Study & Evaluation Scheme

of

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

[Applicable w.e.f. Academic Session - 2022-23 till revised]

[As per CBCS guidelines given by UGC]

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh-244001

Website: www.tmu.ac.in

Study & Evaluation Scheme	
SUMMARY	
Institute Name	*Teerthanker Kunthnath College of Education (TKCOE), Pakwara, Moradabad*
Programme	*B.Sc.-B.Ed.(Integrated)*
Duration	*Four Years full time(Eight Semesters)*
Medium	*English and Hindi*
Minimum Required Attendance	*75%*
Credits	
Credits Required for Degree	*218*

Assessment:

Evaluation			**Internal**	**External**	**Total**
Theory			40	60	100
Practical/SECs			50	50	100
Class Test-1	**Class Test-2**	**Class Test-3**	**Assignment(s)**	**Attendance& Participation**	**Total**
Best two out of three					
10	10	10	10	10	40
Duration of Examination			**External**	**Internal**	
			3 Hours	1.5 Hours	

To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teacher's 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 at least 45% marks in aggregate to clear the semester.

Question Paper Structure	
	The Question paper shall have two sections- Section A and Section B. The examiner shall set questions specific to respective section. Section wise details are as under mentioned:
I	*Section A shall consist of short answer type questions (approx.50 words). This section will essentially assess COs related to lower order thinking skills (Remembering & Understanding). It will contain five questions with at least one question from each unit with an internal choice having "or" option with optional question from the same unit. Each question shall have equal weightage of two marks and total weightage of this section shall be ten marks.*
II	*Section B shall comprise Long answer type questions (approx. 350-400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated. It shall contain five questions with at least one question from each unit with an internal choice having "or" option with optional question from the same unit. Each question shall have equal weightage of ten marks and total weightage of this section shall be fifty marks.*

Program Structure-B.Sc.-B.Ed. (Integrated)

A. Introduction:

The four-year B.Sc. B.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of teaching profession, and also develop research capacities leading to specialization at the secondary education. Dora Sami subject committee report on development of Model Curriculum Framework for Four-Year Integrated Teacher Education Programme was also taken into consideration. The framework is based on the NCTE regulations, 2014 for B.Sc. B.Ed. programme.

The four year integrated programme aims at integrating general studies comprising science (B.Sc. B.Ed.) and professional studies comprising foundations or education, pedagogy of school subjects, and practicum related to the tasks and functions of school teachers. This programme maintains a balance between theory and practice, and coherence and integration among its various components, representing a wide knowledge base for a secondary school teacher. The programme aims at preparing teachers for Upper Primary and Secondary stages of education.

The B.Sc. B.Ed. programmes will be of four academic years consisting of eight semesters including school based experiences and internship in teaching. Student teachers will, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme. This course provides an opportunity for the students to pursue science along with education in 4 years, which also helps them save one year of the degree. The students who want to pursue their career in the field of teaching science and other fields can apply for this course which includes knowledge of teaching expertise and pedagogies. This course will also be a foundation for those who would like to specialized as a senior secondary teacher as desire to go for post-graduation.

The institute emphasis on the following courses ***balanced with core and programme specific courses****:* The curriculum of B.Sc.-B.Ed.(Int.) program emphasizes an intensive, flexible management dictation with 72 credits of core courses (all types), 72 credits of Discipline Specific Courses, 36 credits are allotted to ability enhancement courses (AECC), 20 credits of school internship projects, 08 credits are allotted for pedagogy elective, engagement with field are allotted 04 credit and enhancing professional capacities are allotted 06 credits. Total 218 credits are allotted for the B.Sc.-B.Ed. (Int.) degree.

Course handouts for students will be provided in every course. A course handout is a thorough teaching plan of a faculty taking up a course. It is a blueprint which will guide the students about the pedagogical tools being used at different stages of the syllabus coverage and more specifically the topic-wise complete plan of discourse, that is, how the faculty members treat each and every topic from the syllabus and what they want the student to do, as an extra effort, for creating an effective learning. It may be a case study, a role-play, a classroom exercise, an assignment- home or field, or anything else which is relevant and which can enhance their learning about that

particular concept or topic. Due to limited availability of time, most relevant topics will have this kind of method in course handout.

B.Sc.-B.Ed. (Int.) : Four-Year (8-Semester) CBCS Programme					
Basic Structure: Distribution of Courses					
Sr. N.	Categories of Courses	Number of Courses Offered	Number of Courses Opted	Number of Credit Hours	Total Credit
1	Core Course (CC)	21 Course	21 Course	72	72
2	Ability-Enhancement Compulsory Course (AECC)	10 Course	10 Course	36	36
3	Program/Discipline Specific Course (DSC)	48 Course	24 Course	72	72
4	Pedagogy Elective Courses (PEC)	03 Course	02 Course	08	08
Skill Enhancement Courses (SECs)					
5.1	Enhancing Professional Capacities (EPC)	04 Course	04 Course	06	06
5.2	Engagement with the field (EWF)	01 Course	01 Course	04	04
6	Internship: School Internship (SI)	03 Course	03 Course	20	20
Total		**90**	**65**	**218**	**218**

Contact hours include work related to Lecture, Tutorial Practical and credit (LPC), where our institution will have flexibility to decide course wise requirements.

B. Choice Based Credit System (CBCS)

Choice Based Credit System (CBCS) is a versatile and flexible option for each student to achieve his target number of credits as specified by the UGC and adopted by our University.

The following is the course module designed for the B.Sc.-B.Ed. (Int.) program:

Core Course (CC): Core courses of B.Sc.- B.Ed. (Int.) program will provide a holistic approach to basic science education, giving students an overview of the field, a basis to build and specialize upon. These core courses are the strong foundation to establish basic science knowledge and provide broad multi-disciplined knowledge can be studied further in depth during the elective phase.

The core courses will provide more practical-based knowledge, case-based lessons and collaborative learning models. It will train the students to analyze, decide, and lead-rather than merely know-while creating a common student experience that can foster deep understanding, develop decision-making ability and contribute to the basic education and community at large.

A wide range of core courses provides groundwork in the basic school education, Upper primary education and secondary education.

The integrated foundation is important for students because it will not only allow them to build upon existing skills, but they can also explore career options in a range of industries, and expand their understanding of various education fields.

Ability Enhancement Compulsory Course (AECC): As per the guidelines of Choice Based Credit System (CBCS) for all Universities, including the private Universities, the Ability Enhancement Compulsory Course (AECC) is a course designed to develop the ability of students in communication (especially English) and other related courses where they might find it difficult to communicate at a higher level in their prospective job at a later stage due to lack of practice and exposure in the language, etc. Students are motivated to learn the theories, fundamentals and tools of communication which can help them develop and sustain in the corporate environment and culture.

Program/Discipline Specific Course (DSC): The Discipline Specific Courses chosen to make students specialist or having specialized knowledge of a specific domain like marketing, human resource, etc. It will be covered in 6 semester or in 3 year of the program relevant to chosen disciplines of core courses of the program. The student will have to choose any one specialization out of the two specializations offered, i.e., PCM (Physics, Chemistry, Math's) and ZBC (Zoology, Botany, Chemistry).

Open Elective Course (OEC): Open Elective is an interdisciplinary additional subject that is compulsory in the fifth and Six semester of the program. Each student has to do two MOOC of minimum eight weeks each as an Open Electives. The students can choose MOOC Course from SWAYAM/ E-Pathshala/ NPTEL or any other online learning portal with the approval of the concerned authorities.

Pedagogy Elective Course (PEC): Pedagogy is the "art, science, or profession of teaching; especially: education." This definition covers many aspects of teaching, but pedagogy really comes down to studying teaching methods. The pedagogy elective course chosen to make students specialist or having specialized knowledge of a specific domain like art, science and social etc. We offer 2pedagogy elective course to choose from a list.

Engage with the field (EWF) and Project: Engagement also refers to a "willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding." Engagement with the field is also a usefully ambiguous term for the complexity of 'engagement' beyond the fragmented domains of cognition, behavior, emotion or affect, and in doing so encompass the historically situated individual within their contextual variables (such as personal and familial circumstances) that at every moment influence how engaged an individual (or group) is in their learning.

School Internship Course (SI): An internship is a period of work experience offered by an organization for a limited period of time. It empowers you to perform your rules in your respective level, subject area and discipline as well as to prepare you for personal and professional advancement. It gives you the chance to work under a second teacher who shall serve as your mentor. Students are motivated to learn the theories, fundamentals and tools of communication which can help them develop and sustain in the corporate environment and culture.

Indian Knowledge System (IKS): With the new education policy-NEP 2020 focusing on Indian Knowledge Systems and Intelligence Traditions of India, this course introduces the learners to the rich and varied knowledge traditions of India from antiquity to the present. This also helps the learner to know and understand their own systems and traditions which are imperative for any real development and progress. Also it helps the learner to think independently and originally with Indian frameworks and models for solving the problems of present day. Two Courses BSCEI301 Contemporary India and Education and BSCEI 521/621 Pedagogy of Mathematics are related to Indian Knowledge System.

Skill Enhancement Course (SECs): Skill Enhancement Course) means a course that enables the students to enhance their practical skills and ability to pursue a vocation in their subject of specialization. Skill Enhancement Course means a course designed to provide value-based or skill-based knowledge and should contain both theory and lab/hands-on/training/fieldwork. The main purpose of these courses is to provide students with life-skills in the hands-on mode to increase their employability.

Enhancing Professional Capacities (EPC): "Professional development refers to activities to enhance professional career growth". Such activities may include individual development, continuing education, and in service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring.

it difficult to communicate at a higher level in their prospective job at a later stage due to lack of practice and exposure in the language, etc. Students are motivated to learn specific tools of profession which can help them develop and sustain in the corporate environment and culture.

C. Programme Outcomes (POs)

The learning and abilities or skills that a student would have developed by the end of Four-year B.Sc.-B.Ed. (Int.) programme**:**

PO -1	**Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decision (intellectual, organizational, and personal) from different perspective.
PO -2	**Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books media and technology.
PO -3	**Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group setting.
PO -4	**Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO -5	**Ethics:** Recognize different value system including your own, understand the moral dimensions of your decision, and accept responsibility for them.
PO -6	**Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
PO -7	**Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

D. Programme Specific Outcomes (PSOs)

The learning and abilities or skills that a student would have developed by the end of Four-year B.Sc.-B.Ed. (Int.) programme**:**

PSO – 1	Understanding concepts, theories, methods and techniques of Teaching Learning process, Pedagogy, Assessment, School Management and Community Involvement.
PSO – 2	Applying the psychological principles and theories in identifying the abilities, traits and problems of students.
PSO – 3	Applying the concepts of Physics, Chemistry and Mathematics.
PSO – 4	Applying the concepts of Zoology and Botany.
PSO – 5	Analyzing specific academic situations and selecting appropriate approaches, tools & techniques to deal with academic issues.
PSO – 6	Evaluating individual student's learning requirement and designing specific strategy for the improvement.
PSO – 7	Devising plans for administration of school, delivery of courses, assessment of learning and training of staff.
PSO – 8	Developing the teaching skills relevant to employment opportunities.

E. Pedagogy & Unique practices adopted: "Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept". In addition to conventional time-tested lecture method, the institute will **emphasize on experiential learning:**

1. Role Play & Simulation : Role-play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role-play and simulation function as learning tools for teams and groups or individuals as they "play" online or face-to-face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for active student learning.

2. Video Based Learning (VBL)&Learning through Movies (LTM):These days technology has taken a front seat and classrooms are well equipped with equipment and gadgets. Video-based learning has become an indispensable part of learning. Similarly, students can learn various concepts through movies. In fact, many teachers give examples from movies during their discourses. Making students learn few important theoretical concepts through VBL & LTM is a good idea and method. The learning becomes really interesting and easy as videos add life to concepts and make the learning engaging and effective. Therefore, our institute is promoting VBL & LTM, wherever possible.

3. Special Guest Lectures (SGL)&Extra Mural Lectures (EML): Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific domain to make concepts clear for a better understanding from the perspective of the institution. Hence, to cater to the present needs of institution we organize such lectures, as part of lecture-series and invite prominent personalities from academia time to time to deliver their vital inputs and insights.

4. Student Development Programs (SDP): Harnessing and developing the right talent for the institutions an overall development of a student is required. Apart from the curriculum teaching various student development programs (training programs) relating to soft skills, interview skills, Advanced excel training etc. that may be required as per the need of the student and institutions, are conducted across the whole program. Participation in such programs is solicited through volunteering and consensus.

5. Skill development programmes : Establishing collaborations with various institution partners to deliver the programme on sharing basis. The specific courses are to be delivered by education experts to provide practice based insight to the students.

6. Special assistance program for slow learners & fast learners: To write the note how would you identify slow learners, develop the mechanism to correct knowledge gap. Terms of advance topics and learning challenges will be provided to the fast learners.

7. Orientation programme : Student orientation programme plays an important role in a student transition to a university life. We offer 14 days orientation programme that includes some visits to academic or historical places, motivational talk, extracurricular activities and games. Orientation programmers are aimed at familiarizing the students to an unknown campus environment, its faculties and infrastructure. It enables them to make essential connection with studies and develop network among other peers.

8.Mentoring scheme : Mentoring demonstrates organizational commitment to the individual's development, but is not as directive as other developmental approaches such as training courses. The mentor is effectively a person who is not directly involved with the mentee's job role but is backed by the organization to listen to, guide and advise the mentee, in full confidentiality.

9.Career & personal counseling: Career counseling is a specialization of personal counseling much like other specialty areas of counseling (i.e., school, family, rehabilitation centers, etc.), which implies a particular emphasis, population, or setting for its practice. Counseling is a process that assists individuals in gaining helpful information about themselves, others, and the world around them as they solve problem or make decisions to improve their quality of life.

10.Competitive exam preparation: Competitive exams will enhance the skill of understanding of the application of concepts, which is required in a broader context when we appear for exams. We offer trial of many competitive exams such as TET, CTET and TGT during the semester.

11.Extracurricular Activities: organization & participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

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

B.Sc.-B.Ed.(Int.)-Semester I

S.N	Category	Course Code	Course		Periods		Credit	Evaluation Scheme		
					L	P		Internal	External	Total
Core Courses (CC)										
1	CC-1	BSCEIE101	Childhood and Growing up		4	0	4	40	60	100
2	CC-2	BSCEI105	Physical Chemistry		4	0	4	40	60	100
3	CC-3	BSCEI152	Physical Chemistry (Lab)		0	4	2	50	50	100
Ability Enhancement Compulsory Course (AECC)										
4	AECC-1	BSCEI102	Samanya Hindi		4	0	4	40	60	100
5	AECC-2	TGE101	English Communication–I		1	2	2	40	60	100
Discipline Specific Courses (DSC) : Select Any One Stream (ZBC/PCM)										
6	DSC-1	BSCEI103	**Discipline Specific Courses (PCM)**	Trigonometry & differential calculus	4	0	4	40	60	100
7	DSC-2	BSCEI104		Mechanics	4	0	4	40	60	100
8	DSC-3	BSCEI151		Mechanics (Lab)	0	4	2	50	50	100
9	DSC-4	BSCEI155		Skill Mathematics: Algebra	0	4	2	50	50	100
10	DSC-1	BSCEI106	**Discipline Specific Courses (ZBC)**	Diversity of Microbes and Cryptogams Part-1	4	0	4	40	60	100
11	DSC -2	BSCEI107		Animal Diversity Part-I	4	0	4	40	60	100
12	DSC -3	BSCEI153		Diversity of Microbes and Cryptogams Part-1 (Lab)	0	4	2	50	50	100
13	DSC -4	BSCEI154		Animal Diversity Part-1 (Lab)	0	4	2	50	50	100
Total					**21**	**14**	**28**	**390**	**510**	**900**

B.Sc.-B.Ed.(Int.)-Semester II

S.N	Category	Course Code	Course		Periods		Credit	Evaluation Scheme		
					L	P		Internal	External	Total
Core Courses (CC)										
1	CC-4	BSCEI208	Learning and Teaching		4	0	4	40	60	100
2	CC-5	BSCEI205	Inorganic Chemistry		4	0	4	40	60	100
3	CC-6	BSCEI252	Inorganic Chemistry (Lab)		0	4	2	50	50	100
Ability Enhancement Compulsory Course (AECC)										
4	AECC-3	BSCEIX201	Environmental Studies		4	0	4	40	60	100
5	AECC-4	TGE201	English Communication–II		1	2	2	40	60	100
Discipline Specific Courses (DSC) : Select Any One Stream (ZBC/PCM)										
6	DSC - 5	BSCEI203	**Discipline Specific Courses (PCM)**	Partial Differential Equations	4	0	4	40	60	100
7	DSC - 6	BSCEI204		Electricity and Magnetism	4	0	4	40	60	100
8	DSC - 7	BSCEI251		Electricity and Magnetism (Lab)	0	4	2	50	50	100
9	DSC - 8	BSCEI255		Skill Mathematics: Algebra And Matrices	0	4	2	50	50	100
10	DSC - 5	BSCEI206	**Discipline Specific Courses (ZBC)**	Diversity of Cryptogams Part-II	4	0	4	40	60	100
11	DSC - 6	BSCEI207		Animal Diversity Part-II	4	0	4	40	60	100
12	DSC - 7	BSCEI253		Diversity of Cryptogams Part-II(Lab)	0	4	2	50	50	100
13	DSC - 8	BSCEI254		Animal Diversity Part-II (Lab)	0	4	2	50	50	100
Total					**21**	**14**	**28**	**390**	**510**	**900**

B.Sc.-B.Ed. (Int.)-Semester III

S.N	Category	Course Code	Course		Periods		Credit	Evaluation Scheme		
					L	P		Internal	External	Total
Core Courses (CC)										
1	CC-7	BSCEI301	Contemporary India and Education		4	0	4	40	60	100
2	CC-8	BSCEI302	Organic Chemistry		4	0	4	40	60	100
3	CC-9	BSCEI352	Organic Chemistry (Lab)		0	4	2	50	50	100
Ability Enhancement Compulsory Course (AECC)										
4	AECC-5	BSCEI321	Innovations in Education		4	0	4	40	60	100
5	AECC-6	BSCEI303	Physical, Health and Yoga Education		3	2	4	40	60	100
Discipline Specific Courses (DSC) : Select Any One Stream (ZBC/PCM)										
6	DSC – 9	BSCEI304	**Discipline Specific Courses (PCM)**	Optics	4	0	4	40	60	100
7	DSC -10	BSCEI305		Real analysis	4	0	4	40	60	100
8	DSC -11	BSCEI351		Optics(Lab)	0	4	2	50	50	100
9	DSC -12	BSCEI355		Mathematical Skills: Integral calculus	0	4	2	50	50	100
10	DSC – 9	BSCEI306	**Discipline Specific Courses (ZBC)**	Plant Taxonomy And Embryology	4	0	4	40	60	100
11	DSC -10	BSCEI307		Chordata	4	0	4	40	60	100
12	DSC -11	BSCEI353		Plant Taxonomy And Embryology(Lab)	0	4	2	50	50	100
13	DSC -12	BSCEI354		Chordata (Lab)	0	4	2	50	50	100
Skill Enhancement Courses (SECs)										
14	SEC-1	TGC303		Self-Management for Teachers	0	2	1	50	50	100
Total					**23**	**16**	**31**	**440**	**560**	**1000**

Open Elective Course (OEC)									
Sr. N.	Course Type	Course Code	Course Name	**Periods**		Credit	Evaluation Scheme		
				L	P		Internal	External	Total
14	OEC-1	-	MOOC Course	-	-	-	-	-	-

* OEC is a MOOC course of eight weeks (Minimum). This course is mandatory to qualify for the award of degree. The students have to submit the certificate of the MOOC course to the university.

B.Sc.-B.Ed. (Int.)-Semester IV

S.N	Category	Course Code	Course	Periods		Credit	Evaluation Scheme		
				L	P		Internal	External	Total
Core Courses (CC)									
1	CC-10	BSCEI401	Gender: School and Society	4	0	4	40	60	100
2	CC-11	BSCEI402	Organic and Inorganic Chemistry	4	0	4	40	60	100
3	CC-12	BSCEI452	Organic and Inorganic Chemistry(Lab)	0	4	2	50	50	100
Ability Enhancement Compulsory Course (AECC)									
4	AECC-7	BSCEI421	Life Skills Education	4	0	4	40	60	100
5	AECC-8	BSCEI403	Computer Fundamentals, Internet & MS-Office	3	2	4	40	60	100
Discipline Specific Courses (DSC) : Select Any One Stream (ZBC/PCM)									
6	DSC -13	BSCEI404	**Discipline Specific Courses (PCM)** Oscillations and Wave	4	0	4	40	60	100
7	DSC -14	BSCEI405	Complex Analysis	4	0	4	40	60	100
8	DSC -15	BSCEI451	Oscillations and Wave (Lab)	0	4	2	50	50	100
9	DSC -16	BSCEI455	Mathematical Skills: Ordinary Differential Equations	0	4	2	50	50	100
10	DSC -13	BSCEI406	**Discipline Specific Courses (ZBC)** Plant Physiology and Metabolism	4	0	4	40	60	100
11	DSC -14	BSCEI407	Evolution and Developmental Biology	4	0	4	40	60	100
12	DSC -15	BSCEI453	Plant Physiology and Metabolism(Lab)	0	4	2	50	50	100
13	DSC -16	BSCEI454	Evolution and Developmental Biology (Lab)	0	4	2	50	50	100
Skill Enhancement Courses (SECs)									
14	SEC - 2	TGC403	Workplace Effectiveness for Teachers	0	2	1	50	50	100
Total				**23**	**16**	**31**	**440**	**560**	**900**

Open Elective Course (OEC)									
Sr.N.	Course Type	Course Code	Course Name	**Periods**		Credit	Evaluation Scheme		
				L	P		Internal	External	Total
14	OEC-2	-	MOOC Course	-	-	-	-	-	-

* OEC is a MOOC course of eight weeks (Minimum). This course is mandatory to qualify for the award of degree. The students have to submit the certificate of the MOOC course to the university.

B.Sc.-B.Ed.(Int.)-Semester V

S.N	Category	Course Code	Course		Periods		Credit	Evaluation Scheme		
					L	P		Internal	External	Total
Core Courses (CC)										
1	CC-13	BSCEI502	Physical and Inorganic Chemistry		4	0	4	40	60	100
2	CC-14	BSCEI552	Physical and Inorganic Chemistry(Lab)		0	4	2	50	50	100
Ability Enhancement Compulsory Course (AECC)										
3	AECC-9	BSCEI 503	Human Values and Ethics		4	0	4	40	60	100
Discipline Specific Courses (DSC) : Select Any One Stream (ZBC/PCM)										
4	DSC -17	BSCEI504	**Discipline Specific Courses (PCM)**	Semiconductor and Solid State Devices	4	0	4	40	60	100
5	DSC -18	BSCEI505		Differential Geometry and Tensor	4	0	4	40	60	100
6	DSC -19	BSCEI551		Semiconductor and Solid State Devices(Lab)	0	4	2	50	50	100
7	DSC -20	BSCEI555		Mathematical Skills : Statistics	0	4	2	50	50	100
8	DSC -17	BSCEI506	**Discipline Specific Courses (ZBC)**	Economic Botany and Plant Biotechnology	4	0	4	40	60	100
9	DSC -18	BSCEI507		Cell Biology and Genetics	4	0	4	40	60	100
10	DSC -19	BSCEI553		Economic Botany and Plant Biotechnology(Lab)	0	4	2	50	50	100
11	DSC -20	BSCEI554		Cell Biology and Genetics(Lab)	0	4	2	50	50	100
Pedagogy Elective Courses (PEC): Select Any One Course										
12	PEC-1	BSCEI 521/621	**Pedagogy Elective Course**	Pedagogy of Mathematics	4	-	4	40	60	100
13	PEC-1	BSCEI 522/622		Pedagogy of Physical Science	4	-	4	40	60	100
14	PEC-1	BSCEI 523/623		Pedagogy of Biology	4	-	4	40	60	100
Total					**20**	**12**	**26**	**350**	**450**	**800**

B.Sc.-B.Ed.(Int.)-Semester VI

S.N	Category	Course Code	Course		Periods		Credit	Evaluation Scheme		
					L	P		Internal	External	Total
Core Courses (CC)										
1	CC-15	BSCEI602	Physical and Organic Chemistry		4	0	4	40	60	100
2	CC-16	BSCEI652	Physical and Organic Chemistry(Lab)		0	4	2	50	50	100
Ability Enhancement Compulsory Course (AECC)										
3	AECC-10	BSCEI603	Information and Communication Technology		4	0	4	40	60	100
Discipline Specific Courses (DSC) : Select Any One Stream (ZBC/PCM)										
4	DSC -21	BSCEI604	**Discipline Specific Courses (PCM)**	Thermal Physics and Statistical Mechanics	4	0	4	40	60	100
5	DSC -22	BSCEI605		Applied Statistics	4	0	4	40	60	100
6	DSC -23	BSCEI651		Thermal Physics and Statistical Mechanics (Lab)	0	4	2	50	50	100
7	DSC -24	BSCEI655		Mathematical Skills : Operation Research	0	4	2	50	50	100
8	DSC -21	BSCEI606	**Discipline Specific Courses (ZBC)**	Environmental Biotechnology	4	0	4	40	60	100
9	DSC -22	BSCEI607		Mammalian Physiology	4	0	4	40	60	100
10	DSC -23	BSCEI653		Environmental Biotechnology (Lab)	0	4	2	50	50	100
11	DSC -24	BSCEI654		Mammalian Physiology(Lab)	0	4	2	50	50	100
Pedagogy Elective Courses (PEC): Select Any One Course										
12	PEC-2	BSCEI 521/621	**Pedagogy Elective Course**	Pedagogy of Mathematics	4	-	4	40	60	100
13	PEC-2	BSCEI 522/622		Pedagogy of Physical Science	4	-	4	40	60	100
14	PEC-2	BSCEI 523/623		Pedagogy of Biology	4	-	4	40	60	100
Engagement with the field (EWF)										
15	EWF	BSCEI656	Preliminary School Engagement and Project		-	8	4	50	50	100
Total					**20**	**20**	**30**	**400**	**500**	**900**

B.Sc.-B.Ed.(Int.)-Semester VII

S.N	Category	Course Code	Course		Credit	Evaluation Scheme		
						Internal	External	Total
Internship Course : School Internship (SI)								
1	SI-1	BSCEI751	**School Internship**	School Internship	16	50	50	100
2	SI-2	BSCEI752		Evaluation of Teaching Skills -I	2	50	50	100
3	SI-3	BSCEI753		Evaluation of Teaching Skills -II	2	50	50	100
Total					**20**	**150**	**150**	**300**

B.Sc.-B.Ed.(Int.)-Semester VIII

S.N	Category	Course Code	Course		Periods		Credit	Evaluation Scheme		
					L	P		Internal	External	Total
Core Courses (CC)										
1	CC-17	BSCEI801		Guidance and Counseling	4	0	4	40	60	100
2	CC-18	BSCEI802		Knowledge and Curriculum	4	0	4	40	60	100
3	CC-19	BSCEI803		Assessment for Learning	4	0	4	40	60	100
4	CC-20	BSCEI804		Inclusive Education	4	0	4	40	60	100
5	CC-21	BSCEI805		Language Across the Curriculum	4	0	4	40	60	100
SECs/Practical Courses on Enhancing Professional Capacities (EPC)										
6	EPC-1	BSCEI851	Enhancing Professional Capacities	Reading and reflection text	0	4	2	50	50	100
7	EPC-2	BSCEI852		Drama and Arts Education	0	4	2	50	50	100
Total					**20**	**8**	**24**	**300**	**400**	**700**

Course Code: BSCEIE101 BEDS 101	**Core Course** **B.Sc.-B.Ed.(Int.) Semester-I** **CHILDHOOD AND GROWING UP**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the stages of human development and development tasks for childhood and adolescence.	
CO2.	Applying the various theories of learning and development in education at different stages of life.	
CO3.	Analysing the children with special needs and selecting specific interventional approaches and 'therapy.	
CO4.	Evaluating the children from diverse socio-economic background and selecting specific learner centered teaching methods for enhancing thinking, learning & skills.	
CO5.	Developing the social and cultural values in students by organizing community linked programmes at different level.	
Course Content:		
Unit-1:	**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 c8ognition and its role in learning • Facilitating Holistic development for self and society • Procedure for studying Children-Observation, Interview and Case Study.	**10 Hours**
Unit-2:	**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	**10 Hours**
Unit-3:	**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).	**12 Hours**
Unit-4:	**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.	**8 Hours**
Unit-5:	**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.	**10 Hours**

	• Approaches to intervention and therapy for well being-Preventive and Promotive Approach, Individual counseling and family therapy.	
Text Books:	**Lal , Raman Bihari : Learning and teaching, R.Lal book depot** आर्य, मोहन लाल : अधिगम एवं धिक्षण , आर•लाल बुक धिपो मेरठ	
Reference Books:	• 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. *** Latest editions of all the suggested books are recommended.**	
E- Resources	https://youtu.be/MzOv5Fj9vOM https://youtu.be/RapmXzGJ7uA https://youtu.be/A1RGEbrG7ds https://questionpaper.org/principle-of-child-development/ https://www.slideshare.net/mobile/jaipurrao/adolescence-characteristics-and-problems-22805236 https://www.yourarticlelibrary.com/family/family-the-meaning-features-types-and-functions-5230-words/8588 https://www.slideshare.net/mobile/best05/function-of-schools https://youtu.be/MluvBAtv8oo	

Course Code: BSCEI102	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-I** **SAMANYA HINDI**	L-3 P-0 C-3
Course Outcomes:	इस पाठ्यक्रम के अन्त में विधार्थि होगें।	
CO1.	विद्यार्थी स्वर,व्यंजन,शब्द संरचना तथा वाक्य संरचना को समझ सकेगें।	
CO2.	विद्यार्थी वर्तनी तथा लेखनी में व्याकरण के नियमों का उपयोग कर सकेगें।	
CO3.	विद्यार्थी शब्द, वाक्य, कविता, कहानी,नाटक तथा निबन्ध आदि का विश्लेषण कर सकेगें।	
पाठ्यक्रम विषय–वस्तु		
भाग .1	हिन्दी ध्वनियोंकास्वरूप–स्वरऔरव्यंजन, संज्ञा, सर्वमान, क्रिया, विशेषण, क्रियाविशेषण, वाक्य संरचना।	**8 घंटे**
भाग .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।	**10 घंटे**
भाग .3	वर्तनी, विराम चिन्ह एवं संशोधन वर्तनी सम्बधी अशुद्धियाँ, मात्राओं की अशुद्धियाँ, वर्तनी सम्बधी अशुद्धियो के कारण, वर्तनी सम्बधी अशुद्धियो के सुधारने उपाय। विरामचिन्ह–पूर्णविराम, प्रश्नवाचकचिन्हसम्बोधन या आश्चर्यचिन्ह,निर्देशकचिन्ह, अवतरणचिन्ह	**10 घंटे**
भाग .4	लेखन सम्बन्धी कौशल–लिखित भाषा शिक्षण के उद्देश्य लेखन की विभिन्न विधियाँ, लेखन के दोष, निबन्ध लेखन, कहानी लेखन,	**12 घंटे**
भाग .4	हिन्दी पत्राचार एवं लेखन • औपचारिक पत्राचार। • अनौपचारिक पत्राचार। • राष्ट्रीय–अर्न्तराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन।	**10 घंटे**
Text Books:	01–राजभाष हिन्दी–गोविन्ददास–हिन्दी साहित्य सम्मेलन, प्रयाग।	
Reference Books:	01 प्रशासनिक एवं कार्यालयी हिन्दी–रामप्रकाश, राधाकृष्ण प्रकाशन, दिल्ली। 02 प्रयोजन मूलककामकाजी हिन्दी–कैलाश चन्द्र भाटिया, तक्षशिला प्रकाशन,दिल्ली 03 प्रशासनिक हिन्दी टिप्पण, प्रारूपण एवं पत्र लेखन–हरिमोहन, तक्षशिला प्रकाशन, दिल्ली 04–राष्ट्रभाषा आन्दोलन–गोपाल परशुराम–महाराष्ट्र सभा। 05–विराम चिन्ह–महेन्द्र राजा जैन–किताब घर, दिल्ली।	
E- Resources	https://youtu.be/maXoNNsOMdg https://lgandlt.blogspot.com/2018/06/blog-post_64.html https://youtu.be/vb_yuBFO10o https://gradeup.co/hindi-pedagogy-bhasha-kaushal-and-types-i http://hindigrammar.in/patr-lekhn.html	

Course Code: BSCEI103	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-I** **TRIGONOMETRY & DIFFERENTIAL CALCULUS**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the basic principles of trigonometry and differential calculus.	
CO2.	Applying trigonometry expansions.	
CO3.	Analyzing different mathematical theorems.	
Course Content:		
Unit-1:	Circular and hyperbolic functions of complex quantities, Separation of real and imaginary parts of trigonometric, logarithmic, and exponential functions.	**8 Hours**
Unit-2:	Gregory's series, summation of series, Expansion of Functions .	**10 Hours**
Unit-3:	Successive differentiation, Leibnitz theorem (without proof), Euler's theorem, Mean value theorems, tangent and normal, maxima and minima, limit and its properties.	**10 Hours**
Unit-4:	Mac Laurin's and Taylor's expansion of functions, errors and approximation, Asymptotes and curvature of curves in Cartesian and polar coordinates, Partial differentiation.	**10 Hours**
Unit-5:	Tracing of curves in Cartesian, parametric and polar coordinates (conics, asteroid, Cycloid, Circle, Cardioids),Indeterminate forms, Envelop and Evolutes.	**12 Hours**
Text Books:	1. "Differential Calculus" 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.**	
E- Resources	https://youtu.be/Tz6marYxx_E https://youtu.be/VzGaWQ1LRf4 https://youtu.be/KijGLjxKlsY https://youtu.be/LEspaisjDFE https://youtu.be/CioY8ElsjO4	

Course Code: BSCEI104	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-I** **MECHANICS**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the basic concepts and principles of mechanics.	
CO2.	Applying laws of motion, elasticity and forces in different physical experiments.	
CO3.	Analyzing the motion of objects in the context of linear, gravitational and central forces.	
Course Content:		
Unit-1:	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.	**12 Hours**
Unit-2:	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.	**12 Hours**
Unit-3:	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	**10 Hours**
Unit-4:	Elasticity, small deformations, Hooke's law, Elastic constants and relation among them.Beam supported at the ends, cantilever.	**10 Hours**
Unit-5:	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.	**10 Hours**
Text Books:	1. An introduction to mechanics, D. Kleppner, R.J. Kolenkow, McGraw-Hill.	
Reference Books:	1. Mechanics, D.S. Mathur, S. Chand and Company Limited, University Physics. 2. J.W. Jewett, R.A. Serway, Cengage Learning Theoretical Mechanics, M.R. Spiegel, Tata McGraw Hill. 2. Mechanics, Berkeley Physics, vol.1, C. Kittel, W. Knight, et.al. Tata McGraw-Hill. Physics, Resnick, Halliday and Walker, Wiley. 3. Analytical Mechanics, G.R. Fowles and G.L. Cassiday. Cengage Learning. *** Latest editions of all the suggested books are recommended.**	
E-Resources	http://www.batesville.k12.in.us/physics/PhyNet/Mechanics/MechOverview.html https://www.youtube.com/watch?v=vQiIt-jX0BM&list=PL99EA5ECCC34949DB https://physics.info/viscosity/ https://www.youtube.com/watch?v=jmVEHMPfFmQ	

Course Code: BSCEIE105	Core Courses **B.Sc.-B.Ed.(Int.) Semester-I** **PHYSICAL CHEMISTRY**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts and theories of chemical kinetics and surface chemistry.	
CO2.	Explaining the effect of temperature on catalyst.	
CO3.	Analyzing the defects of crystals and mechanism of rate of reaction.	
Course Content:		
Unit-1:	**Chemical Kinetics** • Definition of order and molecularity. Derivation of rate const. for zero first 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.	**10 Hours**
Unit-2:	**Colloidal 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	**12 Hours**
Unit-3:	**Solid State: -** • Unit cell, Lattice point (Def) • Defects in crystals- Stoichiometric and Nonstoichiometric defects • Bravis --- lattices & crystal system • Properties of solids • Types of solids	**10 Hours**
Unit-4:	**Liquid 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.	**10 Hours**
Unit-5:	**Gaseous State:-** • Intermolecular attractive forces • Deviation of real gases from ideal behavior • 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.	**08 Hours**
Text Books:	Prutton and Marron , teachings of teaching (classroom teaching). APH publishing, New Delhi.	

Reference Books:	1. Prutton and Marron , teachings of teaching (classroom teaching). APH publishing, New Delhi. *** Latest editions of all the suggested books are recommended.**
E-Resources	https://www.toppr.com/content/concept/order-and-molecularity-of-a-reaction-203347/ https://www.slideshare.net/vksprasath/trasition-and-collision-theory https://www.toppr.com/guides/chemistry/surface-chemistry/preparation-of-colloids/ - :~:text=Chemical Methods of Preparation of,colloidal solution of arsenious chloride. https://www.infoplease.com/math-science/chemistry/chemistry-types-of-solids https://en.wikipedia.org/wiki/Surface_tension https://en.wikipedia.org/wiki/Intermolecular_force

Course Code: BSCEI106	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-I** **DIVERSITY OF MICROBES AND CRYPTOGAMS PART-I**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding diverse forms of lower life existence on earth.	
CO2.	Describing the general characters, classification and life cycle of micro-organisms and lower plants.	
CO3.	Explaining various methods of plant disease control.	
CO4.	Analyzing the process of evolution of life on earth.	
Course Content:		
Unit-1:	**Viruses and Bacteria :**General account of viruses and mycoplasma, bacteria-structure, nutrition. reproduction and economic importance, General account of Cyanobacteria, economic importance, Nostoc, Oscillatoria.	**10 Hours**
Unit-2:	**Algae:**General Characters, classification and economic importance, important features and life history of chlorophyceae: Volvox, Oedogonium, Coleochaete, Chara.	**12 Hours**
Unit-3:	**Algae:** General Characters, classification and economic importance, important features and life history of Xanthophyceae - Vaucheria, Phaeophyceae-EctocarpusSargassum, Rhodophyceae - Polysiphonia.	**10 Hours**
Unit-4:	**Fungi:** General characteristics, outline of classification, thallus organization, reproductioneconomic importance of fungi. Structure, reproduction and life history of Zygomycota :Rhizopus ; Ascomycota: Penicillium; Basidiomycota: Puccinia, Agaricus; Deuteromycota: Alternaria.	**10 Hours**
Unit-5:	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.	**10 Hours**
Text Books:	Pandey S.N. & others. 1995, A Text Book of Botany Vol. I, Vikas Publications Delhi	
Reference Books:	1. Vashistha, B.R. 1989, Algae, S. Chand and Co. Delhi. 2. Vashistha, B.R. 1989, Fungi, S. Chand and Co. Delhi. 3. Gupta P.K. 1999. GeneticsRastogi Publications Meerut. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.youtube.com/watch?v=s8jhJXgC-bk https://www.youtube.com/watch?v=uhZLswAB6ec https://www.youtube.com/watch?v=GCbVjkreJlQ&t=48s https://www.youtube.com/watch?v=VVuYGkk_I8s https://www.youtube.com/watch?v=05ITJlgPcR0	

Course Code: BSCEI107	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-I** **ANIMAL DIVERSITY PART-I**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the taxonomy and life cycle of lower invertebrates.	
CO2.	Explaining the organization in the lower invertebrates.	
CO3.	Analyzing levels of organization in the lower invertebrates.	
Course Content:		
Unit-1:	**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.	**10 Hours**
Unit-2:	**Protozoa: -** Study of structural organization and life history of Trypanosoma and paramecium, Parasitism, pathogenecity and control in protozoans with special reference to Entamoeba, Trichomonas and Plasmodium.	**12 Hours**
Unit-3:	**Porifera: -** Habit, habitat, structure and function of Sycon. Types of canal system. **Coelenterata: -** Habit, habitat, structure, function and life history of Aurelia. coral reef. **Ctenophora -** Structural organization and affinities.	**10 Hours**
Unit-4:	**Platyhelminthes: -** Structural organization and life history of Dugesia. Parasitic adaptation in Helminthes. **Nematyhelminthes:** - Study of structure and life history of Dracunculusmedinensis. Nematode parasites and human diseases.	**12 Hours**
Unit-5:	Classification of Annelida (up to subclass); metamerism and coelome in Annelida. structural organization and physiology of earthworm, Trochophore larva.	**10 Hours**
Text Books:	1. Gence, Cells, & BrainsHilary Rose & Steven Rose	
Reference Book:	1.Zoology Invertebrates (text book) R.L. kotbal E.L. Jordan & P.S. Varma *** Latest editions of all the suggested books are recommended**	
E-Resources	https://youtu.be/ySr_ERwK64Q https://youtu.be/aRINSaTDD8M https://youtu.be/AGzhYWa1aZ0 https://en.wikipedia.org/wiki/Trypanosoma https://en.wikipedia.org/wiki/Paramecium	

Course Code: BSCEI151	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-I** **MECHANICS LAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying the concept of moment of inertia, elastic constant and viscosity of the liquid to different applications.	
CO2.	Analyzing the applications and working of moment of inertia and concept of elasticity in different physical experiments.	

Course Content:

LIST OF EXPERIMENTS

Note: Select any ten experiments from the following list

1. To determine length, radius of circular body by using screw gauge and Vernier calipers.
2. To determine modulus of rigidity of a wire by Maxwell's needle.
3. To determine moment of inertia of an irregular body by inertia table.
4. To determine Elastic constant of a wire by Searl's method.
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 viscosity by Poiseuille's method.

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)

Course Code: BSCEI152	Core Course **B.Sc.-B.Ed.(Int.) Semester-I** **PHYSICAL CHEMISTRY LAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Determining the concentration of unknown solution.	
CO2.	Identifying unknown substance by measuring melting and boiling point.	
CO3.	Applying uses of titrations in pharma industry.	

Course Content:

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)

Course Code: BSCEI153	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-I** **DIVERSITY OF MICROBES AND CRYPTOGAMS PART-I LAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Recognizing information of specimen collection, slide preparation and microscopy.	
CO2.	Explaining plant diseases, causal organisms and their control measures	

Course Content:

LIST OF EXPERIMENTS

1. Microscopic preparations and study of the following algalmaterial:Nostoc, Oscillatoria,Chlamydomonas, Volvox, Coleochaete, Oedogonium, Vaucheria, Chara, EctocarpusSargassum 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. TMV, Little leaf of Brinjal. Citrus canker, Green ear disease of Bajra.
4. *Rhizopus and Penicillium*: Asexual stage from temporary mounts and sexual structures through permanent slides.
5. Lichens: Study of growth forms of lichens (crustose, foliose and fruticose)
6. *Agaricus*: Specimens of button stage and full grown mushroom; Sectioning of gills of *Agaricus*.

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)

Course Code: BSCEI154	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-I** **ANIMAL DIVERSITY PART-I LAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the structure of lower invertebrates.	
CO2.	Recognizing information of specimen collection, slide preparation and microscopy.	
CO3.	Setup the permanent mounting of external structure of lower invertebrates	
CO4.	Analyzing the structure ofTS/LS of organs & developmental stages	

Course Content:

LIST OF EXPERIMENTS General survey of Invertebrate (Spot & Slides)

(A) **Protozoa: -** Entamoeba, Polystomella, Monocystis, Euglena, NoctilucaLeismania, 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,PolystomelaPorifera- Spicules, fibres, gemmuleCoelenterata- Obelia medusa

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

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)

Course Code: BSCEI155	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-I** **MATHEMATICAL SKILL: ALGEBRA**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding of isomorphism, homomorphism and automorphism of a group.	
CO2.	Applying the fundamental theorems of algebra such as Cayley's theorem and Lagrange's theorem.	
CO3.	Analyzing vector space and properties of vector space.	
Course Content:		
Unit-1:	Groups, sub-groups, Costes, Lagranges theorem, permutation group, Cayley's theorem, Isomorphism of groups.	**8 Hours**
Unit-2:	Basic concepts of Rings, Subrings, Integral domain and fields	**10 Hours**
Unit-3:	Automorphism, Normaliser, Centre of a group, Syllabus theorem	**10 Hours**
Unit-4:	Homomorphism of rings and its properties, Rings of Polynomials etc.	**8 Hours**
Unit-5:	Vector Space, properties and theorem of vector space.	**8 Hours**
Text Books:	**1.** "Algebra" by I. N. Hertein, Wiley and Company. **2.** "Modern Algebra" by Shanti Narayan, S.Chand and Company. 3. "Algebra" J. K. Goyal and K. P. Gupta, PragatiPrakashan	
Reference Books:	**1. "**Algebra" by M. Jacobson, Banz, W.H.Erconma New Delhi. **2.** "Abstract Algebra" by D. S. Malic, J. N Mordesas and M. K. Sen, PragatiPrakashan **3.** "Modern Algebra" by Saran and Goyal, Pothishala Publication **4.** "Modern Algebra" by A. R. Vasistha, KrishanaPrakashanMandir. *** Latest editions of all the suggested books are recommended.**	

Evaluation Scheme

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.

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)

Course Code: TGE101	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-I** **English Communication – 1**	L-1 P-2 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the basics of English communication	
CO2.	Understanding the basic concepts of functional grammar	
CO3.	Preparing basic official written communication	
CO4.	Demonstrating effective speaking skills	
CO5	Demonstrating comprehension in reading text	
Course Content:		
Unit-1:	**Introductory Session:** • Self – Introduction & Assessment • Basics of Communication Process • Everyday Expressions • Commonly used Verbs	**06 Hours**
Unit-2:	**Functional Grammar:** • Parts of Speech • Verbs • Tense • Modals • Conjunctions • Subject Verb Agreement • Articles • Spotting Errors	**12 Hours**
Unit-3:	**Writing Skills:** • Application & Formal Letter Writing • Email Writing • Note Taking & Note Making • Essay Writing	**06 Hours**
Unit-4:	**Speaking Skills:** • Intonation & Voice Dynamics • Art of Public Speaking • Common Conversation • Extempore	**08 Hours**
	Reading Skills: • Reading & Understanding • Reading Comprehensions • Solving Para Jumbles	**08 Hours**
Text Books:	1. Singh R.P., An Anthology of Short stories, O.U.P. New Delhi. For undergraduate	
Reference Books:	1. English Grammar Composition and Usage by J.C. Nesfield, Macmillian Publishers. 2. Communication Skills by Sanjay Kumar & PushpLata, Oxford University Press 3. Business Writing for Dummies (3rd Edition) by Natalie Canavor, For Dummies 4. Reading and Listening Comprehension Skills by Michelle Osment, Curriculum Concepts 5. Unveiling the Secrets of Verbal Ability by Abhishek Verma and Shweta Bajaj, Research India *** Latest editions of all the suggested books are recommend**	

Evaluation Scheme

Internal Evaluation			External Evaluation		Total Marks
40 Marks			60 Marks		
20 Marks (Best 2 out of Three CTs) ***(From Unit- II, IV & V)***	10 Marks (Oral Assignments) ***(From Unit I & III)***	10 Marks (Attendance)	40 Marks (External Written Examination) ***(From Unit II, IV & V)***	20 Marks (External Viva)* ***(From Unit - I & III)***	**100**

*Parameters of External Viva

Content	Body Language	Confidence	Question Responsiveness	TOTAL
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

Note*:External Viva will be conducted by 2-member committee comprising*
a)*One Faculty teaching the class*
b)*One examiner nominated by University Examination cell.*
Each member will evaluate on a scale of 20 marks and the average of two would be the 20 marks obtained by the students.

Course Code: BSCEIX 201	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-II** **ENVIRONMENTAL STUDIES**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Remembering the facts, terms, basic concepts and scopes related to environmental studies	
CO2.	Applying the control measures of different types of pollution	
CO3.	Analyzing the effects of global warming	
Course Content:		
Unit-1:	Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development. **Ecology and Environment**: Concept of an Ecosystem-its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid& Ecological succession, Study of following ecosystems: Forest Ecosystem, Grass land Ecosystem & Aquatic Ecosystem & Desert Ecosystem.	**10 Hours**
Unit-2:	**Natural Resources:** Renewable & Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion & desertification. **Deforestation**: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population. **Energy Resources**: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies. **Biodiversity:** Hot SpotsofBiodiversityinIndiaandWorld,Conservation,ImportanceandFactorsResponsibleforLossofBiodiversity, Biogeographical Classification of India	**12 Hours**
Unit-3:	**Environmental Pollutions:** Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies**.**	**10 Hours**
Unit-4:	**Environmental policies & practices: Climate change & Global** Warming (Greenhouse Effect),Ozone Layer -Its Depletion and Control Measures, Photochemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context	**10 Hours**
Unit-5:	**Human Communities & Environment:** Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian & other regions & culture in environmental conservation, Environmental communication &public awareness; Case studies.	**8 Hours**
Text Books:	1. Environmental Chemistry", De, A. K., New Age Publishers Pvt. Ltd.	
Reference Books:	**1.** "Biodiversityand Conservation",Bryant, P. J., HypertextBook **2.** "Textbook of Environment Studies", Tewari, Khulbe&Tewari,I.K. Publication **3.** "Fundamentals of Ecology",Odem, E. P., W. B. Sannders Co. *** Latest editions of all the suggested books are recommended.**	

Course Code: BSCEI208/ BEDS 201	**Core Course** **B.Sc.-B.Ed.(Int.) Semester-II** **LEARNING AND TEACHING**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concept of teaching-learning process, level of teaching and learner's, principles and approaches of learning and theories of intelligence.	
CO2.	Applying the various theories of learning in developing personality of learners.	
CO3.	Analyzing the students' individual differences and selecting basic teaching skills and techniques of teaching.	
CO4.	Developing professional ethics and code of conduct in prospective teachers.	
Course Content:		
Unit-1:	**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	**10 Hours**
Unit-2:	**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)	**13 Hours**
Unit-3:	**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	**10 Hours**
Unit-4:	**Classroom Dynamics and Role of Teacher:** • Classroom climate and group dynamic • 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	**9 Hours**
Unit-5:	**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	**8 Hours**
Text Books:	Bower and Hilgard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall	
Reference Books:	1. Mangal, S.K. (1998) - Advanced Educational Psychology, Prentice hall of India, New Delhi.New York. 2. Basics in Education-Textbook for B.Ed course, NCERT-2014. 3. Dr. A.B. Bhatnagar (2016), Learning and Teaching, R. Lal Publication. Meerut 4. dqyJs"B ,l-ih-] 2007&08] 'kSf{kdrduhdh ds ewyvk/kkj] vxzokyifCyds'ku] vkxjk **Latest editions of all the suggested books are recommended.**	

E- Resources	hfile:///C:/Users/user/Downloads/conceptsofteachinglearning.pdfttp://egyankoshttp://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LEARNING%20AND%20TEACHING.pdfh.ac.in/bitstream/123456789/46578/1/BES-123B1E.pdf http://egyankosh.ac.in/bitstream/123456789/46578/1/BES-123B1E.pdf https://allgovtjobsindia.in/meaning-of-learning-teaching-notes-in-hindi/ http://www.ignouhelp.in/ignou-bes-123-study-material-in-hindi/ https://www.learningclassesonline.com/2019/09/learning-and-teaching-in-hindi.html

Course Code: BSCEI203	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-II** **PARTIAL DIFFERENTIAL EQUATIONS**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of partial differential equations of first order and second order.	
CO2.	Applying different methods to solve partial differential equation.	
Course Content:		
Unit-1:	Partial differential equation of I order and I degree, Origin of partial differential equation, Lagranges method for P.p +Q.q = R.	**10 Hours**
Unit-2:	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.	**12 Hours**
Unit-3:	Monge's form of solution of form Rr + Ss + Tt = V	**10 Hours**
Unit-4:	Classification of Partial differential Equation	**8 Hours**
Unit-5:	Application of Partial differential Equation	**8 Hours**
Text Books:	1. "Partial differential Equation" by M. D. Raisinghania, S.Chand&Company	
Reference Books:	1. "Partial differential Equation" by I. N. Sneddon, Mc grawHill&Company 2. "Partial Differential With Boundary value Problems" S Singh ,J .P.ChauhanShikahaSahitiyaPrakashan 3. "Partial differential Equation" by P. P. Gupta, G. S. Malik and S. K. Mittal, PragatiPrakshan *** Latest editions of all the suggested books are recommended.**	
E- Resources	https://youtu.be/vZEN4NXhmag https://youtu.be/N9P5i7aJ88c https://youtu.be/vZEN4NXhmag https://youtu.be/b9_0pxy_MOQ https://youtu.be/qenO7wTXo4E	

Course Code: BSCEI204	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-II** **ELECTRICITY AND MAGNETISM**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of electric circuits, electric field, magnetic field and electro magmatic induction.	
CO2.	Explaining various laws and theorems of electric field, magnetic field and electro magmatic induction.	
Course Content:		
Unit-1:	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	**10 Hours**
Unit-2:	**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,	**12 Hours**
Unit-3:	**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.	**10 Hours**
Unit-4:	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.	**10 Hours**
Unit-5:	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.	**10 Hours**
Text Books:	1. Electricity and Magnetism By Edward M. Purcell (McGraw-Hill Education, 1986)	
Reference Books:	1. Electricity and Magnetism. By D C Tayal (Himalaya Publishing House,1988). 2. David J. Griffiths, Introduction to Electrodynamics, 3rd Edn, (Benjamin Cummings,1998). 3. Fundamentals of Electricity and Magnetism By Arthur F. Kip (McGraw-Hill, 1968) 4. Electricity and Magnetism by J.H.Fewkes& John Yarwood. Vol. I (Oxford Univ. Press, 1991). *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.youtube.com/watch?v=wbuPlbOBJJ4 https://www.britannica.com/science/electric-field https://www.khanacademy.org/science/physics/magnetic-forces-and-magnetic-fields https://www.youtube.com/watch?v=jm6iMX_4-DI	

Course Code: BSCEI205	Core Courses **B.Sc.-B.Ed.(Int.) Semester-II** **INORGANIC CHEMISTRY**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of Inorganic Chemistry.	
CO2.	Explaining the atomic structures and properties & periodicity of elements.	
CO3.	Applying the periodic property of element to find out their position in periodic table.	
Course Content:		
Unit-1:	**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.	**10 Hours**
Unit-2:	Pauli's exclusion principle, Hund's rule of maximum multiplicity, Aufbau's principle and its limitations, Variation of orbital energy with atomic number.	**12 Hours**
Unit-3:	**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.	**10 Hours**
Unit-4:	**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.	**12 Hours**
Unit-5:	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.	**08 Hours**
Text Books:	1. Inorganic Chemistry Gurtu & Khera Pragati Prakashan.	
Reference Books:	1. Basic Inorganic Chemistry, F.A. Cotton, G. Wilkinson. 2. Inorganic Chemistry, WW Porterifield. Addision-Wesley. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://en.wikipedia.org/wiki/Bohr_model https://en.wikipedia.org/wiki/Aufbau_principle https://www.topperlearning.com/answer/explain-s-p-d-f-block-elements/759j0uff https://en.wikipedia.org/wiki/Ionization_energy https://chem.libretexts.org/Bookshelves/Inorganic_Chemistry/Modules_and_Websites_%28Inorganic_Chemistry%29/Descriptive_Chemistry/Elements_Organized_by_Block/1_s-Block_Elements/Group__1%3A_The_Alkali_Metals/Z001_Chemistry_of_Hydrogen_%28Z1%29	

Course Code: BSCEI206	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-II** **DIVERSITY OF CRYPTOGAMS (BRYOPHYTA, PTERIDOPHYTA AND PALEOBOTANY)**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the general characters, classification and life cycles of Bryophytes, Pteridophytes and Gymnosperms.	
CO2.	Explaining Paleo botany, types of fossils and geological time scale.	
Course Content:		
Unit-1:	**Bryophyta:** General characteristics, classification and economic importance of Bryophyta, alternation of generation	**10 Hours**
Unit-2:	Structure, reproduction and life cycle of Hepaticopsida- Riccia, Marchantia and Pellia, Anthoceratopsida-Anthoceros, Bryopsida-Sphagnum, Polytrichum.	**10 Hours**
Unit-3:	Pteridophyta : General characteristics, classification and economic importance. Structure, reproduction and life history of Lycopodium, Selaginella, Equisetum, Adiantum and Marsilea. Heterospory and seed habit. Types of Stelar Systems and its Evolution in Pteridophytes.	**10 Hours**
Unit-4:	Elementary Palaeobotany: general account, types of fossils, techniques of fossil study, fossilization theories, methods of fossilization and geological time scale.	**08 Hours**
Unit-5:	Gynosperm:-General characteristics, classification and economic importance. Morphology, anatomy, reproduction and life history of Cycas, Pinus, Ephedra.	**10 Hours**
Text Books:	1. Pandey S.N. & others. 1995, A Text Book of Botany Vol. I, Vikas Publications Dehl	
Reference Books:	1. Pandey S.N. & others. 1995, A Text Book of Botany Vol. I, Vikas Publications Dehli *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.youtube.com/watch?v=s8jhJXgC-bk https://www.youtube.com/watch?v=vcYPI6y-Udo https://www.youtube.com/watch?v=GCbVjkreJlQ&t=48s https://www.youtube.com/watch?v=kqceWL9Jskg&t=7s https://www.youtube.com/watch?v=bKQTYdzPZOU https://www.youtube.com/watch?v=bKQTYdzPZOU	

Course Code: BSCEI207	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-II** **ANIMAL DIVERSITY: PART-II**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the general characters and life cycle of higher invertebrates.	
CO4.	Analyzing the structure and function of cell and cell organelles.	
Course Content:		
Unit-1:	**Taxonomy:** Classification of Arthropoda, Mollusca & Echinodermata, Mouth parts of Insects, Economic Importance of Insects, Pearl Formation.	**10 Hours**
Unit-2:	**Arthropoda**: Habit, habitat, morphology, physiology, reproduction, development of ***Palaemon***(Prawn).	**10 Hours**
Unit-3:	**Mollusca**: Habit, habitat, morphology, physiology, reproduction, development of ***Pila***(Apple snail).	**10 Hours**
Unit-4:	**Echinodermata**: Habit, habitat, morphology, physiology, reproduction, development of ***Pentacerous***(Sea star).	**8 Hours**
Unit-5:	**Cell Biology**: Structure and function of cell, structure and function of cell organelles viz: mitochondria, Golgi bodies, nucleus, ribosome and endoplasmic reticulum.	**10 Hours**
Text 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	
Reference Books:	4. Cell Biology P.S. Verma & V K Agarwal, Publisher: S. Chand 5. Cytology, Genetics, Evolution & Ecology**,** P. K. Gupta, RastogiPublications *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://youtu.be/UOmAiF7P0ng https://youtu.be/RTKx9Q-UZ6I https://en.wikipedia.org/wiki/Pila_(gastropod) https://youtu.be/PXz0TaXcEb4 https://youtu.be/CVs4WLdQDco	

Course Code: BSCEI251	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-II** **ELECTRICITY AND MAGNETISM LAB**	L-0 P-2 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying elementary ideas of electricity and magnetism to determine current, resistance and galvanometer sensitivity.	
CO2.	Analyzing the applications and working of Ballistic Galvanometer, electromagnetic induction, network theorem, Hysteresis loop etc.	

Course Content:

LIST OF EXPERIMENTS

Note : Select any ten experiments from the following list

1. Verify network theorem (i) Superposition Theorem (ii) Thevinen Theorem (iii) Norten Theorem.
2. Use multi meter for measuring (a) Resistance (b) AC and DC Voltage (c) DC current.
3. Calibration of ammeter by Potentiometer.
4. Calibration of Voltmeter by Potentiometer.
5. To determine a Low Resistance by Carey Foster's Bridge.
6. To determine resistance of galvanometer by Kelvin's method.
7. To determine the (a) Charge Sensitivity and (b) Current Sensitivity of a B.G.
8. To plot graph showing the variation of magnetic field with diastance along the axis of circular coil.
9. To determine internal resistance of a leclanche cell by Mance's method using post office Box.
10. To determine Self Inductance of a Coil by Rayleigh's Method.
11. Conversion of Galvanometer in ammeter of given range.
12. To verify Ohm's law in electricity.

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)

Course Code: BSCEI252	Core Course **B.Sc.-B.Ed.(Int.) Semester-II** **INORGANIC CHEMISTRY LAB**	L-0 P-2 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Analyzing the concentration of oxidizing agents in water samples in ecological studies	
CO2.	Applying the process of aromatic nitration in industrial chemistry.	

Course Content:

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 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)

Course Code: BSCEI253	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-II** **DIVERSITY OF CRYPTOGAMS (BRYOPHYTA, PTERIDOPHYTA AND PALEOBOTANY) LAB**	L-0 P-2 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Demonstrate the general characters, morphological and anatomical features of pteridophytes through specimens and slides.	
CO2.	Analyzing the evolution of bryophytes, pteridophytes and gymnosperms on earth.	

Course Content:

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.

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)

Course Code: BSCEI254	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-II** **ANIMAL DIVERSITY PART-II LAB**	L-0 P-2 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Explaining the general characters, morphological and anatomical features of higher invertebrates.	
CO2.	Applying knowledge of Mitosis and Meiosis by preparation of slides.	
CO3.	Analyzing the structure of Cell, Cell division and chromosome with slides.	

Course Content:

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*.

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)

Course Code: BSCEI255	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-II** **MATHEMATICAL SKILL: ALGEBRA AND MATRICES**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of algebra and matrices.	
CO2.	Applying the fundamental theorems of algebra such as Cayley's theorem and Lagrange's theorem.	
CO3.	Analyzing vector space, properties of vector space and Eigen values and Eigen vectors.	
Course Content:		
Unit-1:	Matrices and determinants, Elementary row and column transformation, Linear transformations, Rank of matrix.	**08 Hours**
Unit-2:	Consistency of linear system of equations, Linear dependence and independence, Hermitian and skew Hermitian matrices, general form of matrices.	**10 Hours**
Unit-3:	Inverse of matrix by elementary operations, Solutions of simultaneous equations, Characteristic equation, Caley-Hamilton theorem (without proof), Eigen values and Eigen vectors, Diagonalization.	**12 Hours**
Unit-4:	Sets, Relations, Functions, Binary operations, permutation, Groups and subgroup its elementary properties.	**08 Hours**
Unit-5:	Isomorphism and Homomorphism of Groups, Caley's theorem, Order of an element, Rings, Fields and integral domains.	**06 Hours**
Text Books:	1. "Matrices" by Dr. J.K.Goel and K.P.Gupta, Students Friends & Co. 2. "Modern Algebra" by A. R. Vashisth, KrishanaPrakshanMandir	
Reference Books:	1. "Matrices" by Shanti Narain, S Chand &Co. 2. "Matrices" by N. Saran and J. K. Goyal, PragatiPrakashan *** Latest editions of all the suggested books are recommended.**	

Evaluation Scheme

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)

Course Code: TGE201	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-II** **English Communication - II**	L-1 P-2 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Demonstrating comprehension in listening	
CO2.	Understanding and improve vocabulary	
CO3.	Drafting official written communication formats.	
CO4.	Demonstrating public speaking skills	
CO5.	Applying concept and rules of grammar	
Course Content:		
Unit-1:	**Listening Skills:** • Active Listening • Talk Shows • Commentaries • Listening Comprehensions	**06 Hours**
Unit-2:	**Functional Grammar & Vocabulary:** • Root Words • Idioms & Phrases • Technical Jargons • Direct & Indirect Speech • Active & Passive Voice • Sentence Re-arrangement • Closet Test	**10 Hours**
Unit-3:	**Writing Skills:** • Proposal & Report Writing • Preparing Notice, Agenda & MOM • Verbal Analogies	**06 Hours**
Unit-4:	**Communication Skills:** • Power Point Presentations • Know Your Body Language • Role Plays • Picture Perception • Public Speaking 'Debate, Stage Handling, Oral Presentation'	**10 Hours**
Unit-5:	**Verbal Ability:** • One Word Substitutions • Jumbled Words • Sentence Improvement	**08 Hours**
Text Books:	1. Singh R.P., An Anthology of Short stories, O.U.P. New Delhi.	
Reference Books:	1. English Grammar Composition and Usage by J.C. Nesfield, Macmillian Publishers. 2. Communication Skills by Sanjay Kumar & PushpLata, Oxford University Press 3. Business Writing for Dummies (3rd Edition) by Natalie Canavor, For Dummies 4. Reading and Listening Comprehension Skills by Michelle Osment, Curriculum Concepts 5. Unveiling the Secrets of Verbal Ability by Abhishek Verma and Shweta Bajaj, Research India *** Latest editions of all the suggested books are recommended.**	
E-Resources:	http://www.indianhills.edu/_myhills/courses/SPC101/documents/lu05_listening.pdf https://www.enchantedlearning.com/grammar/prefixsuffix/index.shtml https://byjus.com/govt-exams/list-one-word-substitution-pdf/ https://youtu.be/Wmq54xqlDvg	

https://www.mindtools.com/pages/article/Body_Language.htm

Evaluation Scheme

Internal Evaluation			External Evaluation		Total Marks
40 Marks			60 Marks		
20 Marks (Best 2 out of Three CTs) ***(From Unit- II, IV & V)***	10 Marks (Oral Assignments) ***(From Unit I & III)***	10 Marks (Attendance)	40 Marks (External Written Examination) ***(From Unit II, IV & V)***	20 Marks (External Viva)* ***(From Unit - I & III)***	**100**

*Parameters of External Viva

Content	Body Language	Confidence	Question Responsiveness	TOTAL
05 Marks	05 Marks	05 Marks	05 Marks	20 Marks

Note*:External Viva will be conducted by 2-member committee comprising*
a)*One Faculty teaching the class*
b)*One examiner nominated by University Examination cell.*
Each member will evaluate on a scale of 20 marks and the average of two would be the 20 marks obtained by the students.

Course Code: BSCEI301 BEDS 102	**Core Course** **B.Sc.-B.Ed.(Int.) Semester-III** **CONTEMPORARY INDIA AND EDUCATON**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of Education, Philosophy, issues and concerns in Indian education system.	
CO2.	Applying the recommendations and suggestions of Indian Commission and policies.	
CO3.	Analyzing the concept of Indian Educational thinkers and western thinkers.	
CO4.	Evaluating the Policy framework for public education.	
Course Content:		
Unit-1:	**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 provision.	**10 Hours**
Unit-2:	**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	**12 Hours**
Unit-3:	**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, Gijubhai Badheka	**10 Hours**
Unit-4:	**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. • National Education Policy 2020 • Programme for children.- Integrated Child Developmental Scheme (ICDS);	**12 Hours**
Unit-5:	**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 with in the framework of Human Rights	**10 Hours**
Text Books:	1. Lal,.Raman Bihari : Contemporary India and Education, R.Lall Book Depot Meerut (2017)	
Reference Books:	• Anand, C.L. *et al The teacher and education in emerging Indian society,* New Delhi: NCERT • Sharma, R.A. *Philosophical and Sociological Foundation of Education*, LalBook Depot, Meerut • Pathak, P.D. & Tyagi, G.S.D. *Principle of Education*, Vinod Pustak Mandir, Agra • NCERT (2006). *Position paper – National focus group on gender issues in education,* New Delhi : NCERT • G.O.I. (1966) *Report of education commission : Education and national development*,New Delhi: Ministry of Education • G.O.I. (1986) *National policy of education,* New Delhi: MHRD	

	• G.O.I. (1992) *National policy of education* New Delhi: MHRD • G.O.I. (2009) *The right of children to free and compulsory education Act2009* • G.O.I. (2011) *Sarva Shiksha Abhiyan : Framework for implementation based on the right of children to free and compulsory education Act 2009* • Kumar, K. *Politics of education in colonial India*, Routledge • Naik, J.P. and Narullah, S. *A students' history of education in India* • NCERT (2005). *National curriculum framework for school education*, New Delhi: NCERT *** Latest editions of all the suggested books are recommended.**
E-Resources	https://johnparankimalil.wordpress.com/2012/03/26/meaning-nature-and-aims-of-education/ http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Foundations%20of%20Education(BED15101)%20all%20units.pdf http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf https://shodhganga.inflibnet.ac.in/bitstream/10603/11248/11/11_chapter%204.pdf https://www.researchgate.net/publication/335890181_HIGHER_EDUCATION_FOR_NATIONAL_INTEGRATION_THE_INDIAN_EXPERIENCE/link/5d8243b3299bf1996f757f5e/download

Course Code: BSCEI302	**Core Course** **B.Sc.-B.Ed.(Int.) Semester-III** **ORGANIC CHEMISTRY**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of Organic Chemistry.	
CO2.	Applying the concept of Organic Chemistry to find hybridisation and shapes of molecules.	
CO3.	Analysing the various chemical reactions and their mechanism	
Course Content:		
Unit-1:	**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.	**12 Hours**
Unit-2:	**Stereo chemistry:** 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**.**	**12 Hours**
Unit-3:	**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.	**10 Hours**
Unit-4:	**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).	**10 Hours**
Unit-5:	**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**.**	**10 Hours**
Text Books:	1.Morrison, R. N. & Boyd, R. N. *Organic Chemistry*, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).	
Reference Books:	1. Finar, I. L. *Organic Chemistry* (*Volume 2: Stereochemistry and the Chemistry of NaturalProducts*), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education). 2. Eliel, E. L. & Wilen, S. H. *Stereochemistry of Organic Compounds*; Wiley: London, 1994. 3. Finar, I. L. *Organic Chemistry* (*Volume 1*), Dorling Kindersley (India) Pvt. Ltd. (Pearson Education). *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://en.wikipedia.org/wiki/Resonance_%28chemistry%29 https://en.wikipedia.org/wiki/Stereochemistry http://10upon10.com/gen/chemistry/g2chemistry-alkanes-1.html http://www.organicmystery.com/Hydrocarbons/preparation-of-alkenes.php https://en.wikipedia.org/wiki/Aromatic_hydrocarbon	

Course Code: BSCEI321 BEDS418	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-III** **Innovations in Education**	L-2 P-4 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Knowledge of innovative technical devices	
CO2.	Understanding of technical devices for inspiring innovations around the Globe.	
CO3.	Applying various innovative practices and experiments in education.	
CO4.	Analysing contemporary modern issues and inspiring Innovations around the Globe**.**	
CO5.	Developing innovative trends for growth and healthy living	
Course Content:		
Unit-1:	**Innovation & Innovative classroom** • Innovation– Meaning & concept, NEP 2020 • Need and scope in view of technological, Obstacles in innovation • Role of Education in bringing innovations. • Innovative Classroom: Musical & Theatrical, Classroom without four walls, Drama in Education, Understanding social & environmental issues and local culture, Self-realization, Creative expression by drama.	**10 Hours**
Unit-2:	**Innovative trends in teaching and learning** • Cooperative Learning Strategies • Constructivism, • Concept Mapping • Simulation (Role Play) • Reciprocal Peer Teaching, • Inter & Multi-Disciplinary Approach.	**10 Hours**
Unit-3:	**Innovative programmes** • Innovative programmes and Schemes for social development in the field of education. • Positive Parenting, Aganwadi, Life skills Education, disaster management, Entrepreneurship development in Education, Pratham, Eklavya. • Innovative approach of inclusive education.	**10 Hours**
Unit-4:	**ICT for Pedagogical Innovations** • Development of e-content; Meaning, process and applications • Web Quest and virtual field trips: Concept, process, and use in the classroom • Open Educational Resources; Meaning and importance, various OER initiatives • Assistive technology for children with special needs: Tools and processes; • Universal Design for Learning (UDL) • Role of CIET/SIETs for Integrating ICT in Education; e-pathshal, NROER, MOOC	**10 Hours**
Unit-5:	**Inspiring Innovations around the Globe** • Some Inspiring Innovations in Education around the Globe: Robert Teacher, Forest Kindergarten, Free University Education, 3D Learning, Literacy Brigades, Teacher Autonomy, the Paperless Classroom. • Changing face of School and University in the age of information and communication technology, E-learning in Education, Interactive Radio, EDUSET, Internet, Tele- conferencing, Virtual reality, Swayam.	**10 Hours**
Text Books:	• Badheka, G. (1988). Divaswapna (K. Triwedi, Trans.). India: National Book Trust. • Chauhan S.S. (1994). Innovations in teaching learning process. New Delhi: Vikas Publishing House P. Ltd	

Reference Books:	. • Kuroyanagi, T. (1981). Totto-Chan (D. Britton, Trans). Tokyo: Kodansha Publishers Ltd. • Laxmi, S. (1989). Innovations in Education. Delhi: Sterling Publishers Pvt. Ltd. • NCERT (1979). Experimentation & Innovations in School: A handbook. New Delhi: NCERT. • Radjou, N., Prabhu, J. & Ahuja, S. (2015). Jugaad. Gurgaon: Random House Group Ltd. • Shivani (1986). Amader Shantiniketan. New Delhi: Rajkamal Publication. *** Latest editions of all the suggested books are recommended.**
E-Resources	https://youtu.be/XCKPeb6__fg https://www.edsys.in/trends-in-educational-technology/ https://fdocuments.in/document/innovative-schemes-and-programmes-for-social-development-in-the-field-of-education.html?page=1 https://www.redalyc.org/journal/3033/303357581005/html/

Course Code: BSCEI303 BEDS 204	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-III** **PHYSICAL, HEALTH AND YOGA EDUCATION**	L-2 P-4 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Remembering the concept of health, Physical fitness & Yoga Education.	
CO2.	Understanding school health programs, health problems and benefits of physical fitness.	
CO3.	Demonstrating and applying various yogic practices for health and stress management.	
Course Content:		
Unit-1:	**Health** • Introduction, Definition and Meaning of health & health education • School health programme and role of teacher in development of health • Personal and Environmental Hygiene for schools • Objectives of school health services, Role of health education in schools	**12 Hours**
Unit-2:	**Physical Fitness** • Definition, Meaning and Types of physical fitness • Factors affecting physical fitness • Benefits of Physical Fitness • Importance of physical activities at school level • Principles of physical fitness	**10 Hours**
Unit-3:	**Yoga & Meditation** • Introduction, Meaning and definitions of Yoga • Benefits of Yogic practices • Meditation: Meaning, Nature & Relationship with mind. • Importance of Meditation at school level	**10 Hours**
Unit-4:	**Asanas** • Corrective Asanas: Sitting, Standing, Supine line & Prone line position • Meditative Asanas: Padma Asana, Vajra Asana & Sukha Asana • Relaxative Asanas: Shava Asana, Makara Asana	**10 Hours**
Unit-5:	**Pranayams** • Ujjai • Shitali • Sitkari • Bhastrika • Bhramari	**10 Hours**
Text Books:	• Tripathi, Anil Kumar Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra, • Moorthy, Prof A.M Management of Health Education(Part-II), Delhi: Friends publisher.	
Reference Books:	1. "BiodiversityandConservation",Bryant, P. J., HypertextBook 2. "Textbook of Environment Studies", Tewari, Khulbe&Tewari,I.K. Publication 3. Singh,Dr. Ajmer Essentials of physical Education. Ludhiana: Kalyani publishers. 4. Daryl Syedentop Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.	
E-Resources	https://www.learningclassesonline.com/2019/08/health-and-physical-education-book.html	

Course Code: BSCEI304	**Discipline Specific Course** **B.Sc.-B.Ed.(Int.) Semester-III** **OPTICS**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of ray and wave optics.	
CO2.	Applying different laws and concepts of understand optic instruments like grating, telescope etc.	
CO3.	Analyzing the applications of interference and diffraction and polarization of light waves.	
Course Content:		
Unit-1:	**Geometrical Optics:** Fermat's Principle, 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.	**12 Hours**
Unit-2:	**Physical Optics I:** Interference of Light: The principle of super position, two slide interferences, coherence requirement of the sources, optical path retardation, lateral shift of fringes, 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.	**10 Hours**
Unit-3:	**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. Rayleigh refractometer and other applications.	**10 Hours**
Unit-4:	**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, Diffraction at N-parallel slits, its intensity distribution, plane diffraction grating, Resolution of images, Rayleigh criterion, resolving power of grating, telescope.	**12 Hours**
Unit-5:	**Physical Optics-IV Polarization**. Double refraction and Optical Rotation: Refraction in uniaxial crystal, its electromagnetic theory, Phase retardation, Quarter wave plate and half wave plate, Rotation of plane of polarization. Fresnel explanation of rotation.	**8 Hours**
Text Books:	Optics by AjoyGhatak, 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.**	
E-Resources:	https://www.youtube.com/watch?v=ShQWwobpW60 https://www.youtube.com/watch?v=fsHkTBG0KJQ https://www.fisica.net/optica/optics_textbook.pdf http://www.physics.ucc.ie/mvaughan/lecturing/PY3101/Optics.pdf	

Course Code: BSCEI305	**Discipline Specific Course** **B.Sc.-B.Ed.(Int.) Semester-III** **REAL ANALYSIS**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the basic of real analysis.	
CO2.	Applying various theorems such as Darboux's theorem and fundamental theorem of real analysis.	
CO3.	Analyzing convergence Weirstrass test and M-test.	
Course Content:		
Unit-1:	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.	**10 Hours**
Unit-2:	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.	**12 Hours**
Unit-3:	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.	**10 Hours**
Unit-4:	Definition existence and properties of Riemann integral of a bounded function, Darboux theorem, Condition of inerrability, Integral as limit of sum, Fundamental Theorem of Calculus.	**8 Hours**
Unit-5:	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.	**10 Hours**
Text Books:	1. "A course of Mathematical Analysis" by Shanti Narayan, S.Chand.& 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 3. "Mathematical Analysis" by S. C. Malik, Willy. Eastern Co. 4. "Real Analysis" by M. L. Khanna and L. S. Varshney, Jay Prakash Nath & Co. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://youtu.be/SUeHGIUSqc8 https://youtu.be/P_FG-p8C6-s https://youtu.be/eeli_G2Klk0 https://youtu.be/vGwurRO3b-c https://youtu.be/HyWagR_7x-o	

Course Code: BSCEI306	**Discipline Specific Course** **B.Sc.-B.Ed.(Int.) Semester-III** **PLANT TAXONOMY AND EMBRYOLOGY**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concept,aim, scope and classification of plant taxonomy.	
CO2.	Appling the microsporogenesis, megasporogenesis, pollination, fertilization and endosperm development process in plants	
CO3.	Identifying the plants on the basis oftheir habitat, leaf, flower and fruit structures.	
Course Content:		
Unit-1:	**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)	**12 Hours**
Unit-2:	**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	**12 Hours**
Unit-3:	**Systematic Taxonomy-I** • Systematic study and economic importance of the following families: Annonaceae, • Brassicaceae, Rutaceae, Curcurbitaceae, and Apiaceae	**10 Hours**
Unit-4:	**Systematic Taxonomy-II** • Systematic study and economic importance of plants belonging to the following families: Asteraceae, Asclepiadaceae, Lamiaceae, Ephorbiaceae, Arecaceae, and Poaceae.	**8 Hours**
Unit-5:	**Embryology** • Anther structure, microsporogenesis and development of male gametophyte. • Structure and types of ovules; Types of embryo sacs,organization and ultrastructure of mature embryo sac. • Pollination and Fertilization (out lines), Endosperm development and types. • Development of dicot and monocot embryos, Polyembryony.	**10 Hours**
Text Books:	1. Porter, C.L. (1982): Taxonomy of flowering Plants, Eurasia Publishing House, New Delhi.	
Reference Books:	1. Bhojwani, S.S.& Bhatnagar, S.P. (2000) : The Embryology of Angiosperms (4th Edition) Vikas Publishing House(P)Ltd., UBS Publisher's Distributors, New Delhi. 2. Maheswari,P(1963) :Recent Advances in the Embryology of Angiosperms(Ed.,) International Society of Plant Morphologists- University of Delhi. 3. Lawrence, G.H.M. (1953): Taxonomy of Vascular Plants, Oxford & IBH Publishers, New Delhi. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.youtube.com/watch?v=s1mBkNsJY-4 https://www.youtube.com/watch?v=TTIGRcd_ju0 https://www.youtube.com/watch?v=s_x_f68e27U https://www.youtube.com/watch?v=s_x_f68e27U https://www.youtube.com/watch?v=D9fWcSNMjys	

Course Code: BSCEI307	**Discipline Specific Course** **B.Sc.-B.Ed.(Int.) Semester-III** **CHORDATA**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the taxonomy of chordate and their classes	
CO2.	Appling the physiology, structure and life history of chordata animals like fishes, amphibians, aves, reptiles and mammals.	
CO3.	Analyzing the difference between of Poisonous and non- poisonous snakes.	
Course Content:		
Unit-1:	1- **Urochordat**: Classification and detailed study (Habit, Morphology, anatomy, Physiology,) of Herdmaina 2- **Cephalochordata**: Classification and detailed study of Branchiostoma (Amphioxus)	**10 Hours**
Unit-2:	**1. Pisces**: General characters and classification of Pisces (up to orders with examples) Parental care in fishes. **2. Amphibia:** General characters and classification of amphibia (up to orders with examples) Parental care in amphibia.	**12 Hours**
Unit-3:	**Reptilia**: General characters and classification of Reptilia (up to orders with examples) Identification of Poisonous and non- poisonous snakes. Biting mechanism of poisonous snakes	**08 Hours**
Unit-4:	**Aves**: General characters and classification of Aves (up to orders with examples) Characters of Archaeopteryx, Flight adaptation in Birds.	**10 Hours**
Unit-5:	**Mammalis**: General characters and classification of Mammalia up to orders. Dentition in Mammals.	**08 Hours**
Text Books:	1- Young, J. Z, The life of Vertebrates III^{ed} edition oxford University press. London.	
Reference Books:	1- A text book of Zoology vertebrate: R.L. Kotpal Rastogi publication 2- vertebrate Zoology, Publisher: S. Chand 3- Vertebrate Zoology: E.L. Jordan and P.S. Verma. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.biologydiscussion.com/animals-2/phylum-chordata/herdamania-structure-locomotion-and-systematic-position/40492 https://youtu.be/k53zKfK-8v4 https://www.biologydiscussion.com/zoology/reptiles/poisonous-snakes-biting-mechanism-effect-and-treatment-reptiles/41077 https://www.biologydiscussion.com/zoology/reptiles/poisonous-snakes-biting-mechanism-effect-and-treatment-reptiles/41077 https://en.wikipedia.org/wiki/Bird	

Course Code: TGC303	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-III** **SELF MANAGEMENT FOR TEACHERS**	L-0 P-2 C-1
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	**Applying** important soft skills like presentation skills, communication skills, Correct Decision Making, etc in teaching.	
CO2.	**Adapting** positive mind-set conducive for growth & healthy Teacher- Student relationship through optimism and critical thinking.	
CO3.	**Managing** self effectively by maintaining high Self-Motivation, confidence, Values, ethics & moral etc.	
CO4.	**Creating** cohesive teams and utilizing time in the most effective manner by avoiding procrastination.	
CO5.	**Understanding** the concepts of resume writing, GDs & PIs and planning demo for classes.	
Course Content:		
Unit-1:	**Important soft skills in Teaching** Introduction Presentation Skills- Tools & Technique Communication Skills Importance of Positive Attitude in Teaching Decision Making Teacher- Student Relationship	**10 Hours**
Unit-2:	**Self Management** High Self Motivation and Confidence Values and Moral Team Working Skills Time Management	**08 Hours**
Unit-3:	**Job Specific Preparation** Personal Interview- Concept & introduction Creative Resume Building Planning Demo Class Group Discussion- Concept	**12 Hours**
Reference Books:	1. Robbins, Stephen P., Judge, Timothy A, Vohra, Neharika, Organizational Behaviour (2018), 18th ed., Pearson Education 2. Organizational Behavior by Dr. Mrs. Anjali Ghanekar, Everest Publishing House 3. Tracy, Brian, Time Management (2018), Manjul Publishing House 4. Hill, Napolean, Think and grow rich (2014), Amazing Reads 5. Scott, S.J., SMART goals made simple (2014), Creates pace Independent Pub *** Latest editions of all the suggested books are recommended.**	

Course Code: BSCEI351	**Discipline Specific Courses** **B.Sc.-B.Ed.(Int.) Semester-III** **OPTICS LAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying elementary ideas of interference and diffraction to determine the wavelength by Newton's rings, Fresnel's biprism and polarimeter.	
CO2.	Analyzing the applications and working of Laser, telescope, photocell and Interferometer.	

Course Content:

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 Photo-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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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.

Course Code: BSCEI352	Core Course B.Sc.-B.Ed.(Int.) Semester-III ORGANIC CHEMISTRY LAB	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Analyzing the chemical behavior of unknown substance.	
CO2.	Determining the physical and chemical properties of different unknown organic compound by functional group analysis.	

Course Content:

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 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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Reference text:

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

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

Course Code: BSCEI353	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-III **PLANT TAXONOMY AND EMBRYOLOGYLAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Demonstrating the general characters, floral formula, floral diagram and economic importance of different families of flowering plant.	
CO2.	Analyzing the Bentham& Hooker's system of classification in systematic study of local flora.	
CO3.	Developing the structure of anther, plant embryo.	

Course Content:

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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.**

Course Code: BSCEI354	**Discipline Specific Courses** **B.Sc.-B.Ed.(Int.) Semester-III** **CHORDATALAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Explaining the characteristic, classification and economic importance of chordate	
CO2.	Demonstrating the structure of Balanoglossus sections through probossiss, collar ,branchiogenital and hepatic region.	
CO3.	Analysing placoid , cycloid and ctenoid scales via Temporary unstained preparation.	

Course Content:

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 pharyngea, intestinal & caudal region,

Temporary unstained preparation of placoid, cycloid and ctenoid scales

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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.**

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

Course Code: BSCEI355	**Discipline Specific Courses** **B.Sc.-B.Ed.(Int.) Semester-III** **MATHEMATICAL SKILL: INTEGRAL CALCULUS**	L-0 P-4 C-2

Course Outcomes:	**At the end of this course, the students will be-**
CO1.	Understanding the concepts of integral calculus, definite and multiple integration and reduction formula.
CO2.	Applying the beta and gamma function and its application.
CO3.	Analyzing first order differential equation and miscellaneous differential equation.

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.
Text Books:	1. "Integral Calculus" by Gorakh Prasad, Pothishala Pvt. Ltd. 2. "Integral Calculus" by M. Ray, Shiv Lal Agarwal & Co Agra.
Reference Books:	1. "Integral Calculus" by Shanti Narayan and P.K Mittal, S.Chand& Company Ltd 2. "Integral Calculus by" Shani Narayan, S.Chand& Company Ltd.

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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.**

Course Code: BSCEI401	Core Course B.Sc.-B.Ed.(Int.) Semester-IV **GENDER, SCHOOL AND SOCIETY**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of gender, gender bias, gender stereotype, empowerment, Patriarchy and feminism in society & their challenges.	
CO2.	Applying the legal provision for gender equality in present scenario.	
CO3.	Analyzing the need and importance of equality and equity in education.	
CO4.	Evaluating the paradigm shift from women studies to gender studies based on the historical backdrop.	
Course Content:		
Unit-1:	• 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.	**10 Hours**
Unit-2:	• 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	**10 Hours**
Unit-3:	• 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.	**12 Hours**
Unit-4:	• Changing Perspectives with Legal Provisions: Right to Inheritance etc • Social Construction of Masculinity and Femininity • Patriarchies in interaction with other social structures and identities.	**8 Hours**
Unit-5:	• 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.	**10 Hours**
Text Books:	• Ambasht, et al Developmental Needs of Tribal People,NCERT • Bhattacharjee, Nandini. Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human	
Reference Books:	• Jeffery, P. and Jeffery, R. 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. • Development: Theory, Research and Applications in India. Sage: New Delhi. • Frostig, M, and Maslow, P. Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.	

	• Geetha, V .Gender. Stree: Calcutta. • Ghai, A. Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & • Ghai, Anita .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 ***Latest editions of all the suggested books are recommended**
E-Resources:	https://youtu.be/4Qhcl9Svc9Y https://youtu.be/cdncZGiRDbs https://youtu.be/iI-1wAQIfbQ https://youtu.be/iCRpaRIKufs https://www.plannedparenthood.org/learn/gender-identity/sex-genderidentity/what-are-gender-roles-and-stereotypes https://en.m.wikipedia.org/wiki/Polyandry

Course Code: BSCEI402	Core Course B.Sc.-B.Ed.(Int.) Semester-IV **ORGANIC AND INORGANIC CHEMISTRY**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts and theories of chemical bonding and the concept of Organic, Inorganic Chemistry.	
CO2.	Analyzing the p block elements.	
CO3.	Evaluating the different types of Alcohol and amino acids.	
Course Content:		
Unit-1:	**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, Definition Types, Prediction of Hybridization ($BeCl_2$, CH_4, ClF_4, $POCl_3$, NH_4^+, $H_3O^+CO_3^{-2}$, Cl_4^-)	**10 Hours**
Unit-2:	**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.	**12 Hours**
Unit-3:	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.	**10 Hours**
Unit-4:	**Alcohols Phenols &Ether:** **Alcohols**: Preparation, Physical Props, Reaction of Alcohol, Industrial sources of ethyl alcohol Proof Spirit, Denatured Spirit, absolute alcohol. **Phenols**: Preparation. cCumene 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.	**10 Hours**
Unit-5:	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 &quaterneryst. 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.	**12 Hours**
Text Books:	1. Inorganic Chemistry Gurtu & Khera Pragati Prakashan. 1. Inorganic Chemistry Gurtu & Khera Pragati Prakashan.	
Reference Books:	1. Basic Inorganic Chemistry F.A. Cotton, G. Wilkinson. 2. Organic Chemistry Morrison & Boyd Prentice Hall. ***Latest editions of all the suggested books are recommended.**	

E-Resources:	https://chem.libretexts.org/Bookshelves/Inorganic_Chemistry/Modules_and_Websites_(Inorganic_Chemistry)/Chemical_Compounds/Introduction_to_Chemical_Bonding https://www.toppr.com/guides/chemistry/the-p-block-elements/introduction-to-p-block-elements/ https://en.wikipedia.org/wiki/Hydrogen_bond https://www.toppr.com/guides/chemistry/alcohols-phenols-and-ethers/introduction-and-classification-of-alcohols-phenols-and-ethers/ https://en.wikipedia.org/wiki/Amino_acid

Course Code: BSCEIE403	Academic Enhancement Compulsory Course B.Sc.-B.Ed.(Int.) Semester-IV **Computer Fundamentals, Internet & MS-Office**	L-3 P-2 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components	
CO2.	Applying the concept of operating system, application program, and what each is used for in a computer.	
CO3.	Accomplishing creating basic documents, worksheets, presentations with their properties.	
Course Content:		
Unit-1:	**Introduction and Definition of Computer:** Computer Generation, Characteristics of Computer, Advantages and Limitations of a computer, Classification of computers, Functional components of a computer system (Input, CPU, Storage and Output Unit), Types of memory (Primary and Secondary) Memory Hierarchy. Hardware: a) Input Devices- Keyboard, Mouse, Scanner, Bar Code Reader b) Output Devices – Visual Display Unit (VDU), Printers, Plotters etc. Software: Introduction, types of software with examples, Introduction to languages, Compiler, Interpreter and Assembler. Number System: Decimal, Octal, Binary and Hexadecimal Conversions, BCD, ASCII and EBCDIC Codes.	**12 Hours**
Unit-2:	**MS – DOS:** Getting Started on DOS with Booting the System, Internal Commands: CHDIR(CD),CLS, COPY, DATE, DEL(ERASE), DIR, CHARACTER, EXIT,MKDIR(MD), REM, RENAME(REN), RMDIR(RD), TIME, TYPE, VER, VOL, External Commands: ATTRIB, CHKDSK, COMMAND, DOSKEY, EDIT, FORMAT,HELP, LABEL, MORE, REPLACE, RESTORE, SORT, TREE, UNDELETE, UNFORMAT,XCOPY. **Introduction of Internet:** History of internet, Web Browsers, Searching and Surfing, creating an E-Mail account, sending and receiving E-Mails.	**12 Hours**
Unit-3:	**MS Word:** Starting MS WORD, Creating and formatting a document, changing fonts and point size, Table Creation and operations, Autocorrect, Auto text, spell Check, Word Art, inserting objects, Page setup, Page Preview, Printing a document, Mail Merge.	**10 Hours**
Unit-4:	**MS Excel:** Starting Excel, Work sheet, cell inserting Data into Rows/ Columns, Alignment, Text wrapping,Sorting data, Auto Sum, Use of functions, Cell Referencing form,generating graphs, Worksheet data and charts with WORD, Creating Hyperlink to a WORD document, Page set up, Print Preview, Printing Worksheets.	**10 Hours**
Unit-5:	MS Power Point: Starting MS–Power Point, creating a presentation using auto content Wizard, Blank Presentation, creating, saving and printing a presentation, adding a slide to presentation, navigating through a presentation, slide sorter, slide show, editing slides, Using Clipart, Word art gallery, Adding Transition and Animation effects, setting timings for slide show, preparing note pages, preparing audience handouts, printing presentation documents. MS – Access: creating table and database. pages, preparing audience handouts, printing presentation documents.	**10 Hours**
Text Books:	1. Sinha P.K., Computer Fundamentals, BPB Publishing.	
Reference Books:	1. Peter Norton_s, Introductions to Computers, Tata McGraw Hill. 2. Price Michael, Office in Easy Steps, TMH Publication. ***Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.youtube.com/watch?v=-AP1nNK3bRs&list=PLWPirh4EWFpF_2T13UeEgZWZHc8nHBuXp. https://www.youtube.com/watch?v=ME_F9yypzsw https://www.youtube.com/watch?v=Ko-RvwM2ADw&list=PL7WYUFDtCahBmV4m67WthsiIBbsuEhY3K https://www.youtube.com/watch?v=ZDnl-0xPuQs&list=PL5BEE99D00E1503DA	

Course Code: BSCEI404	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV **OSCILLATIONS AND WAVE**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts and idea of geometrical oscillations including the wave motion.	
CO2.	Applying the properties of simple harmonic motion.	
CO3.	Analyzing the applications of SHM like pendulum & Mass spring System.	
Course Content:		
Unit-1:	**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.	**10 Hours**
Unit-2:	**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	**12 Hours**
Unit-3:	**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.	**10 Hours**
Unit-4:	**System with Two Degrees of Freedom :** Free Oscillations. Damped Oscillations, Forced oscillation, Transient and Steady States, Amplitude, Phase, Resonance,Power Dissipation and Quality Factor. Coupled Oscillators. Normal Coordinates and Normal Modes.	**8 Hours**
Unit-5:	**Wave Motion:** Longitudinal and Transverse Wave Equation. Particle and Wave Velocities. 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.	**10 Hours**
Text Books:	1- Vibrations and Waves by A. P. French.(CBS Pub. & Dist., 1987)	
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). 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) . *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.augusta.k12.va.us/cms/lib01/VA01000173/Centricity/Domain/396/Simple_Harmonic_Motion_(SHM).pdf http://hyperphysics.phy-astr.gsu.edu/hbase/oscda.html https://www.youtube.com/watch?v=BX4QPdP7fT8 https://www.youtube.com/watch?v=BX4QPdP7fT8	

Course Code: BSCEI405	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV **COMPLEX ANALYSIS**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of complex analysis, analytic function and complex integration.	
CO2.	Applying the taylor's theorem, Laurent's theorem and Liouville's theorem.	
CO3.	Analyzing zero's and singularity of a complex function.	
Course Content:		
Unit-1:	Analytic functions, conjugate function, Harmonic function, N.S.C. for Cauchy Remann equations, construct conjugate analytic functions.	**10 Hours**
Unit-2:	Complex Integration, Complex line integral, Cauchy integral function, Poisson integral, Lioville's theorem taylor theorem, Lorentz theorem.	**12 Hours**
Unit-3:	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	**10 Hours**
Unit-4:	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 .	**10 Hours**
Unit-5:	Conformal mappings, transformation w = z2, w = z1/2 , z = c sin w	**10 Hours**
Text Books:	1. "Complex Variable" by T Pati, Pothishala Pvt Ltd	
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 4. "Complex Variable" by J. K. Goyal and K. P. Gupta, Pragati Prakashan 5. "Complex Variable" by J. C. Chaturvedi and S.S. Seth, Student Friends & Co. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://youtu.be/t9xW7UaZwZ0 https://youtu.be/OQQqbV32b78 https://youtu.be/ywQVarOaA60 https://youtu.be/ywQVarOaA60 https://youtu.be/xgnQTqMc6A4	

Course Code: BSCEI406	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV **PLANT PHYSIOLOGY AND METABOLISM**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts, aim and scope of Plant Physiology.	
CO2.	Applying the properties and importance of water in plant metabolism	
CO3.	Demonstrating the basic concept of mineral nutrition, photosynthesis and respiration in plants.	
CO4.	Describing the role of enzymes in plant metabolic activities.	
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.	**08 Hours**
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.	**12 Hours**
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.	**10 Hours**
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.	**8 Hours**
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	**10 Hours**
Text Books:	1. Hopkins, W.G., Huner, N.P., (2009). Introduction to Plant Physiology. John Wiley & Sons, U.S.A. 4th Edition.	
Reference Books:	Taiz, L., Zeiger, E., MØller, I.M. and Murphy, A (2015). Plant Physiology and Development. Sinauer Associates Inc. USA. 6th edition. Bajracharya, D., (1999). Experiments in Plant Physiology- A Laboratory Manual. Narosa Publishing House, New Delhi. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.youtube.com/watch?v=ZuUJ9QYAViw https://www.youtube.com/watch?v=0HWkDCRMj-o https://www.youtube.com/watch?v=v-G-d27C1TU https://www.youtube.com/watch?v=9zNMpavpET8 https://www.youtube.com/watch?v=8Ji3g4yp4VE	

Course Code: BSCEI407	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV **EVOLUTION AND DEVELOPMENT BIOLOGY**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concept and theories of the evolution and embryology.	
CO2.	Applying the knowledge of process of Gametogenesis in further studies.	
CO3.	Analyzing the process of process of blastula ion, gastrulation and placentation.	
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.	**10 Hours**
Unit-2:	1- Gametogenesis: spermatogenesis and oogenesis, vitellogenesis egg membrane. 2- Fertilization, Parthenogenesis.	**10 Hours**
Unit-3:	1- Types of animal eggs: structure of eggs 2- Types and patterns of cleavage.	**10 Hours**
Unit-4:	1- Process of blastulaion and gastrulation 2- Development of chick up to the formation of primitive streak and extra embryonic membrane.	**8 Hours**
Unit-5:	1- Development of extra embryonic membrane in mammals 2- Placentation and types of placenta.	**8 Hours**
Text Books:	1. Gilbert, S.F. (2006) , development biology , VIII edition , sinauer associates inc publishers, sunder land, Massachusetts, USA.	
Reference Books:	1. Kalthoff,(2000) Analysis of biological development ,II edition, mc graw hill professional 2. Verma P.S. & V.K. agrawal , chordate embryology, s. Chand & co. 3. Berril& crop development biology. Mc graw hill book company ,m,c,new York 4. Jain P.C. 1998, elements of development biology .vishalpublication , new delhi 5. Balinsky, B.I. (2008) An introduction to embryology, international Thomson computer press. 6. Kalthoff,(2000) Analysis of biological development ,II edition, mc graw hill professional 7. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://en.wikipedia.org/wiki/Parthenogenesis https://youtu.be/Ed3BI8swtHg https://youtu.be/MSh2L70ipJQ https://en.wikipedia.org/wiki/Extraembryonic_membrane https://youtu.be/-zsS-SRsuxo	

Course Code: BSCEIE421 BEDS 415	Academic Enhancement Compulsory Course B.Sc.-B.Ed.(Int.) Semester-IV **LIFE SKILLS EDUCATION**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the theoretical foundations of Life skills education	
CO2.	Applying life skills in various spheres.	
CO3.	Analyzing the different life skills for integration with the teaching-learning process.	
CO4.	Evaluating the spirit of social responsibility in students for their development.	
CO5.	Developing professional life skills ability in youth.	
Course Content:		
Unit-1:	• Life Skills: Concept, need and importance of Life Skills for human beings. • Life Skills Education: Concept, need and importance of Life Skills Education for teachers. • Difference between Livelihood Skills and Life Skills. • Core Life Skills prescribed by World Health Organization. • Key Issues and Concerns of Adolescent students in emerging Indian context.	**10 Hours**
Unit-2:	• Classroom Discussions • Brainstorming and Role plays • Demonstration and Guided Practice • Audio and Visual activities, e.g. Arts, Music, Theatre, Dance • Small Groups discussions followed by a presentation of group reports. • Educational Games and Simulation • Case Studies, Story telling, Debates • Decision making and mapping of using problem trees.	**10 Hours**
Unit-3:	• Skills of Self awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures. • Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.	**10 Hours**
Unit-4:	• Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process. • Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.	**10 Hours**
Unit-5:	• Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching –learning process. • Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.	**10 Hours**
Text Books:	1. Bhagyashre A. Dudhade Life Skill Education, Neel Kamal Publication 2. Dr. K Ravikanth Rao; Dr. P Dinkar Life Skill Education, Neel Kamal Publication.	
Reference Books:	**1.** A Life Skills Program for Learners in Senior Phase. University of Pretoria. Chapter in Thesis. **2.** Life Skills Based Education CCE. CBSE. *** Latest editions of all the suggested books are recommended**	
E-Resources:	http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7A_Rev.2.pdf https://www.researchgate.net/publication/311883141_Significance_Of_Life_Skills_Education https://www.academia.edu/27615188/LIFE_SKILLS_EDUCATION_NEEDS_AND_STRATEGIES http://www.cbse.nic.in/cce/life_skills_cce.pdf	

Course Code: **TGC403**	**Skill Enhancement Course** **B.Sc.-B.Ed.(Int.) Semester-IV** **Workplace Effectiveness for Teachers**	**L-0** **P-2** **C-1**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	**Analysing** available mediums of job search and preparing for interview process.	
CO2.	**Managing** work place effectively by applying cordial interpersonal relations skills, stress management skills negotiation skills and handling feedback and criticism.	
CO3.	**Understanding** self and others using various behavioural tools like Johari Window, feedback and criticism, etc.	
CO4.	**Analysing** teams and building cohesive teams with negotiation skills and right manners etiquette.	
CO5.	**Managing** classroom effectively using various skills like problem solving, confidence building, emotional intelligence etc.	
Course Content:		
Unit-1:	**Job Search** Job Seeking Typical Interview Questions Interview Preparation and practice Group Discussion- Practice Netiquettes	**8 Hours**
Unit-2:	**Work Place Management** Cordial Interpersonal Relations Stress Management Negotiation Understanding Self and Others Handling Feedback and Criticism Team Work Negotiation Manners and Etiquette	**12 Hours**
Unit-3:	**Class Room Management** Problem Solving Skills Confidence Building Emotional Intelligence Effective Teaching Methodology Delivery of Subject Matter	**10 Hours**
Reference Books:	1. Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18th ed., Pearson Education 2. Burne, Eric, Games People Play (2010), Penguin UK 3. Carnegie, Dale, How to win friends and influence people (2004), RHUK 4. Rathgeber, Holger, Kotter, John, Our Iceberg is melting (2017), Macmillan 5. Steinburg, Scott, Nettiquette Essentials (2013), Lulu.com *** Latest editions of all the suggested books are recommended**	

Course Code: BSCEI451	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV **OSCILLATIONS AND WAVELAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying elementary ideas of oscillation and wave motion to determine the gravitational constant, spring constant and AC frequency.	
CO2.	Analyzing the applications and working of Lissajous figures, oscillators and CRO.	

Course Content:

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 determine gravity (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 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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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.**

Course Code: BSCEI452	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV ORGANIC AND INORGANIC CHEMISTRY LAB	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying the knowledge of viscosity measurement in food industry	
CO2.	Analyze the chemical properties of an unknown substance.	
CO3.	Measure surface tension to improve quality of different products.	

Course Content:

LIST OF EXPERIMENTS

Inorganic Chemistry Preparation of inorganic compounds

a) Microcosmic Salt

b) Potassium Permangnate

Organic

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

Physical

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

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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.**

Course Code: BSCEI453	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV PLANT PHYSIOLOGY AND METABOLISMLAB	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying the knowledge of preparation of different types of solutions	
CO2.	Analyzing the techniques of chromatography in separation and identification of plant pigments.	
CO3.	Demonstrating the role of external and internal factors in plant growth and development	

Course Content:

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.

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI454	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV EVOLUTION AND DEVELOPMENT BIOLOGYLAB	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Explaining the morphology of reptiles, birds and Mammals	
CO2.	Demonstrating the role of developmental stage primitive streak in embryonic growth and development of chick and frog	
CO3.	Analyzing the Animal cell structure and function at embryonic level	

Course Content:

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

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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.

Course Code: BSCEI455	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-IV MATHEMATICAL SKILL:ORDINARY DIFFERENTIAL EQUATIONS	L-0 P-4 C-2

Course Outcomes:	At the end of this course, the students will be-
CO1.	Understanding the concepts of linear and ordinary differential equation.
CO2.	Applying the integration in series.
CO3.	Analyzing Picard's iteration method and uniqueness and existence theorems.

Course Content:

Unit-1:	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.	**6 Hours**
Unit-2:	Ordinary Simultaneous linear differential Equation. Linear differential Equation of the form dx = dy = dz PQ R	**12 Hours**
Unit-3:	Pfaffian differential forms and equations. Necessary and sufficient condition for Inerrability of Pdx + Qdy + Rdz = 0	**10 Hours**
Unit-4:	Integration in series	**8 Hours**
Unit-5:	Picards' Iteration method. Uniqueness and existence theorems.	**8 Hours**

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.

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

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI502	**Core Course** **B.Sc.-B.Ed.(Int.) Semester-V** **PHYSICAL AND INORGANIC CHEMISTRY**	**L-4** **P-0** **C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of physical and Inorganic chemistry.	
CO2.	Analyzing the different environmental problems.	
CO3.	Evaluating the chemistry of various type of substances.	
Course Content:		
Unit-1:	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.	**10 Hours**
Unit-2:	**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 Phase transitions, Carnot cycle & its efficiency, Gibbs free energy, Joule thomson effect.	**12 Hours**
Unit-3:	**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.	**10 Hours**
Unit-4:	**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..	**8 Hours**
Unit-5:	**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.	**10 Hours**
Text Books:	. Inorganic Chemistry Gurtu & Khera Pragati Prakashan. Physical Chemistry Gurtu & Khera Pragati Prakashan.	
Reference Books:	**Inorganic Chemistry Vol.3 Dr. S.K. Agarwal, Dr. Keemti Lal, Jai Prakash Nath & Co.** **Physical Chemistry Dr. P. Bhagchandani, Sahitya Bhawan Publication Agra.** *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.toppr.com/content/concept/kohlrausch-law-203329/ https://courses.lumenlearning.com/introchem/chapter/the-three-laws-of-thermodynamics/ https://www.scribd.com/doc/62753335/Types-of-Electrolytes https://www.slideshare.net/chetansingh999/biochemical-oxygen-demand-bod-and-chemical-oxygen-demand-pdf-56488697 https://en.wikipedia.org/wiki/Natural_resource https://www.toppr.com/guides/chemistry/coordination-compounds/introduction-and-werners-theory-of-coordination-compounds/	

Course Code: BSCEIE503	Academic Enhancement Compulsory Course B.Sc.-B.Ed.(Int.) Semester-V HUMAN VALUES AND ETHICS	L-3 P-0 C-3
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the need and importance of value education.	
CO2.	Applying the different methods of value education.	
CO3.	Analyzing the process of value education.	
CO4.	Developing professional ethics in youths.	
Course Content:		
Unit-1:	**Ethics and Human Values** – Definition – Good Behavior, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society. Need of Values Education for a Teacher.	**10 Hours**
Unit-2:	**Indian Constitution and Values –** Fundamental Rights and Duties -Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.	**10 Hours**
Unit-3:	**Religious and Cultural Values**–Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family.	**10 Hours**
Unit-4:	**Professional Ethics**–Need and Importance – Goals – Dignity of Labor – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics.	**8 Hours**
Unit-5:	**Health and Nutrition**: Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.	**8 Hours**
Text Books:	**1-** ik.Ms;] c`ts'k] ¼2002½] ewY;ijdf'k{kk % orZekuifjn`';] Hkkjrh; vk/kqfudf'k{kk-	
Reference Books:	**1-** Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF. **2-** Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City. **3-** Learning the Way of Peace: A Teacher's Guide to Peace Education ,UNESCO, New Delhi **2-** ik.Ms;] jke'kDy] ,oafeJk] d:.kk 'kadj] ¼2006½] ewY; f'k{k.k] fouksniqLrdeafnj] vkxjk **3-** feJk] js.kq] ewY;ijdf'k{kk] jktLFkkucksMZf'k{k.k if=dk] vad % 3&4] [k.M 44&45 **4-** yks<+k] egkohjey] ¼1996½] uSfrdf'k{kk ds fofo/k vk;ke] jktLFkkufgUnhxzUFkvdkneh] t;iqj. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://en.wikipedia.org/wiki/Value_(ethics) https://en.wikipedia.org/wiki/Values_education **https://en.wikipedia.org/wiki/Fundamental_Rights,_Directive_Principles_and_Fundamental_Duties_of_India** **https://www.culturalindia.net/national-symbols/national-emblem.html** **https://en.wikipedia.org/wiki/Religious_values#:~:text=Religious%20values%20are%20usually%20based,which%20the%20religion%20originated%20from.** **https://simple.wikipedia.org/wiki/Religious_toleration#:~:text=Religious%20toleration%20is%20people%20allowing,This%20has%20become%20rare.** **https://family.lovetoknow.com/about-family-values/why-is-family-important** **http://ethics.iit.edu/teaching/professional-ethics**	

Course Code: BSCEI504	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-V** **SEMICONDUCTOR AND SOLID STATE DEVICES**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of semiconductor and solid state devices.	
CO2.	Appling the mechanism of drift and diffusion of charge carriers.	
CO3.	Analyzing the working of diodes like Varactor diode, photo diode, tunnel diode and solar cells. and Triodes like BJT, FET and MOSFET.	
Course Content:		
Unit-1:	**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.	**12 Hours**
Unit-2:	**CARRIER CONCENTRATIONS**: The Fermi level, Quasi-Fermi levels, Electron and Hole concentration at equilibrium, Direct and Indirect recombination of electrons and holes, Hall effect, Steady-state carrier generation.	**12 Hours**
Unit-3:	**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, Junction breakdown, Time variation of stored charge, P-N junction capacitance, Graded junction.	**10 Hours**
Unit-4:	**JUNCTION DIODES**: Varactor Diode, Concept of negative resistance Devices, Tunnel Diode, Photo Diode, Solar Cells, Light Emitting Diode, PIN photo detector and Avalanche photodiode, Detector response time.	**8 Hours**
Unit-5:	**BIPOLAR JUNCTION TRANSISTOR (BJT)**: Charge transport and current in a BJT, Current transfer ratio, BJT switching, FET, MOSFET: Principle of Operation and I-V Characteristics of FET, MOSFET, MOS Capacitor, Threshold voltage in MOSFET.	**10 Hours**
Text Books:	1. "Solid State Electronic Devices" – B. G. Streetman, PHI	
Reference Books:	1. "Integrated Electronics" – Millman & Halkies, Tata McGraw. 2. "Physics of Semiconductor Devices" – S. M. Sze. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.youtube.com/watch?v=RImqF8z91fU https://www.youtube.com/watch?v=0kaEO3WgUfw https://www.electronics-tutorials.ws/diode/diode_1.html http://cbseacademic.nic.in/web_material/Curriculum/Vocational/2018/Basic_Electronics_XI.pdf	

Course Code: BSCEI505	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester V** **DIFFERENTIAL GEOMETRY AND TENSOR**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of differential geometry and tensor.	
CO2	Applying the fundamental form and relation between E, F,G coordinates.	
CO3	Analyzing contra variant and covariant vectors and tensors.	
Course Content:		
Unit-1:	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.	**10 Hours**
Unit-2:	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	**12 Hours**
Unit-3:	Envelopes and Developable surfaces, characteristics envelop, edge of regression, developable surface, envelops of a plane etc.	**10 Hours**
Unit-4:	Contra variant & Covariant Vectors & Tensors, Contraction, Tensor algebra, Associated Vectors and Tensors.	**8 Hours**
Unit-5:	Christoffel Symbols, Tensor law of transformation, Covariant derivative of Tensors. Riemann Christoffel Tensor.	**8 Hours**
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.**	
E-Resources:	https://youtu.be/l0BKPZNkgoI https://youtu.be/yyfB8ZSYon4 https://youtu.be/4c7lMA-AFlg https://youtu.be/Yzgx8VCiHx8 https://youtu.be/QbdGtUMBdAs https://youtu.be/CC4C7IooM7Q	

Course Code: BSCEI506	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-V** **ECONOMIC BOTANY AND PLANT BIOTECHNOLOGY**	**L-4 P-0 C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Describing the origin and diversification of cultivated plants.	
CO2.	Describing botanical name, family, morphology and uses of economically important crop plants.	
CO3.	Appling basic techniques of plant biotechnology and genetic engineering in plant genetic improvement.	
CO4.	Assessing the scope of plant tissue culture techniques for multiplication and conservation of endangered plants species having medicinal, aromatic, agricultural and economic value.	
Course Content:		
Unit-1:	**Origin of Cultivated Plants:**Concept of centres of origin and diversity of cultivated plants, Vaviloviancentres. Cereals: Rice -Origin, morphology, uses Legumes: General account with special reference to Gram and soybean	**10 Hours**
Unit-2:	**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)	**12 Hours**
Unit-3:	**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)**.**	**10 Hours**
Unit-4:	**Introduction to Biotechnology** **Plant tissue culture:** Micropropagation; haploid production through androgenesis and gynogenesis; briefaccount of embryo and endosperm culture with their applications	**8 Hours**
Unit-5:	**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.	**10 Hours**
Text Books:	1.Kochhar, S.L. (2011). Economic Botany in the Tropics, MacMillan Publishers India Ltd., New Delhi. 4th edition.	
Reference Books:	1. Bhojwani, S.S. and Razdan, M.K., (1996). Plant Tissue Culture: Theory and Practice. Elsevier Science Amsterdam. The Netherlands. 2. 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.**	
E-Resources:	**https://www.youtube.com/watch?v=6aAKIEiMQpo** **https://www.youtube.com/watch?v=ogwNfiu4nW8** **https://www.youtube.com/watch?v=5K06K4FPZJQ** **https://www.youtube.com/watch?v=CYCaET2hTy0** **https://www.youtube.com/watch?v=jIYDc6fR5iQ**	

Course Code: BSCEIE507	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-V** **CELL BIOLOGY AND GENETICS**	**L-4 P-0 C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concept of cell biology and genetics.	
CO2.	Appling the Structure and function of cell and other cell organelles.	
CO3.	Analyzing the Mendel's principles on genetics, Structure of chromosomes, DNA and RNA.	
Course Content:		
Unit-1:	Structure and function of cell Ultrastructure of Plasma membrane	**08 Hours**
Unit-2:	Structure and function of cell organelles with special emphasis on mitochondria, golgibodies, nucleus, ribosome and endoplasmic reticulum.	**12 Hours**
Unit-3:	Structure of Chromosomes, Watson & Crick Model of DNA, Differences Between DNA & RNA Cell Division: Mitosis and Meiosis.	**10 Hours**
Unit-4:	Mendel's principles of heredity on chromosomal basis, Monohybrid cross, test cross, dihybrid cross, backcross, incomplete dominance, Multiple Alleles, Blood group inheritance.	**8 Hours**
Unit-5:	Linkage and crossing over, interaction of genes. Theory of DNA in heredity. Sex determination, sex differentiation, Sex-linked characters, Genetic diseases and abnormalities, chromosomal aberrations,	**10 Hours**
Text Books:	1- De Robertis, E.D.P. and De Robertis, E.M.F. 2006 Cell and molecular Biology 8th edition-lippincottwillians and Wilkins, Philadelphia	
Reference Books:	1- Verma P.S.and V.K. Agarwal, Concept of cell Biology S chand& co. 2- Lodishetal :- molecular cell Biology (scientific American book) 3- Veer balarastogi . Introduction to Cell biology, rastogi publication merrut 4- Gupta P.K. Genetics Rastogi publication merrut . *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://en.wikipedia.org/wiki/Cell_(biology) https://youtu.be/JzIUeKcaQs https://youtu.be/_vCqQ_qk-3M https://youtu.be/NHdZT_IPoV8 https://youtu.be/Zq7L6lRdsd4	

Course Code: BSCEI 521/621	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-V** **PEDAGOGY OF MATHEMATICS**	**L-4** **P-0** **C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding various approaches, methods, theories, principles and evaluation techniques of pedagogy of Mathematics.	
CO2.	Applying the principles, theories, procedures for curriculum design, unit plans, learning plans, and evaluation techniques of pedagogy of Mathematics.	
CO3.	Analyzing the concepts and correlation of Mathematics in interdisciplinary situations.	
CO4.	Evaluating the learning assessment requirements and designing pedagogical assessment tools for teaching and learning of Mathematics.	
Course Content:		
Unit-1:	• 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.	**12 Hours**
Unit-2:	• 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. • Innovative instructional method: Micro Teaching	**09 Hours**
Unit-3:	• 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	**12 Hours**
Unit-4:	• 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.	**08 Hours**
Unit-5:	• 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.	**10 Hours**
Text Books:	• 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.	

Reference Books:	• Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut. Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod PustakMandir,Agra. • Pratap ,Naresh, Teaching of mathematics, R.Lall book Depot, Meerut. *** Latest editions of all the suggested books are recommended.**
E-Resources:	https://services.math.duke.edu/undergraduate/Handbook96_97/node5.html#:~:text=Now%20much%20more%20than%20arithmetic,behavior%2C%20and%20of%20social%20systems. https://www.eln.io/blog/3-reasons-lesson-planning https://madhavuniversity.edu.in/continuous-andcomprehensive-evaluation.html http://bahlamit.blogspot.com/2013/08/diagnostic-testing-and-remedial.html?m=1#:~:text=The%20strategy%20used%20by%20you,individual%20or%20a%20particular%20group.

Course Code: BSCEI 522/622	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-V** **PEDAGOGY OF PHYSICAL SCIENCE**	**L-4** **P-0** **C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding various approaches, methods, theories, principles and evaluation techniques of pedagogy of Physical Science.	
CO2.	Applying the principles, theories, procedures for curriculum design, unit plans, learning plans, and evaluation techniques of pedagogy of Physical Science.	
CO3.	Analyzing the concepts and correlation of Physical Science in interdisciplinary situations.	
CO4.	Evaluating the learning assessment requirements and designing pedagogical assessment tools for teaching and learning of Physical Science.	
Course Content:		
Unit-1:	• 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.	**12 Hours**
Unit-2:	• 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).	**10 Hours**
Unit-3:	• 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.	**08 Hours**
Unit-4:	• 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**.**	**10 Hours**
Unit-5:	• Concept of evaluation & measurement, Formative and summative evaluation • Preparing various kinds of objectives tests. • Diagnostic testing and remedial teaching • Preparation of achievement test	**10 Hours**
Text Books:	• 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.	
Reference Books:	• 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. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.youtube.com/playlist?list=PLtuKBjKcmzg4Vpd-ufazADSK-ZM3V6bQy	

Course Code: BSCEI 523/623	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-V** **PEDAGOGY OF BIOLOGY**	**L-4** **P-0** **C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding various approaches, methods, theories, principles and evaluation techniques of pedagogy of Biology.	
CO2.	Applying the principles, theories, procedures for curriculum design, unit plans, learning plans, and evaluation techniques of pedagogy of Biology.	
CO3.	Analyzing the concepts and correlation of Biology in interdisciplinary situations.	
CO4.	Evaluating the learning assessment requirements and designing pedagogical assessment tools for teaching and learning of Biology.	
Course Content:		
Unit-1:	• 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.	**12 Hours**
Unit-2:	• Methods - Lecture, Demonstration, Heuristic, project, laboratory, problem solving. • Techniques - Team teaching, Micro-teaching, computer assistance teaching.	**10 Hours**
Unit-3:	• Non formal Approach to Life Science • Biology club • School gardening. • Maintenance of aquariums, herbariums and vivarium. • Excursions. • Life Science project.	**08 Hours**
Unit-4:	• Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science) • Developing unit plans and lesson plans. • Principles and approaches for curriculum development, curricular framing according to local needs.	**08 Hours**
Unit-5:	• 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.	**12 Hours**
Text Books:	• 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.	
Reference Books:	• Pahuja, sudha : 'Teaching of Life science,' R.Lall Book Depot, Meerut. *** Latest editions of all the suggested books are recommended.**	

E-Resources:	https://www.senthilcollegeedu.com/Pedagogy%20of%20Biological%20Science.pdf http://simindia.co.in/pdf/1st%20sem%20biological%20science-.pdf http://simindia.co.in/pdf/1st%20sem%20biological%20science-.pdf https://drive.google.com/file/d/1U5kZwe-F0L_lyMabMgZnyxFr2kbwo6BA/view http://assets.vmou.ac.in/BED125.pdf

Course Code: BSCEI551	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-V** **SEMICONDUCTOR/ SOLID STATE DEVICES LAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying elementary ideas of electronics to determine the characteristics of solar cell, photocell, Zener diode and LED.	
CO2.	Analyzing the applications of Hall Effect, Hysteresis loop, logic gates and magnetic susceptibility.	

Course Content:

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

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI552	Core Courses Practical B.Sc.-B.Ed.(Int.) Semester-V PHYSICAL AND INORGANIC CHEMISTRY LAB	L-0 P-4 C-2
Course Outcomes:	At the end of this course, the students will be-	
CO1.	Identifying and separate preservatives and additives added in food items by chromatography.	
CO2.	Applying the technique of conduct metric titrations in drug industry	
CO3.	Analyzing an unknown organic compound.	

Course Content:

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 HClConductometrically using standard NaOH Soln.

Determination of $Conc^N$ of CH_3COOH Conduct metrically using standard. NaOH Soln.

Evaluation

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI553	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-V** **ECONOMIC BOTANY AND PLANT BIOTECHNOLOGY LAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Explaining the knowledge of molecular techniques frequently used in plant biotechnology	
CO2.	Analyzing the plant tissue culture laboratory design and set up, cleaning and sterilization of glassware and preparation of plant tissue culture media.	

Course Content:

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 equipment's 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.

Evaluation

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI554	Discipline Specific Courses B.Sc.-B.Ed.(Int.) Semester-V CELL BIOLOGY AND GENETICS LAB	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Explaining the knowledge of Preparation and study of slides for mitosis using squash technique.	
CO2.	Demonstrating the structure of Axial skeleton and Appendicular skeleton of owl.	
CO3.	Analyzing the structure of cell organelles through electron microscope.	

Course Content:

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

Evaluation

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI555	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-V** **MATHEMATICAL SKILL: STATISTICS**	**L-0 P-4 C-2**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of linear and ordinary differential equation.	
CO3.	Applying the integration in series.	
CO4.	Analyzing Picard's iteration method and uniqueness and existence theorems.	
Course Content:		
Unit-1:	Methods of least squares, and its use for Curve Fitting and fitting of straight lines and parabola, Normal equations, Most plausible lines.	**08 Hours**
Unit-2:	Bivariate distribution, Karl's Pearson's coefficient of Correlation, Rank Correlation and Line of Regression, Proof of $-1< r < 1$.	**10 Hours**
Unit-3:	Consistency and Association of attributes, Theory of Attributes and their combination, class frequency. Association of datas, dependent and independent attributes	**12 Hours**
Unit-4:	Hypothesis Testing:Types of Hypothesis, level of significance, Critical Region, Power of a test, Types of Error, t-test, z-test, Anova.	**10 Hours**
Unit-5:	Properties of $\chi 2$ distribution, calculation of theoretical free quences, problem of $\chi 2$ distribution at significant level.	**10Hours**
Text Books:	1. "Statistics" by J.K. Goyal and J. N. Sharma, KrishanaPrakashan Mandir 2. "Statistics" by V. K. Kapur and S. C. Gupta, Sultan Chand & Sons	
Reference Books:	1. "Statistics" by J. N. Kapoor and H. C. Saxena, S.Chand& Company 2. "Statistics" by B. D. Gupta and O. P. Gupta, KrishanaPrakashan Mandir *** Latest editions of all the suggested books are recommended.**	

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: TGC501	Discipline Specific Courses **B.Sc.-B.Ed.(Int.) Semester-V** **SELF MANAGEMENT FOR TEACHERS**	L-0 P-2 C-1
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	**Applying** important soft skills like presentation skills, communication skills, Correct Decision Making, etc in teaching.	
CO2.	**Adapting** positive mind-set conducive for growth & healthy Teacher- Student relationship through optimism and critical thinking.	
CO3.	**Managing** self effectively by maintaining high Self-Motivation, confidence, Values, ethics & moral etc.	
CO4.	**Creating** cohesive teams and utilizing time in the most effective manner by avoiding procrastination.	
CO5.	**Understanding** the concepts of resume writing, GDs & PIs and planning demo for classes.	
Course Content:		
Unit-1:	**Important soft skills in Teaching** Introduction Presentation Skills- Tools & Technique Communication Skills Importance of Positive Attitude in Teaching Decision Making Teacher- Student Relationship	**10 Hours**
Unit-2:	**Self Management** High Self Motivation and Confidence Values and Moral Team Working Skills Time Management	**08 Hours**
Unit-3:	**Job Specific Preparation** Personal Interview- Concept & introduction Creative Resume Building Planning Demo Class Group Discussion- Concept	**12 Hours**
Reference Books:	6. Robbins, Stephen P., Judge, Timothy A, Vohra, Neharika, Organizational Behaviour (2018), 18th ed., Pearson Education 7. Organizational Behavior by Dr. Mrs. Anjali Ghanekar, Everest Publishing House 8. Tracy, Brian, Time Management (2018), Manjul Publishing House 9. Hill, Napolean, Think and grow rich (2014), Amazing Reads 10. Scott, S.J., SMART goals made simple (2014), Creates pace Independent Pub *** Latest editions of all the suggested books are recommended.**	

Course Code: BSCEI602	Core Courses B.Sc.-B.Ed.(Int.) Semester-VI Physical and Organic Chemistry	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of physical chemistry and Organic Chemistry.	
CO2.	Applying the uses of various organic compounds.	
CO3.	Analyzing the chemistry of various chemical reactions	
CO4.	Evaluating the various colligative properties.	
Course Content:		
Unit-1:	**(a) <u>Halogen Compounds:</u>** • Nomenclature &Classification of alkyl (into Primary, Secondary & Tertiary) aryl, allyl, benzyl halides, • Nucleophilic aliphatic substitution reaction classification into SN^1&SN^2(reaction mechanism with Example) • Wurtz Fitting reaction, ulmann reaction. **(b)<u>Nitro Compounds</u>:** • 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.	**10 Hours**
Unit-2:	**<u>Carbonyl Comp.</u>** • 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 group in 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 &Keloneswith→Tollen reagent fehling test, Schiff test.	**12 Hours**
Unit-3:	**<u>Carboxylic acid & derivatives.</u>** • 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. **<u>Physical Properties</u>** • 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	**10 Hours**

	d) Amide formation e) Esterification • Degradation of carboxylic acids by hunsdiecker reaction, decarboxylation by schimadt reaction. Arndt Eistert Synthesis.Hell Volhard Zelinsky reaction .	
Unit-4:	**Dilute 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.	**8 Hours**
Unit-5:	**|Electro Chemistry II** • Single electrode potential sign convention. • Reversible & irreversible cells, Nernst equation. • Reference Electrode. • Standard Hydrogen electrode calomel electrode • Indicator Electrode • Determination of EMF of All • Potentiometric Titration. • Spectroscopy: Electromagnetic Radiation, Regions of Spectrum, Basic Features of spectroscopy, statement of Born-oppenheimer approximation, degree of freedom.	**12 Hours**
Text Books:	• Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar :Doaba House.	
Reference Books:	• 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 Delhi: Bachelor of • Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.sydney.edu.au/science/chemistry/~george/halides.html https://www.britannica.com/science/organohalogen-compound https://www.sciencedirect.com/topics/chemistry/carbonyl-compound https://chem.libretexts.org/Bookshelves/Organic_Chemistry/Map%3A_Organic_Chemistry_(Smith)/Chapter_20%3A_Introduction_to_Carbonyl_Chemistry%3B_Organometallic_Reagents%3B_Oxidation_and_Reduction/20.02_General_Reactions_of_Carbonyl_Compounds https://www.britannica.com/science/carboxylic-acid https://en.wikipedia.org/wiki/Colligative_properties https://en.wikipedia.org/wiki/Electrochemistry https://byjus.com/jee/electrochemistry/	

Course Code: BSCEI603	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VI** Information and Communication Technology	**L-4 P-0 C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concept, nature and scope of ICT in Education.	
CO2.	Applying ICT in enhancing professional competencies, curriculum enrichment and Educational administration & management.	
CO3.	Analyzing the changes occurring due to implication of ICT in Education.	
CO4.	Evaluating ICT based support services	
CO5.	Developing the skills to operate computer and gadgets for e-learning.	
Course Content:		
Unit-1:	• 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	**10 Hours**
Unit-2:	• 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.	**12 Hours**
Unit-3:	• Online educational resources: Concept, features and application. • E- mail • Teleconferencing, • Social networking • E learning & Online classes	**08 Hours**
Unit-4:	• Computer- Definition, Main Units. • Characteristics, Classification of Computer. • Computer Hardware-input-output devices. • Functional knowledge of operating computer.	**09 Hours**
Unit-5:	• ICT and curriculum enrichment – child centered curriculum / activity centered curriculum, web based resources. • ICT in educational administration and management:- On-line admission. • E content,e magazine, e journal, edusat, e libraries • 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	**12 Hours**
Text Books:	• Information and communication - Kishore, Chavan.	
Reference Books:	• National policies on ICT in School Education. • Computer and Communication Technology—Smita Srivastava • Information Technology - Dyne, Nandkishore. *** Latest editions of all the suggested books are recommended.**	
	https://www.youtube.com/watch?v=sEt2HpeoaXI https://www.youtube.com/watch?v=lWldaog5Ix8 https://www.youtube.com/watch?v=jcjaE5ax7So https://www.youtube.com/watch?v=0c6WB9O5y00 https://www.youtube.com/watch?v=rSQS_ouqjfA&t=2s	

Course Code: BSCEI604	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VI** **THERMAL PHYSICS AND STATISTICAL MECHANICS**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the laws of thermodynamics, entropy and relationship between thermodynamic variable & potential.	
CO2.	Appling the laws of radiation, low temperature physics, superconductor and probability of accessible & inaccessible states.	
CO3.	Analyzing the mechanism of real and ideal gases	
Course Content:		
Unit-1:	**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, Van der Waals equation, JouleThomson effect, Inversion temperature, Thermodynamic equations for a Van der Waals gas.	**10 Hours**
Unit-2:	**Thermodynamics**: Reversible and irreversible processes, 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 as a thermodynamic variable, S-T diagram.	**12 Hours**
Unit-3:	**Maxwell's Thermodynamics Equations and Radiation**: Maxwell's thermodynamical equations and their applications, Energy and heat capacity equations Clapeyron equations, The blackbody spectrum, Wien's displacement law, Rayleigh-Jean's law, Planck's quantum theory of radiation.	**10 Hours**
Unit-4:	**Some Systems at Low Temperatures:** Low temperature technique, liquified gases, Superfluidity in He II, Bose-Einstein Condensation in atomic clouds. 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, Adiabatic demagnetization, Low temperature thermometry.	**12 Hours**
Unit-5:	**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.	**10 Hours**
Text Books:	**1.** Corbett Jenny- Supporting inclusive Education, Routledge falmer, 2001	
Reference Books:	**1.** Loreman, Tim; deppeler J. and Harrey D. (2005) Inclusive Education- A Practical guide to supporting diversity in the class. London: Ront Ledge Falmer. **2.** UNESCO (1994) The Salmanca Statement and Framework for Action on special needs education Paris, UNESCO **3.** Montgomary,D. (1990) Special need in ordinary school; children withlearning , difficulties, cassel Educational Ltd. London **4.** Hallahan and Kauffman J.M. (1984), Exceptional Children and youth ohio:Columbus Charles E Merril Publishing co. A Bell and Howell co *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://ncert.nic.in/ncerts/l/keph205.pdf http://www.physics.usyd.edu.au/~helenj/Thermal/PDF/thermal1.pdf https://www.reed.edu/physics/faculty/wheeler/documents/Thermo%20&%20Statistical%20Mechanics/Class%20Notes/Chapter%203.pdf https://physics.info/planck/	

Course Code: BSCEI605	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VI** **APPLIED STATISTICS**	**L-4 P-0 C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of applied statistics.	
CO2.	Applying the theory of index number.	
CO3.	Analyzing different kind of decision theory, inventory control, CPM & PERT.	
Course Content:		
Unit-1:	**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.	**10 Hours**
Unit-2:	**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.	**12 Hours**
Unit-3:	Hypothesis Testing: Types of Hypothesis, level of significance, Critical Region, Power of a test, Types of Error, t-test, z-test, Anova.	**10 Hours**
Unit-4:	**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.	**8 Hours**
Unit-5:	**Decision Theory:** Different kind of decision theory, inventory control, CPM, PERT.	**08 Hours**
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.**	
E-Resources:	https://youtu.be/KW3tboYsjUs https://youtu.be/Mpg1LnqdZS8 https://youtu.be/FPM6it4v8MY https://youtu.be/5T4mYt36iRM https://youtu.be/rppDVn_Nh7M https://youtu.be/WrAf6zdteXI	

Course Code: BSCEI606	Core Courses B.Sc.-B.Ed.(Int.) Semester-VI ENVIRONMENTAL BIOTECHNOLOGY	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the various global and regional environmental issues.	
CO2.	Remembering bio-techniques for monitoring, cleaning up of toxic hazardous substances from the environment.	
CO3.	Explain different types of environmental pollutions and their impacts on diverse forms of life.	
CO4.	Describing the scopes of environmental biotechnology in order to protect the environment.	
Course Content:		
Unit-1:	**Introduction and Scope of Environmental Biotechnology** Definition, components and scopes of Environmental Biotechnology, Global environmental problems - global warming, 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, bioaccumulation, bioconcentration, biomagnification.	**10 Hours**
Unit-2:	**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, up flow anaerobic sludge blanket reactors. Bioremediation: concept, methods and benefits of bioremediation. Xenobiotic compounds**:** biodegradation of xenobiotic in environment, degradation of pesticides and hydrocarbons.	**12 Hours**
Unit-3:	**Role of immobilized cells/enzymes in treatment of toxic compounds** Bioreactors, bioleaching, biomining, biosensors, biotechniques for air pollution abatement and odour control.	**10 Hours**
Unit-4:	**Role of Environmental Biotechnology in Sustainable Development** Basic concept, goals and importance of sustainable development, renewable and non-renewable energy resources, concept ofwaste and its types, concept of bioenergy and biofuels, Classification of biofuels, biofuels production from organic waste, bioethanol, biodiesel, Biogas, Biofertilisers, Biopesticides,	**10 Hours**
Unit-5:	**Public Participation for Environmental Protection** Environmental movement and people's participation with special references to Gandhamardan, Chilika and Narmada BachaoAndolan, Chipko and Silent valley Movement; Women and Environmental Protection, Role of NGO in bringing environmental awareness and education in the society.	**12 Hours**
Text Books:	• Waste water engineering - treatment, disposal and reuse, Metcalf and Eddy Inc., Tata McGraw Hill, New Delhi.	
Reference Books:	1. Introduction to Biodeterioration, D.Allsopp and K.J. Seal, ELBS / Edward Arnold. 2. Bioremidation, Baaker, KH and Herson D.S., 1994. Mc.GrawHill Inc,NewYork 3. Environmental Chemistry, AK. De, Wiley Eastern Ltd, New Delhi. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.youtube.com/watch?v=EnZYVnzekio https://www.youtube.com/watch?v=Q0BLswO6xhk https://www.youtube.com/watch?v=8CENcknqEXM https://www.youtube.com/watch?v=7V8oFI4GYMY https://www.youtube.com/watch?v=CkmBC1tyOgU	

Course Code: BSCEI607	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VI** **MAMMALIAN PHYSIOLOGY**	**L-4** **P-0** **C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concept of Mammalian Physiology.	
CO2.	Explaining the process of physiology of respiration.	
CO3.	Analyzing the blood pressure and Electrocardiogram through the process of physiology of blood circulation.	
CO4.	Analyzing the Structure and function of major endocrine glands.	
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.	**12 Hours**
Unit-2:	Respiration 1- Mechanism and regulation of breathing. 2- Transport of oxygen and carbon dioxide 3- Respiratory disorders and effects of smoking.	**12 Hours**
Unit-3:	Blood and circulation ure and functions of blood. od –blood group and Rh factor. beat & its regulation Electrocardiogram .	**10 Hours**
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.	**8 Hours**
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	**10 Hours**
Text Books:	• Human physiology – chatterjee A.G. vol.- I&II	
Reference Books:	1- Guyton , A.C.& hall J.E. (2006). Textbook of medical physiology . XI edition ,hercourtasia PTE Ltd . W.B. saunderscompany . 2.Wood D.W. , 1983, principle of animal physiology 3rd edition 3. Introduction to animal physiology & related biotechnology – H.R.singh 4.Parameswaran ,Anantakrishnan and Ananta subramanyam, 1975, outline of Animal physiology . 5.Tortora G.J. &Grabowski , S (2006). *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://youtu.be/MhVsoAl7og0 https://youtu.be/B2FRdr4Ptms https://youtu.be/GSxXX5fpW70 https://youtu.be/tOluxtc3Cpw https://youtu.be/BLgwEFkUHH0	

Course Code: BSCEI 521/621	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-VI** **PEDAGOGY OF MATHEMATICS**	**L-4** **P-0** **C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding various approaches, methods, theories, principles and evaluation techniques of pedagogy of Mathematics.	
CO2.	Applying the principles, theories, procedures for curriculum design, unit plans, learning plans, and evaluation techniques of pedagogy of Mathematics.	
CO3.	Analyzing the concepts and correlation of Mathematics in interdisciplinary situations.	
CO4.	Evaluating the learning assessment requirements and designing pedagogical assessment tools for teaching and learning of Mathematics.	
Course Content:		
Unit-1:	• 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.	**12 Hours**
Unit-2:	• 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. • Innovative instructional method: Micro Teaching	**09 Hours**
Unit-3:	• 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	**12 Hours**
Unit-4:	• 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.	**08 Hours**
Unit-5:	• 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.	**10Hours**
Text Books:	• 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.	

Reference Books:	• Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut. Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod PustakMandir,Agra. • Pratap ,Naresh, Teaching of mathematics, R.Lall book Depot, Meerut. *** Latest editions of all the suggested books are recommended.**
E-Resources:	https://services.math.duke.edu/undergraduate/Handbook96_97/node5.html#:~:text=Now%20much%20more%20than%20arithmetic,behavior%2C%20and%20of%20social%20systems. https://www.eln.io/blog/3-reasons-lesson-planning https://madhavuniversity.edu.in/continuous-andcomprehensive-evaluation.html http://bahlamit.blogspot.com/2013/08/diagnostic-testing-and-remedial.html?m=1#:~:text=The%20strategy%20used%20by%20you,individual%20or%20a%20particular%20group.

Course Code: BSCEI 522/622	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-VI** **PEDAGOGY OF PHYSICAL SCIENCE**	**L-4** **P-0** **C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding various approaches, methods, theories, principles and evaluation techniques of pedagogy of Physical Science.	
CO2.	Applying the principles, theories, procedures for curriculum design, unit plans, learning plans, and evaluation techniques of pedagogy of Physical Science.	
CO3.	Analyzing the concepts and correlation of Physical Science in interdisciplinary situations.	
CO4.	Evaluating the learning assessment requirements and designing pedagogical assessment tools for teaching and learning of Physical Science.	
Course Content:		
Unit-1:	• 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.	**12 Hours**
Unit-2:	• 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).	**10 Hours**
Unit-3:	• 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.	**08 Hours**
Unit-4:	• 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**.**	**10 Hours**
Unit-5:	• Concept of evaluation & measurement, Formative and summative evaluation • Preparing various kinds of objectives tests. • Diagnostic testing and remedial teaching • Preparation of achievement test	**10 Hours**
Text Books:	• 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.	
Reference Books:	• 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. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.youtube.com/playlist?list=PLtuKBjKcmzg4Vpd-ufazADSK-ZM3V6bQy	

Course Code: BSCEI 523/623	**Academic Enhancement Compulsory Course** **B.Sc.-B.Ed.(Int.) Semester-VI** **PEDAGOGY OF BIOLOGY**	**L-4** **P-0** **C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding various approaches, methods, theories, principles and evaluation techniques of pedagogy of Biology.	
CO2.	Applying the principles, theories, procedures for curriculum design, unit plans, learning plans, and evaluation techniques of pedagogy of Biology.	
CO3.	Analyzing the concepts and correlation of Biology in interdisciplinary situations.	
CO4.	Evaluating the learning assessment requirements and designing pedagogical assessment tools for teaching and learning of Biology.	
Course Content:		
Unit-1:	• 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.	**12 Hours**
Unit-2:	• Methods - Lecture, Demonstration, Heuristic, project, laboratory, problem solving. • Techniques - Team teaching, Micro-teaching, computer assistance teaching.	**10 Hours**
Unit-3:	• Non formal Approach to Life Science • Biology club • School gardening. • Maintenance of aquariums, herbariums and vivarium. • Excursions. • Life Science project.	**08 Hours**
Unit-4:	• Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science) • Developing unit plans and lesson plans. • Principles and approaches for curriculum development, curricular framing according to local needs.	**08 Hours**
Unit-5:	• 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.	**12 Hours**
Text Books:	• 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.	
Reference Books:	• ekgs'ojh] ch0ds0 % ^^thofoKku] f'k{k.k**] vkj0yky0 cqdfMiks] esjBA	

	• HkVukxj] ,0ch0 % thofoKkuf'k{k.k 'kkjnkiqLrdHkou]bykgkcknA • lwn] ts0ds0 tSfodfoKkuf'k{k.k] jktLFkkufgUnhxzUFkvdkneh] t;iqjA • Hkw"k.k]'kSysUnz%thofoKkuf'k{k.k]vxzokyifCyds'kUl]vkxjkA *** Latest editions of all the suggested books are recommended.**
E-Resources:	https://www.senthilcollegeedu.com/Pedagogy%20of%20Biological%20Science.pdf http://simindia.co.in/pdf/1st%20sem%20biological%20science-.pdf http://simindia.co.in/pdf/1st%20sem%20biological%20science-.pdf https://drive.google.com/file/d/1U5kZwe-F0L_lyMabMgZnyxFr2kbwo6BA/view http://assets.vmou.ac.in/BED125.pdf

Course Code: BSCEI651	Core Courses B.Sc.-B.Ed.(Int.) Semester-VI THERMAL PHYSICS AND STATISTICAL MECHANICS LAB	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying various laws of thermodynamics to various processes and real systems.	
CO2.	Analyzing the working of resistance thermometer, Thermocouple and application of radiation.	

Course Content:

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.

Evaluation

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI652	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VI** **ORGANIC CHEMISTRY LAB**	**L-0 P-4 C-2**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Applying the knowledge of Ph measurement in pharma, cosmetic industry.	
CO2.	Estimating water of crystallization in different compounds.	
CO3.	Preparing different types of buffer solutions	

Course Content:

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

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI653	Core Courses B.Sc.-B.Ed.(Int.) Semester-VI ENVIRONMENTAL BIOTECHNOLOGYLAB	L-0 P-4 C-2

Course Outcomes:	At the end of this course, the students will be-
CO1.	Appling the knowledge of collection of water and soil samples for environmental monitoring.
CO2.	Analyzing the basic techniques used for environmental monitoring
CO3.	Demonstrating Isolating microbial strains from air, water, soil samples and the effect of pH and temperature on their growth.

Course Content:

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

Evaluation

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI654	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VI** **ORGANIC CHEMISTRY LAB**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Explaining the basic analytical techniques used for Test for amylase on starch, sugar, proteins and lipids	
CO2.	Applying the knowledge of Histology of mammals via slides.	
CO3.	Analysing the process of Osmosis, Muscle twitch by stimulating it with mechanical, chemical and thermal Stimuli, Reflex action and Respiration.	

Course Content:

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 nervefibre
5- Smooth & striated muscle

Evaluation

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI655	**Academic Enhancement Compulsory Course B.Sc.-B.Ed.(Int.) Semester-VI MATHEMATICAL SKILL:ORDINARY DIFFERENTIAL EQUATIONS**	**L-0 P-4 C-2**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts of linear and ordinary differential equation.	
CO2.	Applying the integration in series.	
CO3.	Analyzing Picard's iteration method and uniqueness and existence theorems.	
Course Content:		
Unit-1:	History and Back ground of subject, Different meaning of O.R. and Phases, characteristic and Models of O.R.	**08 Hours**
Unit-2:	Linear Programming, Mathematical formation of LPP, Graphical solution of LPP, general linear programming problem, simplex methods, duality.	**10 Hours**
Unit-3:	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.	**12 Hours**
Unit-4:	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.	**10 Hours**
Unit-5:	Game Theory, two persons zero sum game, sadle point maximin and minimax, game of type 2 · 2, n· 2 game graphic solution and with dominance property.	**08 Hours**
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, Sultan Chand& 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.**	

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	FILE WORK	VIVA	ATTENDANCE	EXPERIMENT	VIVA	INTERNAL
(05 MARKS)	(10 MARKS)	(10 MARKS)	(10 MARKS)	(05 MARKS)	(10 MARKS)	(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)

Course Code: BSCEI656	Core Courses B.Sc.-B.Ed.(Int.) Semester-VI PRELIMINARY SCHOOL ENGAGEMENT	L-0 P-4 C-2

Course Outcomes:	At the end of this course, the students will be-
CO1.	Understanding the teaching resources and teaching learning process in a school.
CO2.	Applying methods, techniques & materials in teaching learning practice in the real environment of institution.
CO3.	Analyzing schools' teaching learning processes, students' leaning requirements & peers' style of teaching.
CO4.	Identifying learning requirements of students.
CO5.	Evaluating students' learning through assessment.

Course Content:

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 arte facts 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**

Course Code: BSCEI751	School Internship **B.Sc.-B.Ed.(Int.) Semester-VII** **SCHOOL INTERNSHIP**	**L-0** **P-0** **C-16**
Course Outcomes:	**At the end of this course, the students will be-**	
CO.1	Understanding the real world of teaching with systematic supervisory feedback and tracking students' progress.	
CO.2	Developing a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.	
CO.3	Developing an ability to cater to diverse needs of learners in schools.	
CO.4	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.	

Course Content:

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**

Course Code: BSCEI752	School Internship **B.Sc.-B.Ed.(Int.) Semester-VII** **Teaching Skills -I**	**L-0** **P-0** **C-2**
Course Outcomes:	**At the end of this course, the students will be-**	
CO.1	Understanding the real world of teaching with systematic supervisory feedback and tracking students' progress.	
CO.2	Developing a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.	
CO.3	Developing an ability to cater to diverse needs of learners in schools.	
CO.4	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.	

Course Content:

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the 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**

Course Code: BSCEI753	School Internship **B.Sc.-B.Ed.(Int.) Semester-VII** **Teaching Skills -II**	**L-0** **P-0** **C-2**
Course Outcomes:	**At the end of this course, the students will be-**	
CO.1	Understanding the real world of teaching with systematic supervisory feedback and tracking students' progress.	
CO.2	Developing a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.	
CO.3	Developing an ability to cater to diverse needs of learners in schools.	
CO.4	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.	

Course Content:

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the 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**

Course Code: BSCEI801/ BEDS 416	Core Courses **B.Sc.-B.Ed.(Int.) Semester-IV** **GUIDANCE AND COUNSELLING**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concept of guidance and counseling, career information and training & resource center for personal and social information.	
CO2.	Applying the various testing devices, principles of guidance and counseling to solve the learners' problems and issues in their life.	
CO3.	Analyzing the strength and weakness of learners in career.	
CO4.	Evaluating the requirements and developing instruments for learners' problems in India.	
Course Content:		
Unit-1:	**Concept of Guidance -** Meaning and concept of Guidance, Need & Importance of Guidance., Principles of Guidance., Types of Guidance - Educational, vocational and personal.	**12 Hours**
Unit-2:	**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, nondirective, eclectic).Aims to study career information at different school levels.	**11 Hours**
Unit-3:	**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.	**09 Hours**
Unit-4:	**Career Information and Training**Scores, techniques (Standardized, Non Standardized), methods, filling-up and evaluation of career information.Recommendation about teacher education primary and secondary level of schools. Role of NCERT and NCTE.	**10 Hours**
Unit-5:	**Personal Social Information and Resource Centre.** • Case Study. • Sociometry. • Guidance Services at central and state level. • Problems of guidance and India.	**08 Hours**
Text Books:	• Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar :Doaba House.	
Reference Books:	• 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 Delhi: Bachelor of • Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.toppr.com/bytes/meaning-principles-and-need-of-guidance/ https://www.toppr.com/bytes/types-of-guidance/ https://www.slideshare.net/mobile/tintojohnsvazhupadickal/types-of-counselling https://www.slideshare.net/mobile/bimelk/sociometry-32347632 https://www.yourarticlelibrary.com/psychology/counselling/counselling-meaning-techniques-and-principles/83976	

Course Code: BSCEI802 BEDS 203	Core Courses **B.Sc.-B.Ed.(Int.) Semester-IV** **KNOWLEDGE AND CURRICULUM**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the relationship of nationalism, universalism and secularism with education	
CO2.	Applying the concept of child centered education in curriculum development	
CO3.	Analyzing textbook, children's literature and teacher's handbooks with reference to NCF	
CO4.	Developing skills to critically analyze curriculum	
Course Content:		
Unit-1:	**Knowledge Generation and Child-centered 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,	**10 Hours**
Unit-2:	**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.	**09 Hours**
Unit-3:	**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.	**09 Hours**
Unit-4:	**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.	**12 Hours**
Unit-5:	**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.	**10 Hours**

	• Salient features of NCF 2005 and NCFTE 2009, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations.	
Text Books:	• Dewey, J. (2004).*Democracy and Education,*CouriesDaver Publications • Freire, P. (1998). *Pedagogy of Freedom : Ethics, democracy and civic courage,* Rowman and littlefield	
Reference Books:	1. Taba, Hilda (1962) :*Curriculum Development. Theory and Practice, Har Court, Braceand Wald, New York* 2. Kelley, A.B. (1996) : The c*urricular Theory & Practice*. Harper and Row, U.S Basics in Education-Textbook for B.Edcourse,NCERT- 2014 3. Hirst, Paul H. *Knowledge and curriculum,* Routledge publication 4. Kelly, A.V.(2009) : *The curriculum : Theory and practice.* Sage publications 5-JhokLro] ,l0,l0 ,oaprqosZnh] ,e0th0 ¼2010½ *ikB~;p;kZvkSjf"k{k.kfof/k;kWa*At;iqj % f'k{kk izdk"ku ;kno] fl;kjke ¼2011½ *ikB~;ØefoU;kl*Avkxjk % vxzokyizdk"ku *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.youtube.com/playlist?list=PLtuKBjKcmzg4Vpd-ufazADSK-ZM3V6bQy https://youtu.be/kdIr72ImQaY https://youtu.be/0pb4-V2RCbE https://youtu.be/cYRaePTeHf0	

Course Code: BSCEI803 BEDS 404	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VIII** **ASSESSMENT FOR LEARNING**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding concepts, principles and techniques of assessment of learning.	
CO2.	Applying the statistics for assessment in teaching –learning process.	
CO3.	Analyzing the assessment trends for learning.	
CO4.	Developing ability to construct achievement tests to measure learning outcomes.	
Course Content:		
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)	**12 Hours**
Unit-2:	**Assessment Tools** • Quantitative and qualitative Tools, • Contracting an achievement test- blue-print, item-analysis, try out. • Standardization of test – objectivity, reliability validity, norms	**10 Hours**
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.	**10 Hours**
Unit-4:	**Trends in Assessment:** • Continuous and Comprehensive Evaluation • Marking system vs Grading system • Semester system (C B C S) Choice Based Credit System • Open book examination and question bank	**8 Hours**
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.	**10 Hours**
Text Books:	• Lal, Raman Bihari and Joshi sureshchemd, Educational Measurement. Evaluation and statistics, R.Lall Book Depot Meerut.	
Reference Books:	• Thorndike,E.L.,and E.P. ,Hagen(1969),Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York • Bhatnagar, A.B., mental measurement and evaluation, R.Lall Book Depot meerut. Agarwal, S.N., Educational and Psychological Measurement, Vinod pustakBhandar, Agra. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	http://www.bdu.ac.in/cde/docs/ebooks/B.Ed/I/ASSESSMENT%20FOR%20LEARNING.pdf http://www.tnteu.ac.in/pdf/assesment.pdf http://egyankosh.ac.in/bitstream/123456789/46039/1/BES-127B1E.pdf https://www.slideshare.net/abubashars/assessments-for-learning-bed-second-year-notes https://www.slideshare.net/JanardanMogare/meaning-nature-and-functions-of-assessment	

Course Code: BSCEI804 BEDS 402	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VIII** **INCLUSIVE EDUCATION**	**L-4 P-0 C-4**
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding the concepts and nature of Inclusive and Special Education.	
CO2.	Applying the Inclusive Instruction Design in Education system to promote inclusion.	
CO3.	Analyzing the characteristics of children with special need and role of educational environment.	
CO4.	Evaluating the Government Efforts to promote Inclusive Education.	
CO5.	Developing the Inclusive Classroom by adapting diversities.	
Course Content:		
Unit-1:	• Inclusive Education: concept, objective and need. • Development of Inclusive Education in India. • Legal provision of Inclusive Education in India. • Efforts for Inclusive Education.	**12 Hours**
Unit-2:	• 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.	**12 Hours**
Unit-3:	• 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.	**10 Hours**
Unit-4:	• Socially- economical-educational disadvantaged. • Government efforts to address these problems.	**8 Hours**
Unit-5:	• Classroom management in Inclusive Education. • Strategy for adapting diversities in Inclusive Education. • Family and its functions in Inclusive Education.	**10 Hours**
Text Books:	1. Corbett Jenny- Supporting inclusive Education, Routledge falmer, 2001	
Reference Books:	1. Loreman, Tim; deppeler J. and Harrey D. (2005) Inclusive Education- A Practical guide to supporting diversity in the class. London: Ront Ledge Falmer. 2. UNESCO (1994) The Salmanca Statement and Framework for Action on special needs education Paris, UNESCO 3. Montgomary,D. (1990) Special need in ordinary school; children withlearning , difficulties, cassel Educational Ltd. London 2. Hallahan and Kauffman J.M. (1984), Exceptional Children and youth ohio:Columbus Charles E Merril Publishing co. A Bell and Howell co *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://inclusiveeducation.ca/about/what-is-ie/ https://nbacl.nb.ca/module-pages/inclusive-education-and-its-benefits/ https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES https://iqmaward.com/uncategorized/characteristics-of-an-inclusive-classroom/ https://www.dinf.ne.jp/doc/english/asia/resource/apdrj/z13fm0300/z13fm0309.html https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_220917_brief.pdf	

Course Code: BSCEI805 BEDS 103	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VIII** **LANGUAGE ACROSS THE CURRICULUM**	L-4 P-0 C-4
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Understanding theories of language development and relationship between language and society	
CO2.	Applying language in teaching- learning process	
CO3.	Analyzing nature of speech defects	
CO4.	Evaluating reading, listening, speaking and writing skills and suggesting corrections	
CO5.	Developing reading, listening, speaking and writing skills	
Course Content:		
Unit-1:	**Language and Society:** • Relationship between language and society: identity, power and discrimination • Multilinguals: differential status of Indian classroom language, dialects vs standard language.	**08 Hours**
Unit-2:	**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 indifferent.	**12 Hours**
Unit-3:	**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.	**10 Hours**
Unit-4:	**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.	**12 Hours**
Unit-5:	**Developing Writing Skills :** • Need and importance of writing, • Making reading writing connections, • Strategies of writing for children – note taking, summarizing, Analysing children's writings, Text book analysis	**08 Hours**
Text 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	
Reference Books:	1. NCERT (2006). Position paper: National Focus Group on teaching of Indian language(NCF-2005). New Delhi: NCERT. *** Latest editions of all the suggested books are recommended.**	
E-Resources:	https://www.youtube.com/playlist?list=PL1nAJAbk0NdeXyxi1OhDLgl-LM56XUk5M https://www.youtube.com/playlist?list=PLIOUm6ZOMJ-oKfP5NPtEPTKzMWwwTr68-	

Course Code: BSCEI 851 BEDS 251	Core Courses **B.Sc.-B.Ed.(Int.) Semester-VIII** **READING AND REFLECTING ON TEXTS**	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1.	Analyzing the text books and reference books related to core courses & pedagogy courses.	
CO2.	Analyzing Government's Educational Policies& Reports.	
CO3.	Developing the skills of reading, writing, communication and self-study.	

Course Content:

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 pronunciatecounectly 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

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	-

Course Code: BSCEI 852 BEDS 151	Core Courses B.Sc.-B.Ed.(Int.) Semester-VIII DRAMA & ART EDUCATION	L-0 P-4 C-2
Course Outcomes:	**At the end of this course, the students will be-**	
CO1	Understanding the Indian cultural heritage, art forms & artisans in depth.	
CO2.	Understanding the importance of Handicrafts & Village Cottage Industry.	
CO3.	Analyzing Indian art form, cultural heritage, movies and drama.	
CO4.	Creating stories & drama based on Indian cultural & social setting.	

Course Content:

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness. The National curriculum Framework (2005) reminds us that the school curriculum must integrate various 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 heritage, artist & artisans.
- Gain direct experiences
- Make students believe in the dignity of labour
- Develop creativity and aesthetic sensibilities in students for responding to the beauty indifferent at forms.
- Enhance understanding of different art forms & their impact on human mind.
- Overall development by integrating curricular & co-curricular activities.

Activities

- An artist or artisan may be invited to organize a workshop on Art &Aesthetics. The student-teachers may be asked to prepare at least 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 & scientific 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	-