# Study & Evaluation Scheme

# Of

## B.Sc-B.Ed (Integrated)

**[Applicable w.e.f. Academic Year 2016-17]**

## TEERTHANKER MAHAVEER UNIVERSITY

**N.H.-24, Delhi Road, Moradabad, Uttar Pradesh-244001**
**Website: www.tmu.ac.in**

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# TEERTHANKER MAHAVEER UNIVERSITY

(Established under Govt. of U. P. Act No. 30, 2008)
Delhi Road, Bagarpur, Moradabad (U.P)-244001

## Study & Evaluation Scheme
## Of
## B.Sc.-B.Ed (Int) 4 Years
## SUMMARY

**Programme** : B.Sc-B.Ed (Integrated)
**Duration** : **Four year course**
**Medium** : **English And Hindi Both**
**Minimum Required Attendance** : **75%**
**Maximum credits** : **186**
**Minimum credits required for the degree** : **182**

**Evaluation of theory Papers** :

| External | Internal | Total |
|---|---|---|
| 60 | 40 | 100 |

**Internal Evaluation of theory Papers** :

| Class Test I | Class Test II | Class Test III | Attendance | Assignment | Total |
|---|---|---|---|---|---|
| Best two out of the three | | | | | |
| 10 | 10 | 10 | 10 | 10 | 40 |

**Evaluation of Practical** :

| External | Internal | Total |
|---|---|---|
| 50 | 50 | 100 |

**Duration of examination** :

| External | Internal |
|---|---|
| 3 hrs | 1.5 hrs |

***To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).***

***A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have secured at least 45% marks in aggregate to clear the semester.***

**Question Paper Structure**

***1. The question paper shall consist of six questions. All six are compulsory. First question shall be of short answer type (not exceeding 50 words). Question No. 1 shall contain 8 parts representing all units of the syllabus and students shall have to answer any five (weightage 2 marks each).***

***2. Remaining question will be one from each unit with internal choice. The student has to answer one of the two in each question. The weightage of Question No.2 to 6 shall be 10 marks each.***

***3. Usually each question in the examination should be designed to have a numerial component, where part of syllabus.***

Study & Evaluation Scheme

Programme: B.Sc-B.Ed - Regular

| Semester - I (PCM) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sr. No | Course Code | Course Opted | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | | L | T | P | | Internal | External | Total |
| 1 | BSCEI101 / BSCEI102 | Foundation Course Core (Any One) | Foundation English / सामान्य हिन्दी | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI103 | Core Course -I (Mathematics) | Trigonometry & differential calculus | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI104 | Core Course -I (Physics) | Basic Physics-I | 4 | - | - | 4 | 40 | 60 | 100 |
| 4 | BSCEI105 | Core Course -I (Chemistry) | Organic Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| 5 | BSCEI151 | Core Course -I Practical (Physics) | Basic Physics-I Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| 6 | BSCEI152 | Core Course -I Practical (Chemistry) | Organic Chemistry Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| Total | | | | 16 | | 8 | 20 | 260 | 340 | 600 |

| Semester - I (CBZ) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sr.No | Course Code | Course Opted | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | | L | T | P | | Internal | External | Total |
| 1 | BSCEI101 / BSCEI102 | Foundation Course Core (Any One) | Foundation English / सामान्य हिन्दी | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI105 | Core Course -I (Chemistry) | Organic Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI106 | Core Course -I (Botany) | Diversity of Microbes and Cryptogans (Thallophyta) | 4 | - | - | 4 | 40 | 60 | 100 |
| 4 | BSCEI107 | Core Course -I (Zoology) | Animal Diversity Part-I (Protozoa to Annelida) | 4 | - | - | 4 | 40 | 60 | 100 |
| 5 | BSCEI152 | Core Course -I Practical (Chemistry) | Organic Chemistry Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| 6 | BSCEI153 | Core Course -I Practical (Botany) | Diversity of Microbes and Cryptogans (Thallophyta) Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 7 | BSCEI154 | Core Course -I Practical (Zoology) | Animal Diversity Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| Total | | | | 16 | | 8 | 20 | 310 | 390 | 700 |

| Semester - II (PCM) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sr.No | Course Code | Course Opted | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | | L | T | P | | Internal | External | Total |
| 1 | BSCEI 201 | Core Course-I (Education) | Environmental Education | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 202 | Core Course-I (Education) | Fundamentals of Computers | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI 203 | Core Course -II (Mathematics) | Partial Differential Equations | 4 | - | - | 4 | 40 | 60 | 100 |
| 4 | BSCEI 204 | Core Course -II (Physics) | Electricity and Magnetism | 4 | - | - | 4 | 40 | 60 | 100 |
| 5 | BSCEI 205 | Core Course -II (Chemistry) | Inorganic Chemistry-I | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 251 | Core Course -II Practical (Physics) | Electricity and Magnetism Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| 7 | BSCEI 252 | Core Course -II Practical (Chemistry) | Inorganic Chemistry –I Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| | | | Total | 20 | - | 8 | 24 | 300 | 400 | 700 |

| Semester - II (CBZ) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sr.No | Course Code | Course Opted | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | | L | T | P | | Internal | External | Total |
| 1 | BSCEI 201 | Core Course-I (Education) | Environmental Education | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 202 | Core Course-I (Education) | Fundamentals of Computers | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 205 | Core Course -II (Chemistry) | Inorganic Chemistry-I | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI 206 | Core Course -II (Botany) | Diversity of Cryptogams (Bryophyta, Pteridophyta and Paleobotany) | 4 | - | - | 4 | 40 | 60 | 100 |
| 4 | BSCEI 207 | Core Course -II (Zoology) | Animal Diversity Highe non Chordata | 4 | - | - | 4 | 40 | 60 | 100 |
| 5 | BSCEI 252 | Core Course –II Practical (Che.) | Inorganic Chemistry-I Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| 6 | BSCEI 253 | Core Course –II Practical (Botany) | Diversity of cryptogams Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 7 | BSCEI 254 | Core Course –II Practical(Zoology) | Animal Diversity Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| | | | Total | 20 | - | 8 | 24 | 350 | 450 | 800 |

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – III | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr.No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 301 | Childhood and Growing UP | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 302 | Physical,Health & Yoga Education | 2 | - | 4 | 4 | 40 | 60 | 100 |
| 3 | BSCEI 399 | English Communication & Soft Skills – I | 3 | - | 2 | 4 | 50 | 50 | 100 |
| 4 | BSCEI 304 | Physical Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| For PCM Group | | | | | | | | | |
| 5 | BSCEI 305 | Real analysis | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 306 | Optics | 4 | - | - | 4 | 40 | 60 | 100 |
| 7 | BSCEI 351 | Optics Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 8 | BSCEI 352 | Physical Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 9 | BSCEI 355 | Skill Mathematics - Integral calculus | - | - | 2 | 1 | 50 | 50 | 100 |
| For ZBC Group | | | | | | | | | |
| 10 | BSCEI 307 | Plant Taxonomy And Embryology | 4 | - | - | 4 | 40 | 60 | 100 |
| 11 | BSCEI 308 | Chordata | 4 | - | - | 4 | 40 | 60 | 100 |
| 12 | BSCEI 352 | Physical Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 13 | BSCEI 353 | Plant Taxonomy And Embryology Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 14 | BSCEI 354 | Chordata Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| Total | | | 21 | - | 12 | 27 | 400 | 500 | 900 |

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – IV | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr. No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 401 | Information And Communication Technology | 2 | - | - | 2 | 40 | 60 | 100 |
| 2 | BSCEI 402 | Learning and Teaching | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI 499 | English Communication & Soft Skills – II | 3 | - | 2 | 4 | 50 | 50 | 100 |
| 4 | BSCEI 404 | Organic & Inorganic Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| For PCM Group | | | | | | | | | |
| 5 | BSCEI 405 | Complex Analysis | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 406 | Oscillations &Wave | 4 | - | - | 4 | 40 | 60 | 100 |
| 7 | BSCEI 451 | Oscillations &Wave Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 8 | BSCEI 452 | Organic & Inorganic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 9 | BSCEI 455 | Skill Mathematics - Ordinary Differential Equations | | | 2 | 1 | 50 | 50 | 100 |
| For ZBC Group | | | | | | | | | |
| 10 | BSCEI 407 | Plant Physiology and Metabolism | 4 | - | - | 4 | 40 | 60 | 100 |
| 11 | BSCEI 408 | Evolution and Developmental Biology | 4 | - | - | 4 | 40 | 60 | 100 |
| 12 | BSCEI 452 | Organic & Inorganic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 13 | BSCEI 453 | Plant Physiology and Metabolism Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 14 | BSCEI 454 | Evolution and Developmental Biology Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| Total | | | 21 | - | 8 | 25 | 400 | 500 | 900 |

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – V | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr. No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 501 | Contemporary India and Educaton | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 502 | Language Across the Curriculum | 2 | - | - | 2 | 40 | 60 | 100 |
| 3 | BSCEI 599 | English Communication & Soft Skills – III | 3 | - | 2 | 4 | 50 | 50 | 100 |
| 4 | BSCEI 504 | Physical & Inorganic Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| For PCM Group | | | | | | | | | |
| 5 | BSCEI 505 | Differential Geometry And Tensor | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 506 | Semiconductor and Solid State Devices | 4 | - | - | 4 | 40 | 60 | 100 |
| 7 | BSCEI 551 | Semiconductor and Solid State Devices Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 8 | BSCEI 552 | Physical & Inorganic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 9 | BSCEI 555 | Skill Mathematics - Statistics | - | - | 2 | 1 | 50 | 50 | 100 |
| For ZBC Group | | | | | | | | | |
| 10 | BSCEI 507 | Economic Botany and Plant Biotechnology | 4 | - | - | 4 | 40 | 60 | 100 |
| 11 | BSCEI 508 | Cell Biology & Genetics | 4 | - | - | 4 | 40 | 60 | 100 |
| 12 | BSCEI 552 | Physical & Inorganic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 13 | BSCEI 553 | Economic Botany and Plant Biotechnology Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 14 | BSCEI 554 | Cell Biology & Genetics Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| **Pedagogy Courses (Select Any One)** | | | | | | | | | |
| 15 | BSCEI 521/621 | Pedagogy of Mathematics | 2 | - | - | 2 | 40 | 60 | 100 |
| 16 | BSCEI 522/622 | Pedagogy of Physical Science | 2 | - | - | 2 | 40 | 60 | 100 |
| 17 | BSCEI 523/623 | Pedagogy of Biology | 2 | - | - | 2 | 40 | 60 | 100 |
| Total | | | 23 | - | 8 | 27 | 440 | 560 | 1000 |

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – VI | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr. No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 601 | Gender: School and Society | 2 | - | - | 2 | 40 | 60 | 100 |
| 2 | BSCEI 699 | English Communication & Soft Skills – IV | 3 | - | 2 | 4 | 50 | 50 | 100 |
| 3 | BSCEI 603 | Physical & Organic Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| For PCM Group | | | | | | | | | |
| 4 | BSCEI 604 | Applied Statistics | 4 | - | - | 4 | 40 | 60 | 100 |
| 5 | BSCEI 605 | Thermal Physics and Statsticial Mechanics | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 651 | Thermal Physics and Statsticial MechanicsLab | - | - | 2 | 1 | 50 | 50 | 100 |
| 7 | BSCEI 652 | Physical & Organic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 8 | BSCEI 655 | Skill Mathematics - Operation Research | - | - | 2 | 1 | 50 | 50 | 100 |
| For ZBC Guoup | | | | | | | | | |
| 9 | BSCEI 606 | Environmental Biotechnology | 4 | - | - | 4 | 40 | 60 | 100 |
| 10 | BSCEI 607 | Mammalian Physilogy | 4 | - | - | 4 | 40 | 60 | 100 |
| 11 | BSCEI 652 | Physical & Organic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 12 | BSCEI 653 | Environmental Biotechnology Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 13 | BSCEI 654 | Mammalian Physilogy Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| Pedagogy Course (Select any One Paper And Internship ) | | | | | | | | | |
| 14 | BSCEI 521/621 | Pedagogy of Mathematics | 2 | - | - | 2 | 40 | 60 | 100 |
| 15 | BSCEI 522/622 | Pedagogy of Physical Science | 2 | - | - | 2 | 40 | 60 | 100 |
| 16 | BSCEI 523/623 | Pedagogy of Biology | 2 | - | - | 2 | 40 | 60 | 100 |
| School Internship | | | | | | | | | |
| 17 | BSCEI 656 | Preliminary School Engagement | | | 8 | 4 | 50 | 50 | 100 |
| Total | | | 19 | - | 16 | 27 | 450 | 550 | 1000 |

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – VII | | | | | | |
|---|---|---|---|---|---|---|
| **S.No.** | **Course Code** | **Course/Paper** | **Credits** | **Evaluation Scheme** | | |
| | | | | **Internal** | **External** | **Total Marks** |
| **Practical** | | | | | | |
| **1.** | BSCEI 751 | School Internship | 16 | 50 | 50 | 100 |
| **2** | BSCEI 752 | Evaluation Teaching Skill-I | **1** | 50 | 50 | 100 |
| **3** | BSCEI 753 | Evaluation Teaching Skill-II | **1** | 50 | 50 | 100 |
| | **Total** | | **18** | **150** | **150** | **300** |

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – VIII | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr.No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 801 | Guidance and Counseling | 2 | - | - | 2 | 40 | 60 | 100 |
| 2 | BSCEI 802 | Knowledge and Curriculum | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI 803 | Assessment for Learning | 4 | - | - | 4 | 40 | 60 | 100 |
| 4 | BSCEI 804 | Inclusive Education | 2 | - | - | 2 | 40 | 60 | 100 |
| 5 | BSCEI 805 | Human Values And Ethics | 2 | - | - | 2 | 40 | 60 | 100 |
| Practicum | | | | | | | | | |
| 6 | BSCEI851 | Reading and reflection text | - | - | 4 | 2 | 50 | 50 | 100 |
| 07 | BSCEI 852 | Drama and Arts Education | - | - | 4 | 2 | 50 | 50 | 100 |
| Total | | | 14 | | 8 | 18 | 300 | 400 | 700 |

## SYLLABUS FOR I SEMESTER
## Paper - Foundation English

**Course Code –-** BSCEI101/BSC-101/ BED 108/BA-101/BAEI-101

| L | T | P | C |
|---|---|---|---|
| 4 | - | - | 4 |

**Objectives:** To enable the pupil teacher to-

- Understand the importance of reading, writing and speaking with intelligible and usage of English in day to day conversation and official work.
- Develop Communication skill to enable the students to express fluently in English.
- Develop basic skills and competencies for formal and informal communication and comprehension.
- Provide sufficient practice in reading, writing, listening & speaking the language.

### Unit I:

Functional Grammar- Pattern & Parts of Speech, Subject- Predicate, Noun, Pronoun, Adjective, Adverb, Verb, Verb phrase, Conjunction, Interjection.

### Unit II:

Vocabulary: Word formation, Prefix Suffix, Compound words, Synonyms, Antonyms, Homophones & homonyms . How to lookup dictionary

### Unit III

Requisites of sentence Writing: A good sentence, Fragmented Sentences, Rambling sentences, Parallel Comparison, Loose and periodic sentences, Paragraph writing- Principles, writing of single paragraph on different topics.

### Unit IV

Communication: Meaning & Importance of communication, Process of Communication Channels of Communication, Barriers to effective Communication.

### Unit V

Writing Skill: Forms of letters, Classification of letters, Format of social/ formal letters. Letters of application, Social letters & friendly letters.
Practicum: Workshop on Functional Grammar & Communication Skill.

### Text Books:

- Martin & Wren - High School English Grammar & Composition, S.Chand & Co. Delhi.
- Lewis Norman - Word Power made easy, W.R.Goyal. Publication & Distributors Delhi.

### Reference Books:


- RamanMeenakshi&SharmaSangeeta,TechnicalCommunication-Principles&Practice– O.U.P. New Delhi. 2007.

Mohan Krishna & Banerji Meera, Developing Communication Skills – Macmillan India Ltd. Delhi

- Rosen Blum M., How to Build Better Vocabulary – Bloomsbury Publication. London.

## SYLLABUS FOR I SEMESTER
## Paper - सामान्य हिन्दी

**Course Code-** BSCEI 102/ BSC -102/ BED 109/BA-102/BAEI-102

| L | T | P | C |
|---|---|---|---|
| 4 | - | - | 4 |

उद्देश्य–

- छात्रों में भाषा को समझने तथा मूल्यांकन करने की दृष्टि बढाना
- शब्द संरचना प्रक्रिया के प्रति छात्रों का ध्यानाकर्षण कराना।
- छात्रों को प्रयोजनमूलक हिन्दी की व्यापकता से अवगत कराना।
- हिन्दी भाषा की व्यवहारिक उपयोगिता का परिचय देना।

पाठ्य–विषय–

Unit-1 **हिन्दी ध्वनियों का स्वरूप–**

- स्वर और व्यंजन
- संज्ञा, सर्वमान, क्रिया, विशेषण, क्रिया विशेषण
- वाक्य संरचना

Unit-2 हिन्दी शब्द संरचना–

- पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द समूहार्थक शब्दों के प्रयोग, निकटार्थी शब्दों के सूक्ष्म अर्थ–भेद, समानार्थक शब्दों के भेद, उपसर्ग, प्रत्यय

Unit-3 **वर्तनी, विराम चिन्ह एवं** संशोधन

- वर्तनी सम्बधी अशुद्धियाँ, मात्राओं की अशुद्धियाँ
- वर्तनी सम्बधी अशुद्धियो के कारण, वर्तनी सम्बधी अशुद्धियो के सुधारने उपाय।
- विराम चिन्ह–पूर्ण विराम, प्रश्नवाचक चिन्ह सम्बोधन या आश्चर्य चिन्ह, निर्देशक चिन्ह, अवतरण चिन्ह

Unit-4 **लेखन सम्बन्धी** कौशल

- लिखित भाषा शिक्षण के उद्देश्य
- लेखन की विभिन्न विधियाँ, लेखन के दोष
- निबन्ध लेखन, कहानी लेखन
- राष्ट्रीय–अर्न्तराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

Unit-5 **हिन्दी पत्राचार एवं लेखन**

- औपचारिक पत्राचार
- अनौपचारिक पत्राचार
- राष्ट्रीय–अर्न्तराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

**सन्दर्भ–**


01– राजभाष हिन्दी– गोविन्द दास– हिन्दी साहित्य सम्मेलन, प्रयाग।

02– राष्ट्रभाषा आन्दोलन– गोपाल परशुराम–महाराष्ट्र सभा।

03– विराम चिन्ह– महेन्द्र राजा जैन– किताबघर, दिल्ली

04– प्रशासनिक एवं कार्यालयी हिन्दी– रामप्रकाश, राधाकृष्ण प्रकाशन, दिल्ली।

05– प्रयोजनमूलक कामकाजी हिन्दी– कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन, दिल्ली

06– प्रशासनिक हिन्दी टिप्पण, प्रारूपण एवं पत्र लेखन– हरिमोहन, तक्षशिला प्रकाशन, दिल्ली

# MATHEMATICS SYLLABUS FOR I SEMESTER
# MATHEMATICS- I PAPER
# TRIGONOMETRY & DIFFERENTIAL CALCULUS

**Course Code:** BSCEI 103/ BSC-103/BAS 105

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Content:**

**Unit I**
Circular and hyperbolic functions of complex quantities, Separation of real and imaginary parts of trigonometric, logarithmic, and exponential functions.

**Unit II**
Gregory's series, summation of series, Expansion of Functions .

**Unit III**
Successive differentiation, Leibnitz theorem (without proof), Euler's theorem, Mean value theorems, tangent and normal, maxima and minima, limit and its properties.

**Unit IV**
Mac Laurin's and Taylor's expansion of functions, errors and approximation, Asymptotes and curvature of curves in Cartesian and polar coordinates, Partial differentiation.

**Unit V**
Tracing of curves in Cartesian, parametric and polar coordinates (conics, asteroid, hypocycloid, Folium of Descartes, Cycloid, Circle, Cardioids, Lemniscates, equiangular spiral), Jacobian, Indeterminate forms, Envelop and Evolutes

**Text Books:**
**1. "Differential Calculas" by Gorakh Prasad, Pothishala Pvt Ltd.**
**2. "Trigonometry" by A. K. Saxena, Aeykay Prakashan.Bareilly**

**Reference Books:**
**1. "Trigonometry" by J. C. Sharma, P. H. Sharma, Students Friends & Co.**
**2. "Trigonometry" by A.R. Vashistha and R. K. Gupta, Krishna Prakashan Mandir.**
**3. "Differential Calculus" by N. Pishkunor, Peace Publishers Moscow**
**4. "Differential Calculus" by M. Ray, Shiv Lal Agarwal &Co Agra.**
**5. "Differential Calculus" by Khalil Ahmed, Anamya Publication, New Delhi**
**6. "Differential Calculus" by A. K. Saxena, Aeykay Publication**

*** Latest editions of all the suggested books are recommended.**

# PHYSICS SYLLABUS FOR I SEMESTER
# PHYSICS - I PAPER
# BASIC PHYSICS

**Course Code:** BSCEI104/ BSC -104/BAS 101

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Content:**

**Unit I**

Conservation of Energy and Linear Momentum Mechanics of a particle, work-energy theorem. Conservative and non-conservation forces and their examples. Conservation force as negative gradient of potential energy. Center of mass of a system of particles. Conservation of linear momentum and energy. Systems of variable mass, single and multistage rockets. Elastic and inelastic collisions.

**Unit II**

Rotational Dynamics Rigid body motion. Rotation motion, torque and angular momentum. Moment of inertia and its calculations for disc, cylinder, spherical shell and solid sphere, Body rolling down on and inclined plane. Fly wheel, Motion of Top.

**Unit III**

Motion under Central Forces Concept of central force. Kepler's laws of planetary motion.

Gravitational law, Gravitational Potential and fields due to spherical shell and solid sphere. Gravitational potential energy and escape velocity. Two particle central force problem and reduced mass. Motion of planets and satellites.

**Unit IV**

**Properties of Matter**

Elasticity, small deformations, Hooke's law, Elastic constants and relation among them.

Beam supported at the ends, cantilever. Streamline and turbulent flow, equation of continuity, viscosity, Poiseulie's law critical velocity, Reynolds's number. Surface tension and surface energy, pressure on a curved liquid surface.

**Unit V**

**Nuclear Physics**

Nuclear Forces, Binding Energy, Liquid Drop Model, Fission, Nuclear Reactors, Fusion and Energy Processes in Stars, Controlled Thermonuclear Reactions.

**Text Books:**

1. "Mechanics", D S Mathur; Khanna Publications
2. "Mechanics", Goldstein; New Age Publications.

*** Latest editions of all the suggested books are recommended.**

# CHEMISTRY SYLLABUS FOR I SEMESTER
# CHEMISTRY - I PAPER
# ORGANIC CHEMISTRY

**Course Code:** BSCEI 105/BSC-105/ BAS 122

| L | T | P | C |
|---|---|---|---|
| **4** | 0 | **0** | **4** |

**Course Content:**

**Unit I**
**Basics of Organic Chemistry**

Organic Compounds: Classification, and Nomenclature, Hybridization, Shapes of molecules, Influence of hybridization on bond properties. Electronic Displacements: Inductive, electromeric, resonance and mesomeric effects, hyperconjugation and their applications; Dipole moment. Homolytic and Heterolytic fission with suitable examples. Electrophiles and Nucleophiles; Nucleophlicity and basicity; Types, shape and their relative stability of Carbonations, Carbanions, Free radicals and Carbenes. Introduction to types of organic reactions and their mechanism: Addition, Elimination and Substitution reactions.

**Unit II Stereochemistry**

Fischer Projection, Newmann and Sawhorse Projection formulae and their interconversions; Geometrical isomerism: cis–trans and, syn-anti isomerism E/Z notations with C.I.P rules. Relative and absolute configuration: D/L and R/S designations**.**

**Unit III**

**Chemistry of Aliphatic Hydrocarbons Carbon-Carbon sigma bonds**

Chemistry of alkanes: Formation of alkanes, Wurtz Reaction, Wurtz- Fittig Reactions, Free radical substitutions: Halogenation - relative reactivity and selectivity.

**Unit IV**
**Carbon-Carbon pi bonds**

Formation of alkenes and alkynes by elimination reactions, Mechanism of E1, E2, reactions. Saytzeff eliminations. Reactions of alkenes: Electrophilic additions, their mechanisms (Markownikoff/ Anti Markownikoff addition), mechanism of oxymercuration-demercuration, hydroboration- oxidation, ozonolysis, reduction (catalytic and chemical), syn and anti hydroxylation (oxidation).

**Unit V**
**Aromatic Hydrocarbons**

Aromaticity: Huckel's rule, aromatic character of arenes, cyclic carbocations/carbanions and heterocyclic compounds with suitable examples. Electrophilic aromatic substitution: halogenation, nitration, sulphonation and Friedel-Craft's alkylation/acylation with their mechanism. Directing effects of the groups**.**

**Recommended Texts:**

1. Morrison, R. N. & Boyd, R. N. *Organic Chemistry*, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).
2. Finar, I. L. *Organic Chemistry* (*Volume 1*), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).
3. Finar, I. L. *Organic Chemistry* (*Volume 2: Stereochemistry and the Chemistry of Natural Products*), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).
4. Eliel, E. L. & Wilen, S. H. *Stereochemistry of Organic Compounds*; Wiley: London, 1994.

*** Latest editions of all the suggested books are recommended.**

# BOTANY SYLLABUS FOR I SEMESTER
# BOTANY - I PAPER
## DIVERSITY OF MICROBES AND CRYPTOGAMS (THALLOPHYTA)

**Course Code:** BSCEI 106/BSC-106

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Content:**

**Unit I:**

**Atomic Structure**

**Viruses and Bacteria :** General account of viruses and mycoplasma, bacteria-structure, nutrition. reproduction and economic importance, General account of Cyanobacteria, economic importance, Nostoc, Oscillatoria.

**Unit II**

**Algae :** General Characters, classification and economic importance, important features and life history of chlorophyceae : Volvox, Oedogonium, Coleochaete, Chara.

**Unit III**

**Algae :** General Characters, classification and economic importance, important features and life history of Xanthophyceae - Vaucheria, Phaeophyceae-Ectocarpus Sargassum,Rhodophyceae - Polysiphonia.

**Unit IV**

**Fungi :** General characters, classification and economic importance; important features and life history of Mastigomycotina- Phytophthora Oomycotina-Albugo,Ascomycotina-Saccharomyces, Penicillium, Erysiphae, Basidiomycotina-Puccinia, Ustilago and Agaricus, Deuteromycotina-, Colletotrichum, Alternaria.

**Unit V**

Plant diseases and General account of Lichens, special studies about green ear disease, white rust, Stem rust disease of Wheat, Smut disease, Citrus canker, Tobacco mosaic disease, Little leaf disease of brinjal.

**Recommended Texts:**


1. Pandey S.N. & others. 1995, A Text Book of Botany Vol. I, Vikas Publications Dehli
2. Gupta P.K. 1999. Genetics Rastogi Publications Meerut.
3. Vashistha, B.R. 1989, Algae, S. Chand and Co. Delhi.
4. Vashistha, B.R. 1989, Fungi, S. Chand and Co. Delhi.


*** Latest editions of all the suggested books are recommended.**

# ZOOLOGY SYLLABUS FOR I SEMESTER
# ZOOLOGY - I PAPER
## DIVERSITY OF MICROBES AND CRYPTOGAMS (THALLOPHYTA)

**Course Code:** BSCEI 107/BSC-107

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Content:**

**Unit I:**

**Taxonomy: -** Classification of Protozoa. Porifera, Coelenterata, Platyhelminthes and Nematoda up to order with examples. Fundamentals of body organization emphasizing symmetry, metamerism, coelome and levels of structural organization.

**Unit II**

**Protozoa: -** Study of structural organization and life history of Trypanosoma and paramecium. Study of locomotion, osmoregulation, nutrition and reproduction in protozoa. Parasitism, pathogenecity and control in protozoans with special reference to Entamoeba, Giardia, Leishmania, Trichomonas and Plasmodium.

**Unit III**

**Porifera: -** Habit, habitat, structure and function of Sycon. Types of canal system.
**Coelenterata: -** Habit, habitat, structure, function and life history of Aurelia. Polymorphism in coelenterata, coral reef.
**Ctenophora -** Structural organization and affinities.

**Unit IV**

**Platyhelminthes: -** Structural organization and life history of Dugesia & Fasciola. Parasitic adaptation in Helminthes.
**Nematyhelminthes:** - Study of structure and life history of Dracunculus medinensis Nematode parasites and human diseases.

**Unit V**

Classification of Annelida (up to subclass); metamerism and coelome in Annelida General account and types of Annelida (earthworm) structural organization, Physiology & life history of Hirudinaria, Trochophore larva.

**Recommended Texts:**

1. Gence, Cells, & Brains Hilary Rose & Steven Rose
2.Zoology Invertebrates (text book) R.L. kotbal E.L. Jordan & P.S. Varma

*** Latest editions of all the suggested books are recommended.**

# PHYSICS PRACTICAL SYLLABUS FOR I SEMESTER
# PHYSICS - I PAPER
# BASIC PHYSICS

**Course Code:** BSCEI 151/BSC-151/ BAS 151

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 4 | 2 |

**LIST OF EXPERIMENTS**

**Note: Select any ten experiments from the following list**

1. To determine Ionizations potential of a gas (Soft valve)
2. To determine Plank's constant.
3. To determine the Ionization Potential of mercury.
4. To plot the V-I characteristic of the Solar cell.
5. To determine Moment of inertia of a Flywheel.
6. To determine Young's Modulus in case of Uniform bending using Scale, telescope and optic lever.
7. To determine Young's Modulus in case of Cantilever using Pin and Microscope
8. To determine Modulus of Rigidity by using Torsion pendulum.
9. To determine Viscosity by the Capillary flow (Radius using Mercury pellet).
10. To determine Surface tension by using Capillary rise (Radius using Vernier microscope).
11. To verify Bernoulli's theorem.
12. To determine the frequency of A.C. mains by means of a sonometer.

**Evaluation of Practical Examination:**
**Internal Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | QUIZ | VIVA | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (5 MARKS) | (5MARKS) | (10 MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10 MARKS) | | | | (50 MARKS) |

**External Evaluation (50 marks)**

The external evaluation would be done by the external faculty based on the experiment conducted during the examination.

# CHEMISTRY PRACTICAL SYLLABUS FOR I SEMESTER
# CHEMISTRY - I PAPER
# ORGANIC CHEMISTRY

**Course Code:** BSCEI 152/BSC-152/ BAS 161

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 4 | 2 |

**LIST OF EXPERIMENTS**

1. Estimation of Fe (II) and oxalic acid solutions using standardized $KMnO_4$ solution.
2. Estimation of Fe (II) solutions with $K_2Cr_2O_7$ using external indicator.
3. Determination of the melting points of organic compounds and unknown organic compounds (electrically heated melting point apparatus).
4. Effect of impurities on the melting point – mixed melting point of two unknown organic compounds.
5. Determination of boiling point of liquid compounds. (Boiling point lower than and more than 100° C).

**Evaluation of Practical Examination:**
**Internal Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | QUIZ | VIVA | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (5 MARKS) | (5MARKS) | (10 MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10 MARKS) | | | | (50 MARKS) |

**External Evaluation (50 marks)**

The external evaluation would be done by the external faculty based on the experiment conducted during the examination.

**Reference text:**

1. Vogel, A.I. *A Textbook of Quantitative Inorganic Analysis*, ELBS

*** Latest editions of all the suggested books are recommended.**

# BOTANY PRACTICAL SYLLABUS FOR I SEMESTER
# BOTANY - I PAPER
# DIVERSITY OF MICROBES AND CRYPTOGANS

**Course Code:** BSCEI 153/BSC-153

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 2 | 1 |

**LIST OF EXPERIMENTS**

1. Microscopic preparations and study of the following algal material : Nostoc, Oscillatoria, Chlamydomonas, Volvox, Coleochaete, Oedogonium, Vaucheria, Chara, Ectocarpus Sargassum and Polysiphonia
2. Staining of different types of Bacteria
3. Study of some locally available plant diseases caused by Viruses. Mycoplasma, Bacteria and Fungi in field/laboratory.
4. TMV, Little leaf of Brinjal. Citrus canker.
5. Green ear disease of Bajra.
6. Study of External morphology and microscopic preparations of following Bryophytes : Riccia, Marchantia, Anthoceros, Sphagnum and Polytrichum.
7. Microscopic examination of fossil slides, specimen/photograph-Rhynia, Lepidodendron Calamites and Cladoxylon.
8. Microscopic temporary, double stained preparations and study of stem/cone/sporocarp of Selaginella. Equisetum and Marsilea.

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | QUIZ | VIVA | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (5 MARKS) | (5MARKS) | (10 MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10 MARKS) | | | | (50 MARKS) |

**External Evaluation (50 marks)**

The external evaluation would be done by the external faculty based on the experiment conducted during the examination.

# ZOOLOGY PRACTICAL SYLLABUS FOR I SEMESTER
# ZOOLOGY - I PAPER
# ANIMAL DIVERSITY

**Course Code:** BSC EI 154/BSC-154

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 2 | 1 |

**LIST OF EXPERIMENTS**

General survey of Invertebrate (Spot & Slides)

(A) **Protozoa: -** Entamoeba, Polystomella, Monocystis, Euglena, Noctiluca Leismania, Nyctotherus, Paramecium, Vorticella. **Porifera-** Sycon, Hyalonema, Euplectella, Spongilla and Euspongia. **Coelenterate-** Obelia colony (polyp & medusa) Physalia, Porpita, Aurelia, Rhizostom, Alcyonium, Corallium, Gorgonia, Pennatula, Madrepora.

**Platyhelminthes-:** Dugesia, Fasciola, Taenia, Schistosoma.**Nematode-** Filaria, Dracunculus, Wuchereria, Enterobius

**Annelida:** - Neries (Heroneries with parapodia) Aphrodite, Arenicola, Pontobdella, Hirudinaria, Peripatus.

(B) Study of TS/LS of organs & developmental stages.

(i) **Porifera: -** T.S. of Sycon. (ii) **Coelenterata-** Planula larva of jelly fish.

(iii) **Platihelminthes-** T.S of Fasciola, scolex of Taenia, mature & gravid segment of Taenia, Hexacanth, bladderworm & cysticercus stage of Taenia, miracidium, sporocyst, redia, circaria larva of Fasciola. (iv) **Annelida-** T.S through different region of leach & .+

(C) Dissection Through chart / model / Photograph / CD. – Hirudinaria – Morphology, general anatomy, digestion, nervous & excretory and reproductive system.

Earthworm – Anatomy, morphology, digestive and nervous system.

(D) Mounting- (Permanent)

Protozoa – Euglena, Paramecium,Polystomela Porifera- Spicules, fibres, gemmule Coelenterata- Obelia medusa

Platyhelminthes – Taenia (proglotid) Annelida – Nereis (parapodia)

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | QUIZ | VIVA | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (5 MARKS) | (5MARKS) | (10 MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10 MARKS) | | | | (50 MARKS) |

**External Evaluation (50 marks)**

The external evaluation would be done by the external faculty based on the experiment conducted during the examination.

## Semester - II (PCM)

| Sr.No | Course Code | Course Opted | Course Name | Periods | | | Credit | Evaluation Scheme | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | L | T | P | | Internal | External | Total |
| 1 | BSCEI 201 | Core Course-I (Education) | Environmental Education | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 202 | Core Course-I (Education) | Fundamentals of Computers | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI 203 | Core Course -II (Mathematics) | Partial Differential Equations | 4 | - | - | 4 | 40 | 60 | 100 |
| 4 | BSCEI 204 | Core Course -II (Physics) | Electricity and Magnetism | 4 | - | - | 4 | 40 | 60 | 100 |
| 5 | BSCEI 205 | Core Course -II (Chemistry) | Inorganic Chemistry-I | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 251 | Core Course -II Practical (Physics) | Electricity and Magnetism Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| 7 | BSCEI 252 | Core Course -II Practical (Chemistry) | Inorganic Chemistry –I Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| | | | Total | 20 | - | 8 | 24 | 300 | 400 | 700 |

## Semester - II (CBZ)

| Sr.No | Course Code | Course Opted | Course Name | Periods | | | Credit | Evaluation Scheme | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | L | T | P | | Internal | External | Total |
| 1 | BSCEI 201 | Core Course-I (Education) | Environmental Education | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 202 | Core Course-I (Education) | Fundamentals of Computers | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 205 | Core Course -II (Chemistry) | Inorganic Chemistry-I | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI 206 | Core Course -II (Botany) | Diversity of Cryptogams (Bryophyta, Pteridophyta and Paleobotany) | 4 | - | - | 4 | 40 | 60 | 100 |
| 4 | BSCEI 207 | Core Course -II (Zoology) | Animal Diversity Highe non Chordata | 4 | - | - | 4 | 40 | 60 | 100 |
| 5 | BSCEI 252 | Core Course –II Practical (Che.) | Inorganic Chemistry-I Lab | - | - | 4 | 2 | 50 | 50 | 100 |
| 6 | BSCEI 253 | Core Course –II Practical (Botany) | Diversity of cryptogams Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 7 | BSCEI 254 | Core Course –II Practical(Zoology) | Animal Diversity Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| | | | Total | 20 | - | 12 | 24 | 350 | 450 | 800 |

# EDUCATION SYLLABUS FOR II SEMESTER
# EDUCATION - I PAPER
# ENVIRONMENTAL EDUCATION

| **Course Code – BSCEI 201** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with BAEI 201/ BA 201/ BSC 201/ BED 403)** | **4** | **-** | **-** | 4 |

## Objectives:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.
- To do teaching learning about the environment, through the environment and for the environment.
- To develop special skill needed to link theoretical understanding with practical/applied aspects.

## Unit I

- Nature, need and scope of environmental education and its conservation
- Environmental education: a way of implementing the goals of environmental protection.
- Types of environmental Polution.
- Role of individual in prevention of pollution: air and water
- Role of individual in conservation of natural resources: water, energy and food
- Role of information technology and media in environment awareness/consciousness

**Unit – II**

- Causes and effects of environmental hazards.
- Global and local environmental pollution and its remedies.
- Green house affect an impending catastrophe.
- Ozone layer depletion- environmental threat.
- Acid rain.
- Pillar melting and significant features.
- Rise of sea level and their implications.

**Unit – III**

- Salient features of environmental awareness through education.
- Programs of Environmental Education for secondary school children.
- Programs of Environmental Education for attitude changes among the children.

**Unit IV**

- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management
- Biomedical waste management
- Changing patterns of energy and water consumption.

**Unit – V**

- Biodiversity-conservation of genetic diversity.
- An important environment priority.
- Learning to live in harmony with nature.

- Role of school in environmental conservation and sustainable development.

## Suggested readings:


- Falmer Press CEE (1987). Joy of Learning: Handbook of Environmental Education Activities: CEE Bhrucha E. (2004). Textbook
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
- NCERT (2005). Syllabus for Elementary Classes, Volume I. New Delhi: NCERT.
- NCERT (2007/2013). Looking Around Us, EVS Textbooks (3-5), New Delhi: NCERT.
- NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.
- UNESCO (1990). An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Program: UNESCO, UNEP International EE Program.
- UNICEF (2008). Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools: UNICEF.

# EDUCATION SYLLABUS FOR II SEMESTER
# EDUCATION - I PAPER

## FUNDAMENTALS OF COMPUTERS

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Code: BSCEI 202**
**(Common with BSC 202/ BAEI 202/ BA 202)**

**Course Contents:**

**Unit I**
**Concepts in Computer Application:** Definition of Electronic Computer, History, Generations, Characteristic and Application of Computers, Classification of Computers, Functional Component of Computer: CPU, I/O devices, Type of Memory & Memory Hierarchy, Firmware and Human ware.

**Unit II**
**Programming Language Classification & Number System:** Generation of Languages, Introduction to 4GLs.Translators: Assembler, Compiler, and Interpreter. Number System: Decimal, Octal, Binary and Hexadecimal & their Conversions. Various Codes: BCD, ASCII
and EBCDIC and Gray Code.

**Unit III**
**Concepts in Operating System, Office Tools and Data Management:** Elementary
Concepts in Operating System, textual Vs GUI Interface, Introduction to DOS, MS Windows,
MS office Tools, MS WORD, MS EXCEL, MS Power Point.

**Unit IV**
**Data Communication & Networks:** Basic Concepts in Computer Networks, Networking of Computers- Introduction of LAN and WAN, Network Topologies. Internet and Web Technologies: Hypertext Markup Language, DHTML, WWW, Gopher, FTP, Telnet, Web Browsers, Net Surfing, Search Engines, Email.

**Unit V**
**IT Industry Trends:** Careers and Applications in India Basic Awareness of NICNET and
ERNET. Application of IT to Areas like E Commerce, electronic governance, Multimedia,
and Entertainment. Information Representation: Introduction to Information representation in Digital Media, Text, image, graphics, Animation, Audio, Video etc., Introduction to JPEG, MPEG, MHEG, MP3 & AVI.

**Text Books**
1. Sinha P.K., Computer Fundamemtals
2. Yadav, D S, Foundations of IT, New Age, Delhi
3. Rajaraman, Introduction to Computers, Prentice-Hall India
**Reference Books**
1. Peter Nortans, Introduction to Computers, TME
2. Leon & Leon, Fundamental of Information Technology, Vikas Publishing
3. Lehngart, Internet 101, Addison Wesley
* Latest editions of all the suggested books are recommended.

# MATHEMATICS SYLLABUS FOR II SEMESTER
# MATHEMATICS - II PAPER
# PARTIAL DIFFERENTIAL EQUATIONS

**Course code:** BSCEI 203 **L T P C**
**(Common with** BAS 502/BSC 203**)** **4 0 0 4**

**Course Content:**

## Unit I
Partial differential equation of I order and I degree, Origin of partial differential equation, Lagranges method for P.p +Q.q = R.

## Unit II
Partial differential equation of II order, Linear partial differential equation, its complete integral, particular integral and general solution, general solution of linear partial differential equation with constant coefficients.

## Unit III
Monge's form of solution of form Rr + Ss + Tt = V

## Unit IV
Classification of Partial differential Equation

## Unit V
Application of Partial differential Equation

## Text Books:
1. "Partial differential Equation" by M. D. Raisinghania, S.Chand&Company
2. "Partial differential Equation" by P. P. Gupta, G. S. Malik and S. K. Mittal, Pragati Prakshan

## Reference Books:
1. "Partial differential Equation" by I. N. Sneddon, Mc graw Hill&Company
2. "Partial Differential With Boundary value Problems" S Singh ,J .P.Chauhan
   Shikaha Sahitiya Prakasha

*** Latest editions of all the suggested books are recommended.**

# PHYSICS SYLLABUS FOR II SEMESTER
# PHYSICS - II PAPER
# ELECTRICITY & MAGNETISM

**Course Code:** BSCEI 204
**(Common with** BAS 208/BSC 204**)**

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Content:**

**Unit I**

Electric Circuits AC Circuits: - Complex Reactance and Impedance. Series LCR Circuit: Resonance, Power Dissipation, Quality Factor and Band Width; Parallel LCR Circuit ; Network Theorems: Thevenin theorem, Norton theorem, Superposition theorem, Reciprocity theorem, and Maximum Power Transfer theorem.

**Unit II**

**Electric Field**: Electric Field and Lines. Electric Field E due to a Ring of Charge. Electric Flux. Gauss's law. Gauss's law in Differential form. Applications of Gauss's Law : E due to an Infinite Line of Charge, a Charged Cylindrical Conductor, an Infinite Sheet of Charge and Two Parallel Charged Sheets,

**Electric Potential**:- Line Integral of Electric Field. Electric Potential Difference and Electric Potential V

(Line integral). Conservative Nature of Electrostatic Field. Relation between E and V ; Potential and Electric Field of a Dipole, a Charged Disc. Conductors in an Electrostatic Field.

**Unit III**

**Dielectric Properties of Matter**

**Dielectrics**:- Electric Field in Matter. Dielectric Constant. Parallel Plate Capacitor with a Dielectric. Polarization, Polarization Charges and Polarization Vector. Electric Susceptibility. Gauss's law in Dielectrics. Displacement vector D. Relations between the three Electric Vectors.

**Unit IV**

Magnetic Field Magnetic Effect of Currents :- Magnetic Field B. Magnetic Force between Current Elements and Definition of B. Magnetic Flux. Biot-Savart's Law ,Magnetic Dipole and its Dipole Moment Ampere's Circuital law Gauss's law of magnetism. Relative Permeability of a Material. Magnetic Susceptibility.B-H Curve and Energy Loss in Hysteresis.

**Unit V**

Electromagnetic induction :-Faraday's law (Differential and Integral forms). Lenz's Law. Self and Mutual Induction. Energy stored in a Magnetic Field Ballistic Galvanometer Potential Energy of a Current Loop. Ballistic Galvanometer: Current and Charge sensitivity & Damping.

**Text Books:**

**1. Electricity and Magnetism By Edward M. Purcell (McGraw-Hill Education, 1986)**
**2. Fundamentals of Electricity and Magnetism By Arthur F. Kip (McGraw-Hill, 1968)**
**3. Electricity and Magnetism by J.H.Fewkes & John Yarwood. Vol. I (Oxford Univ. Press, 1991).**

**Reference Books:**

**4. Electricity and Magnetism. By D C Tayal (Himalaya Publishing House,1988).**
**5. David J. Griffiths, Introduction to Electrodynamics, 3rd Edn, (Benjamin Cummings,1998).**

*** Latest editions of all the suggested books are recommended.**

# CHEMISTRY SYLLABUS FOR II SEMESTER
# CHEMISTRY - II PAPER
# INORGANIC CHEMISTRY

| **Course Code: BSCE 205** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 205**)** | **4** | **0** | **0** | **4** |

**Course Content:**

**Unit I:**
**Atomic Structure**

Bohr's theory, its limitations and atomic spectrum of hydrogen atom. Wave mechanics: de Broglie equation, Heisenberg's uncertainty principle and its significance, Schrodinger's wave equation, significance of ψ and ψ2. Quantum numbers and their significance. Shapes of *s*, *p*, *d* and *f* orbitals.

**Unit II**

Pauli's exclusion principle, Hund's rule of maximum multiplicity, Aufbau's principle and its limitations, Variation of orbital energy with atomic number.

**Unit III**
**Classification of Elements based on their electronics structure**

The long form of periodic table *s*, *p*, *d*, *f* block elements. Their position in periodic table and general properties related to their electronic structures.

**Unit IV**
**Periodicity of Elements**

Detailed discussion of the following properties of the elements, with reference to *s* & *p*-block.

(a) Effective nuclear charge, shielding or screening effect, Slater rules, variation of effective nuclear charge in periodic table.
(b) Atomic radii (Vander Waals)
(c) Ionic and crystal radii.
(d) Covalent radii (octahedral and tetrahedral)
(e) Ionization enthalpy, Successive ionization enthalpies and factors affecting ionization energy. Applications of ionization enthalpy.
(g) Electro negativity, Pauling's/ Mullikan's/ Electro negativity scales.

**Unit V**

Chemistry of Hydrogen, Hydrogen peroxide including manufacturing and structure, Heavy Hydrogen, Heavy water, ortho and Para Hydrogen. Hardness of water, removal of hardness, estimation of hardness of water.

*** Latest editions of all the suggested books are recommended.**

# BOTANY SYLLABUS FOR II SEMESTER

# BOTANY - II PAPER

## DIVERSITY OF CRYPTOGAMS (BRYOPHYTA, PTERIDOPHYTA AND PALEOBOTANY)

| **Course Code:** BSCEI 206 | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 206**)** | **4** | **0** | **0** | **4** |

**Course Content:**

**Unit I:**

**Bryophyta :** General characteristics and classification of bryophyta, alternation of generation

**Unit II**

Structure, reproduction and economic importance of Hepaticopsida. Riccia, Marchantia and Pellia, Anthoceratopsida-Anthoceros, Bryopsida-Sphagnum, Polytrichum.

**Unit III**

Pteridophyta : The first vascular land plant, types of steles, important characteristies of Psilopsida, Lycopsida, Sphenopsida, and Pteropsida, classification of Pteridophyta.

**Unit IV**

Structure and reproduction in Fossilization, Types of fossils, Techniques of fossil study, Geological time scale. General characters of Lycopodium, Selaginella, Equisetum, Adiantum and Marsilea.

**Unit V**

Gymnosperm:- Gereral characteristies, classification Cycas, Pinus, Ephedra.

**Recommended Texts:**


1. Pandey S.N. & others. 1995, A Text Book of Botany Vol. I, Vikas Publications Dehli
2. Pandey S.N. & others. 1995, A Text Book of Botany Vol. II, Vikas Publications Dehli


*** Latest editions of all the suggested books are recommended.**

# ZOOLOGY SYLLABUS FOR II SEMESTER
# ZOOLOGY - PAPER - II
## ANIMAL DIVERSITY: HIGHER NON-CHORDATA

| **Course Code:** BSCEI 207 | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 207**)** | **4** | **0** | **0** | **4** |

**Course Content:**

UNIT I

1. **Taxonomy**: Classification of Arthropoda, Mollusca and Echinodermata, Mouth parts of insects, economic importance of insects, Pearl formation.

UNIT II

**Arthropoda**: Habit, habitat, morphology, physiology, reproduction, development of ***Palaemon*** (Prawn).

UNIT III

**Mollusca**: Habit, habitat, morphology, physiology, reproduction, development of ***Pila*** (Apple snail).

Unit IV

**Echinodermata**: : Habit, habitat, morphology, physiology, reproduction, development of ***Pentacerous*** (Sea star).

UNIT V

**Cell Biology**: Structure and function of cell, structure and function of cell organelles viz: mitochondria, Golgi bodies, nucleus, ribosome and endoplasmic reticulum.

**Recommended books:**


1. Biology of non-chordates: H.C. Nigam.
2. Invertebrate Zoology: E.L. Jordan and P.S. Verma
3. A text book of Zoology Invertebrate: R.L. Kotpal
4. Cell Biology P.S. Verma & V K Agarwal, Publisher: S. Chand
5. Cytology, Genetics, Evolution & Ecology**,** P. K. Gupta, Rastogi Publications

# PHYSICS PRACTICAL SYLLABUS FOR II SEMESTER
# PHYSICS - PAPER – II
# ELECTRICITY AND MAGNETISM

**Course Code:** BSCEI 251 **L T P C**
**(Common with** BSC 251/ BAS 258**)** **0 0 4 2**

**LIST OF EXPERIMENT**

## Note : Select any ten experiments from the following list

1. To determine acceleration due to gravity (g ) by Bar Pendulum.
2. To determine acceleration due to gravity (g ) by Kater's Pendulum.
3 . To study the Motion of a Spring and calculate (a) Spring Constant (b) acceleration due to gravity (g ) and
(c)Modulus of Rigidity
4. To determine the Frequency of an Electrically Maintained Tuning Fork by Melde's experiment.
5. To determine a Low Resistance by Carey Foster's Bridge.
**6.** To determine High Resistance by Leakage of a Capacitor.
**7**. To determine the (a) Charge Sensitivity and (b) Current Sensitivity of a B.G.
8. To determine the Ratio of Two Capacitances by de Sauty's Bridge.
9. To determine Self Inductance of a Coil by Anderson's Bridge using AC
10. To determine Self Inductance of a Coil by Rayleigh's Method.
11. To determine the Mutual Inductance o-+f Two Coils by Absolute method using a B.G.
12. To study the response curve of a Series LCR circuit and determine its (a) Resonant Frequency, (b) Impedance at Resonance and (c) Quality Factor Q, and (d)Band

**Evaluation of Practical Examination:**
**Internal Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | QUIZ | VIVA | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (5 MARKS) | (5MARKS) | (10 MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10 MARKS) | | | | (50 MARKS) |

**External Evaluation (50 marks)**

The external evaluation would be done by the external faculty based on the experiment conducted during the examination.

**Reference text:**

1. Vogel, A.I. *A Textbook of Quantitative Inorganic Analysis*, ELBS

*** Latest editions of all the suggested books are recommended.**

# CHEMISTRY PRACTICAL SYLLABUS FOR II SEMESTER
# CHEMISTRY - PAPER – II
# INORGANIC CHEMISTRY

| **Course Code: BSCEI-252** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 261**)** | **0** | **0** | **4** | **2** |

**LIST OF EXPERIMENTS**

1. Estimation of Cu (II) and $K_2Cr_2O_7$ Using sodium thiosulphate solution (Iodimetrically).
2. Estimation of available chlorine in bleaching powder iodometrically.
3. Preparation of Aluminium Potassium sulphate $KAl(SO4)_2.12H_2O$ (Potash alum) or Chrome alum.
4. Acetylation of one of the following compounds: amines ( aniline, o-,m- ,p- toluidines) and phenols (β-naphthol, salicylic acid)
5. Benzolyation of one of the following compounds: amines (aniline, o-,m-,p- toluidines) and phenols (β-naphthol, resorcinol) by Schotten- Baumann reaction
6. Nitration of one the following compounds: nitrobenzene, chlorobenzene, bromobenzene

**Evaluation of Practical Examination:**
**Internal Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | QUIZ | VIVA | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (5 MARKS) | (5MARKS) | (10 MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10 MARKS) | | | | (50 MARKS) |

**External Evaluation (50 marks)**

The external evaluation would be done by the external faculty based on the experiment conducted during the examination.

**Reference text:**

1. Vogel, A.I. *A Textbook of Quantitative Inorganic Analysis*, ELBS

*** Latest editions of all the suggested books are recommended.**

# BOTANY PRACTICAL SYLLABUS FOR II SEMESTER
# BOTANY - PAPER – II
### DIVERSITY OF CRYPTOGAMS (BRYOPHYTA, PTERIDOPHYTA AND PALEOBOTANY)

**Course Code:** BSCEI 253 **L T P C**
**(Common with** BSC 253**)** **0 0 2 1**

**LIST OF EXPERIMENTS**

1. Study of External morphology and microscopic preparations of following bryophytes : Riccia, Marchantia, Anthoceros, Sphagnum and Polytrichum.
2. Microscopic temporary, double stained preparations and study of stem/cone/sporocarp of Lycopodium, Selaginella, Equisetum, Adiantum and Marsilea.
3. Study of External morphology and microscopic preparations of following gymnosperm: Cycas. Pinus and Ephedra.

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | QUIZ | VIVA | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (5 MARKS) | (5MARKS) | (10 MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10 MARKS) | | | | (50 MARKS) |

**External Evaluation (50 marks)**
The external evaluation would be done by the external faculty based on the experiment conducted during the examination.

# ZOOLOGY PRACTICAL SYLLABUS FOR II SEMESTER
## ZOOLOGY - PAPER - II
## ANIMAL DIVERSITY

**Course Code:** BSCEI 254
**(Common with** BSC 254**)**

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 2 | 1 |

**LIST OF EXPERIMENTS**

## Observation of the following slides / spotters / models

**Arthropoda**: *Palaemon, Lepas, Crab, Lobester, Squilla, Balanus, Apis, Lepisma, Apis, Limulus, Scolopendra, Peripleneta*.

**Mollusca**: *Lamellidense, Pila,Chiton,Teredo,Doris,Aplysia,Detalium,Nautilus,Sepia.*

**Echinodermata**: *Pentacerous,Echinis,Ophiothrix,Holothuria,Antidon.*

**Slides**:
Mouth parts of *Anopheles* (male and female), *Culex* (male and female), *Cyclops*, *Dephnia*, *Zoea* larva.
Cell structure,

Cell division,

chromosome.

**Activity**:

Preparation of onion root tip for the stages of mitosis.

**Rexene Charts**

1. Prawn nervous system.
2. Prawn digestive system.
3. *Pila* nervous system.
4. *Unio* nervous system.
5. Starfish water vascular system.
6. Anatomy of *Pheritima*.

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | QUIZ | VIVA | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (5 MARKS) | (5MARKS) | (10 MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10 MARKS) | | | | (50 MARKS) |

**External Evaluation (50 marks)**
The external evaluation would be done by the external faculty based on the experiment conducted during the examination.

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – III | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr.No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 301 | Childhood and Growing UP | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 302 | Physical,Health & Yoga Education | 2 | - | 4 | 4 | 40 | 60 | 100 |
| 3 | BSCEI 399 | English Communication & Soft Skills – I | 3 | - | 2 | 4 | 50 | 50 | 100 |
| 4 | BSCEI 304 | Physical Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| For PCM Group | | | | | | | | | |
| 5 | BSCEI 305 | Real analysis | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 306 | Optics | 4 | - | - | 4 | 40 | 60 | 100 |
| 7 | BSCEI 351 | Optics Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 8 | BSCEI 352 | Physical Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 9 | BSCEI 355 | Skill Mathematics - Integral calculus | - | - | 2 | 1 | 50 | 50 | 100 |
| For ZBC Group | | | | | | | | | |
| 10 | BSCEI 307 | Plant Taxonomy And Embryology | 4 | - | - | 4 | 40 | 60 | 100 |
| 11 | BSCEI 308 | Chordata | 4 | - | - | 4 | 40 | 60 | 100 |
| 12 | BSCEI 352 | Physical Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 13 | BSCEI 353 | Plant Taxonomy And Embryology Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 14 | BSCEI 354 | Chordata Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| Total | | | 21 | - | 12 | 27 | 400 | 500 | 900 |

# EDUCATION SYLLABUS FOR III SEMESTER
# CHILDHOOD AND GROWING UP

| Course Code – BSCEI 301 | L | T | P | C |
|---|---|---|---|---|
| (Common with BEDS.-101) | 4 | - | - | 4 |

**Objectives:**

- To understand the psychology as a scientific discipline and it's application ineducation.
- to acquire knowledge and to understand the stages of human development anddevelopment tasks with special reference to adolescent's learners.
- to develop understanding of process of children learning in the context of varioustheories of learning.
- to understand the development of personality and indentify the types and traits ofpersonality.
- to understand the concept of intelligence and the process of memory.

**Unit I : Introduction to Concept and Process of Childhood Development :**

- Meaning of Childhood development, Principles of development
- Study of Life span-Prenatal, early childhood, middle childhood, adolescence & adulthood and stage specific characteristics.
- Meaning of cognition and its role in learning
- Facilitating Holistic development for self and society
- Procedure for studying Children-Observation, Interview and Case Study.

**Unit II : Theories of Childhood Development and their Significance :**

- Erik Erikson‟s Psychosocial Theory,
- Piaget‟s Cognitive Theory,
- Arnold Gesell‟s Maturation Theory,
- Bandura‟s Social Learning Theory,
- Bronfen Brenner‟s Ecological Theory,
- Vygotsky‟s Socio-cultural Theory
- Noam Chomsky‟s Processing Theory

**Unit III : Childhood and Adolescence :**

- Defining Childhood and Adolescence as a distinct stage
- Adolescence special feature and challenges
- Characteristics and developmental task of Childhood and Adolescence
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the life of adolescents with special reference to use of internet (Social networking sites, E-mails, Browsing).

**Unit IV: Family School and Community:**

- The Family-Meaning, function of the family, family as a social system, different styles of child rearing, Socioeconomic and Ethnic variation in Child Rearing, Cultural Influences of family.

- School –Meaning and Function of school, school transition in childhood and adolescence, helping adolescence in school adjustment. Teacher student interaction, peer relation and its importance, Cultural value of peer groups.

- Community- Meaning and Function of Community, case study of a community-linked programme at local/national/international level.

**Unit V : Issues and Concern in Childhood and Adolescence :**

- Children with difficult circumstances and Understanding of them-Juvenile delinquency, maladjustment, depression in adolescence.
- Marginalized Children-Child labour, Overweight/Underweight children, Children growing up in poverty, HIV affected children, Orphans.
- Approaches to intervention and therapy for well being-Preventive and Promotive Approach, Individual counseling and family therapy.

Assesment : Five Assignment ( One From Each Unit)

**Suggestive Readings:**


- Anastasi, A. & Urbina, S. (1997). Psychological Testing (Seventh edition). Indian Reprint,Delhi Pearson Education.
- Atwata, E. (1988). Adolescence. New Jersey: Prentice Hall.
- Berk,L.E (2004) Child Development (6th edition) Allyn & Bacon. Boston,
- Berk, L E (2000) Child Development (8th edition) PHI learning Pvt ltd, New Delhi
- Bhargava,V.(2005)Adoption in India: Policies and Experiences. New Delhi: Sage Publications
- Elizabeth B. Hurlock Developmental Psychology Tata McGraw-Hill Publishing Company Ltd.
- Erikson, E.H. (1968). Identity: Youth & Crises. London: Faber & Faber.
- Reeta Chauhan (2017), Childhood & Growing up, Agarwal Publication.
- Sage व्यास हरिष्चन्द्र एवं शर्मा ''अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी ग्रंथ अकादमी जयपुर – 4
- गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
- पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
- मंगल, एस.के.,(2008),शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड,नई दिल्ली
- मूरजानी जानकी, नारंग, दर्शन कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान, अपोलो प्रकाशन,जयपुर
- यादव, सियाराम, (2008),अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद

# EDUCATION SYLLABUS FOR III SEMESTER
# PHYSICAL, HEALTH AND YOGA EDUCATION

| **Course Code – BSCEI 302** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with BEDS204/BSC 301)** | **2** | **0** | **4** | 4 |

**Objectives :**To enable the student-teacher to-

- To introduce the concept of holistic health.
- To understand the various dimensions and determinants of health.
- To acquaint them with school health programme and its importance.
- To understand the need and importance of physical education.
- To make them aware of the benefits of physical fitness and activities for its development.
- To introduce them the need of Yoga and its importance.

**Unit:-I Health**

- Introduction, Definition and Meaning of health & health education
- Dimensions of health & Determinants of health
- Meaning &Importance of balanced diet
- School health programme and role of teacher in development of health

**Unit: -II Physical Fitness**

- Definition, Meaningand Types of physical fitness
- Factors affecting physical fitness
- Benefits of Physical Fitness
- Importance of physical activities at school level
- Principles of physical fitness

**Unit:-III Health Problems in India**

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Explosive Population.
- Personal and Environmental Hygiene for schools
- Objectives of school health services, Role of health education in schools

**Unit:-IV Yoga**

- Introduction, Meaning and mis-concepts of Yoga
- Introduction to Ashtang Yoga
- Classification of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya

**Unit V: Meditation & Stress Management**

- Meditation: Meaning, Nature & Relationship with mind.
- Importance of Meditation at school level
- Stress: Meaning, Nature, Types and Factors
- Role of Meditation in Stress Management.

**Practical:As per the topic mentioned above the concerned faculty will give them practical exposer as well as practical assignment and this will be evaluated as an integral part of the internal assessment.**

**Suggestive Readings:**


- Dr. Ajmer Singh (2003).Essentials of physical Education. Ludhiana: Kalyani publishers.
- Daryl Syedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Dr. A.K.Uppaland Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friendspublisher.
- Dr. Sopan Kangane and Dr. Sanjeev Sonawane (2007). Physical Education (D. Ed.). Pune: Nirali publication.
- Krishna Patel (2017-18). Physical Health and Yoga Education, Agarwal Publication, Agra.
- Rajeev Jain Trilok (2016).Sampoorn Yog Vidhya, Bhopal: Manjul Pub.
- C.S Gore(2011). Yoga and Health, New Delhi:Sports Publication.
- Wazir Singh (2013). Yoga and Health Promotions in Schools, New Delhi: Srishti Book Distributors.
- I.N Singh.(2015). The Complete Book of Yoga & Health, New Delhi: The Reader Paradise.
- Dr. Sanjay R. Agashe (2013). Introduction to Health Education, New Delhi: Khel Sahitya Kendra.
- Dr. Anil Kumar Tripathi (2015). Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra,
- Prof A.M Moorthy(2005). Management of Health Education(Part-II), Delhi: Friendspublisher.

# EDUCATION SYLLABUS FOR III SEMESTER
## English Communication & Soft Skills – I

**Course Code –** BSCEI 399 **L T PC**
**3 0 2 4**

**Objective: To comprehend and communicate in simple English**

**Course Content**

**Module -1: Introduction to English language**

a) Role and significance of English language in the present scenario
b) English Language: Its relevance for the Indian industry
c) Introduction to Listening, Speaking, Reading, Writing (LSRW) and benchmarking of the class
*[Note: As part of classroom activity, a guest lecture from an industry representative/Director (CRC) and maintaining progress card for each student on LSRW for future reference]*

**Module -2: Phonetics& Functional Grammar**

a) Pronunciation and daily usage correction (speak with differences between p/b, s/sh, f/ph, t/d, v/w sounds)
b) Parts of speech, articles, tenses, verbs and modals
c) Practice of daily use words, numerals and tongue twisters
d) Vocabulary building, Construction of simple sentences: Basic sentence pattern, subject and Predicate
*[Note: As part of classroom activity, language games, tongue & jaw exercises,simple passages from the newspapers for oral drills in the classroom and practice tests (written and oral)]*

**Module -3: English Communication- About Myself**

a) Let's talk, making conversation, meeting and greeting
b) Introducing myself, my family and my friends
c) My opinions, my likes and dislikes
d) Life at college, hostel and workplace
*[Note: As part of classroom activity, use the Workbook forreferencefor classroom and home assignments,carry out practice tests (written and oral)]*

**Module -4: Personality Development-I**

a) First impression: Dressing sense, good manners, speaking well and respectably
b) Positive Attitude: Being happy and alert, a good listener and a good friend
c) Consultation among peers: Soliciting advice and giving advice
d) Goal setting, confidence building& handling rejection
*[Note: As part of classroom activity, refer Workbookfor classroom and home assignments, carry out practice tests (written and oral)]*

**Third Semester Outcome:**

1. Students will realise the significance of English for their career progression
2. Benchmarking the students in the first semester to observe their progression in terms of LSRW
3. Students will be able to understand distinct sounds and improve pronunciation
4. Students will improve their English vocabulary of daily usage
5. Students will be able to form simple sentences to talk about themselves, friends and relatives.
6. Students will be able to imbibe the pre-requisites of personality development.

**Evaluation& Assessment:**Students will be evaluated on all the four parameters of LSRW

| *External Exam* | *Internal Assessment* | *Total* |
|---|---|---|
| 50 | 50 | 100 |

**Internal Assessment: 50**

| *Best 2 out of Three CTs* | *Attendance* | *Workbook Assignments& Viva* | *Total* |
|---|---|---|---|
| 20 | 10 | 10+10 | 50 |

Viva to be carried out by external English faculty from within the university

**Reference Books:**


1. ILFS Bi-lingual Course in Basic English, ILFS Skill Development Corporation
2. English Grammar Composition & Usage by J.C. Nesfield, Macmillan Publishers
3. The Business letters by Madan Sood, Goodwill Publishing House, New Delhi
4. Communication Skills by Sanjay Kumar &PushpLata, Oxford University Press

# CHEMISTRY SYLLABUS FOR III SEMESTER
# PHYSICAL CHEMISTRY

**Course Code: BSCEI 304** **L T P C**

**(Common with** BSC 303**)** **4 0 0 4**

**Objective:** Gaseous state has been studied taking ideal gas equation & modification of the ideal gas equation. Liquefaction of gases and critical temp, pressure & volumes enhances the interest of the student.

**Course Outcomes:**

**The student will able to** find out a detailed knowledge of applicability of different states of matter in our day to day life. Explanation of the phenomenon of liquefaction of gases will be easier.

**Course Content:**

**Unit I:**

**ChemicalKinetics**

- Definition of order and molecularity. Derivation of rate const. for zero first second and third order reactions and example.
- Effect of tem. Concentration, catalyst & Pressure on rate of reaction
- Arhenius equation.
- Pseudo order reaction
- Simple Collision Theory & Transition State Theory For Reaction Rate.

**Unit IISurface Chemistry**

- Definition of colloids
- Preparation purification & props. Of colloidal Solution (Solutions)
- Hardy – Schulze law
- Preparation. Properties& uses of emulsion
- Preparation. Properties& uses of gel
- Protective colloids

**Unit III Solid State: -**

- Unit cell, Lattice point (Def)
- Defects in crystals- Stoichiometric and Nonstoichiometric defects
- Bravis ----- lattices & crystal system
- Properties of solids
- Types of solids

**Unit IVLiquid State:-**

- Structural differences. between solids liquid & Gases
- Properties of liquid – Surface tension Viscosity Vapourpressure
- Liquid crystal & its classification in somatic & nematic type
- Application of liquid crystal.

**Unit VGaseous State:-**

- Intermolecular attractive forces
- Deviation of real gases from ideal behaviour
- The vanderwal's equation.
- Maxwell's distribution of velocity & energies
- Critical Phenomenon-Temperature, Pressure and Volume.
- Andrew's isotherm of $CO_2$
- Calculation of root mean square vel.' Average. velocity, most probable vel.
- Collision Diameter, Collision Number, Collision Frequency.

**Reference Books**

1. Prutton and Marron , teachings of teaching (classroom teaching). APH publishing, New Delhi.

*** Latest editions of all the suggested books are recommended.**

# MATHEMATICS SYLLABUS FOR III SEMESTER
# REAL ANALYSIS

**Course code:** BSCEI 305 **L T P C**

**(Common with** BSC 304**)** **4 0 0 4**

**Objective-**To understand various limiting behaviour of sequences & series; limiting processes viz. continuity, uniform continuity; Sequence of real numbers, Tests and to enhance the mathematical maturity and to work comfortably with concepts.

**Course Outcomes**:

·To understand the concepts of real in depth.

·To analyze the world of formal/abstract mathematics in which formal proofs and definitions are used in abundance.

**Course Content:**

**Unit I**

Limits, left and right hand limit, Theorems on limit, Concept of Continuity and discontinuity, Types of continuity and discontinuity, properties of continuous function, A necessary and sufficient conditions of discontinuity, Darboux's theorem, Mean Value theorems, differentiability.

**Unit II**

Sequence of real numbers convergent and non-convergent, Sequence algebra of sequences, Theorem on limit on limit of sequence, Monotone Sequence, Real sequence, Bounded sequence, convergent sequence, Least upper bound and greatest lower bound, limit of a sequence, theorem on convergent sequence, Subsequence.

**Unit III**

Infinite Series and its convergences, Test for convergences of positive term series, comparison test, Ratio test, Cauchy's Root test, Raab's test, Logarithmic test, Integral test.

**Unit IV**

Definition existence and properties of Riemann integral of a bounded function, Darboux theorem, Condition of integrability, Integral as limit of sum, Fundamental Theorem of Calculus.

**Unit V**

Definition of uniform convergence, Cauchy's criterion for uniform convergence Weirstress test, M-test, Uniform convergence and continuity, Definition of improper integral and convergence of improper integral.

**Text Books:**

1. "A course of Mathematical Analysis" by Shanti Narayan, S.Chand.& Co.
2. "Mathematical Analysis" by S. C. Malik, Willy. Eastern Co.
3. "Real Analysis" by M. L. Khanna and L. S. Varshney, Jay Prakash Nath & Co.

**Reference Books:**

1. "Real Analysis" by P. K. Mittal, S.J.Prakashan.
2. "Real Analysis" by P. K. Gupta and Sharada Gupta, S. Chand &Co

*** Latest editions of all the suggested books are recommended.**

# PHYSICS SYLLABUS FOR III SEMESTER
# OPTICS

**Course code:** BSCEI 306 **L T P C**

**(Common with** BSC 305**)** **4 0 0 4**

**Objective:** To understand the fundamentals of physics like geometricaloptics: diffraction, interferometer and holography etc.

**Course Outcomes:** After completion of the course, student will be able to **-**

1. Toget the idea of geometrical optics including the wave motion
2. Toprovide basic and advanced concept of holography, interference and diffraction.

**Course Content:**

## Unit I

**Geometrical Optics:** Fermat's Principle: Principle of extremum path and its simple application as reflection, refraction and straight line motion of light. General theory of Image formation: Cardinal points of an optical system, general relationship, thick lens, combination of two thin lenses, nodal slide and Newton's formula, Huygens and Ramsden's eyepieces.

## Unit II

**Physical Optics I:** Interference. Interference of Light: The principle of super position, two slide interferences, coherence requirement of the sources, optical path retardation, lateral shift of fringes, Rayleigh refractometer and other applications. Thin films, application for precision measurement for displacements. Interference in thin films, Newton's ring, its application in determination of wave length, refractive index of liquid.

## Unit III

**Physical Optics-II Interference.** Michelson interferometer: Its application for a precision determination of wave length, wave length deference refractive index of thin transparent film and width of spectral lines. Intensity distribution in multiple bean interference, Fabry - Perot interferometer & elaton

## Unit IV

**Physical Optics-III Diffraction**. Diffraction of Light: Fresnel diffraction, intensity due to cylindrical wavefront by Fresnel half period method, zone plate, Diffraction at straight edge.Fraunhofer Diffraction: Diffraction at a slit & circular aperture, Diffraction at N-parallel slits, its intensity distribution, plane diggraction grating, concave grating and different mounting. Resolution of images, Rayleigh criterion, resolving power of grating, telescope and prism.

## Unit V

**Physical Optics-IV Polarization**. Double refraction and Optical Rotation: Refraction in uniaxial crystal, its electromagnetic theory, Phase retardation, Quarter waveplate and half waveplate, double image prism. Rotation of plane of polarization. Fresnel explanation of rotation.

## Text Books:

Optics by Ajoy Ghatak, Tata Mc Graw Hill.

## Reference Books:

Engineering Physics by V S Yadav, Tata Mc Graw Hill

*** Latest editions of all the suggested books are recommended.**

# BOTANY SYLLABUS FOR III SEMESTER
# PLANT TAXONOMY AND EMBRYOLOGY

**Course Code:** BSCEI 307 **L T P C**
**(Common with** BSC 306**)** **4 0 0 4**

**Course Objectives:**

• To make students understand about the Botanical gardens and Herbarium.
• To make students aware about the different classification of Angiosperms.
• To impart knowledge about general characteristics of members of Angiosperm family.

**Outcomes:**

- Students will learn the systematic position of flowering plants.
- Students will be able to do identification of plants using scientific classification.
- Students will learn to describe the general leaf, flower and fruit characteristics of members of the Angiosperm family.

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**Course Content:**

**Unit I : Introduction To Plant Taxonomy**

- Fundamental components of taxonomy (identification, nomenclature, classification)
- Taxonomic resources: Herbarium- functions& important herbaria, Botanical gardens, Flora,
- Botanical Nomenclature- Principles and rules of ICBN (ranks and names; principle of priority, binomial system; type method, author citation, valid-publication)

**Unit II:Classification**

- Types of classification- Artificial, Natural and Phylogenetic.
- Bentham & Hooker's system of classification- merits and demerits.
- Engler & Prantle's system of classification- merits and demerits

**Unit III :**

- Systematic study and economic importance of the following families: Annonaceae, Brassicaceae, Rutaceae, Curcurbitaceae, and Apiaceae

**Unit IV :**

- Systematic study and economic importance of plants belonging to the following families: Asteraceae, Asclepiadaceae, Lamiaceae, Ephorbiaceae,Arecaceae,and Poaceae.

**Unit V :Embryology**

- Anther structure, microsporogenesis and development of male gametophyte.
- Ovule structure and types; Megasporogenesis, development of Monosporic, Bisporic and Tetrasporic types (*Peperomia ,Drusa, Adoxa*) of embryo sacs.
- Pollination and Fertilization (out lines) Endosperm development and types.
- Development of Dicot and Monocot embryos, Polyembryony.

**Recommended Texts:**


- Porter, C.L. ( ): Taxonomy of flowering Plants, Eurasia Publishing ouse, New Delhi.
- Lawrence, G.H.M. (1953): Taxonomy of Vascular Plants, Oxford & IBH Publishers, New Delhi
- Bhojwani, S.S. & Bhatnagar, S.P. (2000) : The Embryology of Angiosperms (4th Edition) Vikas Publishing House(P)Ltd., UBS Publisher's Distributors, New Delhi.
- Maheswari,P(1963) :Recent Advances in the Embryology of Angiosperms(Ed., ) International Society of Plant Morphologists- University of Delhi.
- Maheswari, P.(1985):An Introduction to the Embryology of Angiosperms Tata McGraw Hill Publishing Co.,Ltd., New Delhi.


*** Latest editions of all the suggested books are recommended.**

# ZOOLOGY SYLLABUS FOR III SEMESTER
## CHORDATA

| **Course Code:** BSCEI 308 | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 307**)** | **4** | **0** | **0** | **4** |

**Objective :**The objective is to give an idea of the Chordata and their five classes. To teach the students about the chordate animals like fishes, amphibians,aves, reptiles and mammals and some of their behavior and difference in structures and life histories.

**Outcome :**Upon the completion of the semester the students are expected to explain taxonomy of different classes and their difference. The physiology, structure and life histories of animals fall in this category.

**Course Content:**

**UNIT I**

1- **Urochordata** : Classification and detailed study (Habit, Morphology, anatomy, Physiology, ) of Herdmaina
2- **Cephalochordata** :Classification and detailed study of Branchiostoma (Amphioxus)

**UNIT II**

1. **Pisces** : General characters and classification of Pisces (up to orders with examples) Parental care in fishes.
2. **Amphibia :**General characters and classificationof amphibia (up to orders with examples) Parental care in amphibia.

**UNIT III**

**Reptilia** : General characters and classification of Reptilia (up to orders with examples) Identification of Poisonous and non- poisonous snakes. Biting mechanism of poisonous snakes.

**Unit IV**

**Aves** :General characters and classification of Aves (up to orders with examples)Characters of Archaeopteryx, Flight adaptation in Birds.

**UNIT V**

**Mammalis** :General characters and classification of Mammalia up to orders. Rentition in Mammals.

**Recommended books:**


1- Young, J. Z, The life of Vertebrates III$^{ed}$ edition oxford University press. London.
2- vertebrate Zoology: E.L. Jordan and P.S. Verma
3- A text book of Zoology vertebrate: R.L. Kotpal Rastogi publication
4- vertebrate Zoology, Publisher: S. Chand

## PHYSICS PRACTICAL SYLLABUS FOR III SEMESTER

## OPTICS (LAB)

**Course Code:** BSCEI 351 **L T P C**
**(Common with** BSC 351**)** **0 0 2 1**

**LIST OF EXPERIMENT**

**Note : Select any ten experiments from the following list**

1. To determine the wavelength of Sodium light by Newton's rings.
2. To determine the wavelength of Sodium light by Fresnel's biprism.
3. To determine the specific rotation of the cane sugar solution with the help of Polarimeter.
4. To determine the resolving power and dispersive power by a prism.
5. To determine the resolving power of grating.
6. To study the elliptically polarised light.
7. To determine slit width using He-Ne laser.
8. To determine the Flashing & Quenching of Neon bulb.
9. To determine the Resolving power of a telescope
10. To determine the wavelength of the sodium lamp by Michelson interferometer.
11. To study characteristics of Phooto-cell.
12. Familiar with Schuster's focusing, determination of angle of Prism.

**Evaluation Scheme of Practical Examination**:

**Internal Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 4-point scale which would include the practical conducted by the students and a Viva taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (35 MARKS) | | | | ON THE DAY OF EXAM (15 MARKS) | | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT (05 MARKS) | FILE WORK (10 MARKS) | ATTENDANCE (10 MARKS) | VIVA (10 MARKS) | EXPERIMENT (05 MARKS) | VIVA (10 MARKS) | INTERNAL (50 MARKS) |

**External Evaluation (50 marks)**

**The external evaluation would also be done by the external Examiner based on the experiment conducted during the examination.**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

*** Latest editions of all the suggested books are recommended.**

# CHEMISTRY PRACTICAL SYLLABUS FOR III SEMESTER
# PHYSICAL CHEMISTRY

**Course Code: BSCEI-352** **L T P C**
**(Common with** BSC 352**)** **0 0 2 1**

**LIST OF EXPERIMENTS**

## Inorganic

Analysis of simple salt containing an anion and cations
Anion --- $CO_3^{-2}$, $SO_4^{-2}$,$Cl^-$,$Br^-$, $CH_3COO^-$,$NO_3^-$ $BO_3^{-3}$,$PO_4^{-3}$.
Cation – Lead, Copper, Iron, Aluminium, Zinc Nickel, Calcium, Potassium, & $NH_4^+$

## Organic Functional Gr. Reaction (At Least 4)

- Alcohol, Phenols, Aldehydes, ketones Clones, Carboxylic acids & Amides.

## Titrimetric Analysis.

- Determination of Fe (II) using $KMnO_4$ with Oxalic Acid as Primary Acid Standerd.
- Determination of CU (II) using $Na_2S_2O_3$ with $K_2Cr_2O_7$ Acid as Primary Standard .

**Evaluation Scheme of Practical Examination**:
**Internal Evaluation (50 marks)**
Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 4-point scale which would include the practical conducted by the students and a Viva taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (35 MARKS) | | | | ON THE DAY OF EXAM (15 MARKS) | | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT (05 MARKS) | FILE WORK (10 MARKS) | ATTENDANCE (10 MARKS) | VIVA (10 MARKS) | EXPERIMENT (05 MARKS) | VIVA (10 MARKS) | INTERNAL (50 MARKS) |

**External Evaluation (50 marks)**

**The external evaluation would also be done by the external Examiner based on the experiment conducted during the examination.**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

*** Latest editions of all the suggested books are recommended.**

# BTANY PRACTICAL SYLLABUS FOR III SEMESTER
## PLANT TAXONOMY AND EMBRYOLOGY

**Course Code:** BSCEI 353 **L T P C**
**(Common with** BSC 353**)** **0 0 2 1**

**LIST OF EXPERIMENTS**

1. Systematic study of locally available plants belonging to the families prescribed in theory syllabus.
2. Demonstration of herbarium techniques.
3. Structure of pollen grains using whole mounts (*Catharanthus, Hibiscus, Acacia*, Grass).
4. Demonstration of Pollen viability test using *in- vitro* germination (*Catharanthus*).
5. Study of ovule types and developmental stages of embryo sac using permanent slides /Photographs.
6. Structure of endosperm (nuclear and cellular); Developmental stages of dicot and monocot Embryos using permanent slides / Photographs
7. Isolation and mounting of embryo (using *Symopsis / Senna* / *Crotalaria*)
8. Field visits .Study of local flora and submission of Field Note Book.

**Evaluation Scheme of Practical Examination**:
**Internal Evaluation (50 marks)**
Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 4-point scale which would include the practical conducted by the students and a Viva taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (35 MARKS) | | | | ON THE DAY OF EXAM (15 MARKS) | | TOTAL |
|---|---|---|---|---|---|---|
| EXPERIMENT (05 MARKS) | FILE WORK (10 MARKS) | ATTENDANCE (10 MARKS) | VIVA (10 MARKS) | EXPERIMENT (05 MARKS) | VIVA (10 MARKS) | INTERNAL (50 MARKS) |

**External Evaluation (50 marks)**

**The external evaluation would also be done by the external Examiner based on the experiment conducted during the examination.**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

# ZOOLOGY PRACTICAL SYLLABUS FOR III SEMESTER
# CHORDATA

**Course Code:** BSCEI 354
**(Common with** BSC 354**)**

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 2 | 1 |

**LIST OF EXPERIMENTS**

**Study of Specimens**

**Urochordata**– Herdmania ,salpa , doliolum

**Cephalochordata**– Amphioxus

**Cyclostomata –**petromyzon ,myxine

**Pisces –**Pristis , torpedo , notopterus , exocoetus , clarius , ophiocephalus , catla , rohu , mrigal

**Amphibia**– Ichthyophis ,bufo , salamander , uraeotyphlus , necturus, hyla, rhacophorus

**Study of permanent slide**

Balanoglossus sections through probossiss,collar ,branchiogenital and hepatic region

**Amphioxus –** oral hood , whole mount section through pharyngeal , intestinal & caudal region ,

Temporary unstained preparation of placoid , cycloid and ctenoid scales

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

# MATHEMATICS PRACTICAL SYLLABUS FOR III SEMESTER
# INTEGRAL CALCULUS

**Course code:** BSCEI 355 **L T P C**

**(Common with**BSC 355**)** **0 0 2 1**

**Objective-**To introduce the students with fundamental principles, concepts and knowledge in the areas of Integral Calculus and prepare them to apply these fundamental concepts and working knowledge to other courses.

**Course Outcomes:**

·To solve problems in integral calculus,

·To apply these fundamental concepts and working knowledge to other courses.

**Course Content:**

## Unit I

Definite integration (Miscellaneous Examples), integration as the limit of sum, Reduction Formula.

## Unit II

Multiple integration, Beta and gamma functions and applications, length of curves, Areas bounded by the curves.

## Unit III

Drichlet's integral, Volume and surfaces of revolutions

## Unit IV

Differential equation of first order and first degree, Differential equation of first order but not of first degree. Miscellaneous differential equations.

## Unit V

Linear differential equation of second order with constant coefficient, Linear differential equation of other types.

Each exercise would be evaluated by the faculty concerned on the date of the experiment on a 4 point scale (exam, file work and for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

## Text Books:

1. "Integral Calculus" by Gorakh Prasad, Pothishala Pvt. Ltd.
2. "Integral Calculus" by M. Ray, Shiv Lal Agarwal & Co Agra
3. "Integral Calculus" by P. V. Pishkuno, Peace Publishers Mascow

## Reference Books:

1. “Integral Calculus” by Shanti Narayan and P.K Mittal, S.Chand & Company Ltd
2. “Integral Calculus” by Brahmanand, B. S. Tyagi, and B. D. Sharma, Kedarnath Ram Nath.
3. “Integral Calculus by” Shani Narayan, S.Chand & Company Ltd

*** Latest editions of all the suggested books are recommended.**

# Study & Evaluation Scheme
## Programme: B.Sc.–B.Ed. (Integrated) – Regular

| **Semester – IV** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr. No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 401 | Information And Communication Technology | 2 | - | - | 2 | 40 | 60 | 100 |
| 2 | BSCEI 402 | Learning and Teaching | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI 499 | English Communication & Soft Skills – II | 3 | - | 2 | 4 | 50 | 50 | 100 |
| 4 | BSCEI 404 | Organic & Inorganic Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| For PCM Group | | | | | | | | | |
| 5 | BSCEI 405 | Complex Analysis | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 406 | Oscillations &Wave | 4 | - | - | 4 | 40 | 60 | 100 |
| 7 | BSCEI 451 | Oscillations &Wave Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 8 | BSCEI 452 | Organic & Inorganic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 9 | BSCEI 455 | Skill Mathematics - Ordinary Differential Equations | | | 2 | 1 | 50 | 50 | 100 |
| For ZBC Group | | | | | | | | | |
| 10 | BSCEI 407 | Plant Physiology and Metabolism | 4 | - | - | 4 | 40 | 60 | 100 |
| 11 | BSCEI 408 | Evolution and Developmental Biology | 4 | - | - | 4 | 40 | 60 | 100 |
| 12 | BSCEI 452 | Organic & Inorganic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 13 | BSCEI 453 | Plant Physiology and Metabolism Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 14 | BSCEI 454 | Evolution and Developmental Biology Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| Total | | | 21 | - | 8 | 25 | 400 | 500 | 900 |

# EDUCATION SYLLABUS FOR IV SEMESTER
# INFORMATION AND COMMUNICATION TECHNOLOGY

**Course Code: BSCEI 401** **L T P C**

**(Common with** BEDS 202**)** **2 0 0 2**

**Objectives:**To enable the pupil teacher to -

- Understand the meaning, nature and scope of ICT in Education.
- Understand the changes occurring due to implication of ICT in Education.
- Appreciate the application of ICT in enrichment of curriculum.
- Understand ICT supported teaching learning strategies and KnowAnd different ICT based support services.
- Get acquainted with e-learning & development in ICT.

## Unit- I

- ICT meaning, importance and tools of ICT.
- Relevance of ICT in education [Radio, Television, Computer].
- Use of Audiovisual Media
- Role of ICT in Construction of Knowledge.

## Unit-II

- Educational Communication**:** Concept, elements, types and barriers. Components of effective Communication in teaching.
- Enhancing professional competencies of teachers through the application of ICT such as Micro teaching, programmed instruction, CAI.
- Multimedia: Electronic media, print media and mass media.

## Unit III

- Online educational resources: Concept, features and application.
- E- mail
- Teleconferencing,
- Social networking
- Online libraries.

**UNIT-IV**

- Computer- Definition, Main Units.
- Characteristics, Classification of Computer.
- Computer Hardware-input-output devices.
- Functional knowledge of operating computer.

## Unit V

- ICT and curriculum enrichment – child centered curriculum,activity centered curriculum, web based resources.
- ICT in educational administration and management :-e- learning On-line admission.
- E content,e magazine, e journal, edusat
- Concept of technology in education, components- Hardware and Software , Difference between software and Hardware.
- Select gadgets of ICT and their educational implication-CCTV, O.H.P.& L.C.D Projector
    - Assesment : Five Assignment ( One From Each Unit)

**Suggested Readings :**


- Assessment and Evaluations - P.G. Pnog.
- Information and communication - Kishore, Chavan.
- Information Technology - Dyne, Nandkishore.
- ABC to internet- Crumlish Christian.
- ICT strategies for school - Mohenty Laxman.
- NCF 2005.
- NCFTE 2009.
- NCERT position Paper on Educational Technology.
- National policies on ICT in School Education.
- Computer and Communication Technology—Smita Srivastava

# EDUCATION SYLLABUS FOR IV SEMESTER
# LEARNING AND TEACHING

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Code: BSCEI 402**
**(Common with BEDS 201)**

**Objectives:** To enable the pupil teacher-

- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories;
- Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners;
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers;
- Be acquainted with group dynamics and various roles of the teachers in teaching learning process;
- Understand the concepts of professionalism and be encouraged to develop competencies to act as professionals;
- Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction;

**Unit I: Process of Knowing and Learning:**

- Concept and meaning of Education,Goals of Education.
- Differentiate between information, knowledge, belief and truth.
- Learning : Meaning, nature, characteristics, principles & types
- Factors affecting Learning : maturation, attention, interest, fatigue, school related factors
- Motivation : definition, types and techniques, Maslow‟s theory

**Unit II : Approaches to Learning :**

- Concept, theories and educational applicability of following approaches to learning
- Behaviorist Approach : Thorndike‟s theory of Trial & Error; Pavlov‟s theory of Classical Conditioning; Skinner‟s theory of Operant Conditioning
- Humanistic Approach : Roger‟s Social Learning Theory
- Cognitive Approach : Bruner's theory of Discovery Learning and Kurt-Lewin's Field theory
- Constructivism : cognitive constructivism and social constructivism (concept and features)

**Unit III: Differences in Individual Learners :**

- Intra and Inter Individual differences : meaning, dimensions and factors
- Intelligence : nature, theories- Thurnstorn's Theory, Guilford's three Dimenstional theory (S.I. Model), Gardner‟s theory of Multiple intelligence and assessment
- Personality : meaning and types, Alport's Trait theory.
- Freud‟s Psychoanalytical theory
- Creativity : concept, factors and nurturing creativity

**Unit IV : Classroom Dynamics and Role of teacher :**

- Classroom climate and group dynamics
- Development of inter personal relationships, use of socio-metric techniques,
- Teacher as a leader of group and facilitator of learning
- Teacher‟s accountability
- Professional ethics and code of conduct for teachers in formal schools

**Unit V: Teaching as a Complex Activity:**

- Concept of Teaching : meaning, definition, characteristics, forms
- Levels of Teaching : memory, understanding, reflective
- Basic teaching skills and competencies
- Strategies and techniques of teaching

Assesment : Five Assignment ( One From Each Unit)

**Suggested Readings :**


- Bower and Hilgard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall
- Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley
- Chand, Tara and Prakash, Ravi (1997) *Advanced Educational Psychology* New Delhi:
- KanishkaPublications
- Chauhan, S.S. (6th ed. Revised) (1998) *Advanced Educational Psychology* New Delhi:
- VikasPublishing House
- Kundu, C.L. and Tutoo, D.N. (2000) Educational Psychology. New Delhi: Sterling
- Publishers Pvt. Ltd.,
- Kuppuswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling
- Publishers
- Mangal, S.K. (1998) - Advanced Educational Psychology, Prentice hall of India, New
- Delhi.New York.
- Basics in Education-Textbook for B.Ed course, NCERT-2014.
- Dr. A.B. Bhatnagar (2016), Learning and Teaching, R. Lal Publication. Meerut
- व्यास हरिष्चन्द्र एवं शर्मा अधिगम और विकास के मनोसामाजिक आधार, राजस्थान हिन्दी गंथ्र अकादमी जयपुर – 4
- कुलश्रेष्ठ एस.पी., 2007–08, शैक्षिक तकनीकी के मूल आधार, अग्रवाल पब्लिकेशन, आगरा
- ऑवेरॉय डॉ. एस. सी, 1999, शिक्षक तकनीकी के मूल तत्व, आर्य बुक डिपो, करोल बाग, नई दिल्ली


* Latest editions of all the suggested books are recommended.

# EDUCATION SYLLABUS FOR IV SEMESTER
## English Communication & Soft Skills – II

**Course Code –** BSCEI 499 **L T PC**
**3 0 2 4**

**Objective: To build vocabulary, make simple sentences and communicate freely in simple English and overall professional development**

**Course Content**

**Module -1: Basic Communication & Soft Skills**

a) Reading comprehension
b) Building conversational skills
c)Verbal & Non-verbal communication
*[Note: As part of classroom activity, review and recap the last semester and carry out (oral and written) practice test toupdate the progress card of each student, refer to the Workbook]*

**Module -2: Vocabulary: Building Blocks**

a) Word Formation: Prefix, suffix, conversion and compounding
b) Homophones and one-word substitution
c) Words often confused and misused
d) Idiomatic phrase, Antonyms and Synonyms
*[Note: As part of classroom activity, organise and learning language games, initiate the learning of 5 new words per class]*

**Module-3: English Communication: World around Me**

a) Market place, Bus stop, Bank, Post Office
b) Village, Town and City
c) Eating out: Stall, Dhaba and Restaurant
*[Note: As part of classroom activity, refer Workbookfor classroom and home assignments, carry out practice tests (written and oral)]*

**Module -4: Personality Development-II**

a) Etiquettes: Telephone, e-mail and at a wedding or social gathering
b) Public dealing: Making enquiries and requesting for help, handling difference of opinion, giving directions, instructions and getting assistance
c) Expressions: Giving compliments, making complaints, Feeling sorry and saying thank you
d) Entertainment: Radio, music, television, and computers
*[Note: As part of classroom activity, refer Workbook for classroom and home assignments, carry out practice tests (written and oral)]*

**Fourth Semester Outcome:**

1. Gradual but significant improvement in student's progression in terms of LSRW to be noted
2. Students will improve their English vocabulary of daily usage
3. Students will be able to understand the world around them and communicate in diverse situations
4. Students will be able to imbibe the requisites of personality development for demonstrating good manners in society
5. Students will be able to exhibit basic etiquettes of personal communication

**Evaluation & Assessment:**Students will be evaluated on all the four parameters of LSRW

| *External Exam* | *Internal Assessment* | *Total* |
|---|---|---|
| 50 | 50 | 100 |

**Internal Assessment: 50**

| *Best 2 out of Three CTs* | *Attendance* | *Workbook Assignments & Viva* | *Total* |
|---|---|---|---|
| 20 | 10 | 10+10 | 50 |

Viva to be carried out by external English faculty from within the university

**Reference Books:**


1. ILFS Bi-lingual Course in Basic English, ILFS Skill Development Corporation
2. English Grammar Composition & Usage by J.C. Nesfield, Macmillan Publishers
3. The Business letters by Madan Sood, Goodwill Publishing House, New Delhi
4. Communication Skills by Sanjay Kumar &PushpLata, Oxford University Press
5. Newspapers

# CHEMISTRY SYLLABUS FOR IV SEMESTER
# ORGANIC & INORGANIC CHEMISTRY

| **Course Code: BSCE 404** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 402**)** | **4** | **0** | **0** | **4** |

Objectives: To develop an understanding of different approaches to types of chemical bonding.
To develop an understanding of behavior, chemical nature of various compounds like ether, alcohol, Phenols, Proteins, Amino acids.

Outcomes: Students will be able to appreciate general trends in the chemistry of elements of gr. 13,14,15,16,17 in Periodic table.

**Course Content:**

## **Unit I:**Chemical Bonding

- Valence Bond Theory.
- Molecular orbital Theory.
- Construction of Mo. Diagrams for homo nuclear & heleronulear diatomic unbleules ($N_2$,$O_2$,CO,no)
- Types of bond (Ionic covalent, Coordinate, metallic
- Concept of Hybridization
    a. Definition Types, Prediction of Hybridization ($BeCl_2$,$CH_4$,$ClF_4$,$POCl_3$,$NH_4^+$,$H_3O^+CO_3^{-2}$,$Cl_4^-$ )

## **Unit II:**P-Block Element (I)

Group13- Synthesis & structure of diborane, higher borane ($B_4H_{10}$) ($B_5H_9$), Boron nitrogen compounds. ($B_4HN_3H_6$) (BN),

Group14- Preparation&Application of silane & Silicones.

Group15-Preparation& Reaction of hydrazine and hydroxylamine.

Group16-Classification of oxides based on 1- Chemical behaviour 2- Oxygen content.

Group17-Inter halogen compounds(Hydro and oxy acids of Chlorine, Structure and comparison of acid strength. )

Preparation, properties& Applications of alkyls of Lithium.

## **Unit III:**Hydrogen Bonding and Vanderwal Forces

Hydrogen bonding and Vanderwals forces

Hydrogen Bonding- Definition,types, effects of H-bonding on properties of substances, applications brief discussion of various types of vanderwals forces.

Metallic Bond, Bond Theory of metallic bond

Semiconductors Types Of Applications.

## **Unit IV**Alcohols Phenols & Ether:-

Alcohols :-

- Preparation.
- Physical Props.
- Reaction of Alcohol.
- Industrial sources of ethyl alcohol Proof Spirit, Denatured Spirit, absolute alcohol.

Phenols:-

- Preparation.

Cumene Hydroperoxide method, from dizonium salts, Reaction-Electrophilic Substitution. Nitration, halogenation& salphonation, Reimer-Tiemann Reaction, Gattarmann-Koch Reaction, Houben-Hoesch condensation.

Ether :-

- Nomenclature,
- Physical Properties
- Laboratory Preparation
- Williamsons Synthesis
- Diazomethane method
- Reactions of ether.

**Unit V**

Amino acids, Peptides & proteins

Preparation of Amino Acids

- Strecker synthesis using Gabriels phthalimide synthesis, Zwitterion, Isoelectric Point & Electrophoresis.
- Reactions of Amino acid.
- Nin Hydrin test
- Overview of primary, secondary & Tertiary & quaternery st. of protein
- Determination of Primary St. of peptides by Edmann degradation of (N Terminal) & (C-Terminal)
- Synthesis of simple Peptides (up to dipeptides) By N- Protection (t- butyloxycarbonyl & phtholoye), Merrifield Solid phase synthesis.

**Reference Books**

*** Latest editions of all the suggested books are recommended.**

# MATHEMATICS SYLLABUS FOR IV SEMESTER
## COMPLEX ANALYSIS

**Course code:** BSCEI 405 **L T P C**

**(Common with** BSC 403**)** **4 0 0 4**

**Objective –**To Study Cauchy integral formula, local properties of analytic functions, general form of Cauchy's theorem and evaluation of definite integral and harmonicfunctions, Residue and Conformal.

**Course Outcomes**:

·To understand the basic facts of complex analysis, in particular the nice properties enjoyed by the derivatives and integrals of functions of a complex variable

·To show how complexanalysis can be used to evaluate real integrals.

**Course Content:**

**Unit I**

Analytic functions, conjugate function, Harmonic function, N.S.C. for Cauchy Remann equations, construct conjugate analytic functions.

**Unit II**

Complex Integration, Complex line integral, Cauchy integral function, Poisson integral, Lioville's theorem taylor theorem, Lorentz theorem.

**Unit III**

Zero's & Singularity, Zero's of a function, singular point, poles and different types of singularities, limiting point of zero's and poles, Weirstress theorem.

**Unit IV**

The Calculus of Residue, Residue of a pole at infinity Residue theorem Integration around $\int_{-\infty}^{\infty} f(z)\,dz$ unit circle, evaluation of integral .

**Unit V**

Conformal mappings, transformation w = z2, w = z1/2 , z = c sin w

**Text Books:**

1. "Complex Variable" by T Pati, Pothishala Pvt Ltd
2. "Complex Variable" by J. K. Goyal and K. P. Gupta, Pragati Prakashan
3. "Complex Variable" by J. C. Chaturvedi and S.S. Seth, Student Friends & Co.

**Reference Books:**

1. "Complex Variable" by L. V. Alfors, Mc-GrawHill &Co,
2. "Complex Variable" by R. K. Gupta, R. V. Churchiland J. W. Browin, Mc-GrawHill &Co,
3. Complex Variable by Shanti Narayan, S.Chand &Company

*** Latest editions of all the suggested books are recommended.**

## PHYSICS SYLLABUS FOR IV SEMESTER
## OSCILLATIONS & WAVE

**Course code:** BSCEI 406 **L T P C**

**(Common with** BAS506/BSC 404**)** **4 0 0 4**

**Objective:** To understand the fundamentals of physics like geometrical oscillations & wave motion.

**Course Outcomes:** After completion of the course, student will be able to **-**

1. **To** get the idea of geometrical oscillations including the wave motion
2. **To** provide basic and advanced concept of wave motion.

**Course Content:**

### Unit I Oscillations SHM :-

Simple Harmonic Oscillations. Differential Equation of SHM and its Solution. Amplitude, Frequency, Time Period and Phase. Velocity and Acceleration. Kinetic, Potential and Total Energy and their Time Average Values. Reference Circle. Rotating Vector Representation of SHM.

### Unit II Free Oscillations of Systems with One Degree of Freedom :-

(1) Mass-Spring system, (2) Simple Pendulum, (3) Torsional Pendulum, (4) Oscillations in a U-Tube, (5) Compound pendulum: Centres of Percussion and Oscillation, and (6) Bar Pendulum.

### Unit III Superposition of Two Collinear Harmonic Oscillations :-

Linearity and Superposition Principle. (1) Oscillations having Equal Frequencies and (2) Oscillations having Different Frequencies. Superposition of Two Mutually Perpendicular Simple Harmonic Motions with Frequency Ratios 1:1 and 1:2 .

### Unit IV System with Two Degrees of Freedom :

Coupled Oscillators. Normal Coordinates and Normal Modes. Energy Relation and Energy Transfer. Normal Modes of N Coupled Oscillators.Free Oscillations. Damped Oscillations Transient and Steady States, Amplitude, Phase, Resonance ,Power Dissipation and Quality Factor. Helmholtz Resonator.

### Unit V Wave Motion:

Plane and Spherical Waves. Longitudinal and Transverse Wave Equation. Particle and Wave Velocities. Velocity of Waves :- Velocity of Transverse Vibrations of Stretched Strings. Velocity of Longitudinal Waves in a Fluid in a Pipe. Newton's Formula for Velocity of Sound. Laplace's Correction.

### Text Books:


1- Vibrations and Waves by A. P. French.(CBS Pub. & Dist., 1987)
2- The Physics of Waves and Oscillations by N.K. Bajaj (Tata McGraw-Hill, 1988)
3- Fundamentals of Waves & Oscillations By K. Uno Ingard (Cambridge University Press, 1988) .


### Reference Books:


1- An Introduction to Mechanics by Daniel Kleppner, Robert J. Kolenkow(McGraw-Hill, 1973)
2- Waves: BERKELEY PHYSICS COURSE (SIE) by Franks Crawford (Tata McGraw-Hill, 2007).


*** Latest editions of all the suggested books are recommended.**

# BOTANY SYLLABUS FOR IV SEMESTER

## PLANT PHYSIOLOGY AND METABOLISM

| | L | T | P | C |
|---|---|---|---|---|
| **Course Code:** BSCEI 407 | | | | |
| **(Common with** BSC 405**)** | **4** | **0** | **0** | **4** |

**Course Objectives:**

- To make students capable of understanding basic physical processes occurring in plants.
- To impart Knowledge about plant growth regulatorsrelated togrowth and development.
- To make student learn about the Mineral nutrition in plants.

**Learning Outcomes:**

- Students will learn about the physical processes occurring in plants.
- Students will learn the function of different plant growth regulators.

**Course Content:**

**Unit 1: Plant-water relations**

Importance of water, water potential and its components; Transpiration and its significance; Factors affecting transpiration; Root pressure and guttation.

**Unit 2: Mineral nutrition and Translocation**

Essential elements, macro and micronutrients; Criteria of essentiality of elements; Role of essential elements, Transport of ions across cell membrane, active and passive transport, carriers, channels and pumps.

Translocation in phloem. : Composition of phloem sap, girdling experiment; Pressure flow model; Phloem loading and unloading

**Unit 3: Photosynthesis and Respiration**

Photosynthetic Pigments (Chl a, b, xanthophylls, carotene); Photosystem I and II, reaction center, antenna molecules; Electron transport and mechanism of ATP synthesis; C3, C4 and CAM pathways of carbon fixation.

Respiration: **g**lycolysis, anaerobic respiration, TCA cycle; Oxidative phosphorylation.

**Unit 4: Enzymes and Nitrogen metabolism**

Structure and properties; Mechanism of enzyme catalysis and enzyme inhibition. Nitrogen metabolism **:** Biological nitrogen fixation; Nitrate and ammonia assimilation.

**Unit 5: Plant growth regulators and Plant response to light and temperature**

Discovery and physiological roles of auxins, gibberellins, cytokinins, ABA, ethylene.

Plant response to light and temperature: Photoperiodism (SDP, LDP, Day neutral plants); Phytochrome (discovery and structure), red and far red light responses on photomorphogenesis; Vernalization.

**Recommended books:**


1. Hopkins, W.G., Huner, N.P., (2009). Introduction to Plant Physiology. John Wiley & Sons, U.S.A. 4th Edition.
2. Bajracharya, D., (1999). Experiments in Plant Physiology- A Laboratory Manual. Narosa Publishing House, New Delhi.
3. Taiz, L., Zeiger, E., MØller, I.M. and Murphy, A (2015). Plant Physiology and Development. Sinauer Associates Inc. USA. 6th edition.


*** Latest editions of all the suggested books are recommended.**

# ZOOLOGY SYLLABUS FOR IV SEMESTER
# EVOLUTION AND DEVELOPMENT BIOLOGY

| **Course Code:** BSCEI 408 | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 406**)** | **4** | **0** | **0** | **4** |

**Objectives:** :To educate the students on the concept and theories of the evolution and embryology. The development of chick and placentation.

**Outcomes** :As an outcome the student will be able to explain and write the different theories given to explain the evolution during the time period like Darwininsm and Lamarkism and can be understand the developmental biology.

**Course Content:**

## Unit – 1

1- Concept of evolution. evidences of evolution
2- Theory of evolution (including Neo-Lamarckism
Darwin – Wallace theory of natural selection, Neo- Darwinism modern synthetic theory.

## Unit-2

1- Gametogenesis : spermatogenesis and oogenesis, vitellogenesis egg membrane
2- Fertilization, Parthenogenesis

## Unit-3

1- Types of animal eggs : structure of eggs
2- Types and patterns of cleavage

## Unit -4

1- Process of blastulaion and gastrulation
2- Development of chick up to the formation of primitive streak and extra embryonic membrane

## Unit -5

1- Development of extra embryonic membrane in mammals
2- Placentation and types of placenta

**Recommended books:**


1. Gilbert, S.F. (2006) , development biology , VIII edition , sinauer associates inc publishers, sunder land, Massachusetts, USA.
2. Balinsky, B.I. (2008) An introduction to embryology, international Thomson computer press.
3. Kalthoff,(2000) Analysis of biological development ,II edition, mc graw hill professional
4. Verma P.S. & V.K. agrawal , chordate embryology, s. Chand & co.
5. Berril & crop development biology. Mc graw hill book company , m,c,new York
6. Jain P.C. 1998, elements of development biology . vishal publication , new delhi

## PHYSICS PRACTICAL SYLLABUS FOR IV SEMESTER
## OSCILLATIONS & WAVE

**Course Code:** BSCEI 451 **L T P C**
**(Common with** BSC 451**)** **0 0 2 1**

**LIST OF EXPERIMENT**

### Note : Select any ten experiments from the following list

1. To determine acceleration due to gravity (g ) by Bar Pendulum.
2. To determine acceleration due to gravity (g ) by Kater's Pendulum.
3. To study the Motion of a Spring and calculate (a) Spring Constant (b) acceleration due to gravity and (c)Modulus of Rigidity
4. To determine the Frequency of an Electrically Maintained Tuning Fork by Melde's experiment
5. To determine frequency of A.C. mains by mean of sonometer.
6. To determine the motion of coupled oscillator.
7. To determine frequency of A.C. mains by electric vibrator.
8. To study Lissajous figures.
9. To study AF and RF oscillator.
10. To stuy simple harmonic motion of a body.
11. To determinegravity(g) and velocity of freely falling body using digital technique.
12. To determine the wave form, voltage and frequency of a given signal using C.R.O.

**Evaluation of Practical Examination:**
**Internal Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

*** Latest editions of all the suggested books are recommended.**

# CHEMISTRY PRACTICAL SYLLABUS FOR IV SEMESTER
# CHEMISTRY PRACTICAL

**Course Code: BSCEI-452** **L T P C**
**(Common with** BSC 452**)** **0 0 2 1**

**LIST OF EXPERIMENTS**

## Inorganic Chemistry

Preparation of inorganic compounds

a) Microcosmic Salt
b) Potassium Permangnate

## Oraganic

- Detection of Special Elements
  ( N., S, CL, Br, I&P)

## Physical

- Determination of Surface tension of liquid
- Determination of Viscosity of liquid

**Evaluation of Practical Examination:**
**Internal Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

*** Latest editions of all the suggested books are recommended.**

# BOTANY PRACTICAL SYLLABUS FOR IV SEMESTER
# PLANT PHYSIOLOGY AND METABOLISM

**Course Code:** BSCEI 453 **L T P C**
**(Common with** BSC 453**)** **0 0 2 1**

**LIST OF EXPERIMENTS**

1. Determination of osmotic potential of plant cell sap by plasmolytic method.
2. To study the effect of two environmental factors (light and wind) on transpiration by excised twig.
3. Calculation of stomatal index and stomatal frequency of a mesophyte and a xerophyte.
4. Demonstration of Hill reaction.
5. Demonstrate the activity of catalase and study the effect of pH and enzyme concentration.
6. To study the effect of light intensity and bicarbonate concentration on O2 evolution in photosynthesis.
7. Comparison of the rate of respiration in any two parts of a plant.
8. Separation of amino acids by paper chromatography.

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

## ZOOLOGY PRACTICAL SYLLABUS FOR IV SEMESTER
## EVOLUTION AND DEVELOPMENT BIOLOGY

**Course Code:** BSCEI 454
**(Common with** BSC 454**)**

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 2 | 1 |

**LIST OF EXPERIMENTS**

1- **Reptiles –** study of chamelon , varanus , pharynosoma , draco , tortoise , cobra , krait , russel's , viper , sea snake testuda ,
2- Hemidactytus, uromastix , ophiosaurus , hydrophis , crocodiles
3- **Birds –** study of owl, woodpecker , king fisher, kite , duck, parrot, study of dozen birds of delhi
4- **Mammals –** study of squirrel, mangoose, bat, loris, rabbit,

**Development biology**

1- **Frog-** study of developmental stage w.m &section through permanent slides cleavage , stage, blastula , gastrula , neurula tadpole
2- **Chick –** study of developmental stage primitive streak ,- 21h , 24h , 28h, 33h, 36h, 48h, 72h
3- Section of testis and ovary ( mammalian)
4- Slides of mammalion sperm and ovum

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

## MATHEMATICSPRACTICAL SYLLABUS FOR IV SEMESTER
## ORDINARY DIFFERENTIAL EQUATIONS

**Course code:** BSCEI 455 **L T P C**

**(Common with** BSC 455**)** **002 1**

**Objective:** Differential equations arise in every field of science and engineering. So, thesolutions of these DEs are of great interest in understanding various physical phenomena.

**Course Outcomes:** To formulate and solve differential equations arising from changes in physical world.

**Course Content:**

### Unit I

Linear Equation of second order finding general solution of $\frac{d^2y}{dx_2} + p\frac{dy}{dx}$ + Qy = 0 by removing first derivative; changing Independent variable; Method of Variation of parameters, Normal form and Method of operational operators.

### Unit II

Ordinary Simultaneous linear differential Equation. Linear differential Equation of the form dx = dy = dz PQ R

### Unit III

Pfaffian differential forms and equations. Necessary and sufficient condition for Inerrability of Pdx + Qdy + Rdz = 0

### Unit IV

Integration in series

### Unit V

Picards' Iteration method. Uniqueness and existence theorems.

Each exercise would be evaluated by the faculty concerned on the date of the experiment on a 4 point scale (exam, file work and for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (40 MARKS) | | | ATTENDANCE | TOTAL |
|---|---|---|---|---|
| EXAM | FILE WORK | VIVA | (10 MARKS) | INTERNAL |
| (20 MARKS) | (10 MARKS) | (10 MARKS) | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

**Text Books:**

1. "Differential Equation" by Zill, Cengage Learning.
2. "Differential Equation" by R. K. Gupta and J. N. Sharma, Krishana Prakashan Mandir
3. "Differential Equation" by Zafar Ahsan, Prentice Hall of India

**Reference Books:**

1. "Differential Equation" by M. D. Raisinghania, S .Chand & co.
2. "A Treatise on diff. Equation" by A. R. Forsyth, Macmillan & company Ltd.
3. "Introduction on Differential Equation" by D.A. Murray, Orient Longman India.

* Latest editions of all the suggested books are recommended.

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – V | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr. No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 501 | Contemporary India and Educaton | 4 | - | - | 4 | 40 | 60 | 100 |
| 2 | BSCEI 502 | Language Across the Curriculum | 2 | - | - | 2 | 40 | 60 | 100 |
| 3 | BSCEI 599 | English Communication & Soft Skills – III | 3 | - | 2 | 4 | 50 | 50 | 100 |
| 4 | BSCEI 504 | Physical & Inorganic Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| For PCM Group | | | | | | | | | |
| 5 | BSCEI 505 | Differential Geometry And Tensor | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 506 | Semiconductor and Solid State Devices | 4 | - | - | 4 | 40 | 60 | 100 |
| 7 | BSCEI 551 | Semiconductor and Solid State Devices Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 8 | BSCEI 552 | Physical & Inorganic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 9 | BSCEI 555 | Skill Mathematics - Statistics | - | - | 2 | 1 | 50 | 50 | 100 |
| For ZBC Group | | | | | | | | | |
| 10 | BSCEI 507 | Economic Botany and Plant Biotechnology | 4 | - | - | 4 | 40 | 60 | 100 |
| 11 | BSCEI 508 | Cell Biology & Genetics | 4 | - | - | 4 | 40 | 60 | 100 |
| 12 | BSCEI 552 | Physical & Inorganic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 13 | BSCEI 553 | Economic Botany and Plant Biotechnology Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 14 | BSCEI 554 | Cell Biology & Genetics Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| **Pedagogy Courses (Select Any One)** | | | | | | | | | |
| 15 | BSCEI 521/621 | Pedagogy of Mathematics | 2 | - | - | 2 | 40 | 60 | 100 |
| 16 | BSCEI 522/622 | Pedagogy of Physical Science | 2 | - | - | 2 | 40 | 60 | 100 |
| 17 | BSCEI 523/623 | Pedagogy of Biology | 2 | - | - | 2 | 40 | 60 | 100 |
| Total | | | 23 | - | 8 | 27 | 440 | 560 | 1000 |

# EDUCATION SYLLABUS FOR V SEMESTER
# CONTEMPORARY INDIA AND EDUCATON

**Course Code:** BSCEI501 **L T P C**
**(Common with** BEDS 102**)** 4 **0 0 4**
**Course Content:**

**Objectives :**To enable the student-teacher to-

- Understand concept of education and history of Education.
- Understand the national goals according to Indian Constitution
- Understand diversity of Indian society
- Develop understanding of classroom in social context
- Understand educational heritage
- Develop understanding of policy frameworks for public education
- Understand issues of contemporary Indian society

**Unit I : Education and Indian Society**:

- Education : Concept, process, basis and nature, Concept of education at different stages and functions of education
- Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of democracy, socialism, secularism and national integration, Constitutional provisio.

**Unit II : Philosophical and Educational Thoughts:**

- Relationship between Philosophy and Education
- Thoughts on Education – Idealism, Naturalism, Pragmatism, Realism, Humanism-features and their educational implications
- Eclectic tendencies in education

**Unit III: Philosophical and Educational Thoughts of Thinkers:**

- Thinkers on Education – Western thinkers-Plato, Rousseau, Froebel, Montessori, Dewey
- Indian thinkers –Mahatma Gandhi, Ravindra Nath Tagore, Swami Vivekananda, Shri Aurbindo Ghosh,J. Krishnamurti

**Unit IV: Policy Frameworks for Public Education :**

- Commission and policies : Recommendations of Indian Education Commission, NPE 1986 and its review (P.O.A., 1992), National Curriculum Framework (NCF) for school education 2005, Knowledge Commission 2005.
- Programme for children.- Integrated Child Developmental Scheme (ICDS);
- Integrated Programme for Street Children, Child-line service.

**Unit V : Issues and concerns in education :**

- Different forms of diversity and inequality, its implication for education – Religion, caste and tribe; sex, class and others
- Education and economic development, education and scientific development, Role of education equality in social change.
- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national integration, vocationalization of education and skill development.
- Laws, Policies and Programmes for Children within the framework of Human Rights

Assesment : Five Assignment ( One From Each Unit)

**Suggestive Readings:**


- Anand, C.L. *et al* (1983). *The teacher and education in emerging Indian society,* New Delhi : NCERT
- Sharma, R.A. (2013) : *Philosophical and Sociological Foundation of Education*, Lal Book Depot, Meerut
- Pandey, R. (2014-15) : *Teacher in Emerging Indian Society*, Alok Prakashan, Allahabad
- Pathak, P.D. & Tyagi, G.S.D. (1994) : *Principle of Education*, Vinod Pustak Mandir, Agra
- G.O.I. (1966) *Report of education commission : Education and national development,* New Delhi: Ministry of Educaiton
- G.O.I. (1986) *National policy of education,* New Delhi: MHRD
- G.O.I. (1992) *National policy of education,*(As modified in 1992) New Delhi: MHRD
- G.O.I. (2009) *The right of children to free and compulsory education Act 2009*
- G.O.I. (2011) *Sarva Shiksha Abhiyan : Framework for implementation based on the rightof children to free and compulsory education Act 2009*
- Kumar, K. (2013). *Politics of education in colonial India,* Rout ledge
- Naik, J.P. and Narullah, S. (1974). *A students' history of education in India* (1800-1973) Macmillan
- NCERT (2005). *National curriculum framework for school education,* New Delhi : NCERT.
- NCERT (2006). *Position paper–National focus group on gender issues in education,* New Delhi : NCERT
- Saxena, N.R.S. (2010). *Principles of education,*Meerut : International Publishing House.


*** Latest editions of all the suggested books are recommended.**

# EDUCATION SYLLABUS FOR V SEMESTER
# LANGUAGE ACROSS THE CURRICULUM

| **Course Code:** BSCEI502 | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BEDS 103**)** | 2 | **0** | **0** | **2** |

**Objectives :**To enable the student-teacher to-

- Develop sensitivity to the language diversity existing in the classroom
- Understand nature of classroom discourse and develop strategies for using oral language in the classroom
- Develop listening and speaking ability
- Understand interplay of language and society
- Prepare background for sound reading
- Understand multilinguism in the class

**Unit I : Language and Society :**

- Relationship between language and society : identity, power and discrimination
- Multilinguism: differential status of Indian classroom language, dialects vs standard language.

**Unit II : Language Development and Acquisition :**

- Theories of language development and its implementation in teaching, Psychological basis of language.
- Language acquisition: stages, language and thought, Language acquisition and cognitive development, language in different contexts.

**Unit III : Classroom Discourse :**

- Classroom discourse : meaning, nature and medium,
- Importance and elements of oral language, Strategies for using oral language: Discussion and questioning as tools for learning, debates, seminars.
- Role of teacher in classroom discourse.

**Unit IV : Reading, Listening and Speaking :**

- Need and importance of Reading, Listening and Speaking
- Types of reading : Skimming and scanning, strategies for effective reading : loud and silent readings,
- Analyzing text of different nature, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation,
- Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.

**Unit V : Developing Writing Skills :**

- Need and importance of writing,
- Making reading writing connections,

- Strategies of writing for children – note taking, 74erry74izing, Analysing children‟s writings, Text book analysis.

Assesment : Five Assignment ( One From Each Unit)

**Suggestive Readings:**

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K.Heugh, A. Seigruhn & P.Pluddemann (Eds.) *Multilingual education for South Africa,* Heinemann Educational Books
- Eller, R.G. (1989). Johnny can‟t talk, either : The perpetuation of deficit theory in classrooms, - *The Reading Teacher*, 670-674
- Sinha, S. (2000). Acquiring literacy in schools. *Seminar*, 38-42
- Thwaite, A. and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32(1), 38
- Anderson, R.C. (1984). Role of reader‟s schema in comprehension, learning and memory. In R.C. Anderson *et al. (eds) Learning to read in American schools: Basal readers and content texts*. Psychology Press.
- Grellet, F. (1981). *Developing reading skills : A practical guide to reading comprehension exercises*. Cambridge University Press.

Snehalata Chaturvedi (2017). Language Across the Curricular, Agarwal Publication. Agra

- NCERT (2006). Position paper: National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.

# EDUCATION SYLLABUS FOR V SEMESTER
## English Communication & Soft Skills-III

**Course Code –** BSCEI 599 **L T PC**
**3 0 2 4**

Objective: To learn job oriented, presentation and interview skills and business correspondence.

**Course Content**

**Module -1 Functional Grammar-II**

a) Sentence construction: Simple, Complex and Compound
b) Application writing
c) Paragraph writing, essay writing and precis writing
d) Pre-testing of oral and writing skills
*[Note: As part of classroom activity,Review and recap of last semester and update progress of each student refer Module 3 of Workbook]*

**Module-2 Professional Skills**

a) Biodata, CV and resume writing
b) Joining Letter,Cover Letter&Resignation letter
c) Inter-Office Memo, Formal Business Letter, Informal Notes
d) Minutes of the Meeting,Reporting Events, Summary Writing

*[Note: As part of classroom activity, use of standard templates and scenario buildings, practice sessions in classroom and homework assignments, refer to Workbook]*

**Module -3Presentation Skills**

a) Power-point presentations & presentation techniques
b) Body language
c) Describing people, places and events
d) Extempore speech and Just-a minute sessions

*[Note: As part of classroom activity, practice sessions carried out in class on different topics of the domain expertise, refer to Workbook]*

**Module -4Interview Skills**

a) Developing skill to (a) Debate (b)Discussion, Basics of GD &styles of GD
b) Discussion in groups and group discussion on current issues
c) Steps to prepare for an interview and mock interviews

*[Note: As part of classroom activity, language games, extensive coverage of contemporary issues for GDs, facing mock interview sessions with faculty, respective TPOs and Director CRC]*

**Fifth SemesterOutcome:**

1. Considerable improvement in student's progression in terms of LSRW to be noted.
2. Students will improve their writing skills for official communication.
3. Students will be able to give presentationand extempore speech on select topics.
4. Students will be able to discuss among peers and participate in group discussions on current issues.

**Evaluation & Assessment:**Students will be evaluated on all the four parameters of LSRW

| *External Exam* | *Internal Assessment* | *Total* |
|---|---|---|
| 50 | 50 | 100 |

**Internal Assessment: 50**

| *Best 2 out of Three CTs* | *Attendance* | *Workbook Assignments & Viva* | *Total* |
|---|---|---|---|
| 20 | 10 | 10+10 | 50 |

Viva to be carried out by external English faculty from within the university

**Reference Books*:**


1. ILFS Bi-lingual Course in Basic English, ILFS Skill Development Corporation
2. Communication Skills for Engineers and Scientists by Sangeeta Sharma &Binod Mishra, PHI Learning Private Limited, New Delhi.
3. Professional Communication by Malti Agarwal, Krishna Prakashan Media (P) Ltd., Meerut.
4. Communication Skills by Sanjay Kumar &PushpLata, Oxford University Press
5. The Business letters by Madan Sood, Goodwill Publishing House, New Delhi

# CHEMISTRY SYLLABUS FOR V SEMESTER
# PHYSICAL & INORGANIC CHEMISTRY

**Course Code:** BSCEI504 **L T P C**
**(Common with** BSC 502**)** **4 0 0 4**

Objectives: To formulate the values and attitude related to environment.

To develop the understanding of Energy exchange processes in terms of various forms of energy, heat and work.

To develop basicunderstandingof co-ordination chemistry.

Outcomes: Sensitivity will develop in students towards environment.

Students will be able to state the various laws and will be able to correlate them in day to day life.

**Course Content:**

**Unit I**

- **Electrochemistry**
  - Specific Conductance.
  - Equivalent Conductance.
  - Kohlrausch's law
  - Arhenius Theory of electrolyte dissociation& Limitations
  - Oswald's dilution law.
  - Debye Huckel – onsagar$^{S}$ equationSeq$^{n}$ for Strong. Electrolyte
  - Definition of Transport Number.
  - Determination by Hittorf's Method

**Unit II**

- **Thermodynamics**
  - Types of System
  - Intensive and Extensive Properties
  - Zeroth Law & First Law of thermodynamics.
  - Enthalpy & Internal Energy (def).
  - Heat capabilities & their relationship
  - Second Law of Thermodynamics.
  - Concept of entropy
  - Entropy Change during Phasetransitions
  - Carnot cycle & its efficiency.
  - Gibbs free energy.
  - Joule thomson effect.

**Unit III**

- **Ionic Equilibria**
  - Strong, moderate weak electrolytes.
  - Degree of Ionization .
  - Ionization Constant
  - Ionic product of water
  - Common ion effect.
  - PH Scale.
  - Salt Hydrolysis.
  - Calculation of hydrolysis Constant. and degree of hydrolysis.
  - Buffer solution, Buffer Action.
  - Solubility Product of Sparingly Soluble salt, application of Solubility product.

**Unit IV**

- **Environmental Chemistry**
    - Importance of environment now-a-days.
    - Natural resources (Renewable Resources).
    - Non renewable resources.
    - Photochemical Smog.
    - Biological Oxygen demand.
    - COD
    - Pesticides & its Biochemical effects, toxicity of Lead, Mercury, arsenic & cadmium.

**Unit V**

- **Coordination Chemistry**
    - IUPAC Nomenclature.
    - Werner's Theory
    - Valence bond Theory
    - Crystal field theory
    - Isomerism in coordinate compounds (structural and stereo Isomerism)
    - Importance of co-ordination compounds.

**Recommended Texts:**

*** Latest editions of all the suggested books are recommended.**

# MATHEMATICS SYLLABUS FOR V SEMESTER
# DIFFERENTIAL GEOMETRY AND TENSOR

**Course Code:** BSCEI505 **L T P C**
**(Common with** BSC 503/ BAS601**)** **4 0 0 4**

**Objective:** To introduce space curves and their intrinsic properties of a surface. Further the nonintrinsic properties of surface Tensor law of transformation and the differential geometry of surfaces are explored

**Course outcomes:** To aware of interplay of D.G. and tensor.

**Course Content:**

**Unit I**

Curves in space, space curves, are lengths, tangent plane lines, osculating plane, normal plane, unit vectors t, n, b, serret fernet formula, curvature and torsion of curves helix, osculating circle and osculation sphere.

**Unit II**

Fundamentals of surfaces, definition of surface, class of a surface, regular and singular point, tangent and normal planes, fundamental form and relation between E, F, G, Fundamental magnitude of slandered surface.

**Unit III**

Envelopes and Developable surfaces, characteristics envelop, edge of regression, developable surface, envelops of a plane etc.

**Unit IV**

Contra variant & Covariant Vectors & Tensors, Contraction, Tensor algebra, Associated Vectors and Tensors.

**Unit V**

Christoffel Symbols, Tensor law of transformation, Covariant derivative of Tensors. Riemann Christoffel Tensor.

**Text Books:**

1."Differential Geometry" by A. R. Vasistha and J. N. Sharma, Kedarnath Ramnath
2. "Tensor Calculus" by G. C. Sharma and S.K. Singh Laxmi Narayan Publisher Agra

**Reference Books:**

1. "Differential Geometry" by A.B. Chandra Moule and J. B. Chauhan, Siksha Sahitya Prakashan
2. "Differential Geometry" by P. P. Gupta and G. S. Malik, Pragati Prakashan
3. "Differential Geometry" by S. C. Mittal and D. C. Agarwal, Krishna Pracashan
4. "Differential Geometry" by T. J. Willmore Oxford University Press, New Delhi

*** Latest editions of all the suggested books are recommended.**

# PHYSICS SYLLABUS FOR V SEMESTER
# SEMICONDUCTOR/ SOLID STATE DEVICES

**Course Code:** BSCEI506 **L T P C**
**(Common with** BSC 504/ BAS 401**)** **4 0 0 4**

**Objective:** The aim of the course is to develop physics and engineering strategies of semiconductor materials and to discuss their functionalities in modern electronic and optoelectronic devices.

**Course Outcomes:** After completion of the course, student will be able to understand

- Solid state materials and k-space representation etc.
- Fermi distribution, DOS and carrier transport, etc.
- The processing of semiconductor devices like 1D, 2D & 3D photonic crystals.

**Course Content:**

**Unit I**

**CRYSTAL AND LATTICE**: Crystal lattice, Packing fraction, Crystal planes and sections, Crystal structure of Ge, Si and GaAs, Band theory of semiconductors, Metals, semiconductors and insulators, Semiconductors crystals, Effective mass concept.

**Unit II**

**CARRIER CONCENTRATIONS**: The Fermi level, Electron and Hole concentration at equilibrium, Direct and Indirect recombination of electrons and holes, Hall effect, Steady-state carrier generation, Quasi-Fermi levels.

**Unit III**

**TRANSPORT PHENOMENA**: Drift and Diffusion of Carriers, Recombination, Continuity and Diffusion equations, Hynes-Shockley experiment. P-N JUNCTIONS: The Contact Potential, Space Charge at a junction, Steady state condition, Current at a junction, Carrier injection, Junction breakdown, Time variation of stored charge, P-N junction capacitance, Graded junction.

**Unit IV**

**JUNCTION DIODES** : Varactor Diode, Concept of negative resistance Devices, Tunnel Diode, Current and Voltage in an illuminated junction, Photo Diode, Photo detector, Solar Cells, Light Emitting Diode, Metal Semiconductor Junction. Principle of PIN photo detector and Avalanche photodiode, Noise in photo detectors, Detector response time, Photodiode materials.

**Unit V**

**BIPOLAR JUNCTION TRANSISTOR (BJT)**: Charge transport and current in a BJT, Current transfer ratio, Terminal currents, Generalized biasing, Charge control analysis, BJT switching, Turn-on and Turnoff transients, Base narrowing, Frequency limitations of a transistor. FET, MOSFET: Principle of Operation and I-V Characteristics of FET, MESFET, MOSFET, MOS Capacitor, Threshold voltage in MOSFET.

**Text Books:**

1. "Solid State Electronic Devices" – B. G. Streetman, PHI
2. "Integrated Electronics" – Millman & Halkies, Tata McGraw.
3. "Physics of Semiconductor Devices" – S. M. Sze..

*** Latest editions of all the suggested books are recommended.**

# BOTANY SYLLABUS FOR V SEMESTER
## ECONOMIC BOTANY AND PLANT BIOTECHNOLOGY

| **Course Code:** BSCEI507 | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 505**)** | 4 | **0** | **0** | **4** |

**Course Objectives:**

- To make students capable of understanding the centres of origin of different crops.
- To impart knowledge about economic importance of some cash crops.
- To make student learn about the techniques in plant biotechnology.

**Outcomes:**

- Students will learn about the centres of origin of different crops.
- Students will learn the origin and plant parts used in some important cash crops.
- Students will learn the latest techniques in plant biotechnology.

**Course Content:**

**Unit I:**

**Origin of Cultivated Plants :**Concept of centres of origin and diversity of cultivated plants, Vavilovian centres. Cereals : Rice -Origin, morphology, uses
Legumes : General account with special reference to Gram and soybean

**Unit II**

**Spices and Beverges :**General account with special reference to clove and black pepper (Botanical name, family, part used, morphology and uses)
Beverages : Tea (morphology, processing, uses)

**Unit III**

**Fat and Fibre yielding plants :**General description with special reference to groundnutFibre Yielding Plants: General description with special reference to Cotton (Botanical name, family, part used, morphology and uses)

**Unit IVIntroduction to Biotechnology**

**Plant tissue culture:** Micropropagation; haploid production through androgenesis and gynogenesis; briefaccount of embryo and endosperm culture with their applications

**Unit V**

**Recombinant DNA Techniques**

Blotting techniques: Northern, Southern and Western Blotting, DNA Fingerprinting; Molecular DNA markers i.e. RAPD, RFLP, SNPs; DNA sequencing, PCR.
Hybridoma and monoclonal antibodies, ELISA and Immunodetection. Molecular diagnosis of human disease, Human gene Therapy.

**Recommended Texts:**


- Kochhar, S.L. (2011). Economic Botany in the Tropics, MacMillan Publishers India Ltd., New Delhi. 4th edition.
- Bhojwani, S.S. and Razdan, M.K., (1996). Plant Tissue Culture: Theory and Practice. Elsevier Science Amsterdam. The Netherlands.
- Glick, B.R., Pasternak, J.J. (2003). Molecular Biotechnology-Principles and Applications of recombinant DNA. ASM Press, Washington.


*** Latest editions of all the suggested books are recommended.**

# ZOOLOGY SYLLABUS FOR V SEMESTER
# CELL BIOLOGY AND GENETICS

| **Course Code:** BSCEI 508 | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSC 506**)** | **4** | **0** | **0** | **4** |

**Objectives :**The objective of this semester is to educate students on cell biology and genetics. Structure and function of cell and other cell organelles will be taught to them. Knowledge on Mendel's principles on genetics, Structure of chromosomes, DNA and RNA will be given to them.

**Outcomes :**After completion of the semester the student will be able to explain the genetics and how the traits transfers from one generation to another. They can also be able to draw and explain the structure of cell and cell organelles

**Course Content:**

**Unit I:**

Structure andfunctionofcell

UltrastructureofPlasmamembrane

**Unit II**

Structureandfunctionofcellorganelleswith special emphasisonmitochondria, golgibodies,nucleus,ribosomeandendoplasmicreticulum.

**Unit III**

Structureof Chromosomes, Watson & Crick Modelof DNA, Differences Between DNA & RNA
Cell Division : Mitosisand Meiosis.

**Unit IV**

Mendels principles of heredity on chromosomal basis
Monohybrid cross, test cross, dihybrid cross, backcros, incomplete dominance,
Multiple Alleles, Blood group inheritance.

**Unit V**

Linkageand crossingover,interactionofgenes.Theory ofDNAinheredity.
Sexdetermination,sexdifferentiation,Sex-linkedcharacters,
Geneticdiseasesandabnormalities,chromosomalaberrations,

**Recommended Texts:**


1- De Robertis, E.D.P. and De Robertis, E.M.F. 2006 Cell and molecular Biology 8th edition- lippincott willians and Wilkins, Philadelphia
2- Gupta P.K. Genetics Rastogi publication merrut .
3- Verma P.S.and V.K. Agarwal, Concept of cell Biology S chand & co.
4- Lodish etal :- molecular cell Biology (scientific American book)
5- Veer bala rastogi . Introduction to Cell biology, rastogi publication merrut


*** Latest editions of all the suggested books are recommended.**

# Pedagogy of Mathematics

**Course Code – BSCEI-521/621**
**Comman With – BED 138/238**

| L | T | P | C |
|---|---|---|---|
| **2** | **-** | **-** | 2 |

**Objectives:**To enable the student-teacher to-

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches of teaching mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities and organized the library and book in it as per the needs.
- Appreciate and organize activities to develop aesthetic of mathematics.
- Obtain feedback both about teaching as well as students learning.

## Unit I

- Meaning and nature of mathematics, Uses and significance of Mathematics
- Contribution of Indian Mathematician – AryaBhatt, Brahmagupta, Bhaskarachrya and Ramanujam.
- Contribution of Foreign Mathematician- Euclid, Pythagoras and Rene-Descartes.
- Aims and objectives of teaching of Mathematics at secondary and higher secondary school stage.
- Objectives of teaching mathematics in terms of behavioral outcomes.

## Unit II

- Methods: inductive – deductive, analytic – synthetic, problem solving, heuristic, project, laboratory.
- Techniques: oral, written, drill, assignment, supervised study, programmed learning, Cooperative learning, Brain storming and concept mapping.

## Unit III

- Meaning and Importance of lesson plan
- Performa of lesson plan (Herbart , Bloom,RCEM and NCERT approaches)and its rationale for unit plan and year plan.
- Developing/preparing low cost improvised teaching aids, relevant to local ethos.
- Skill in maintaining and using black board, models, charts, T.V. films, video tapes and VCR.
- Application of computer in teaching of Mathematics, CAI

## Unit IV

- Principles and rational of curriculum development, Organizing the syllabi both logically and psychologically according the age groups of children.
- Planning activities and methods of developing the substitute/ alternative material to the prescribed for completing the syllabi, Organization of library.

- Text book in mathematics – qualities of a good text book in mathematics.

- Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics Development of math's laboratory, Maths Club

## Unit V

- Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral development.
- Need of Evaluation.
- Comprehensive and continuous evaluation (C.C.E.) in Mathematics.
- Development of test item (short answer and objective type).
- Diagnostic testing and remedial teaching.

**Suggestive Readings:**


- Davis, D.R. The teaching of mathematics', Addition Wesley press, London.
- Fexmont and Herbert; 'How to teach Mathematics in secondary school', w.b. saurders company, London.
- Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut. Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod Pustak Mandir,Agra.
- Pratap ,Naresh, Teaching of mathematics, R.Lall book Depot, Meerut.
- रावत, एम0एस0 एण्ड अग्रवाल एम0डी0 ''गणित शिक्षण'' विनोद पुस्तक मन्दिर, आगरा।
- सिंह, सोरन – गणित शिक्षणए अग्रवाल पब्लिकेशन्स, आगरा ।

# PEDAGOGY OF PHYSICAL SCIENCE

| **Course Code – BSCEI-522/622** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **Comman With – BED 139/239** | **2** | **-** | **-** | 2 |

**Objectives:**To enable the student-teacher to-

- Develop broad understanding of principles and knowledge used in physical science education.
- Develop their essential skills for practicing physical science education.
- To create interest and develop scientific attitude among the students.
- Know various approaches and methods of teaching physical science.
- Prepare lesson planning of physical science properly.
- Organize science exhibitions, science fair, and other activities.

## Unit-I

- Nature of science, Impact of science on modern communities
- Globalization and Science.
- Correlation of science with other subjects
- Aims and objectives of teaching physical science at secondary level.
- Blooms taxonomy of educational objectives.
- Writing instructional objectives.

## Unit-II

- Method of science teaching-Lecture cum demonstration method Project method, Heuristic method, Laboratory method.
- Innovative instructional method:Tutorial, Seminar, Brain Storming Micro – Teaching, Programmed teaching , Team teaching and CAI (Computer Assistance Teaching).

## Unit-III

- Unit planning and Lesson planning: basic elements, characteristics, significance
- Use of RCEM approaches in developing lesson plan
- Designing Lesson plan for science teaching in school
- Teaching learning materials and improvised apparatus importance and construction.

## Unit IV

- Curriculum organization using procedures like concentric, topical, process and integrated approaches,
- Curriculum accessories and support material- text books, journals, handbooks, student's workbook, display slides
- Co-curricular Activities:Excursion, Science museums, Science club, Science Projects and Science fair

## Unit V

- Concept of evaluation & measurement, Formative and summative evaluation
- preparing various kinds of objectives tests.

- Diagnostic testing and remedial teaching
- Preparation of achievement test

**Suggestive Readings:**


- Gaez, Alert v; 'Innovation in science education', world-wide Paris, The UNESCO press, Paris.
- Heiss, obourn and hoff man, 'Modern Science teaching,' Mc Millan co, N.V. Kuhn David J; Science Education in a changing society'; Science Education 56 (3) 1972.
- Sharma, R.C. (1981): 'Modern Science teaching', Dhanpat Rai and sons, Delhi.
- Kulshrestha, S.P.; 'Teaching of science,' R.Lall Book Depot, Meerut.
- भटनागर, ए0वी0 : ''फिजिकल साइन्स शिक्षण,'' आर0लाल0 बुक डिपा, मेरठ।
- माहेश्वरी, बी0के0 : ''विज्ञान शिक्षण'', श्री विनोद पुस्तक मन्दिर, आगरा।
- विश्नोई, उन्नति : ''विज्ञान शिक्षण'', आर0लाल0 बुक डिपो, मेरठ।
- कुलश्रेष्ठ, ए0के0 : विज्ञान शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा। इन्टरनेट।

# Pedagogyof Biology

**Course Code – BSCEI-523/623**
**(Common with BED 140/240)**

| L | T | P | C |
|---|---|---|---|
| **2** | **-** | **-** | 2 |

**Objectives:** To enable the pupil teacher to-

- Develop a broad understanding of the principles and procedures used in modern life science education.
- Develop their essential skill for practicing modern lifescience education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs of lessons.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

## Unit I

- Meaning and nature of Life Science. Path tracking discoveries and land mark development in Life Science. Impact of Life Science on modern communities.
- Justification for including Life Science as a subject in school curriculum, professions in the area of Life Science, Eminent Indian and world Life Scientists-an introduction.
- General aims and objectives of teaching Life Science at secondary and higher secondary school stage, Instructional objectives with special emphasis on Bloom's Taxonomy.
- Concept of entering and terminal behavior.

## Unit - II

- Methods - Lecture, Demonstration, Heuristic, project, laboratory, problem solving.
- Techniques - Team teaching, Micro-teaching, computer assistance teaching.

## Unit III

- Non formal Approch to Life Science
- Biology club
- School gardening.
- Maintenance of aquariums, herbariums and vivarium.
- Excursions.
- Life Science project.

## Unit IV

**i.** Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science)

**ii.** Developing unit plans and lesson plans.

(a) Principles and approaches for curriculum development, curricular framing according to local needs.

(b) Critical evaluation of the present Life science curriculum at the secondary stage and suggestion for its improvement.

## Unit V

- Preparation and development of improvised apparatus,
- Preparation, selection and use of teaching aids.
- Curriculum accessories and support material - text books, journals, handbooks, student's work book.
- Developing tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Preparation of achievement test.
- Measurement : meaning and need, evaluation meaning and types, Formative and summative evaluation, Diagnostic testing and remedial teaching.

## Suggestive Readings


- Heller, R. New trends in biology teaching,' UNESCO, Pairs.
- Watson, N.S. Teaching Science creativity in secondary school' U.B. Saunders company, London.
- Green. T.C. (1967) : 'The Teaching and learning biology,' Allman and sons, London.
- Kulshrestha, S.P. : 'Teaching of biology,' Aggrawal Publications, Agra.
- Pahuja, sudha : 'Teaching of Life science,' R.Lall Book Depot, Meerut.
- माहेश्वरी, बी0के0 : ''जीव विज्ञान, शिक्षण'', आर0लाल0 बुक डिपो, मेरठ।
- भटनागर, ए0बी0 : जीव विज्ञान शिक्षण शारदा पुस्तक भवन,इलाहाबाद।
- सूद, जे0के0 जैविक विज्ञान शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- भूषण,शैलेन्द्रःजीवविज्ञानशिक्षण,अग्रवालपब्लिकेशन्स,आगरा।

# PHYSICS PRACTICAL SYLLABUS FOR V SEMESTER

## SEMICONDUCTOR/ SOLID STATE DEVICES LAB

**Course Code:** BSCEI 551/ BAS 151 **L T P C**
**(Common with BSC 551/ BAS 151)**

**0 0 2 1**

**LIST OF EXPERIMENTS**

**Note: Select any ten experiments from the following list**

1. To determine Plank's constant using LEDs of at lest 4 different colors filter.
2. To determine Ionization Potential of a gas.
3. To draw forward and reverse bias characteristics of a semiconductor diode.
4. To study the characteristics of Zener Diode voltage regulation.
5. To verify the inverse square law by photo-cell.
6. To study the characteristics of a solar cell.
7. To measure the Resistivity of a Ge Crystal with Temperature by Four-Probe Method (from room temperature to 200$^{o}$ C) and to determine the Band Gap Eg for it.
8. To determine the Hall Coefficient and the Hall angle of a Semiconductor.
9. To study the PE Hysteresis loop of a Ferroelectric Crystal.
10. To measure the Magnetic susceptibility of Solids and Liquids.
11. To determine wavelength of H-alpha emission line of hydrogen atom.
12. Study of logic gates.

**Evaluation of Practical**
**Examination: Internal Evaluation**
**(50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

# CHEMISTRY PRACTICAL SYLLABUS FOR VSEMESTER
# PHYSICAL & INORGANIC CHEMISTRY LAB

**Course Code:** BSCEI552 **L T P C**
**(Common with BSC 552 )**

**0 0 2 1**

**LIST OF EXPERIMENTS**

## Inorganic

Sepration of mix of sugar solution. ( glucose, Fructose & Sucrose) by paper Chromatography.

## Organic

Analysis of an organic compounds through systematic qualitative procedure for functional gr. Identification including the determination of M.P & B.P (Alcohol, phenol, Aldehydes, kelons, carboxlic acid, aromatic pri amines.

## Physical

Determination of $Conc^N$ of HCl Conductometrically using standard NaOH Soln.
Determination of $Conc^N$ of $CH_3COOH$ Conductometrically using standard NaOH Soln.

**Evaluation of Practical Examination:**
**Internal Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

**Reference text:**

1. Vogel, A.I. *A Textbook of Quantitative Inorganic Analysis*, ELBS

*** Latest editions of all the suggested books are recommended.**

# BOTANYPRACTICAL SYLLABUS FOR V SEMESTER
## ECONOMIC BOTANY AND PLANT BIOTECHNOLOGY

**Course Code:** BSCEI553 **L T P C**
**(Common with BSC 553 )** **0 0 2 1**

**LIST OF EXPERIMENTS**

1. Study of economically important plants : Wheat, Gram, Soybean, Black pepper, Clove Tea, Cotton, Groundnut through specimens, sections and microchemical tests
2. Familiarization with basic equipments in tissue culture.
3. Study through photographs: Anther culture, somatic embryogenesis, endosperm and embryo culture; micropropagation.
4. Study of molecular techniques: PCR, Blotting techniques, AGE and PAGE.

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

# ZOOLOGY PRACTICAL SYLLABUS FOR V SEMESTER
# CELL BIOLOGY&GENETICSLAB

**Course Code:** BSCEI 554 **L T P C**
**(Common with BSC 554 )** **0 0 2 1**

**LIST OF EXPERIMENTS**

1- Microscopy – Theoretical knowledge of light and electron microscope.
2- Study of structure of cell organelles through electron microscope.
3- Study of mitosis and meiosis from permanent slides
4- Preparation and study of slides for mitosis using squash technique (onion root tip )
5- Study of hardy – Weinberg law using simulations (seed)
6- Osteology – study of skeleton of fowl
I- Axial skeleton
II- Appendicular skeleton

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

# MATHEMATICSPRACTICALSYLLABUS FORV SEMESTER
# STATISTICS

**Course Code:** BSCEI555
**(Common with BSC 555 )**

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 2 | 1 |

**Objective**-The objective of this course is to provide an understanding for the graduate business student on statistical concepts to include measurements of location and dispersion, sampling, estimation, hypothesis testing, regression, and correlation analysis, multiple regression and business/economic forecasting.

**Course Outcomes:** By completing this course the student will learn to perform the following:

**Course Content:**

## Unit I

Methods of least squares, and its use for Curve Fitting and fitting of straight lines and parabola, Normal equations, Most plausible lines.

## Unit II

Bivariate distribution, Karl's Pearson's coefficient of Correlation, Rank Correlation and Line of Regression, Proof of $-1 < r < 1$.

## Unit III

Consistency and Association of attributes, Theory of Attributes and their combination, class frequency. Association of datas, dependent and independent attributes

## Unit IV

Hypothesis Testing:Types of Hypothesis, level of significance, Critical Region, Power of a test, Types of Error, t-test, z-test, Anova.

## Unit V

Properties of $\chi 2$ distribution, calculation of theortical freequences, problem of$\chi 2$ distribution at significant level.

Each exercise would be evaluated by the faculty concerned on the date of the experiment on a 4 point scale (exam, file work and for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

## Text Books:


1. "Statistics" by M. Ray and H. S. Sharma, Ram prashad & Sons
2. "Statistics" by J. N. Kapoor and H. C. Saxena, S.Chand & Company
3. "Statistics" by B. D. Gupta and O. P. Gupta, Krishana Prakashan Mandir


## Reference Books:


1. "Statistics" by O. P. Gupta, Kedar Nath Ram Nath
2. "Statistics" by J.K. Goyal and J. N. Sharma, Krishana Prakashan Mandir
3. "Statistics" by V. K. Kapur and S. C. Gupta, Sultan Chand & Sons

Study & Evaluation Scheme

Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – VI | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr. No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 601 | Gender: School and Society | 2 | - | - | 2 | 40 | 60 | 100 |
| 2 | BSCEI 699 | English Communication & Soft Skills – IV | 3 | - | 2 | 4 | 50 | 50 | 100 |
| 3 | BSCEI 603 | Physical & Organic Chemistry | 4 | - | - | 4 | 40 | 60 | 100 |
| For PCM Group | | | | | | | | | |
| 4 | BSCEI 604 | Applied Statistics | 4 | - | - | 4 | 40 | 60 | 100 |
| 5 | BSCEI 605 | Thermal Physics and Statsticial Mechanics | 4 | - | - | 4 | 40 | 60 | 100 |
| 6 | BSCEI 651 | Thermal Physics and Statsticial MechanicsLab | - | - | 2 | 1 | 50 | 50 | 100 |
| 7 | BSCEI 652 | Physical & Organic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 8 | BSCEI 655 | Skill Mathematics - Operation Research | - | - | 2 | 1 | 50 | 50 | 100 |
| For ZBC Guoup | | | | | | | | | |
| 9 | BSCEI 606 | Environmental Biotechnology | 4 | - | - | 4 | 40 | 60 | 100 |
| 10 | BSCEI 607 | Mammalian Physilogy | 4 | - | - | 4 | 40 | 60 | 100 |
| 11 | BSCEI 652 | Physical & Organic Chemistry Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 12 | BSCEI 653 | Environmental Biotechnology Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| 13 | BSCEI 654 | Mammalian Physilogy Lab | - | - | 2 | 1 | 50 | 50 | 100 |
| Pedagogy Course (Select any One Paper And Internship ) | | | | | | | | | |
| 14 | BSCEI 521/621 | Pedagogy of Mathematics | 2 | - | - | 2 | 40 | 60 | 100 |
| 15 | BSCEI 522/622 | Pedagogy of Physical Science | 2 | - | - | 2 | 40 | 60 | 100 |
| 16 | BSCEI 523/623 | Pedagogy of Biology | 2 | - | - | 2 | 40 | 60 | 100 |
| School Internship | | | | | | | | | |
| 17 | BSCEI 656 | Preliminary School Engagement | | | 8 | 4 | 50 | 50 | 100 |
| Total | | | 19 | - | 16 | 27 | 450 | 550 | 1000 |

# EDUCATION SYLLABUS FOR VI SEMESTER
# GENDER, SCHOOL AND SOCIETY

**Course Code –-** BSCEI601 **L T P C**
**(Common with** BEDS401**)** **2 - - 2**

**Objectives:**To enable the student-teacher to-

- To develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education
- To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.
- To reflect on different theories of Gender and Education and relate it to power relations.
- Changing Perspectives with Legal Provisions: Right to Inheritance etc

## Unit I

- Gender, Sex, Sexuality
- Patriarchy, Masculinity and Feminism
- Gender bias, Gender Stereotyping, and Empowerment
- Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects
- Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education

## Unit II

- Paradigm shift from Women's studies to Gender studies
- Historical backdrop: Some landmarks from social reform movements
- Theories on Gender and Education and their application in the Indian context
- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

## Unit III

- Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls
- Gender Identities and Socialisation Practices in: Family, other formal and informal organisation.
- Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).
- Collection of folklores reflecting socialisation processes.

## Unit IV

- Changing Perspectives with Legal Provisions: Right to Inheritance etc
- Social Construction of Masculinity and Femininity
- Patriarchies in interaction with other social structures and identities

## Unit V

- Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions
- Overcoming Gender Stereotypes
- Working towards gender equality in the classroom: Need and Strategies
- Empowerment of Women: Strategies and Issues

Assesment : Five Assignment ( One From Each Unit)

## Suggested Readings:


- Ambasht, et al (1971).Developmental Needs of Tribal People,NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human
- Development: Theory, Research and Applications in India. Sage: New Delhi.
- Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
- Geetha, V . (2007). Gender. Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi &
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi
- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female
- Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.

# EDUCATION SYLLABUS FOR VI SEMESTER
## English Communication & Soft Skills-IV

**Course Code –** BSCEI 699 **L T PC**
**3 0 2 4**

**Objective: To inculcatebehavioural skills in students for the Corporate World**

**Course Content**

**Module -1Fundamentals of Time Management & Managing Change**

a) Time Management
b) Managing People and managing change
c) Team building, Leadership and taking decisions
d) Stress Management

*[Note: As part of classroom activity, refer to the Workbook, guest lecture by management faculty]*

**Module -2Public Speaking**

a) Art of public speaking
b) Welcome speech
c) Farewell Speech
d) Vote of thanks

*[Note: As part of classroom activity, extensive practice sessions in class and home assignments]*

**Module -3Personality Development-III**

a) Rude vs Polite Behaviour
b) Ethics and human values
c) Concern for environment
d) Crisis Management

*[Note: As part of classroom activity, refer to the Workbook, guest lecture by management faculty and industry representative]*

**Module -4Oral Practice**

a) Debate
b) Just-a-minute
c) Group Discussions
d) Mock Interviews

*[Note: As part of classroom activity, extensively test the oral skills and update the progress card of each student]*

**Sixth Semester Outcome:**

1. Notable improvement in student's progression in terms of LSRW.
2. Students will be able to imbibe good practices of self-discipline and professionalism required in the corporate world.
3. Students will be able to develop the art of public speaking.
4. Students will be able to learn behavioural skills suitable for the corporate world.

**Evaluation & Assessment:** The students will be evaluated on all four parameters of LSRW

| *External Exam* | *Internal Assessment* | *Total* |
|---|---|---|
| 50 | 50 | 100 |

**Internal Assessment: 50**

| *Best 2 out of Three CTs* | *Attendance* | *Workbook Assignments & Viva* | *Total* |
|---|---|---|---|
| 20 | 10 | 10+10 | 50 |

Viva to be carried out by external English faculty from within the university

**Reference Books*:**


1. ILFS Bi-lingual Course in Basic English, ILFS Skill Development Corporation
2. Communication Skills for Engineers and Scientists by Sangeeta Sharma &Binod Mishra, PHI Learning Private Limited, New Delhi.
3. Professional Communication by Malti Agarwal, Krishna Prakashan Media (P) Ltd., Meerut.
4. Communication Skills by Sanjay Kumar &PushpLata, Oxford University Press
5. The Business letters by Madan Sood, Goodwill Publishing House, New Delhi

# CHEMISTERY SYLLABUS FOR VI SEMESTER
# PHYSICAL & ORGANIC CHEMISTRY

**Course Code-**BSCEI603
**(Common with BSC 602 )**

| L | T | P | C |
|---|---|---|---|
| 4 | - | - | 4 |

Objectives: To develop an understanding of important concept of Electrochemistry and various properties.
To develop understanding of Halogen compound, carbonyl and carboxylic acid compound.
To build solid foundation of Spectroscopy.

Outcomes: Students will be able to write the mechanism of electrophilic and nucleophilic substitution reaction.

Students will gain knowledge of spectrum, Electromagnetic radiations and other important topic related to Spectroscopy.

**UNIT 1 (a) Halogen Compounds:**

- Nomenclature & Classification of alkyl ( into Primary, Secondary& Tertiary) aryl, allyl, benzyl halides,vinyl.
- Nucleophilic aliphatic substitution reaction classification into $SN^1$& $SN^2$ ( reaction mechanism with Example)
- Wurtz Fitting reaction, ulmann reaction.

**(b)Nitro Compounds:**

- Preparation Of Nitro Alkanes and Nitro Arenes and their chemical reaction.
- Mechanism Of Electrophilic substitution Reaction in Nitro Arenes and their reduction in acidic, neutral and alkaline medium.

**UNIT 2Carbonyl Comp.**

- Nomenclature of aliphalic & aromatic carbonyl Compounds.
- Synthesis of aldehydes from acid Chlorides.
- Synthesis of aldehydes Ketones using 1,3 dithianes.
- Synthesis of aldehydes from nitriles, & from carboxylic acids.
- Physical Properties.
- Reactivity of carbonyl groupin aldehydes & ketones.
- Nucleophillic addition reaction with- (1) $NaHSO_3$ HCN, RMgX, $NH_2OH$.

( Canizaro reaction, Perkin Reaction, Benzoin Condensation )
(Knoevenenagel reaction, Clemmensen reaction, )
(Wolf kishner reaction,)

- Analysis of aldehydes& Kelones with→Tollen reagent fehling test , Schiff test..

**UNIT 3 A. Carboxylic acid & derivatives.**

- Nomenclature & Classification of Carboxlic acids.
- Method of preparation by-:
  a) Hydrolysis of nitriles amides.
  b) Hydrolysis of esters by acids & bases
  c) Carbonation of Grignard reagent.

**Physical Properties**

- Acidity strength of acids with Example of trimethylacetic acid & trichloro acetic acids.
- Relative differences In acidities of aromatic & aliphatic acids.

- Chemical Properties.
  a) Salt formation b)Anhydride formation c) Acid Chloride formation d) Amide formation e) Esterification
- Degradation of carboxlic acids by huns diecker reaction, decorboxylation by schimadt reaction. Arndt Eistert Synthesis. Hell Volhard Zelinsky reaction

**UNIT 4Dilute Solution**

- Colligative properties, Raoult's law Relative Lowering of vapour pressure, Its relation to molecular weight of non Volalite solute , Elevation in B.P & Depression of F.P
- Derivation of relation between molecular weight& Elevation in B.P& Depression in F.P.
- Osmosis, Osmotic, presure.
- Theory of dilute Solution
- Abnormal colligative properties.
- Vant Hoff factor.

**UNIT 5 |Electro Chemistry II**

- Single electrode potential sign convention.
- Reversible & irreversible cells, Nernst equation.
- Reference Electrode.
- Standard Hydrogen electrode calomel electrode
- Indicatore Electrode
- Determination of EMF of All
- Potentoimetric Titration.
- Spectroscopy: Electromagnetic Radiation, Regions Of Spectrum, Basic Features of spectroscopy, statement of Born-oppenheimer approximation, degree of freedom.

# MATHEMATICS SYLLABUS FORVI SEMESTER
# APPLIED STATISTICS

**Course Code:** BSCEI 604
(Common with BSC 603 / BAS 605)

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Objective:** To apply Statistics Methods for Mathematical Problems with the help of Quality control, Time Series, Index Number and Decision Theory.

**Course outcomes:** To study, correctly apply and interpret different statistical methods.

**Course Content:**

**Unit I**

**Statistical Quality control**: General theory of control charts, causes of variation in quality, control limits, sub-grouping, summary of out of control criteria, charts for attributes np chart, pchart, c chart, Chart for variables X R and sigma charts.

**Unit II**

**Time Series**: Introduction, components of time series, models of time series, measurement of Trend-graphic, semi-average, least square and moving average methods, Measures of seasonal variation – Simple average, Ratio to M. A., Ratio to trend, link relative method.

**Unit III**

**Demographic Methods**: Sources of demographic data-census, register, adhoc survey, hospital records, demographic profile of Indian census, Rates & ratios of vital events, Measurements of mortality and life tables-crude, death rates, Infant mortality rates, death rate by cause, standardized death rate, complete life table-its main features, mortality rate and probability of dying, use of survival tables, Measurement fertility-crude birth rate, general fertility rate, total fertility rate, gross reproduction rate, net reproduction rate.

**Unit IV**

**Index Number:** Its definition, application of index numbers, price quantity and value relatives, link and chain relatives, problems involved in computation of index numbers, use of averages, simple and weighted aggregative and average methods, Laspeyre's Passche's, Marshall Edgeworth and Fisher's index numbers, time and factor resersal tests of index numbers, Consumer price Index.

**Unit V**

**Decision Theory:** Different kind of decision theory, inventory control, CPM, PERT.

**Text Books:**

1. "Mathematical Statistics" by S.C. Gupta, S. Chand & co.
2. "Operation Research" by D. S. Hira, S. Chand & co.

**Reference Books:**

1. "Operation Research" by Winston, Cengage Learning
2. "Operation Research" by H. A. Taha
3. "Statistics" by J. N. Kapoor and H. C. Saxena, S.Chand & Company.

*** Latest editions of all the suggested books are recommended.**

# PHYSICS SYLLABUS FOR VI SEMESTER
# THERMAL PHYSICS AND STATISTICAL MECHANICS

| **Course Code:** BSC 604 | **L** | **T** | **P** | **C** |
|---|---|---|---|---|
| **(Common with** BSCEI 605/BAS 305**)** | **4** | **0** | **0** | **4** |

**Objective:** To learn laws of thermodynamics, entropy, and Maxwell's thermodynamic relations.

**Course Outcomes:** After completion of the course, student will be able to understand

**1.** Laws of thermodynamics, entropy, and Maxwell's thermodynamic relationsetc.

**2.** The Kinetic theory of gases-distribution of velocities, molecular collisions in Physics

**3.** The basics of real gases

**Course Content:**

**Unit I**

**Kinetic Theory of Gases:** Maxwell's speed distribution, Mean free path, flow and Thermal conduction in gases. Real gases, Andrew's curves, Equation of state, Virial coefficients, Van der Waals equation, JouleThomson effect, Thermodynamic analysis, Inversion temperature, Thermodynamic equations for a Van der Waals gas. Liquefaction of gases.

**Unit II**

**Thermodynamics**: Reversible and irreversible processes, Examples of thermal, mechanical and chemical irreversibility, Carnot's cycle and Carnot's theorem. Second law of thermodynamics, Thermodynamic scale of temperature. Concept of entropy, Entropy change in reversible and irreversible processes. Entropy and disorder, Principle of increase of entropy, Entropy and unavailable energy, Entropy of ideal gases, Entropy as a thermodynamic variable, S-T diagram.

**Unit III**

**Maxwell's Thermodynamics Equations and Radiation** : Maxwell's thermodynamical equations and their applicationsEnergy and heat capacity equations Clapeyron equations, Application to sublimation, vaporization and freezing processes, Heat capacity of saturated vapours.The blackbody spectrum, Wien's displacement law, Rayleigh-Jean's law, Planck's quantum theory of radiation.

**Unit IV**

**Some Systems at Low Temperatures:** Low temperature technique, Use of liquid air and other liquified gases, Superfluidity in He II, Bose-Einstein Condensation in atomic clouds. Trapping and cooling of atoms, Superconductivity, Soft and Hard superconductors, Specific Heat and energy band gap for superconductors, Applications and Examples of superconductors.Liquefaction of $H_2$ and He, Solidification of He. Liquid He II, Thermodynamics of phase- transition, Adiabatic demagnetization, Low temperature thermometry.

**Unit V**

**Statistical Mechanics:**Probability and thermodynamic probability, principle of equal a prior probabilities, probability distribution and its narrowing with increase in number of particles. . The expressions for average properties. Constraints; accessible and inaccessible states, distribution of particles with a given total energy into a discrete set of energy states.

**Text Books:**

**1. Heat and Thermodynamics: K.W. Zeemansky.**
**2. Thermal Physics: B.K. Agarwal.**
**3. Heat and Thermodynamics: Brij Lal and N. Subramanyam.**
**4. Solid State Physics, Pillai**

**Reference Books:**

**1. Heat and Thermodynamics: Dayal, Verma and Pandey.**
**2. A Treatise on Heat: M.N. Saha and B.N. Srivastava.**

*** Latest editions of all the suggested books are recommended.**

# BOTANY SYLLABUS FORVI SEMESTER
# ENVIRONMENTAL BIOTECHNOLOGY

**Course Code:** BSCEI 606
(Common with BSC 605 )

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Course Objectives:**

- To make students capable of understanding current environmental issues.
- To impart knowledge about role of Microbiology in treatment of waste.
- To make student learn about role of common people in Environment protection.

**Learning Outcomes:**

- Students will learn about the current environmental issues.
- Students will learn the role of different microorganisms in treatment of waste.
- Students will learn how the public participation can help in protection environment.

**Course Content:**

**Unit I Environment**

Basic concepts and issues, global environmental problems - ozone depletion, UV-B, greenhouse effect and acid rain, their impact and approaches for management.
Environmental pollution - types of pollution, sources of pollution, measurement of pollution, methods of measurement of pollution, fate of pollutants in the environment, Bioconcentration, bio/geomagnification.

**Unit II Microbiology of waste water treatment and Xenobiotic compounds**

Aerobic process - activated sludge, oxidation ponds, trickling filter, rotating drums, oxidation ditch. Anaerobic process - anaerobic digestion, anaerobic filters, upflow anaerobic sludge blanket reactors. Xenobiotic compounds **:** Bioremediation of xenobiotics in environment - ecological consideration, decay behavior and degradative plasmids, techniques in bioremediation, degradation of pesticides and hydrocarbons.

**Unit III Role of immobilized cells/enzymes in treatment of toxic compounds**

Biopesticides, bioreactors, bioleaching, biomining, biosensors, biotechniques for air pollution abatement and odour control.

**Unit IV Sustainable Development**

Economics and Environment: Economic growth, Gross National Productivity and the quality of life, Tragedy of Commons, Economics of Pollution control, Cost-benefit and cost effectiveness analysis, WTO and Environment, Corporate Social Responsibility, Environmental awareness and Education; Environmental Ethics.

**Unit V Public Participation for Environmental Protection**

Environmental movement and people's participation with special references to Gandhamardan, Chilika and Narmada Bachao Andolan, Chipko and Silent valley Movement; Women and Environmental Protection, Role of NGO in bringing environmental awareness and education in the society.

**Reference Books:**

1. Waste water engineering - treatment, disposal and reuse, Metcalf and Eddy Inc., Tata McGraw Hill, New Delhi.
2. Environmental Chemistry, AK. De, Wiley Eastern Ltd, New Delhi.
3. Introduction to Biodeterioration, D.Allsopp and K.J. Seal, ELBS / Edward Arnold.
4. Bioremidation, Baaker, KH and Herson D.S., 1994. Mc.GrawHill Inc, NewYork.
5. Environmental Molecular Biology, Paul. A, Rochelle, 2001.Horizon Press.
- Environmental Protection and Laws by Jadhav and Bhosale, V.M.Himalaya publ. House 13. Biodiversity Assessment and Conservation by PC Trivedi

*** Latest editions of all the suggested books are recommended.**

# ZOOLOGY SYLLABUS FORVI SEMESTER
# MAMMALIAN PHYSIOLOGY

**Course Code:** BSCEI 607
(Common with BSC 606 )

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

**Objectives:**In this semester the students will be provided the knowledge of different physiologies. They will also learn the mechanism of different organs functions in the body of animals. Each physiology will comprise the structure of central organ and their functions and what are their importance in the life of animal.
**Outcomes :** One can expected to learn the process of physiology like digestion, respiration, excretion and blood circulation etc. They will be able to draw and write all about they had learnt.

**Course Content:**

## Unit-1

Nutrition and digestion

1- Histology and function of gastrointestinal tract and its associated glands .
2- Digestion and absorption of proteins, carbohydrates &lipids.
3- Role of hormones in digestion.

## Unit-2

Respiration

1- Mechanism and regulation of breathing.
2- Transport of oxygen and carbon dioxide
3- Respiratory disorders and effects of smoking .

## Unit-3

Blood and circulation

1- Composition , structure and functions of blood.
2- Coagulations of blood –blood group and Rh factor.
3- Cardiac cycle, heart beat & its regulation
4- Blood pressure and Electrocardiogram

## Unit-4

Excretion

1- Structure of urinoferous tubule mechanism of urine formation
2- Role of kidney in osmoregulation , kidney failure and dialysis .

Muscle

Histology of different types of muscle, structure and mechanism of muscle contraction
Nervous system: - conduction of nerve impulse , reflex action .

## Unit-5

Endocrinology

Structure and function of major endocrine glands – (Pituitary gland, thyroid gland, parathyroid gland, adrenal gland, pancreas, etc.)

Reproduction

Male and female sex hormones & menstrual cycle

**Reference Books:**


1- Human physiology – chatterjee A.G. vol.- I&II
2- Parameswaran , Anantakrishnan and Ananta subramanyam, 1975, outline of Animal physiology .
3- Tortora G.J. &Grabowski , S (2006).

Principle of anatomy &physiology . XI edition , Jhon wiley &sons . Inc.
4- Guyton , A.C.& hall J.E. (2006). Textbook of medical physiology . XI edition , hercourt asia PTE Ltd . W.B. saunders company .
5- Wood D.W. , 1983, principle of animal physiology 3rd edition
6- Introduction to animal physiology & related biotechnology – H.R.singh
7- General endocrinology – turner bagnaro
8- Animal physiology – Veerbala Rastogi
9- Animal physiology - Verma Tyagi
10- Animal physiology – Arora M.P.

*** Latest editions of all the suggested books are recommended.**

# Pedagogy of Mathematics

**Course Code – BSCEI 521/621**
**(Common with BED 138/238)**

| L | T | P | C |
|---|---|---|---|
| **2** | **-** | **-** | 2 |

**Objectives:** To enable the pupil teacher to-

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches of teaching mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities and organized the library and book in it as per the needs.
- Appreciate and organize activities to develop aesthetic of mathematics.
- Obtain feedback both about teaching as well as students learning.

## Unit I

- Meaning and nature of mathematics, Uses and significance of Mathematics
- Contribution of Indian Mathematician - AryaBhatt, Brahmagupta, Bhaskarachrya and Ramanujam.
- Contribution of Foreign Mathematician- Euclid, Pythagoras and Rene-Descartes.
- Aims and objectives of teaching of Mathematics at secondary and higher secondary school stage.
- Objectives of teaching mathematics in terms of behavioral outcomes.

## Unit II

- Methods : inductive - deductive, analytic - synthetic, problem solving, heuristic, project, laboratory.
- Techniques : oral, written, drill, assignment, supervised study, programmed learning, Cooperative learning, Brain storming and concept mapping.

## Unit III

- Meaning and Importance of lesson plan
- Performa of lesson plan (Herbart , Bloom ,RCEM and NCERT approaches)and its rationale for unit plan and year plan.
- Developing/preparing low cost improvised teaching aids, relevant to local ethos.
- Skill in maintaining and using black board, models, charts, T.V. films, video tapes and VCR.
- Application of computer in teaching of Mathematics, CAI

## Unit IV

- Principles and rational of curriculum development, Organizing the syllabi both logically and psychologically according the age groups of children.
- Planning activities and methods of developing the substitute/ alternative material to the prescribed for completing the syllabi, Organization of library.
- Text book in mathematics - qualities of a good text book in mathematics.

- Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics Development of math's laboratory, Maths Club

## Unit V

- Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral development.
- Need of Evaluation.
- Comprehensive and continuous evaluation (C.C.E.) in Mathematics.
- Development of test item (short answer and objective type).
- Diagnostic testing and remedial teaching.

## Suggestive Readings


- Davis, D.R. The teaching of mathematics', Addition Wesley press, London.
- Fexmont and Herbert; 'How to teach Mathematics in secondary school', w.b. saurders company, London.
- Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut. Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod Pustak Mandir,Agra.
- Pratap ,Naresh, Teaching of mathematics, R.Lall book Depot, Meerut.
- रावत, एम0एस0 एण्ड अग्रवाल एम0डी0 ए''गणित शिक्षण''ए विनोद पुस्तक मन्दिर, आगरा।
- सिंह, सोरन – गणित शिक्षणए अग्रवाल पब्लिकेशन्स, आगरा ।

# PEDAGOGY OF PHYSICAL SCIENCE

**Course Code – BSCEI 522/622**
**(Common with BED 139/239)**

| L | T | P | C |
|---|---|---|---|
| **2** | **-** | **-** | 2 |

**Objectives:**To enable the Pupil teacher to

- Develop broad understanding of principles and knowledge used in physical science education.
- Develop their essential skills for practicing physical science education.
- To create interest and develop scientific attitude among the students.
- Know various approaches and methods of teaching physical science.
- Prepare lesson planning of physical science properly.
- Organize science exhibitions, science fair, and other activities.

## Unit-I

- Nature of science, Impact of science on modern communities
- Globalization and Science.
- Correlation of science with other subjects
- Aims and objectives of teaching physical science at secondary level.
- Blooms taxonomy of educational objectives.
- Writing instructional objectives.

## Unit-II

- Method of science teaching-Lecture cum demonstration method Project method, Heuristic method, Laboratory method.
- Innovative instructional method:Tutorial, Seminar, Brain Storming Micro – Teaching, Programmed teaching , Team teaching and CAI (Computer Assistance Teaching).

## Unit-III

- Unit planning and Lesson planning: basic elements, characteristics, significance
- Use of RCEM approaches in developing lesson plan
- Designing Lesson plan for science teaching in school
- Teaching learning materials and improvised apparatus importance and construction.

## Unit IV

- Curriculum organization using procedures like concentric, topical, process and integrated approaches,
- Curriculum accessories and support material- text books, journals, handbooks, student's workbook, display slides
- Co-curricular Activities:Excursion, Science museums, Science club, Science Projects and Science fair

## Unit V

- Concept of evaluation & measurement, Formative and summative evaluation
- preparing various kinds of objectives tests.
- Diagnostic testing and remedial teaching
- Preparation of achievement test

## Suggestive Readings


- Gaez, Alert v; 'Innovation in science education', world-wide Paris, The UNESCO press, Paris.
- Heiss, obourn and hoff man, 'Modern Science teaching,' Mc Millan co, N.V. Kuhn David J; Science Education in a changing society'; Science Education 56 (3) 1972.
- Sharma, R.C. (1981): 'Modern Science teaching', Dhanpat Rai and sons, Delhi.
- Kulshrestha, S.P.; 'Teaching of science,' R.Lall Book Depot, Meerut.
- भटनागर, ए0वी0 : ''फिजिकल साइन्स शिक्षण,'' आर0लाल0 बुक डिपा, मेरठ।
- माहेश्वरी, बी0के0 : ''विज्ञान शिक्षण'', श्री विनोद पुस्तक मन्दिर, आगरा।
- विश्नोई, उन्नति : ''विज्ञान शिक्षण'', आर0लाल0 बुक डिपो, मेरठ।
- कुलश्रेष्ठ, ए0के0 : विज्ञान शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा। इन्टरनेट।

# Pedagogyof Biology

**Course Code – BSCEI 523/623 BED 140/240**
**(Common with BED 140/240)**

| L | T | P | C |
|---|---|---|---|
| **2** | **-** | **-** | 2 |

**Objectives:** To enable the pupil teacher to-

- Develop a broad understanding of the principles and procedures used in modern life science education.
- Develop their essential skill for practicing modern lifescience education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs of lessons.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

## Unit I

- Meaning and nature of Life Science. Path tracking discoveries and land mark development in Life Science. Impact of Life Science on modern communities.
- Justification for including Life Science as a subject in school curriculum, professions in the area of Life Science, Eminent Indian and world Life Scientists-an introduction.
- General aims and objectives of teaching Life Science at secondary and higher secondary school stage, Instructional objectives with special emphasis on Bloom's Taxonomy.
- Concept of entering and terminal behavior.

## Unit - II

- Methods - Lecture, Demonstration, Heuristic, project, laboratory, problem solving.
- Techniques - Team teaching, Micro-teaching, computer assistance teaching.

## Unit III

- Biology club
- School gardening.
- Maintenance of aquariums, herbariums and vivarium.
- Excursions.
- Life Science project.

## Unit IV

**iii.** Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science)

**iv.** Developing unit plans and lesson plans.

(a) Principles and approaches for curriculum development, curricular framing according to local needs.

(b) Critical evaluation of the present Life science curriculum at the secondary stage and suggestion for its improvement.

## Unit V

- Preparation and development of improvised apparatus,
- Preparation, selection and use of teaching aids.
- Curriculum accessories and support material - text books, journals, handbooks, student's work book.

- Developing tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Preparation of achievement test.
- Measurement : meaning and need, evaluation meaning and types, Formative and summative evaluation, Diagnostic testing and remedial teaching.

## Suggestive Readings


- Heller, R. New trends in biology teaching,' UNESCO, Pairs.
- Watson, N.S. Teaching Science creativity in secondary school' U.B. Saunders company, London.
- Green. T.C. (1967) : 'The Teaching and learning biology,' Allman and sons, London.
- Kulshrestha, S.P. : 'Teaching of biology,' Aggrawal Publications, Agra.
- Pahuja, sudha : 'Teaching of Life science,' R.Lall Book Depot, Meerut.
- माहेश्वरी, बी0के0 : ''जीव विज्ञान, शिक्षण'', आर0लाल0 बुक डिपो, मेरठ।
- भटनागर, ए0बी0 : जीव विज्ञान शिक्षण शारदा पुस्तक भवन,इलाहाबाद।
- सूद, जे0के0 जैविक विज्ञान शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- भूषण,शैलेन्द्रःजीवविज्ञानशिक्षण,अग्रवालपब्लिकेशन्स,आगरा।

# PHYSICS PRACTICAL SYLLABUS FOR VI SEMESTER
# THERMAL PHYSICS AND STATISTICAL MECHANICS LAB

**Course Code:** BSCEI 651
(Common with BSC 651 / BAS 151)

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 2 | 1 |

**LIST OF EXPERIMENTS**

**Note: Select any ten experiments from the following list**

1- To determine J by Callender and Barne's constant flow method.
**2-** To determine the Coefficient of Thermal Conductivity of Copper by Searle's Method.
**3-** To determine the Coefficient of Thermal Conductivity of Copper by Angstrom's Method.
**4-** To determine the Coefficient of Thermal Conductivity of a bad conductor by Lee and Charlton's disc method.
**5-** To determine the Temperature Coefficient of Resistance by Platinum Resistance Thermometer (PRT).
**6-** To calibrate a Resistance Temperature Device (RTD) to measure temperature in a specified range using Null Method/ Off-Balance Bridge with Galvanometer based measurement.
**7-** To study the variation of Thermo-Emf of a Thermocouple with Difference of Temperature of its Two Junctions.
**8-** To Calibrate a Thermocouple to measure Temperature in a Specified Range using Null Method.
**9-** Measurement of Plank's constant using blackbody radiation.
**10-** To determine the value of Boltzmann Constant by studying Forward Characteristics of a Diode.
**11-** To determine the value of Stefan's Constant.

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

# CHEMISTRYPRACTICAL SYLLABUS FOR VI SEMESTER
# ORGANIC CHEMISTRY

**Course Code:** BSCEI 652
(Common with BSC 652 )

| L | T | P | C |
|---|---|---|---|
| 0 | 0 | 2 | 1 |

**LIST OF EXPERIMENTS**

Qualitative Inorganic Analysis

Estimation of water of crystallization in mohrs salt by titrating with $KMNO_4$

Estimation of Sodium Carbonate & Sodium hydrogen Carbonate Present mixture.

## Organic

Benzoic Acid, Cinnamic Acid, Phenol.

## Physical

A)Measurement of ph of different solution like aerated drinks,fruit juices shampoos and soaps using ph meter

B) Preparation of Buffer Solution

1)Sodium acetate acetic acid 2)Ammonium chloride and ammonium hydroxide

**Evaluation of Practical**
**Examination: Internal**
**Evaluation (50 marks)**

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

**Reference text:**


1. Vogel, A.I. *A Textbook of Quantitative Inorganic Analysis*, ELBS


*** Latest editions of all the suggested books are recommended.**

# BOTANYPRACTICAL SYLLABUS FOR VI SEMESTER
# ENVIRONMENTAL BIOTECHNOLOGY

**Course Code:** BSCEI653 **L T P C**
(Common with BSC 653)

**0 0 2 1**

**LIST OF EXPERIMENTS**

1. Water/Soil analysis - DO, salinity, pH, total hardness, alkalinity, acidity
2. Gravimetric analysis-Total solid, dissolved solid, suspended solid in an effluent
3. Isolation and pure culture of microbial strains from air, water and soil sample
4. Colony counting on nutrient agar media
5. Measurement and optimization of microbial growth and kinetics

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

# ZOOLOGYPRACTICAL SYLLABUS FOR VI SEMESTER
# MAMMALIAN PHYSIOLOGY

**Course Code:** BSCEI654 **L T P C**
(Common with BSC 654 )

**0 0 2 1**

**LIST OF EXPERIMENTS**

## Experiments to be performed by candidates:-

1- Test for amylase on starch
2- Preparation of haemin crystals
3- Determination of Hb% in blood sample.
4- RBC count by haemocytometer in blood.
5- Test for sugar, proteins and lipids

## Experiments for demonstration and comments

1- Osmosis
2- Muscle twitch by stimulating it with mechanical, chemical and thermal stimuli.
3- Reflex action
4- Respiration
5- Recording of blood pressure using a sphygnomanometer

## Prepared slides:-

Study of Histological slides of mammals –

1- T.S. salivary gland , T.S. pancreas, T.S. liver, T.S. Intesting,
2- T.S. kidney, T.S. lungs , T.S. stomach
3- Pituitary , gland, thyroid gland
4- Medulated and nonmedulated nerve fibre
5- Smooth & striated muscle

Each experiment would be evaluated by the faculty concerned on the date of the experiment on a 5 point scale (two for experiment, two for file work and one for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

# MATHEMATICS PRACTICALSYLLABUS FOR VI SEMESTER
# OPERATION RESEARCH

**Course Code:** BSCEI 655 **L T P C**
(Common with BSC 655 ) **0 0 2** 1

**Objective -**This course aims to introduce OR, LPP, Transportation, Assignment, Sequencing and game problems.

**Course Outcomes**:

·To learn the different methods of solving optimization problems in the areas of linear programming.

·To apply numerical methods for optimization problems.

**Course Content:**

## Unit I

History and Back ground of subject, Different meaning of O.R. and Phases, characteristic and Models of O.R.

## Unit II

Linear Programming, Mathematical formation of LPP, Graphical solution of LPP, general linear programming problem, simplex methods, duality.

## Unit III

Transportation Problem, Assignment Problem, matrix form of: Transportation Problem. Initial basic physible solution, Optimality and transportation algorithms, balanced and unbalanced transportation problem and assignment problem.

## Unit IV

Job sequencing, Replacement model, sequencing method of two machine three machine and n amachine problem, graphic solution, Replacement of item deterioting with time, Replacement of item that fails continuously, and general replacement problem.

## Unit V

Game Theory, two person zero sum game, sadle point maximin and minimax, game of type 2 · 2, n· 2 game graphic solution and with dominance property.

Each exercise would be evaluated by the faculty concerned on the date of the experiment on a 4 point scale (exam, file work and for viva) which would include the practical conducted by the students and a Viva voce taken by the faculty concerned. The marks shall be entered on the index sheet of the practical file.

**Evaluation scheme:**

| PRACTICAL PERFORMANCE & VIVA DURING THE SEMESTER (30 MARKS) | | | ATTENDANCE | VIVA | TOTAL |
|---|---|---|---|---|---|
| EXPERIMENT | FILE WORK | VIVA | (10 MARKS) | (10MARKS) | INTERNAL |
| (10 MARKS) | (10 MARKS) | (10MARKS) | | | (50 MARKS) |

**External Evaluation (50 marks)**

| Experiment | File work | Viva | Total |
|---|---|---|---|
| (20 MARKS) | (10 MARKS) | (20 MARKS) | (50 MARKS) |

## Text Books:


1. "Operation Research" by Winston, Cengage Learning
2. "Operation Research" by S. D. Sharma, Kedarnath Ramnath&Company
3. "Operation Research" by Kanti Swroop, P. K. Gupta and Man Mohan, SultanChand & Sons

## Reference Books:

1. "Operation Research" by H.A Tata, Maemillar & Company
2. "Operation Research" by P. K. Gupta and D.S. Hira, S Chand & Company
3. "Operation Research" by R. K. Gupta, Krishna Prakasha

*** Latest editions of all the suggested books are recommended.**

# SYLLABUS FORVI SEMESTER

## Preliminary School Engagement

**Course Code – BSCEI656**

| L | T | P | C |
|---|---|---|---|
| - | - | **04** | 02 |

**Objectives of the Course:**

- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To evaluate school textbooks and other resource material critically in the context ofChildren's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

**School Experience: Details during Internship(4 weeks)**

- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.

**Evaluation**

The assessment will be done in two components: Internal 50% and External 50%

- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

School engagement and practical shall be evaluated as follows:

| | | **Internal Marks** |
|---|---|---|
| 1. | Observation of Teaching and preparation of report | 20 |
| 2. | Evaluation of teaching skills (through microteaching) | 30 |
| | **Total** | **50** |

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.

| **Practical** | **External Examiner** ***(Marks 50)*** |
|---|---|
| Performance | 20 |
| File Work | 20 |
| Viva | 10 |
| **Total** | **50** |

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

## Semester – VII

| S.No. | Course Code | Course/Paper | Credits | Evaluation Scheme | | |
|---|---|---|---|---|---|---|
| | | | | Internal | External | Total Marks |
| **Practical** | | | | | | |
| **1.** | BSCEI 751 | School Internship | 16 | 50 | 50 | 100 |
| **2** | BSCEI 752 | Evaluation Teaching Skill-I | **1** | 50 | 50 | 100 |
| **3** | BSCEI 753 | Evaluation Teaching Skill-II | **1** | 50 | 50 | 100 |
| | **Total** | | **18** | **150** | **150** | **300** |

This semester shall entail a school internship of 16 weeks of internship the student teacher shall be engaged in teaching experience.

# School Internship

**BSCEI-751** **Credit 16**

**Objectives of the Course:**

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children.
- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

**Practical/Field Engagement :**

This semester shall entail a school internship of 16 weeks where in the Ist week will be exclusivily dedicated to observing a regular class room with a regular teacher and would include peer observations, teacher observation.in the next 15 weeks of internship the student teacher shall be engaged in teaching experience.Next 12 weeks (06 weeks for each of the two school subjects) shall be devoted for teaching of subjects lessons with daily lesson plan. 25 lessons each shall be taught at Upper Primary and secondary levels. During next 01 week students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 weeks shall be devoted to post teaching activities. Activities during this period shall be evaluated as follows :

| S.No. | Components | Internal Marks | External Marks |
|---|---|---|---|
| **1.** | Evaluation based on the observations by Head of the school during teaching practice & pupil teacher participation in school activities. | **-** | **50** |
| **2.** | PPT Presentation of Internship | **10** | **-** |
| **3** | Achievement Test Report (ATR)(In one subject) | **10** | **-** |
| **4.** | Case Study | **10** | **-** |
| **5.** | Use of Teaching Learning Material | **05** | **-** |
| **6.** | Peer Group observation | **05** | **-** |
| **7.** | Scout-Gudie Camp | **10** | **-** |
| | **Total** | **50** | **50** |

# EvaluationTeaching Skill-I

## Course Code-BSCEI- 752

| L | T | P | C |
|---|---|---|---|
| - | - | 2 | 1 |

**Objective** of this paper is to assess subjective knowledge, teaching skills and teaching efficiency ofthe pupil teachers:

## Evaluation of Teaching Skill

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

| **Practical** | **Internal Examiner** *(Marks 50)* | **External Examiner** *(Marks 50)* |
|---|---|---|
| Lesson Plan | 20 | 20 |
| Presentation | 10 | 10 |
| Learning Aids | 10 | 10 |
| Viva | 10 | 10 |
| **Total** | **50** | **50** |

# EvaluationTeaching Skill -II

**Course Code- BSCEI-753**

| L | T | P | C |
|---|---|---|---|
| - | - | 2 | **1** |

**Objective** of this paper is to assess subjective knowledge, teaching skills and teaching efficiency ofthe pupil teachers:

## Evaluation of Teaching Skill

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

| **Practical** | **Internal Examiner** *(Marks 50)* | **External Examiner** *(Marks 50)* |
|---|---|---|
| Lesson Plan | 20 | 20 |
| Presentation | 10 | 10 |
| Learning Aids | 10 | 10 |
| Viva | 10 | 10 |
| **Total** | **50** | **50** |

Study & Evaluation Scheme
Programme: B.Sc.–B.Ed. (Integrated) – Regular

| Semester – VIII | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sr.No | Course Code | Course Name | Periods | | | Credit | Evaluation Scheme | | |
| | | | L | T | P | | Internal | External | Total |
| Core Courses | | | | | | | | | |
| 1 | BSCEI 801 | Guidance and Counseling | 2 | - | - | 2 | 40 | 60 | 100 |
| 2 | BSCEI 802 | Knowledge and Curriculum | 4 | - | - | 4 | 40 | 60 | 100 |
| 3 | BSCEI 803 | Assessment for Learning | 4 | - | - | 4 | 40 | 60 | 100 |
| 4 | BSCEI 804 | Inclusive Education | 2 | - | - | 2 | 40 | 60 | 100 |
| 5 | BSCEI 805 | Human Values And Ethics | 2 | - | - | 2 | 40 | 60 | 100 |
| Practicum | | | | | | | | | |
| 6 | BSCEI 851 | Reading and reflection text | - | - | 4 | 2 | 50 | 50 | 100 |
| 7 | BSCEI 851 | Drama and Arts Education | - | - | 4 | 2 | 50 | 50 | 100 |
| | | Total | 14 | | 8 | 18 | 300 | 400 | 700 |

# SYLLABUS FOR VIII SEMESTER
## GUIDANCE AND COUNSELLING

**Course Code – BSCEI-801**
(Common with BEDS416 )

| L | T | P | C |
|---|---|---|---|
| **2** | **-** | **-** | 2 |

**Objectives:**To enable the student-teacher to-

- Explain the concepts of guidance and counseling.
- Develop an understanding of educational, vocational and personal guidance.
- Assess the needs of an individual for solving problems.
- Use testing devices and techniques of guidance.
- Describe collection and dissemination of occupational guidance for better carrier option.
- Explain problems faced by students and to develop right attitude and ability in the Contemporary society.

**Unit – I Concept of Guidance**

- Meaning and concept of Guidance.
- Need & Importance of Guidance.
- Principles of Guidance.
- Types of Guidance - Educational, vocational and personal.

**Unit – II Concept of Counselling**

- Meaning, concept, need and importance of counselling.
- Counselling and other terms (Guidance, advice, teaching, Interview).
- Principles and process of counselling. Role of counselor.
- Types of counseling (Directive, non directive, eclectic).
- Aims to study career information at different school levels.

**Unit – III Meaning and concept of career information.**

- Meaning of career and career information, rules of career building and components of career information.
- Meaning, need and importance of occupational information need and importance.
- How to obtain occupational information.

**Unit – IV Career Information and Traning**

- Sorces, techniques (Standardized, Non Standardized), methods, filling-up and evaluation of career information.
- Recomandation about teacher eduation primary and secondary level of schools.
- Role of NCERT.
- Role of NCTE.

**Unit – V Personal Social Inforamtion and Resource Centre.**

- Case Study.
- Sociometry.
- Guidance Services at central and state level.
- Problems of guidance and India.

Assesment : Five Assignment ( One From Each Unit)

## Suggested Readings:


- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Gibson, R.L. and Mitchell(2008). Introduction to counseling and Guidance. New

# EDUCATION SYLLABUS FOR VIII SEMESTER
# KNOWLEDGE AND CURRICULUM

**Course Code-**BSCEI802
(Common with
BEDS 203)

| L | T | P | C |
|---|---|---|---|
| 4 | - | - | 4 |

**Course Content:**

**Objectives:**To enable the student-teacher to-

- Understand the epistemological and sociological bases of education.
- Differentiate between different epistemological terms.
- Comprehend modern child centered education.
- Focus on the historical changes introduced by industrialization and democracy.
- Conceptualize nationalism, universalism and secularism in relation to education.
- Conceptualize meaning and perspectives of curriculum.
- Comprehend bases and process of curriculum development.
- Develop skills to critically analyse various samples of text books and curriculum evaluation.
- Understand relationship between power, ideology and curriculum.

**Unit I : Knowledge Generation and Child-centred Education :**

- Knowledge meaning and facets
- Process of knowing, Different ways of knowing
- Organization of knowledge in schools
- Forms of knowledge: Concrete and abstract,local and universal,theoretical and practical
- Teacher autonomy and accountability
- Learner autonomy
- Concept of child centered education : Activity, discovery, dialogue with reference to Rousseau, Dewey, Tagore, Gandhi,

**Unit II : Sociological Bases of Education :**

- Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy
- Values in the emerging social context
- Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education
- Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.

**Unit III : Concept of Curriculum :**

- Meaning and Nature of curriculum, its need in schools.
- Difference in curriculum framework, curriculum and syllabus
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum
- Translation of syllabus into textbooks
- Curriculum visualization at national, state, school and class level.

**Unit IV : Curriculum Determinants and Curriculum Development :**

- Broad determinants of curriculum making (at the national and state level) : priorities, socio-political-cultural-geographical-economic diversities, international contexts
- Considerations in curriculum development : (at the school level) – structure of disciplines, socio cultural context of students (multicultural and multilingual) learner characteristics, relevance and teachers' experiences, specificity of educational objectives, issues like gender differences and inclusiveness.
- Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.

**Unit V : Curriculum and Textbooks Evaluation :**

- Understanding the relationship between curriculum, syllabus and textbooks.
- Criteria of development of learning resources.
- Analysis of textbooks, children's literature, and teacher's handbooks etc.
- Criteria and process of curriculum evaluation.
- Salient features of NCF 2005 and NCFTE 2010, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations.

Assesment : Five Assignment ( One From Each Unit)

**Suggested Readings :**


- Dewey, J. (2004).*Democracy and Education,* Couries Daver Publications
- Freire, P. (1998). *Pedagogy of Freedom : Ethics, democracy and civic courage,* Rowman and littlefield
- Hirst, Paul H. *Knowledge and curriculum,* Routledge publication
- Kelly, A.V.(2009) : *The curriculum : Theory and practice.* Sage publications
- श्रीवास्तव, एस0एस0 एवं चतुर्वेदी, एम0जी0 (2010) *पाठ्यचर्या और शिक्षण विधियाँ*। जयपुर : शिक्षा प्रकाषन
- यादव, सियाराम (2011) *पाठ्यक्रम विन्यास*। आगरा : अग्रवाल प्रकाशन
- Letha, Ram Mohan(2009). *Curriculum, instruction and evaluation,* Agra : Agarwal PublicationSchilvest, W.H. (2012) : *Curriculum: Prospective paradigm and possibility, Macmillan*
- Tyler, R.W.(1949) :*Basic principles of curriculum and instruction*
- Taba, Hilda (1962) :*Curriculum Development. Theory and Practice, Har Court, Braceand Wald, New York*
- Kelley, A.B. (1996) : The c*urricular Theory & Practice*. Harper and Row, U.S
- Basics in Education-Textbook for B.Ed course,NCERT- 2014
- Poonam Madan (2018) Knowledge and curriculum, Agarwal Publication.

# EDUCATION SYLLABUS FOR VIII SEMESTER

## Assessment for Learning

**Course Code:** BSCEI803 **L T P C**
(Common with BEDS 404) **4 0 0 4**

**Objectives:**To enable the student-teacher to-

- to understand the nature of measurement and evaluation
- to develop and use various tools and techniques of evaluation for scholastic achievement.
- to understand the process of test development and their standardization.
- to know the Process and interpret students' performance according to the test results.
- Use of elementary statistical methods for analysis and interpretation of data.

**Unit 1 Concept of Assessment:-**

- Meaning & concept of assessment.
- Measurement, and Evaluation.
- Principles of Assessment.
- Classification of assessment: Base on purpose (Prognostic, Formative, Summative and Diagnostic).

**Unit 2 Assessment Tools**

- Quantitative and qualitative Tools.
- Contructing an achievement test- blue-print, item-analysis, try out.
- Standardization of test – objectivity, reliability validity, norms

**Unit 3 Continuous and Comprehensive Evaluation (CCE)**

- Continuous and Comprehensive Evaluation: Concept, Need and Process.
- Assessment of affective learning: Attitude, values, interest, self – concept;
- Grading: Concept, types and Application
- Indicators for grading Psycho-Social dimensions of assessment.

**Unit 4 -Trends in Assessment:-**

1. Continuous and Comprehensive Evaluation
2. Marking system vs Grading system
3. Semester system (C B C S) Chioce Based Credit System
4. Open book examination and question bank

**Unit 5 Basic Statistics in Evaluation:-**

- Graphical representation of data
- Measure of Central Tendency: Mean , Median, Mode
- Measure of variability Range.Standard Deviation
- Correlation : Rank order method, Product Moment Method.

Assesment : Five Assignment ( One From Each Unit)

**References :**


- Lal, Raman Bihari and Joshi suresh chemd, Educational Measurement. Evaluation and statistics, R.Lall Book Depot Meerut.
- Bhatnagar, A.B., mental measurement and evaluation, R.Lall Book Depot meerut. Agarwal, S.N., Educational and Psychological Measurement, Vinod pustak Bhandar, Agra.
- Stanly, J.C. and Hoppins, KD, measurement and evaluation, prentice hall, New Delhi.
- Thoondike R.L. and Hogen.E., Measurement and evaluation in Psychology and evaluation, John willey New Delhi.
- Thorndike,E.L.,and E.P. ,Hagen(1969),Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York
- Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–299.
- Vipin Asthana (2017), Assessment for Learning, Agarwal Publication Agra.

# EDUCATION SYLLABUS FOR VIII SEMESTER
# INCLUSIVE EDUCATION

**Course Code:** BSCEI804 **L T P C**
(Common with BEDS 402) **2 0 0 2**

**Objectives:**To enable the student-teacher to-

- to understand the nature of Inclusive, Integrated and Specialeducation.
- to understand inclusive instruction design and collaborative instruction to promote inclusion.
- to organize inclusive classroom.
- to appreciate the education of children with special needs.
- to identify the children of special need.

**Unit-I**

- Inclusive Education: concept, objective and need.
- Development of Inclusive Education in India.
- Legal provision of Inclusive Education in India.
- Efforts for Inclusive Education.

**Unit-II**

- Diversity – Meaning and Definition.
- Disability – Legal Definition and discrimination based on disability.
- Inclusive Education in Education: Curriculum, Linking individual objectives and the classroom curriculum.
- Inclusive Lesson planning.

**Unit-III**

- Exceptional, Learning Disable, Health Impaired, Orthopedic Handicapped and
  Delinquent children in Inclusive Education.
- Emotional disturbed, Speech Impaired children, visually Impaired children and Hearing Impaired children in Inclusive Education.

**Unit-IV**

- Socially- economical-educational disadvantaged.
- Government efforts to address these problems.

**Unit-V**

- Classroom management in Inclusive Education.
- Strategy for adapting diversities in Inclusive Education.
- Family and its functions in Inclusive Education.

Assesment : Five Assignment ( One From Each Unit)

## Suggestive Readings


- Corbett Jenny- Supporting inclusive Education, Routledge falmer, 2001 Montgomary,D. (1990) Special need in ordinary school; children with
- learning , difficulties, cassel Educational Ltd. London
- Hallahan and Kauffman J.M. (1984), Exceptional Children and youth ohio:Columbus Charles E Merril Publishing co. A Bell and Howell co
- Loreman, Tim; deppeler J. and Harrey D. (2005) Inclusive Education- A Practical guide to supporting diversity in the class. London: Ront Ledge Falmer.

- UNESCO (1994) The Salmanca Statement and Framework for Action on special needs education Paris, UNESCO
- The person with Disability Act (1995) Ministry of law, Justice and Company Affairs, Government of India, New Delhi, Chapter V.
- मदन सिंह, समावेशी शिक्षा, आर0लाल बुक डिपो मेरठ

# EDUCATION SYLLABUS FOR VIII SEMESTER
# HUMAN VALUES AND ETHICS

**Course Code:** BSCEI805 **L T P C**
(Common with BEDS 405) **2 0 0 2**

**Objectives:**To enable the student-teacher to-

- To understand the need and importance of value –Education.
- To understand the process of value education.
- To differentiate the indicator of values.
- To appreciate role of values in life.
- To understand the different methods of value education.

**Unit-I**

- **Ethics and Human Values** – Definition – Good Behaviour, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society. Need of Values Education for a Teacher.

**Unit II –**

- **Indian Constitution and Values –** Fundamental Rights and Duties -Freedom,Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.

**Unit – III**

- **Religious and Cultural Values**–Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family,

**Unit – IV**

- **Professional Ethics**–Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics.

**UNIT-V**

- **Health and Nutrition**: Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.

Assesment : Five Assignment ( One From Each Unit)

## Suggestive Readings


1.पाण्डेय, बृजेश, (2002), मूल्यपरक शिक्षा : वर्तमान परिदृश्य, भारतीय आधुनिक शिक्षा.

2. पाण्डेय, रामशक्ल, एवं मिश्रा, करूणा शंकर, (2006), मूल्य शिक्षण, विनोद पुस्तक मंदिर, आगरा

3.मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, अंक : 3–4, खण्ड 44–45

4.लोढ़ा, महावीरमल, (1996), नैतिक शिक्षा के विविध आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

5. Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.

6. Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.

7. Learning the Way of Peace: A Teacher's Guide to Peace Education ,UNESCO, New Delhi

# EDUCATION PRACTICAL SYLLABUS FOR VIII SEMESTER
# READING AND REFLECTING ON TEXTS

**Course Code:** BSCEI851 **L T P C**
(Common with BEDS 251) **0 0 4 2**

**Objectives:**To enable the student-teacher to-

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

**Objectives: To enable student-teachers to-**

- Develop study – habits
- Stengthing the skill of reading & writing summarization.
- Develop skill of summarization
- Develop skill of note-taking.
- Develop the ability to pronunciate counectly strength the ability of communication conectly.

**Activities**

Student-teachers are expected to sit in the library regularly and to review at least 05-books of different categories in about 500 words each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.
- Presentation of the work done.

## Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

| Practical | Internal Examiner *(Marks 50)* | External Examiner *(Marks 50)* |
|---|---|---|
| Performance | 10 | 20 |
| File Work | 20 | 20 |
| Viva | 10 | 10 |
| Attendance | 10 | - |

## EDUCATION PRACTICAL SYLLABUS FOR VIII SEMESTER

# Drama & Art Education

**Course Code:** BSCEI 856 **L T P C**
**(Common with** BEDS 151**)** **0 0 4 2**

**Objectives:**To enable the student-teacher to-

The need to integrate arts education in the formal schooling of our students is to retainour unique cultural identity in all its diversity nd richness. The National curriculum Framework (2005) reminds us that the school curriculum must integrate varios domains of knowledge with a deep relationship between head, heart &hand so that the curriculum encompasses all and is not separated from the co-curricular or extra-curricular.

**Objectives: To help student-teachers to-**

- Enhance awareness of the rich cultural litage, artist & artisans.
- Gain direct experiences
- Develop motor skill
- Make students believe in the dignity of labour
- To nurture develop students creativity and aesthetic sensibilities for responding to the beauty in different at forms.
- Enhance understing of different art forms & their impact on human mind.
- Overall development by integrating curricular & co-curricular activities.

**Activities**

- An artist or artisam may be invited to organize a workshop on Art & Aestretics. The student-teachers may be asked to prepare atleast 5-items of different categories- Paper meshing, Pot Decoration, Wall hanging, Paper cutting, Flower making, Candle Making, Embroidery, Soft toys making, Weaving or printing of textiles, Making of poster, Making of Rangoli, Making of Puppets etc.
- Visit to place of art, exhibitions & cultural Festivals & preparation of a report.
- Interpretation of art work, movies & other media & preparation of a report on local cultural & art forms,
- Theme based project covering social, economic, cultural& socientific aspect.
- Street drama based on any social issue.

## Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

| Practical | Internal Examiner *(Marks 50)* | External Examiner *(Marks 50)* |
|---|---|---|
| Performance | 10 | 20 |
| File Work | 20 | 20 |
| Viva | 10 | 10 |
| Attendance | 10 | - |