education, 1968, 1986 and 2020
 - a. NCERT (2023). National Curriculum Framework of School Education (Draft)
 - b. NCTE (2009). National Curriculum Framework for Teacher Education: Towards
5. Preparing Professional and Humane Teacher. NCTE, New Delhi.
 - a. UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and
6. Institutionalization, Vol. XXXVI, UNESCO Publications.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE618OP	Content-Cum Pedagogy of Computer Science (II)	CE	2	15	35	50

Objectives

- ❖ Student teachers will develop an understanding of the essential 21st-century skills necessary for teaching and learning Computer Science in today's rapidly evolving technological landscape.
- ❖ Student teachers will explore how psychological, sociological, and philosophical perspectives shape the teaching and learning process of Computer Science and their impact on student engagement and understanding.
- ❖ Student teachers will recognize the characteristics and qualities of a competitive and effective Computer Science teacher, focusing on their role in enhancing student learning and fostering a positive classroom environment.
- ❖ Student teachers will understand the importance of various assessment techniques in evaluating students' understanding and progress in Computer Science, and how to use assessments to inform instruction.
- ❖ Student teachers will be encouraged to cultivate an innovative mindset and engage in research-based practices to improve teaching strategies and enhance the learning experience in Computer Science education.
- ❖ Student teachers will explore the concept of divergent thinking and its application in creating dynamic and creative learning experiences that promote critical thinking and problem-solving in Computer Science education.
- ❖ Student teachers will be introduced to action research and school-based research methodologies, learning how to apply evidence-based practices and engage in reflective practices to continuously improve their teaching approaches in Computer Science.

UNIT – I: 21st Century Skills for Learning, Assessment and Evaluation

- a) Need for and importance of how to learn 21st century skills for learners and teachers of Computer Science, Psychological, sociological, and philosophical perspective of teaching and learning Computer Science.
- b) Qualities of a Computer Science teacher as professional for enhancing teaching learning skills, Role of a teacher in facilitating learning and creating dynamic learning environment of Computer Science.
- c) Assessment and evaluation: need for and importance of Computer Science, Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- d) Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- e) Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types

of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Computer Science.

UNIT - II Research and Innovative Practices in Teaching of Computer Science

- a) Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Computer Science.
- b) Recent trends in research related to teaching learning of Computer Science.
- c) Action research: meaning, significance, steps, and planning.
- d) Evidence-based practices and reflection, school-based research in Computer Science.

Assignment and Practical (Any one)

1. Prepare, administer and analyze the scores of an achievement test.
2. Prepare an assessment tool on any one topic at Secondary Stage using E-Resources.
3. Take a real-life case study where Computer Science played a vital role in solving problems and analyze its impact in such scenario and present your findings as a report.
4. Analyze the ethical dilemmas related to Computer Science, such as data privacy, AI ethics and cyber security concerns. Reflect on the broader societal impact of these issues and prepare a PowerPoint presentation.
5. Apply innovative practices in classroom teaching learning of Computer Science and prepare an e-portfolio.
6. Plan action research for continuous professional development of Computer Science teacher.
7. Any other project assigned by HEI.

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Explain the significance of acquiring 21st-century skills for Computer Science teaching,
- ❖ Outline the need for and importance of assessment and evaluation in the teaching of Computer Science,
- ❖ Appraise with various assessment strategies for continuous assessment in reference to teaching of Computer Science,
- ❖ Utilize appropriate tools and techniques for assessment and evaluation in teaching learning of Computer Science,
- ❖ Identify recent trends in research related to the teaching and learning and its implications in teaching learning of Computer Science,
- ❖ Prepare unit test item based on TOSS and develop different types of test items, construct and administer different type of tests,
- ❖ Plan offline and online activities for testing higher order thinking skills in teaching learning of Computer Science,
- ❖ Relate ICT integration and elaborate its use in classroom situations,
- ❖ Identify a problem in the context of Computer Science teaching learning and plan action research.

References:

1. National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
2. National Education Policy 2020, MoE, Government of India

3. National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
4. NCERT (2019). Computer Science: Textbook for class XI – XII.
5. NCERT (2019). Information and Communication Technology: A Textbook for Class IX -X.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE619OP	Content-Cum Pedagogy HomeScience III	CE	2	15	35	50

Objectives:

- ❖ To appraise different types of assessment and strategies for continuous assessment
- ❖ To distinguish between assessment and evaluation
- ❖ To compare merits and demerits of different types of assessment
- ❖ To develop unit test item based on Table of Specification (TOS) and develop different type of test items
- ❖ To familiarize with basic statistical methods for analyzing performance in tests
- ❖ To plan offline and online activity for testing higher order thinking skills
- ❖ To recognize challenges in modern day classrooms and plan appropriate strategies

UNIT– I: 21st Century Skills for Learning, Research and Innovation

- a) Need and importance of how to learn 21st century skills, entrepreneurship for learners and teachers of Home Science
- b) Psychological, sociological and philosophical perspective of teaching and learning of Home Science
- c) Role & Qualities of a Home Science teacher as professional for enhancing teaching learning skills
- d) Recent trends in research in teaching & Action research, data management in Home Science
- e) School based research in Home Science, evidence- based practices and reflection

UNIT– II: Assessment and Evaluation in Teaching of Home Science

- a) Assessment and evaluation: need for and importance of Home Science
- b) Assessment based on learning outcomes, strategies for continuous assessment, finding gaps in learning and planning further activities for improvement, qualitative assessment, 360° assessment
- c) Performance based assessment, assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects and presentations
- d) Unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting
- e) Assessment and feedback mechanism in teaching learning the concepts of home science at secondary stage

Assignment & Practical (Any Two)

1. Prepare a term paper with ppt on any above topic in units
2. Construct an Achievement test/ Prepare a portfolio
3. Prepare a report on success stories related to skill development and entrepreneurship in Home Science
4. Identify a problem and plan action research
5. Conduct School Based Research, case studies and market surveys and prepare an evidence- based report
6. Prepare a write-up on quality of learning experiences for teaching Home Science

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Appraise 21st century skills for learners and teachers of Home Science
- ❖ List the characteristics of Home Science teachers as professionals
- ❖ Create dynamic learning environment for Home Science teaching
- ❖ Summarize the need and importance evaluation and assessment in Home Science teaching
- ❖ Plan action research in the teaching of Home Science
- ❖ Adapt performance-based assessment for improving outcomes
- ❖ Design and maintain rubrics and portfolios

References:

1. Jha, J.K. (2001). Encyclopedia of Teaching of Home Science, (Vol. I & II), Anmol Publication, New Delhi.
 2. Lakshmi, K. (2006). Technology of Teaching of Home Science, Sonati Publisher, New Delhi.
 3. National Curriculum Framework for School Education (2023). NCERT, New Delhi
 4. Nibedita, D. (2004). Teaching of Home Science, Dominant Publisher, New Delhi.
 5. National Education Policy 2020, MoE, Government of India
 6. Shah, A. et. al. (1990). Fundamentals of Teaching Home Science, Sterling Publisher Pvt. Ltd., New Delhi.
 7. Shalool, S. (2002). Modern Methods of Teaching of Home Science (I Ed.) Sarup & Son's, New Delhi.
 8. अस्थाना, एस.आर. (2007). गृह विज्ञान का अध्यापन, लक्ष्मी नारायण अग्रवाल प्रकाशन, आगरा
 9. कुमारी, विमलेश (2007), गृह विज्ञान शिक्षण, डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली
 10. शर्मा, श्रीमती राजकुमारी व तिवारी, श्रीमती अंजना (2006), गृह विज्ञान शिक्षण, राधा प्रकाशन मंदिर, आगरा
 11. सुखिया, एस. एवं मेहरोत्रा (2009) गृह विज्ञान, हरियाणा साहित्य एकेडमी, चंडीगढ़
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 - https://link.springer.com/chapter/10.1007/978-94-011-2968-8_5
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Semester-VII

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE701FD	Perspectives on School Leadership and Management	CC	2	15	35	50

Objectives:

- ❖ To develop the fundamental perspective of the theoretical tenants of administration and management.
- ❖ To understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
- ❖ To know and analyze the causes and types of role conflicts in organization and resolve them.
- ❖ To be acquainted with the procedure of decision making and scientific management.
- ❖ To make the students with new trends and techniques of educational management.

Course Contents:

Unit -I: School and Management

- Concept, Nature, Scope, and type of school Management.
- understanding the Structure of school management at India.
- Management at different levels - Elementary, Secondary and Higher Education
- Educational planning: Concept, Types and Approches
- Challenges in school management

Unit -II: Educational Leadership and Decision Process

- Concept, Types and Styles of Educational Leadership.
- Concept, Types and styles of Decision making.
- Educational planning: Concept, Types and Approches
- Head-Master– Merits, work, duties and leadership
- Role of NCERT in school education

Assignment: (Any one)

1. Prepare a report on recent state/central level schemes related to education and their administration.
2. Prepare a report on any agency related to educational administration at state/National level and its major functions.
3. Prepare ppts on historical development and important contribution related to principles of educational administration and management.
4. Prepare ppts on survey report related to organizational climate of any school and their related remedies.

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

- ❖ Develop the fundamental perspective of the theoretical tenants of administration and management.
- ❖ Understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
- ❖ Know and analyze the causes and types of role conflicts in organization and resolve them.
- ❖ Acquainted with the procedure of decision making and scientific management.

References:

- 1 मिश्रा, महेन्द्र कुमार (2008). शैक्षिक प्रबन्धन एवं विद्यालय संगठन, यूनिवर्सिटी बुक हाऊस (प्रा.) लि., जयपुर
- 2 सुखिया, उस. पी. (2008). विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर आगरा
- 3 प्रसाद, केषव (2008). विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
- 4 वर्मा, जे. पी. (2007). शैक्षिक प्रबन्धन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- 5 ओड, एल. के. (2007). शैक्षिक प्रशासन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
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- 9 पाण्डेय , रामचकल (2007). शैक्षिक नियोजन और वित्त प्रबन्धन, विनोद पुस्तक मंदिर, आगरा
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- 13 Tarachand and Ravi Prakash (1997). Advanced Educational Administration, Kanishka Pub., New Delhi.
- 14 Chandrasekaran, Premila (1994). Educational Planning and Management, Sterling Publishers, New Delhi

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE702FD	Curriculum Planning & Development	CC	2	15	35	50

Objectives:

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

Course Contents:

Unit- I Curriculum Concept

- a) Curriculum: Meaning, Definition, Characteristics, Aims, Importance
- b) Principle of curriculum construction
- c) Components of curriculum; objective, content, learning experiences and evaluation
- d) Bases of curriculum development, philosophical, psychological, sociological
- e) Difference between curriculum and syllabus.

Unit- II Types of curriculums

- a) Activity centered and child centered
- b) Subject centered and core centered
- c) Experience centred and community centered
- d) Spiral curriculum and Hidden Curriculum
- e) NEFT 2005
- f) National Education Policy 2020 (NEP 2020)

Assignment (Anyone)

1. One term paper on the topic related with the unit.
2. Preparation of any one article on curriculum.
3. Review of present curriculum (Optional subject related)
4. Curriculum framework for 10th class.

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

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

References:

- 1 अग्निहोत्री, रवीन्द्र, आधुनिक भारतीय शिक्षा
- 2 अग्निहोत्री, रवीन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, रिसर्च पब्लिकेशन
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- 6 त्यागी, निरंजन, माध्यमिक विद्यालयों में पाठ्यक्रम शिक्षण, हिन्दी ग्रन्थ अकादमी
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- 8 पाठक, पी. डी. (1995). भारतीय शिक्षा और उसकी समस्याएँ
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- 10 यादव, संगीता, सिन्धू पूनम (2014). पाठ्यक्रम विकास और अनुदेशन, अर्जुन पब्लिशिंग हाऊस, 4837/24, प्रहलाद गली, अंसारी रोड, दरियागंज, नई दिल्ली-2
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- 12 सक्सेना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ
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- 16 National Curriculum Frame work NCF (2005), for School Education, NCTE, New Delhi

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE703AV	Art Education (Performing and Visual)	CC	2	15	35	50

Objectives:

- ❖ The course seeks to develop an understanding of Art with special reference to its relevance in human life in general and Education in particular.
- ❖ It will further develop imagination and sense of appreciation and aesthetic of art.
- ❖ The theoretical considerations of Art Education are highlighted from Indian and western perspectives of art in Life.
- ❖ The course talks about the fundamental principles of Art Education at school level.
- ❖ The pedagogical issues of art education and approaches to teaching-learning process are also discussed.

Course Contents:

UNIT-I: Art and Education

- a) Conceptual clarity, relationship and significance of studying art education in Human life.
- b) Historical development of art education in school education.
- c) Goals of studying art education in school curriculum at different stages.
- d) Perspective of NEP 2020 on Art Education

UNIT-II: Theoretical Consideration of Art Education

- a) Philosophical, psychological and sociological perspective of Art Education.
- b) Formal and informal theories of art.
- c) Indian and Western perspective of art in life.
- d) Critical analysis of theories of Art Education.

Assignment & Practical Works: (Any One)

1. Preparing multimedia material for Art Education in senior secondary schools.
2. Preparation of instructional material for education in the arts for secondary school.
3. Organizing the Art Club.
4. Case studies of the children's work of art and they're understanding of the concept of Art.

Course Outcomes: After completion of this course, student teachers will be able to:

- ❖ Develop art appreciation with special reference to relevance and place of Art in human life,
- ❖ Acquaint with conceptual understanding of the key ideas of Art Education,
- ❖ Discuss critically the value development in Art Education.
- ❖ Understand the implications of Art in Education,
- ❖ Sensitize towards the problems and issues in Art Education,
- ❖ Sensitize towards pedagogical issues of Art Education,

References:

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4. Harding, G (2016). The meaning of art and art therapy
5. Kalidas, C.S. (2014). Drama: A tool for learning.
6. Olsen, D. (2014). Media arts education: an introduction.
7. Prum, R. O. (2013). Evolutionary aesthetics in human and biotic artworlds.
8. Tyler, C.W. & Likova, L.T. (2012). The role of the visual arts in enhancing the learning process.

Course Code	CourseTitle	CourseCategory	Credit	C.I.A.	Theory	Total
BBAE704AV	Sports, Nutrition and Fitness	CC	2	15	35	50

Objectives:

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

Course Contents:

Unit- I Role of sports in healthy life

- a) Role of Individual in improvement of sports environment.
- b) Physical and physiological benefits of Sports on children.
- c) Environmental factor which promotes and affects In Health.
- d) Importance and objective of Health education.

Unit- II Balanced Diet and fitness

- a) Balanced Diet and Nutrition: Macro and Micro Nutrients
- b) Need and importance of nutrition
- c) Diseases caused by lack of nutrition
- d) Role of aasan and meditation in health.

Assignment & Practical Works: (Any One)

- a) Write a Term paper on a topic given in the course
- b) Prepare a diet chart individually for kids, growing kids and elderly person.

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

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

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Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE705SI	School based –Research Project	CC	2	School based- Research Project 50		50

Objectives:

- ❖ To develop and understanding about the concept of research.
- ❖ To develop skill in preparing a good research project.
- ❖ To impart the sense of scientific attitude in research.
- ❖ To understand about the use of different types of research tools and techniques.
- ❖ To appraise critically about research work in school.

Course Contents:

Unit-I Concept of Research

- a) Meaning, Nature, Scope, Needs & Purpose of Educational Research
- b) Types of Research: Fundamental/ Basic, Applied and Action Research
- c) Formulation of Research Problems and questions
- d) Framing Hypothesis
- e) Tools of data collection
- f) Literature study

Unit- II Action research

- a) School based action research
- b) Case study
- c) Solutions to contextual problems/challenges
- d) Formulation of appropriate design
- e) Classification Analysis and interpretation of data
- f) Writing and sharing project report

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

- ❖ Understand action research and formulation of research problems.
- ❖ Prepare tool for action research.
- ❖ Can make data collection and analysis
- ❖ Write project report

References:

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2. Best, J. & others (2017). Research in Education, Peaterson India Education Service pvt. Ltd. Noida
3. सिंहल, बी. (2023). शोध स्वरूप एवं मानक कार्यविधि, वाणी प्रकाशन, नई दिल्ली
4. पाण्डेय, के. पी. (2019). शिक्षा में क्रियात्मक शोध एवं सांख्यिकी , अग्रवाल पब्लिकेशन, नई दिल्ली
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Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE706SI	Internship in Teaching	CC	10	150 Internship+Practical	100 (Two Subject Final Lesson)	250

Objectives:

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

Course Contents:

Unit-I: Undertaking the activities, the student-teachers-50 Marks

- a) Teaching as a substitute teacher.
- b) Mobilisation and development of teaching-learning resources.
- c) Preparation of a question papers and other assessment tools.
- d) Preparation of a diagnostic tests and organisation of remedial teaching.
- e) Undertake case study of a child.
- f) Undertake action research project on at least one problem area of schooling.
- g) Community work, community survey etc.
- h) Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- i) Writing a term paper on a selected theme.

Unit-II: Competencies and skills Lesson Plan-50 Marks

Lesson based on Various Approaches (40 each subject) Method, such as --

- a) Co-operative Learning
- b) Activities Based Approach
- c) Team Teaching
- d) Project Method
- e) Brain Storming
- f) Task Based
- g) Programme Instructions etc.

Unit-III: Plan, Blue Print, Achivement Test and Use of Teaching Aids- 25 Marks

- a) Preparation of a question papers and other assessment tools.
- b) Preparation of a diagnostic tests and organisation of remedial teaching.
- c) Parent teacher association
- d) School management committee
- e) Teaching learning material

Unit-IV-School Activities- 25 Marks

- a) Physical
- b) Cultural
- c) Literary
- d) Yoga Exercises

Practical

Final Lesson (Two teaching subject)- 100Marks

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

- ❖ Acquire the knowledge of internship.
- ❖ Understand skill focused teaching.
- ❖ Develop ability of comprehensive school teaching.
- ❖ Understand and organize various school activities
- ❖ Ready to take up a teacher's responsibility independently.
- ❖ During internship, student-teachers would also gain an understanding of the community
- ❖ Understand the teaching community within the school.
- ❖ Avail opportunities to develop relationships with the children whom they are going to teach.

Semester- VIII

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE801FD	Philosophical & Sociological Perspectives of Education-II	CC	4	30	70	100

Objectives

- ❖ To acquaint philosophical & educational contribution of Indian educational thinkers
- ❖ To impart understanding of various Indian philosophies like Jainism, Buddhist, geet, Upanishad philosophy and their educational implications.
- ❖ To know socialization of the child, social change, social stratification, social mobility, social control
- ❖ To provide detailed issue related to socialization of education.

Unit- I: Philosophical & Educational Contribution of Indian Educational thinkers

- Swami Vivekanand
- Ravindra Nath Tagore
- Mahatma Gandhi
- Maharshi Arvind
- J. Krishana Murti

Unit- II: Indian Schools of Philosophy and their educational implications

- Jainism
- Buddhist
- Geeta
- Upanishad

Unit-III: Social Change and Mobility

- Socialization of the Child
- Social Change
- Social Stratification
- Social Mobility
- Social Control

Unit-IV: Issue Related to Socialization of Education

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

Assignment: (Any Two)

- Solve old question papers.
- Prepare a research paper on related subject matter.
- Prepare project work on any one topic.
- Preparation of one term paper with PPT

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

- ❖ Acquaint philosophical & educational contribution of Indian educational thinkers
- ❖ Understand of various Indian philosophies like Jainism, Buddhist, geet, Upanishad philosophy and their educational implications.

- ❖ Understand socialization of the child, social change, social stratification, social mobility, social control
- ❖ Provided detailed issue related to socialization of education

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- 9- जैन बी. एल. (2023). शैक्षिक समाजशास्त्र, अनिता कॉलोनी, 30 ए, बजाज नगर एनक्लेव, जयपुर

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE802FD	Education Policy Analysis	CC	2	15	35	50

Objectives:

- ❖ To understand the theoretical frameworks and methodology of Policy Analysis
- ❖ To assess and evaluate the effectiveness of education policies at the national, state and programme levels.
- ❖ To equip with the knowledge and capacity to engage in education policy analysis and evaluate their effectiveness
- ❖ To acquaint with the processes involved in policy analysis for identifying, describing and comparing the policy options.

Course Contents:

UNIT–I: Analyses of Education Policies

- a) Meaning and significance of 'Policy on Education'
- b) Constitutional provision for Policy on Education
- c) Meaning, Types and Importance of Policy Analysis
- d) Fundamental principles for analyzing an Educational Policy
- e) Processes involved in Policy analysis.
- f) Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992) and NEP 2020

UNIT–II: Implementation of an Educational Policy

- a) Meaning, need and significance of Policy Implementation
- b) Mechanism of Policy Implementation
- c) Strategies to Implement an Educational Policy
- d) Programme of action and implementation: Conceptual clarification and Significance.
- e) Role of different Organization/Groups: Legislature/Judiciary/Political Will and Parties/Voluntary Organizations/ Non-governmental organizations (NGOs)/Pressure Groups/Public.
- f) Challenges for implementation.

Assignment & Practical Works: (Any One)

1. Critical analysis of Policies on Education in India (1968 Or 1986 (Modified in 1992)
2. Critical analysis of NEP 2020 of India
3. Discuss the role of different Organization/Groups: Legislature/Judiciary/Political Will and Parties/Voluntary Organizations/Non-governmental organizations (NGOs)/ Pressure Groups/Public I Implement an Educational Policies

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

- ❖ Understand the theoretical frameworks and methodology of Policy Analysis
- ❖ Evaluate the effectiveness of education policies at the national, state and programme levels.
- ❖ Apply the knowledge of policy analysis in selection of most effective option that could address issues and problems confronting school education.;
- ❖ Point out their role in becoming active promoters of New Education Policy 2020 of India

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2. Sharma, R.N.; Sharma, R.K. (2023). History of Education in India, Atlantic publishers & Distributors (P) Ltd.
3. Stacey, Meghan; Mockler, Nicole (2024). Analysing Education Policy: Theory and Method. Routledge Publication.
4. Young, Michelle D.; Diem, Sarah (2017). Critical Approaches to Education Policy Analysis. Springer International Publishing AG
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6. त्रिपाठी, जी. डी., चौधरी, सुरेश (2022), भारतीय शिक्षा प्रणालीदृ भाग 1 व 2, ऑक्सफोर्ड बुक कम्पनी, मुम्बई
7. सोडानी, कैलाश (2021). राष्ट्रीय शिक्षा नीति 2020 क्रियान्वयन, एपेक्स पब्लिशिंग हाउस

BBAE 803FD	Foundation of Education	Adolescence Education	Any one Elective CE	4	30	70	100
BBAE 804FD	Foundation of Education	Education for Mental Health		4	30	70	100
BBAE 805FD	Foundation of Education	Education for Sustainable Development		4	30	70	100
BBAE 806FD	Foundation of Education	Emerging Technologies in Education		4	30	70	100
BBAE 807FD	Foundation of Education	Gender Education		4	30	70	100
BBAE 808FD	Foundation of Education	Guidance and Counselling		4	30	70	100
BBAE 809FD	Foundation of Education	Human Right Education		4	30	70	100
BBAE 810FD	Foundation of Education	Peace Education		4	30	70	100
BBAE 811FD	Foundation of Education	Sport and Fitness Education		4	30	70	100
BBAE 812FD	Foundation of Education	Tribal Education		4	30	70	100
BBAE 813FD	Foundation of Education	Economics of Education		4	30	70	100
BBAE 814FD	Foundation of Education	Jain Culture and Life Values		4	30	70	100

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE803FD	Adolescence Education	CE	4	30	70	100

Objectives:

- ❖ Teacher trainees can aware about concept & applications of Life Skills and Adolescence Education
- ❖ To aware the trainees about concept and developmental dimensions of Adolescence
- ❖ Trainees got informed about Thinking, Reasoning & Problem- solving abilities
- ❖ To know the related problems of Adolescence & remedies through Adolescence Education Programme
- ❖ To aware about the process of human development in context of Adolescence
- ❖ To build sensitivity towards Adolescent's needs and capabilities within their socio-cultural context

UNIT-I: Adolescence and Its Development

- a) Adolescence: Meaning & Characteristics
- b) Adolescence: Physical, Emotional, Social, Spiritual & Moral Development
- c) Adolescence: Fostering Thinking, Reasoning & Problem- solving abilities
- d) Adolescence: Related Problems & Remedies

UNIT-II: Life Skills and Adolescence Education

- a) Adolescence Education: concept, nature, challenges and significance
- b) Role of school, family, media, and community as social agencies in Adolescence Education
- c) Life Skills: Concept, nature and significance of core life skills for Adolescence Education
- d) Understanding sexual and reproductive health

UNIT-III: Adolescence Education Programme

- a) Adolescence Education Programme: Concept & Characteristics
- b) Historical Development of Adolescence Education Programme in India
- c) Goals and Significance of Adolescence Education Programme in India
- d) Adolescence Education Programme: Role of Teachers & Challenges in India

UNIT-IV: Pedagogical Issues

- a) Adolescence Pedagogy: Meaning, goals and significance
- b) Challenges of teaching adolescence education: understanding student's behavior, dealing with personal self-constraints, socio- cultural issues, class-room issues and challenges, methodology
- c) Preparation of teachers in context of Adolescence education
- d) Approaches to adolescence education: case studies and critical incidents, brainstorming, role-playing, gaming, value clarifications, question box, discussions and debates, video shows

Assignment & Practical Work: (Any Two)

1. Prepare a term paper with ppt on any above topic in units
2. Study of organizations (NGO) at National and International level
3. A research study or detailed case study: Adolescents' behavior in different socio-economic settings
4. A study on child abuse victims, adolescents in drug rehabilitation centers
5. Organize Adolescence Education sessions in Schools

Course Outcomes: After the completion of this course students will be able to:

- ❖ Develop sensitivity, understanding and knowledge about Adolescence and Adolescence Education
- ❖ Know the historical development of Adolescent Educational programme in India
- ❖ develop a positive attitude towards the importance of Adolescence Education programmes at the school level
- ❖ Inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior
- ❖ Develop an understanding about the desired life skills
- ❖ Acquire pedagogical knowledge related to skills for Adolescence Education programmes

References:

1. Backett, Chris (2004). Human Growth & Development, Sage Publication.
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Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE804FD	Education for Mental Health	CE	4	30	70	100

Objectives:

- ❖ To understand the concept and process of Mental Health.
- ❖ To understand relationship between Education and Mental Health.
- ❖ To understand Grow mentally.
- ❖ To understand **Concept of Behavior**.
- ❖ To acquaint **Various Disorders**

Course Contents:

Unit –I Education for Mental Health

- a) Education for Mental Health: Concept, causes, affect,
- b) Steps to positive mental health
- c) Signs of mental health
- d) Adjustment: Concept, hygiene-process of adjustment
- e) Conflicts and Defense mechanism

Unit-II Grow mentally

- a) How to grow mentally?
- b) How to do self-care?
- c) How to feel better mentally?

Unit -III Concept of Behavior

- a) Behavior: Concept, Types
- b) Normal behavior
- c) Abnormal behavior

Unit-IV Various Disorders

- a) Disorders: Concept, Types of mental disorders
- b) Mood disorder
- c) Common mental disorders
- d) Emotional disorder
- e) Anxiety disorder

Assignment & Practical Works: (Any Two)

1. Administer any one standardized Psychological Test
2. Prepare any two-term paper based on the Mental Health content in the syllabus
3. Prepare a psychological test
4. Prepare a report on contribution of any two psychologists
5. Solve Examination Paper

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

- ❖ Describe the concept and process of Mental Health.
- ❖ Understand Cognition and Learning.
- ❖ Explain relationship between Education and Mental Health
- ❖ Understand about the mental health and hygiene-process of adjustment, conflicts and defense mechanism.

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Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE805FD	Education for Sustainable Development	CE	4	30	70	100

Objectives:

- ❖ To clarify the meaning and significance of sustainable development.
- ❖ To describe the characteristics of ESD.
- ❖ To explain the role of education in sustainable development.
- ❖ To critically analyze the education in the context of sustainable development.
- ❖ To explain the role of education to achieve sustainable development.

Course Contents:

UNIT-I: Education and Sustainable Development

- a) Meaning, Goals, and Characteristics of ESD.
- b) Education for Sustainable Development: Historical Perspective, Philosophical, Sociological and Psychological Perspective.
- c) Role and challenges of Education for Sustainable Development.

UNIT-II Concept of SDGs.

- a) Meaning, Nature and Significance of SDGs.
- b) Role of Educational Institutions and Challenges to Achieve SDGs.

UNIT-III: SDGs. And NEP 2020

- a) SDGs And NEP 2020
- b) Sustainable Lifestyle, Gender Equality, Global Citizenship to Achieve Sustainable Development.

UNIT-IV Pedagogical Issues for Sustainable Development

- a. Good Mental Health and Wellbeing, Justice In Society for SDG.
- b. Pedagogical Issues for Sustainable Development.
- c. Globalization and the Environment: Capitalism, Ecology and Power.
- d. Issues for Sustainable Development.

Assignment & Practical Works: (Any one)

1. Write the term paper on any above topic.
2. Prepare a report on Issues associated with schooling, health & wellness of children
3. Plan for student-teacher in activities undertaken under the National Service Scheme
4. Prepare models for Environmental protection, rainwater harvesting, planting trees

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

- ❖ Clarify the meaning and significance of sustainable development,
- ❖ Describe the characteristics of ESD,
- ❖ Explain the role of education in sustainable development,
- ❖ Critically analyze the education in the context of sustainable development.,
- ❖ Explain the role of education to achieve sustainable development,

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1. Sobarthakur B. Dkhar B.R. (2022). Achieving Sustainable Goals By 2030, EBH Publishers, Guwahati
2. Rankhanb S.V. et.all. (2021). Sustainable Development for Future, Noton press, Chennai
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Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE806FD	Emerging Technologies in Education	CE	4	30	70	100

Objectives:

- ❖ To explain the need and uses of technology in the field of education,
- ❖ To explain the digital technologies for creating the resources,
- ❖ To explain the experiences for all types of learners including differently abled.
- ❖ To explain the Create learning environment in the classroom,
- ❖ To explain the role of ICT to enhance the creativity of students,
- ❖ To explain the use of massive open online courses (MOOCs),
- ❖ To explain the role of ICT in authentic and alternative assessment,
- ❖ To explain the social, economic and ethical issues associated with the use of ICT.

Course Contents:

UNIT-I Education and Technology

- a) Relationship between Education and Technology.
- b) Meaning, Nature and significance of Technology in Education.
- c) Principles of using Technology in Education.
- d) Emerging trends in Technology in Education.

UNIT- II Information and Communication Technology

- a) Meaning, nature, types and Fundamentals of Information and Communication Technology.
- b) ICT Tools and application.
- c) Hardware and Software: meaning, difference and types.
- d) ICT application and multiple intelligence.

UNIT- III Technology in Education and Pedagogy

- a) Approaches of integration of Technology in teaching and learning.
- b) Subject specific online resources and their uses in lesson Planning.
- c) Use of Technology for children with special needs: Tools and processes; Universal Design for Learning.
- d) Massive Open Online Courses (MOOC)- Concept and use.

UNIT-IV Online and Offline Software Applications

- a) Application software- meaning and types.
- b) Word processing, spreadsheet, presentation: Features and educational applications.
- c) Blog and microblog– reflective journaling and other educational applications.
- d) E-learning course ware (e-content) design
- e) Multimedia tools: Audio editing, video editing, screen casting, graphic editing and basics of animation and creating interactive media.

Assignment & Practical Works: (Any Two)

1. Creating an account in wikispace/wikipedia/media wiki and adding/editing content.
2. Developing an educational blog in www.blogger.com, [www. Word press. com](http://www.Wordpress.com).
3. A critical study of some e-learning course.
4. Developing a multimedia e-content for a topic.
5. Planning and creating digital rubrics for any topic
6. Organizing web conferencing using Skype/Yahoo/Messenger/Google+.
7. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and upgradation
8. Review of NEP, National ICT policy and curriculum in the context of Technology in Education.
9. Enrolling and completing some MOOC courses of interest.

10. Developing technology integrated unit/lesson plans and trying them out in schools.

Course Outcomes: After studying this course, student teachers will be able to:

- ❖ Describe the need and uses of technology in the field of education,
- ❖ Use various digital technologies for creating the resources,
- ❖ Provide learning experiences for all types of learners including differently abled.
- ❖ Create learning environment in the classroom,
- ❖ Understand the role of ICT to enhance the creativity of students,
- ❖ View the use of massive open online courses (MOOCs),
- ❖ Explain the role of ICT in authentic and alternative assessment,
- ❖ Discuss the social, economic and ethical issues associated with the use of ICT.

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1. Baral, Hemanta (2015). Computer fundamental, Stratford college Landon.
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5. Luckin, R. (2018). Machine Learning and Human Intelligence: The Future of Education for the 21st Century.UCL IOE Press.
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7. Sinha, P.K. and Sinha P. (2005). Fundamentals of computers, BPB Publication, News Delhi.
8. Wamala, C. (2012). Empowering Women through ICT Spider.

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE807FD	Gender Education	CE	4	30	70	100

Objectives:

- ❖ Teacher trainees can aware about concept, methods & applications of Gender Education
- ❖ To aware the trainees about Constitutional Provisions with special reference to equity and equality rights of girls
- ❖ To know the analyzing school level curriculum from gender perspective
- ❖ To aware about the Sexual Child abuse from pre-primary stage to secondary stage
- ❖ To build sensitivity towards Legal perspectives for safety and security of girls and women

Unit I Gender and Education

- a) Conceptual clarity of related terms: Gender, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping
- b) Gender and school education
- c) Constitutional Provisions with special reference to equity and equality, rights of girls
- d) Education and women empowerment

Unit II Learning Gender Roles

- a) Gender Identity: social and cultural perspectives, role of family and school, media, and other formal and informal organizations/ agencies
- b) Socialization and learning gender roles
- c) Gender stereotyping/Role models
- d) Preventing Measures: role of school and home

Unit III Gender, Sexuality, Sexual Violence and Abuse

- a) Development of sexuality and its impact on children with reference to gender, body image, role-models
- b) Sexual Child abuse from pre-primary stage to secondary stage identifying signs of sexual abuse in children, Preventing measures
- c) Legal perspective: laws for safety and security of girls and women, implementation of the POCSO Act
- d) Violence in formal and informal institutions

UNIT IV Gender Education & Pedagogical Issues

- a) Analyzing classroom practices for Gender Education
- b) Creating gender friendly classrooms and school environment
- c) Analyzing Curriculum with gender perspective: Course Outcomes, textual material, teaching learning processes, language used, teaching aids, assessment strategies
- d) ICT pedagogy for gender sensitive school curriculum

Assignment & Practical Work: (Any Two)

1. Prepare a term paper with ppt on any above topic in units
2. Preparing a Report on National Educational Policy (2020) in the context of gender issues in Education
3. Analysis of textual materials from the gender perspective for identifying gender bias and gender stereotype in textual materials
4. Recommendations of commissions and policies on education to empower girls/women, Mahila Samakhya Programme
5. Field visits to schools to observe the schooling processes from a gender perspective.
6. Preparing Analytical Report on recent Legal perspective related to girls & women

Course Outcomes: After completion of this course the students will be able to:

- ❖ Clarify key concepts like gender, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality and patriarchy
- ❖ Explain the shifting from women studies to gender studies

- ❖ Clarify gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region
- ❖ Examine school environment, curriculum and pedagogy with reference to gender related issues,
- ❖ Address issues related to sexuality, sexual violence and abuse
- ❖ Draw framework for gender sensitized classroom and school environment

References:

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2. Mishra, Shyam Kartik (2015). Gender Equality and Women Empowerment, Regal publication, New Delhi.
3. Pant, S.K. (2002). Gender Bias in girl child education, Kanishka Publication Distributor Delhi.
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Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE808FD	Guidance and Counselling	CE	4	30	70	100

Objectives:

- ❖ To develop the understanding about the concept, need and significance of guidance and counseling
- ❖ To provide a comprehensive understanding of guidance and counselling principles, techniques and real-world applications
- ❖ To deal with psychological testing and diagnosis in counselling
- ❖ To examines the factors affecting guidance and counselling along with ethical considerations
- ❖ Importance of counselling for individuals with disabilities, visual impairment and hearing impairment
- ❖ To understand challenges related to providing counselling services in schools

Course Contents:

UNIT– I Guidance

- a) Meaning, nature, need, scope and Principles of Guidance
- b) Types of Guidance– Educational, Vocational and Personal
- c) Individual and Group Guidance
- d) Essential information for Effective Guidance
- e) Process of Guidance
- f) Importance of Guidance in schools for individual and for society

UNIT– II Counselling

- a) Meaning, Importance, Principles and Types (directive, non-directive and eclectic) of Counselling
- b) Distinction between Guidance and Counseling.
- c) Approaches to Counseling: behaviorally and cognitively oriented.
- d) Process of Counseling: initiating counseling, preparation and intake procedures, establishing rapport, termination of and response to initial interview.
- e) Establishing Structure: Setting boundaries, clarifying roles, setting goals, creating a safe environment and establishing a routine.
- f) Role of family, school and community in counseling

UNIT– III Tools and Techniques to Collect Data

- a) Psychological Testing and Diagnosis: Need and Nature.
- b) Test use and interpretation, appraisal techniques.
- c) Counseling Interview: Essential aspects, basis procedures, problems and their handling
- d) Material administration, scoring, interpretation, and evaluation of frequently used personality inventories/questionnaire and projective tests
- e) Personal orientation Tests and Rating Scales and their role in counseling
- f) Case Study: Need and Importance

UNIT– IV Issues Related to Guidance and Counselling

- a) Factors affecting Guidance and Counselling
- b) Ethical issues in Guidance and Counseling
- c) Limitation of diagnosis with special reference to Counselling
- d) Challenges to organize Guidance and Counselling programmes in schools
- e) Counselling and Guidance of persons with learning disabilities, visual and hearing impairment
- f) Challenges related to counselling services in schools

Course Outcomes: After completion of this course the students will be able to:

- ❖ Explain the basic meaning, need and significance of Guidance and Counseling in the context of education,
- ❖ Clarify the general social, psychological and historical perspective of Guidance and Counselling

- ❖ Explain the basic principles of Guidance and Counselling,
- ❖ Organize guidance program,
- ❖ Analyze the reports of educational commission and educational policies with reference to Guidance and Counselling
- ❖ Examine the factors affecting guidance and counselling along with ethical considerations
- ❖ Resolve the issues and challenges related to providing counselling services in schools

Assignment & Practical Works: (Any Two)

1. Survey in your local area school, identify student needs and problems of secondary level, provide them guidance and prepare a detailed report
2. Prepare a case study report of a student experiencing symptoms of depression and anxiety
3. Organize a guidance & counseling camp in a school and prepare its detailed report

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1. Sharma, Ramnath; Sharma, Archana (2024). Guidance and Counselling in India, Atlantic publishers & Distributors (P) Ltd.
2. Nayak A. K., Rao V. K. (2007). Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
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4. Sharma, Sita Ram (2005). Evolution of Educational and Vocational Guidance, ABD Publishers, Jaipur.
5. Sharma, Yogendra K. (2005). Principles of Educational and Vocational Guidance. Kanishka Publishers, New Delhi.
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Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE809FD	Human Right Education	CE	4	30	70	100

Objectives:

- ❖ Develop analytical skills to question and appraise Human Rights policies and practices at
- ❖ national and international levels;
- ❖ Explore the substantive knowledge of policies concerning Human Rights Education,
- ❖ prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics;
- ❖ Perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education;
- ❖ Understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights; and
- ❖ Identify potential roles for oneself in the promotion of Human Rights Education

Course Contents:

UNIT-1 Conceptualizing Human Rights and Human Rights Education

- a) Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective.
- b) Interrelationships of rights and duties: Harmony and Conflict.
- c) Human Rights perspective in curriculum and in teaching-learning Processes
- d) Human Right Perspective and school ethos and culture

Unit-2 Emerging Concerns in Human Rights:

- a) Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.
- b) Constitution and Institutional Aspects of Human Rights in India: National Human Rights Commission, SC/ST Commission, Minorities Commission, Women's Commission
- c) Problems of Enforcement of Human Rights in India

Unit-3 International Perspectives on Human Rights:

- a) United Nations Character, Universal Declaration of Human Rights, 1948;
- b) UN High Commissioner for Human Rights.
- c) Major UN instruments on human rights (Conventions on Racial Discrimination, Women's Rights, Rights of the Child, Torture)

UNIT- 4 Issues, Movements and Promotion of Human Rights

- a) Right to Clean Environment and Public Safety.
- b) Role of Government, Non-Government Organizations, Education, family and self in Promotion of Human Rights.
- c) Human Rights movements in India: National freedom movement, Social and political movements, Dalit movements, Women's movements and Environmental movements

Assignment & Practical Works: (Any Two)

1. A case involving violation of human rights
2. Human rights in a socio-cultural context
3. Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective
4. Awareness Camp to promote Human Rights Education
5. Series of Street plays (nukkad naatak) about Human Rights Education

6. Any other task after consolation with teacher

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

- ❖ Imbibe the knowledge about human rights and Human Rights Education.
- ❖ Comprehend the roles of various state and non-state agencies in the promotion and enforcement for Human Rights
- ❖ Apply the concept of Citizenship Education in making themselves responsible, productive, and effective citizens of a democratic society.
- ❖ Apply the analytical skills to question and appraise Human Rights policies and practices at national and international levels;
- ❖ Point out their potential roles in the promotion of Human Rights Education

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2. Bajpai, Asha (2010). Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.
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Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE810FD	Peace Education	CE	4	30	70	100

Objectives:

- ❖ To understand the concept of piece and peace education.
- ❖ To acquire the knowledge about peaceful mind makes peaceful world.
- ❖ To understand the theory and practice of peace education
- ❖ To understand the philosophical thoughts for peace.
- ❖ To promote awareness about the existence of conflicting relationships between people, within and between nations and between nature and humanity.
- ❖ To create frameworks for achieving peaceful and nonviolent societies.

Course Contents:

UNIT– I: Peace Education: Nature and Significance

- a) Peace and Types of Peace (positive, negative, inner, social and with nature)
- b) Meaning, need, dimensions and goal of Peace Education.
- c) A brief review of historical development of Peace Education.
- d) Philosophical, sociological, and psychological perspectives of Peace Education.
- e) Learning from experiences to explore the scope of Peace Education.
- f) Challenges to Peace Education.

UNIT– II: Towards the Global Culture of Peace

- a) Process of Peace building
- b) Approaches to Peace Education
- c) Conflict analysis and resolution
- d) Role of social and religious foundations in peace building (Family, Religion, Mass Media, Community, School, NGO's, Government Agencies).
- e) Role of local and international agencies in the peace building process.
- f) Addressing challenges to peace in multicultural society.

UNIT– III: Thoughts on Peace and Harmony

- a) Ancient Indian views.
- b) Constitutional provisions.
- c) Life skills required for Peace Education (WHO)
- d) UNO role for Global Peace Education.
- e) Programmers' for promoting Peace Education– UNESCO
- f) Study of following thinkers in context of global Peace and Harmony: J. Krishnamurti, Sri Aurobindo, Rabindra Nath Thakur, Mahatma Gandhi, Montessori, Russell, Dalai Lama.

UNIT– IV: Pedagogical Issues for Peace Education

- a) Integration of Peace Education through curricular and co-curricular activities
- b) Strategies and methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc.
- c) Model of integrated Learning– Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method– Case Analysis and Situation analysis,
- d) Becoming peace teacher-acquisition of knowledge, values and attitudes.
- e) Critical analysis of school curriculum at school level in the light of peace building process.
- f) Challenges of pedagogical issues of Peace Education.

Assignment & Practical Works: (Any Two)

1. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
2. Organize an activity in schools to promote Peace.
3. Write a report on Gandhi and Peace.
4. Write about the contribution of any two Noble prize winners for Peace.
5. Prepare an album of Indian Philosophers and write their thoughts on peace.
6. Critical analysis of Educational Policies, Curriculum and Text Material for Peace-

building Process.

7. Collection of statements, shloka or sukti (Good Sayings) from ancient Indian literature related to inner and Social Peace.
8. Study of Yoga-Darshana as a process of Peace and Harmony.

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

- ❖ Acquire a holistic and critical understanding of the theoretical and practical bases of peace education,
- ❖ Searching and identifying the best ways to follow peace in life,
- ❖ Show ability to select and use appropriate method of resolving conflict,
- ❖ Become critical learners and reflective peace practitioners,
- ❖ Appreciate the foundations of just and peaceful societies,
- ❖ Understand and practice the positive action and non-violent conflict resolution in society,
- ❖ Enhance students' intellectual flexibility, creativity & problem-solving capacities,
- ❖ Connect course content to current public events and issues worldwide.

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3. Mahesh Bhargava and Haseen Taj (2006). Glimpses of Higher Education. Rakhi Prakashan, Agra-2
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Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE811FD	Sports and Fitness Education	CE	4	30	70	100

Objective

- ❖ To develop a comprehensive and holistic understanding about the concept of health, its various dimensions, and determinants.
- ❖ To develop understanding about the evolution of Health and Physical Education.
- ❖ To develop understanding about the historical development of the discipline with special reference to Indian Education and its relation to other subjects.
- ❖ To develop understanding about the importance of physical
- ❖ fitness policies, programs and services addressing health initiatives in school context.

UNIT– I Evolution of Health and Physical Education

- a) Health and Physical Education: Conceptual Clarity (locally as well as globally),
- b) Importance and aims.
- c) Place in School Curriculum: Historical Development as a subject, Objectives with special
- d) Reference to Indian Education and its relationship with other subjects.
- e) Status of Health and Physical Education: From primary to secondary education in a
- f) Global perspective, ayurvedic and yogic concept of Health Education,
- g) Legal perspective of Health and Health Education in India.

UNIT– II Health Education

- a) Concept, dimensions and determinants of health with special to India.
- b) Understanding the body system and its functions
- c) Common health problems and diseases: causes, prevention and cure, immunization and first aid.
- d) Impact of Physical activities, games, sports and yoga on different body systems.

UNIT– III Games and Fitness

- a) Physical fitness and its components: athletics (general physical fitness exercises), games (lead-up games, relays and major games), Rhythmic activities, gymnastics and their impact on health.
- b) Development of physical fitness: Postures and Importance of relaxation, Fitness tests; Resources and services for games and sports and Health.
- c) Fundamentals skills of sports: Sports for recreation and competition, Sports awards and scholarships, sport person ship, Indigenous and self-defense activities.
- d) First Aid: Need and Principles.

UNIT– IV Policies, Programmes and Assessment

- a) Policies, programmes and services for addressing health needs.
- b) School Health Programme: school health services, health promoting schools, global school health initiatives.
- c) POCSO (Protection of Children from Sexual Offences Act, 2012), PWD 2016, the Integrated Child Protection Scheme.
- d) Assessment of health performance testing in games and sports, reporting of health condition and performance of child in the sport fields.

Assignment (any two)

1. Analyzing NEP, 2020 with reference to Games Oriented Education.
2. Planning activities for development of physical fitness.
3. Organization of games and sports tournaments.
4. Preparation of First Aid kit.

Course Outcomes: After completion of this course the students will be able to:

- ❖ Understand the concept of holistic health, its various dimensions, and determinants,
- ❖ Develop positive attitude towards health physical education and yoga as individual,

- ❖ Sensitize, motivate, and help them to acquire the skills for physical fitness, learn correct
- ❖ Postural habits and activities for its development,
- ❖ Understand various policies and programmes related to health, physical education and yoga,
- ❖ Help to understand the process of assessment of health and physical fitness.

References:

- 1 Thorburn, M. (2000). Physical Education-Intermediate Course Notes, Leckie & Leckie Publisher.
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- 5 सिंह, बलदेव, स्वास्थ्य एवं शारीरिक शिक्षा, विनोद पब्लिकेशन, लुधियाना।
- 6 सिंह, परमजीत, राठौड़, भूपेन्द्र सिंह, बार्थोनिया, माया, खान, एम. ए. (2007). शारीरिक एवं स्वास्थ्य शिक्षा, कक्षा-9 माध्यमिक शिक्षा बोर्ड, राजस्थान अजमेर।

Course Code	Course Title	Course Category	Credit	C.I.A.	Theory	Total
BBAE812FD	Tribal education	CE	4	30	70	100

Objectives:

- ❖ To develop the understanding how tribes are classified.
- ❖ To develop the understanding tribal culture, social organization and economy.
- ❖ To develop the understanding impact of modernization and globalization.
- ❖ To development the understanding that how the tribal movement have played a crucial role in resisting oppression and demanding rights.
- ❖ To develop the understanding tribal law and rights.

Course Contents:

Unit- I Anthropological perspective on tribals

- a) Definition and characteristics of tribes.
- b) Type of tribal societies (hunter- gatherers, pastoralists, shifting cultivators, settled age
- c) Tribal culture, social organization (kinship, marriage, family and clan structures) and tribal economy.

Unit II Tribal Art, music and folk tradition in India

- a) Major form of tribal art in india (warli art, Gond art, Saura art, Pithora art, Bhatti chitra)
- b) Tribal music (santhali music, Baiga songs, Bodo folk songs, Ho and munda songs)
- c) Tribal dance and folk traditions (dhurwa and Bison horn maria dance, Ghoomar, saila dance, Cheraw dance, karma dance, hojagiri dance)

Unit- III Tribal movement in India.

- a) Pre – independence tribal movement (santhal rebellion, munda rebellion, Bhil rebellion)
- b) Post independence (Jharkhand movement, Bodoland movement, narmada bachao andolan, dongria kondh movement, forest right movement)
- c) Impact of modernization and globalization.

Unit IV constitutional provisions for tribal in India.

- a) Tribes law and rights, article 15 & 46 article 244, article 275, article 330 & 332
- b) 5th and 6th schedule,
- c) PESA Act, Forest right act, sc/st Act 1989

Assignment & Practical Works: (Any two)

1. Write a Term paper on a topic given in the course
2. Prepare an article on tribal's life.
3. Prepare scrape book on tribals culture.
4. Prepare report on tribals problems.
5. Write an article on constitutional provisions for tribal in India.

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

- ❖ Develop the understanding how tribes are classified
- ❖ Understand tribal culture, social organization and economy.
- ❖ Understand impact of modernization and globalization.
- ❖ Know the right and laws of tribals.
- ❖ Develop empathy toward tribals.

References:

1. Hasnain, Nadeem (2022). Tribal India, Palak Prakashan, delhi
2. Kiro, santosh (2022). Tribal philosophy, Prabhat Prakashan PVT. Ltd.
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7. तुमराम, विनायका (2016), आदिवासी और उनका निसर्ग धर्म, सुधीर प्रकाशन
8. ठाकुर, वंदना (2020). शिक्षा और आदिवासी समाज, सिंहभूम में आधुनिका स्कूल शिक्षा का प्रारम्भ और विकास तथा सामाजिक परिवर्तन (1837-1947) नित्या पब्लिकेशन

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE813FD	Economics of Education	CE	4	30	70	100

Objectives:

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

Course Contents:

Unit- I Meaning and Concept of Micro and Macro Economics

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

Unit- II Demand and Supply and Money

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

Unit- III Indian, Foreign Trade and Economics Planning

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

Unit- IV Method and Evaluation in Economics

- a) Programmed Instruction Methods
- b) Team Teaching

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

Assignment & Practical Works: (Any two)

1. Preparation an assignment works any one subject topic.
2. Review of two published papers related to subject
3. Prepare Paper
4. Solve Paper

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

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

References:

1. Datt. Ruddar, Sundharam, K. M. (2006). Indian Economy, S. Chand & Company Ltd., New Delhi
2. Lawson, Tony (1997). Economics and Reality, Rout Ledge, London and New York
3. Rasure, K. A. (2009), Economics and Business Environment, Avinash Paper Backs, Delhi
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Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE814FD	Jain Culture and Life Value	CE	4	30	70	100

Objectives:

- ❖ To develop the cultural Aspects of Jain Traditions
- ❖ To develop the Historical background of Jain traditions
- ❖ To develop The Jain life style will be well known of the students.
- ❖ To develop the method of Jain spiritual Practice (Sadhana)
- ❖ To develop equipped with the Knowledge of jain metaphysics.
- ❖ To develop well know the method of value development

Unit I: Jain History and Culture

- a) Antiquity of Jainism
- b) Teerthankar Lord Rishabha and Mahavira
- c) Jain Religious Schools, Orders and Sects
- d) Characteristics of Jain Culture

Unit II: Jain Ethics and Metaphysics

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

Unit III: Science of Living and Value Development

- a) Science of Living a new way of Education
- b) Seven Parts of Science of Living
- c) Science of Living and Value Development
- d) Non-violence and its training
- e) Non-absolutism and its application
- f) Anuvrat Movement and Morality

Unit IV: Preksha Meditation and Management

- a) Aim and Objective of Preksha Meditation
- b) Time Management
- c) Goal Management
- d) Health Management
- e) Stress Management
- f) Addiction Free Management

Course Outcomes:

- ❖ Students will be introduced to the cultural Aspects of Jain Traditions
- ❖ Students will know the Historical background of Jain traditions
- ❖ The Jain life style will be well known of the students.
- ❖ Students will know the method of Jain spiritual Practice (Sadhana)
- ❖ Students will be equipped with the Knowledge of jain metaphysics.
- ❖ Students well know the method of value development

References:

1. Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara, Vol.-I., Prachya Shramana Bharati, Mujaffar Nagar, U.P.
2. Jain itihasa aura sanskriti, By Dr Samani Riju Prajna, JVBU, Ladnun
3. Jain Tattva mimansa aura Achara Mimansa, By Dr Samani Riju Prajna, JVBU, Ladnun

CourseCode	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE815AV	Yoga and Understanding Self	CC	2	15	35	50

Objectives:

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

अधिगम की उपलब्धि

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

विषयवस्तु :

इकाई-1 योग के प्रयोग

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

इकाई-2 प्रेक्षाध्यान

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

सत्रीय कार्य :(कोई एक)

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

Course Outcomes:

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

सन्दर्भ ग्रन्थ सूची :

1. अमूर्त चिन्तन : आचार्य महाप्रज्ञ
2. जीवन विज्ञान की रूपरेखा, लेखक : मुनि धर्मेश कुमार
3. जीवन विज्ञान शिक्षक निर्देशिका – मुनि किशनलाल

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

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE816AV	Citizenship Education, Sustainability and Environment	CC	2	15	35	50

Objectives:

- ❖ To enable student-teachers understand the concept of citizenship education and global citizenship education
- ❖ To make future teachers aware of the Fundamental Rights and Fundamental Duties as a Citizen.
- ❖ To encourage student's inquiry into the India's rich heritage and philosophical foundation of Vasudhaiva Kutumbkam.
- ❖ To enable students to deepen the knowledge relating to India's environment in its totality.
- ❖ To orient student-teachers to the criticality respecting and protecting the environment.
- ❖ To create awareness among student-teachers about the contemporary global issues and challenges.

Course Contents:

UNIT– I: Citizenship Education

- a) Concept of citizenship and citizenship education.
- b) Aims Types, Importance and approaches of citizenship education.
- c) Concept of Global Citizenship and Global Citizenship Education.
- d) Aims and approaches of global citizenship education.
- e) Concept of Vasudhaiva Kutumbakam, its importance in development of a holistic perspective towards local and global communities.
- f) Roles and responsibilities of citizens to Fundamental Rights and Fundamental duties.

UNIT– II: Sustainability and Environmental Education

- a) Concept of Sustainability in all fields of human activities.
- b) Approaches to achieving sustainable development in its three dimensions—economic, social, and Environmental.
- c) Education for sustainable development, School and community-based activities.
- d) Actions required for mitigating the effects of climate change, reducing environmental degradation, Pollution etc.
- e) Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
- f) Role of Mass Media and Technology; Governmental and Non-Governmental Organization in delivering environmental education.
- g) School and community-based environmental education activities.

Assignment & Practical Works: (Any One)

1. Prepare a term paper on Concept of Vasudhaiva Kutumbakam, its importance in development of a holistic perspective towards local and global communities.
2. Prepare a term paper on School and community-based activities of sustainability and environmental education.
3. Point out environmental problems of your local area by survey and prepare a detailed report on how these problems can be solved

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

- ❖ Apply the concept of Citizenship Education in making themselves responsible, productive, and effective citizens of a democratic society.
- ❖ Imbibe the knowledge, attitudes and skills needed to sustainable development and Environmental management.

- ❖ Apply the concept of Environmental Education in the conservation biodiversity, forests and wild lives;
- ❖ Point out their role in becoming active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
- ❖ Comprehend the importance of India's rich heritage and philosophical foundation of Vasudhaiva Kutumbkam.

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Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE817SI	Post Internship (Review and Analysis)	CC	2		Post Internship 50	50

Objectives:

- ❖ To compile the learnings during internship programme
- ❖ To discuss with peers about their experiences
- ❖ To write internship experiences for preparation of report.
- ❖ To develop comprehensive understanding of the school ecosystem.
- ❖ To organize different co-curricular activities in the school.
- ❖ To reflect on learning experience.

Course Contents:

Unit-I School Observation

- a) Learnings during internship programme
- b) Discussions about school experiences
- c) Writing of internship experiences.
- d) Analyzing the school system.
- e) School administration and examination

Unit-II School experience and activities

- a) Co-curricular activities in the school
- b) Organization of various school activities.
- c) Reflect on learning experience.
- d) Sharing experience and learning gained during internship

All the above work has to be done

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

- ❖ Compile the learnings during internship programme
- ❖ Discuss with peers about their experiences
- ❖ Write internship experiences for preparation of report.
- ❖ Develop comprehensive understanding of the school ecosystem.
- ❖ Organize different co-curricular activities in the school.
- ❖ Reflect on learning experience.

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE818SI	Creating Teaching Learning Material/ Work Experience	CC	2		Work Experience 50	50

Objectives:

- ❖ To know about teaching learning material
- ❖ To understand types of teaching learning material
- ❖ To prepare relevant and useful teaching learning material for specific groups of children
- ❖ To discuss with peers about their learning material
- ❖ To write about the utility of teaching learning material.

Course Contents:

UNIT-I Teaching learning material

- a) Objectives meaning and purpose of teaching learning material
- b) Types of teaching learning materials
- c) Preparation of low cost teaching learning material
- d) Participation of students in teaching learning materials

UNIT-II Work experience

- a) Model
- b) Games
- c) Art and literary project
- d) Science experiments
- e) Other areas ICT audio, video aids prepare

All the above work has to be done

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

- ❖ Prepare relevant and useful teaching learning material for specific groups of children
- ❖ Discuss with peers about their learning material
- ❖ Write about the utility of teaching learning material.

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Course code	Course Title	Course Category	Credit	CIA	Theory	Total
BBAE819CE	Community Engagement and Service	CC	2		Community Engagement and Service 50	50

Objectives:

- ❖ To expose student-teachers to the socio-economic issues in society and community-supported development activities
- ❖ To generate solutions to real-life problems.
- ❖ To understand functions of the community
- ❖ To enhance the ability of student-teachers to enlist community support for school-related activities,
- ❖ To understand issues associated with schooling, health & wellness of children
- ❖ To sensitize and mobilize the community members to address the social, cultural and educational problems education
- ❖ Develop participation of student-teacher in activities undertaken under the National Service Scheme (NSS)
- ❖ To know New India Literacy Programme, mentoring initiatives, first aid
- ❖ To make the community members aware of the importance of environmental protection, rainwater harvesting, planting trees
- ❖ To provide career counseling to secondary school students

Course Contents:

UNIT-I Community and issues

- a) Socio-economic issues in society and community-supported development activities
- b) Solutions to real-life problems.
- c) Functions of the community
- d) Community support for school-related activities,
- e) Issues associated with schooling, health & wellness of children

UNIT-II Social Aspects of Education

- a) Social, cultural and educational problems education
- b) Student-teacher in activities undertaken under the National Service Scheme (NSS)
- c) New India Literacy Programme, mentoring initiatives, first aid
- d) Environmental protection, rainwater harvesting, planting trees
- e) Career counseling to secondary school students

All the above work has to be done.

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

- ❖ Expose student-teachers to the socio-economic issues in society and community-supported development activities
- ❖ Generate solutions to real-life problems.
- ❖ Understand functions of the community
- ❖ Enhance the ability of student-teachers to enlist community support for school-related activities,
- ❖ Understand issues associated with schooling, health & wellness of children
- ❖ Sensitize and mobilize the community members to address the social, cultural and educational problems education
- ❖ Develop participation of student-teacher in activities undertaken under the National Service Scheme (NSS)
- ❖ Know New India Literacy Programme, mentoring initiatives, first aid
- ❖ Make the community members aware of the importance of environmental protection, rainwater harvesting, planting trees

- ❖ Provide career counseling to secondary school students

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