

राजस्थान विश्वविद्यालय
जयपुर
University of Rajasthan



FACULTY OF EDUCATION
SYLLABUS

Integrated Programme of
B.A.B.Ed. Degree (Four Year)
Annual Scheme
Academic Session 2019-20
Examination B.A. B.Ed Part - III (2020)

Dy. Registrar(Academic-I)
University of Rajasthan
Jaipur

NOTICE

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

B.A. B.Ed PART - III**CONTENTS**

SCHEME OF EXAMINATION

SYLLABUS

1. COMPUTER APPLICATION (COMPULSORY PAPER)*
2. LANGUAGE ACROSS THE CURRICULUM (COMPULSORY PAPER)
4. GUIDANCE AND COUNSELING IN SCHOOL (COMPULSORY PAPER)
5. CONTENT (SELECT ANY THREE) - 05, 06 & 07 (G-B)
 1. Itihās Sahitya (I & II)
 2. Sanskrit (I & II)
 3. English Literature (I & II)
 4. Urdū (I & II)
 5. History (I & II)
 6. Political Science/Pub. Adm (I & II)
 7. Economics (I & II)
 8. Sociology (I & II)
 9. Philosophy/ Psychology (I & II)
 10. Drawing & Painting (I & II)
 11. Geography (I & II)
 12. Home Science (I & II)
 13. Indian Music (Vocal) OR Indian Music (Instrumental Sitar)
8. PEDAGOGY OF A SCHOOL SUBJECT (PART - 3) Ist AND IInd YEAR
(CANDIDATE SHALL BE REQUIRED TO OFFER ANY TWO PAPERS FROM THE FOLLOWING FOR PART - 3 AND OTHER FOR PART - 4) - 08 (a/b)
 1. Hindi
 2. Sanskrit
 3. English
 4. Urdu
 5. History
 6. Economics
 7. Civics
 8. Geography
 9. Social Studies
 10. Home Science
 11. Drawing and Painting
 12. Music
 13. Psychology


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

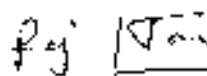
01. The Objective and the Learning outcomes of the Integrated B.A.-B.Ed. Degree are-

Objectives:

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

Learning outcomes:

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


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

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

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

Duration of the Course - Four Years

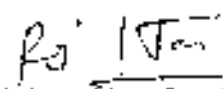
Examination after each session in theory papers

Scheme of Examination against each subject separately.

1. Compulsory Papers :

Year	Paper
I Year	Gen. English
II Year	Gen. Hindi
III Year	Computer Application ()
IV Year	Environmental Education

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


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Group - A: - Subject Specialisation:

Year	Paper
I Year	Instructional System & Educational evaluation
II Year	Peace Education
III Year	Guidance and Counselling in School
IV Year	Physical Education & Yoga

Group-B: Content of Language and Social Science Subject: - A Student has to opt any three optional subject (papers) from group B which two must be the school teaching subjects.

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

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

Group C: Pedagogy of School Subject 08 A/B: Pedagogy of a School Subject IIIrd Year and IVth Year (candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

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


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- ❖ In all the subjects the student has to study a minimum of 9 papers in 1st year, 9 Paper in 2nd Year, 9 Paper in 3rd Year and 6 Paper in 4th Year (Total 33 Papers).
- ❖ Each of the above papers will carry 100 marks.

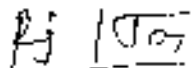
Scheme of Instruction for B.A.B.Ed Course

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

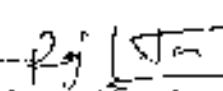
Four Years Integrated Course Scheme of B.A.-B.Ed. 1st Year

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

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II	B.A.-B.Ed. 02	Language Across the Curriculum	80	20	-	100
IV	B.A.-B.Ed04 (G-A)	Guidance and Counseling in School	80	20	-	100
V VI & VII	B.A.-B.Ed 05, 06 & 07 (G-3)	Content (Select any Three) 1. Hindi Sahitya (I & II) 2. Sanskrit (I & II) 3. English Literature (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pol. Sci. (I & II) 7. Economics (I & II) 8. Sociology (I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Indian Music (Vocal) OR Indian Music (Instrumental Sing)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 90 75+75 50+50 40+40	-	- - - - - - - - 50 (Prac.) 90-20 50 50-50 120	500
VIII	08(a/b)	Pedagogy of a School Subject (part-3), Ist & IInd Year (candidate shall be required to offer any two papers from the following for part-3 & other for part-4). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20		100
Practicum		Special Training Programme • Micro Teaching • Practice Lesson • Observation Lesson • Technology Based Lesson • Criticism Lesson • Attendance/Seminar / Workshop			10 50 05 05 20 10	100
		Final Lesson	100			100
						1100


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Scheme of B.A.-B.Ed. IVth Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed. 01	Environmental Education(Compulsory)*	100	-	-	100
II	B.A.-B.Ed. 02	Creating and inclusive school	80	20	-	100
III	B.A.-B.Ed. 03	Understanding Disciplines and Subject	80	20	-	100
IV	B.A.-B.Ed. 04(G-A)	Physical Education & Yoga	80	20	-	100
V	B.A.-B.Ed. 05	Gender, School and Society	80	20	-	100
VI	B.A.-B.Ed. 06	Assessment for Learning	80	20	-	100
VII	08(a/h)	Pedagogy of a School Subject (part-4) , 1st & IInd Year (candidate shall be required to offer any two papers from the following for part-3 & other for part-4). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20	-	100
Practicum		1. Practice teaching 2. Block Teaching (Participation In School Activities Social Participation in Group) 3. Report of any feature of school / case study/action research 4. Criticism Lesson		50 20 10 20		100
		Final Lesson	100			100
						800


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

Compulsory Papers*

Year	Paper
Ist Year	Gen. English
II Year	Gen. Hindi
III Year	Computer Application (ICT)
IV Year	Environmental Education

Compulsory Paper

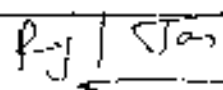
Year	Paper
I st Year	1. Childhood and Growing Up 2. Contemporary India and Education
II nd Year	3. Knowledge and curriculum 4. Learning and Teaching
III rd Year	5. Language Across the Curriculum
IV th Year	6. Creating and inclusive school 7. Understanding Disciplines and Subject 8. Gender, School and Society 9. Assessment for Learning

Group - A: - Subject Specialisation :

Year	Paper
I st Year	Instructional System & Educational
II nd Year	Peace Education
III rd Year	Guidance and Counselling in School
IV th Year	Physical Education & Yoga

Group-B: Content of Language and Social Science Subject: - A Student has to opt any three optional subject (papers) from group B which two must be the school teaching subjects.

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


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Group C: Pedagogy of School Subject 08 A/B : Pedagogy of a School Subject IIIrd Year and IVth Year (candidate shall be required to offer any two papers from the following for part-III & other for part-(V).

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

Years	Papers	Marks
I Year	9 Paper	900
II Year	9 Paper + Practicum	900+100
III Year	9 Paper + Practicum+ Final Lesson	900 + 100+100 = 1100
IV Year	6 Paper + Practicum+ Final Lesson	600 + 100+100 = 800
Total	33 PAPERS	3300+ 300+200 = 3800


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

PART II **Practical Work**

Objectives:

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

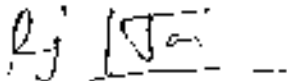
1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and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


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

Practical skill to teach the two school subjects offered under Theory papers VIII A/B are the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.


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9. Preparation and use of audio visual aids related to the methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.
15. Techniques of teaching in large classes.

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

Notes :-

- i. Teaching subject means a subject offered by the candidate at his/her running B.A.-B.Ed. course either as a compulsory subject or as an optional subject provided that the candidate studied it for at least two years. Thus the qualifying subjects like General English, General Hindi, Education, History of Indian Civilization and Culture, Prescribed for running B.A- B.Ed. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects.
 - ii. Only such candidate shall be allowed to offer Social Studies for the B.A-B.Ed. Examination as have taken their running B.A- B.Ed. course with any two subjects out of History, Political Science/Public Administration, Economics, Geography, Sociology, Philosophy / Psychology.
 - iii. A candidate who has studied political or public administration as one of the subject in two years shall be offered civics as a teaching subject in B.A. B.Ed Integrated.
 - iv. To maintain same sequence of papers (G.A. - IVth, G.B. 05/06/07 papers (Ist, IInd & IIIrd year) and 8 a/b IIIrd year and IVth year) in the four years B.A.B.Ed itegrated course, paper no IIIrd in B.A.B.Ed IIIrd year and paper no VIth in B.A.B.Ed IVth year were skipped.
- O.323** No candidate shall be allowed to appear in the Integrated B.A/B.Ed examination I,II,III & IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship)


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

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

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

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

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

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

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Regulation 42 :-**Scheme of Integrated B.A.-B.Ed Four Year Examination**

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

Part I- Main theory papers at B.A.-B.Ed. I, In Integrated B.A.-B.Ed I Year Paper nos. are 02, 03, 04 (G-A) are of 3 hours carrying 100 marks (80 for the theory + 20 sessional) each. Compulsory paper* 01 of 100 marks and optional papers 05, 06, 07 (G-B) are of 3 hours carrying 100 marks (I and II) each. Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No. 7.

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

Organization evaluation of practice teaching:

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


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6. At Integrated B.A.-B.Ed III Year each candidate should be prepared to teach one lessons at the final practical examination. At the Integrated B.A.-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.A.-B.Ed IV Year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
 - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
 - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.
Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No.7.

Working out the result and awarding the division:

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


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- (3) For passing in Part II (school internship Practice of Teaching) a candidate shall be required to obtain separately at-least-

❖ 40 percent marks in the external examination.

❖ 40 percent marks in internal assessment.

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

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

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


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4. Elementary Computer Applications

Maximum Marks- 100 (Main University Examinations)

Theory : Max. Marks -60

Practical : Max. Marks-40

Each Candidate has to pass in Theory and Practical Examinations separately.

Question paper for Elementary Computer Applications, (Compulsory paper-common for B.A. / B.Sc./ B.Com. Part-I) be so set that it has 120 multiple choice questions (Bilingual) of $\frac{1}{2}$ marks each. The question paper will be of duration of 2 hours. The examinees will have to give their answers on OMR Sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology. Further the practical examination for this paper will be of 40 marks and its duration will be of 2 hours.

Unit - I

Introduction to information technology : Evolution and generation of computers, type of computers, micro, mini, mainframe and super computer. Architecture of a computer system : CPU, ALU, Memory (Ram, Rom families) cache memory, input output devices, pointing devices.

Concept of Operating system, need types of operating systems, batch, single user, multi-processing, distributed and timeshared operating systems, introduction of Unix, Linux, Windows, Window NT. Programming languages Low level and high level languages, generation of languages, 3 GL and 4 GL languages, Graphic User Interfaces.

Unit - II

Word Processing tool : Introduction, Creating, Saving, Copy, Move and Delete. Checking Spelling and Grammar. Page Layout, interface, toolbars, ruler, menus keyboard shortcut, editing, Text Formatting, insert headers and footers, Bullets and Numbering, Find and Replace etc. Insert Table and Picture, Macro, Mail Merge.

Power Point : Creating and viewing a presentation, managing slide shows navigating through a presentation using hyperlinks, advanced navigation with action setting and action buttons. Organizing formats with Master Slides applying and modifying designs adding graphics, multimedia and special effects.

Unit - III

Electronic Spreadsheet : Worksheet types of create and open a worksheet. Entering data text numbers and formula in a worksheet inserting and deleting cells cell formatting, inserting rows and columns in a worksheet formatting worksheet. Using various formula and inbuilt function. Update worksheet using spreadsheet like spell check and auto correct setup the page.

worksheets for printing. Formulas: Use data in the worksheet globally or selectively.
Charts: Enhance worksheets using charts, multiple worksheets-concepts

Unit - IV

The Internet: History and Functions of the Internet, Working with Internet, Web Browsers, World Wide Web, Uniform Resource Locator and Domain Names, Uses of Internet, Search for Information, Email, Chatting, Instant messenger services, News, Group, Teleconferencing, Video-Conferencing, E-Commerce and M-Commerce.

Manage an E-mail Account, E-mail Address, configure E-mail Account, log to an E-mail, Receive E-mail, Sending mails, sending files as attachments and Address Book, Downloading Files, Online form filling, E-Services - E-Banking and E-Learning.

Unit - V

Social, Ethical and Legal Matters - Effects on the way we Work Socialise, Operate in other areas; Cyber crime, Prevention of crime, Cyber law, Indian IT Act, Intellectual property, Software piracy, Copyright and Patent, Software licensing, Proprietary software, Free and Open source software

Network Security - Risk assessment and security measures, Assets and types (data, applications, system and network), Security threats and attacks (passive, active); types and effects (e.g. Identity theft, denial of services, computer virus etc.), Security issues and security measures (Firewalls, encryption/decryption), Prevention.

Question Paper pattern for Main University Practical Examination

Max Marks: 40

Practical

The practical exercises will be designed to help in the understanding of concepts of computer and its utilization in the areas outlined in the theory syllabus. The emphasis should be on practical usage rather than on theoretical concepts only.

The practical examination scheme should be as follows

- Three Practical Exercise (including Attendance & Record performance) 30 marks
 - 1. Operating system
 - 2. MS Word
 - 3. MS Excel
 - 4. MS Power Point
 - 5. Internet
- Viva-voce 10 marks

Practicals
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Sri Lanka
2011

B.A. B.Ed-02 PART - III**Language across the curriculum**

Marks-50

Objectives:

This course will enable the teacher to-

1. Understand the language background of students as the direct or soon language users.
2. Create sensitivity to the language diversity that exists in the class room.
3. Understand the nature of classroom discourse and develop strategies for using oral language in classroom.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Understand interplay of language and society.
6. Understand functions of language.
7. Understand language and speech disorder and make remedial measure too.

Unit 1

- A)- Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion, language and class, role of literature in language

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Unit 2

Home language (mother tongue) and school language/second language. 2) Formal and informal language (3) Oral and written language – meaning, principles, objectives, importance, relation, differences

Unit-3

- A)- Oral aptitude in language, theoretical speech of oral aptitude, development of oral expression/speech in pupil teacher, classroom discourse, discussion as a tool of learning, questioning in the class room, developing reading skill through text book, problems and remedies to incorrect pronunciation.
- B) - Language skills – (LSWR-Listening, speaking, writing, reading.) Meaning, concepts, importance, co-relation, methods and techniques.
Language laboratory- Need, Importance, Advantage, Use in teacher's training.

Unit-4

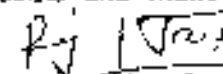
- A) **Listening skill** - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude,
- B) **Speaking skill** - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude
- C) **Writing skill** - Aspects of writing-shapes, Sounds, Meanings, Punctuation marks, Word, Sentence, Expression in writing, mechanics of writing, understanding and capacity to write correct logical summarizing and expanding thoughts and experiences, composition –essay story letter poetry, incidents, report articles etc
- D) **Reading skill** - Consonants, Vowels, Words, Sentences, Recognition, Understanding, Silent reading, Imitation Reading, and Loud reading.

Unit 5

Language Text Book - Criteria of selection and critical analysis of language text book, children's literature and teachers handbooks method of evaluation. Understanding the relationship between curriculum, syllabus and textbook; selection of materials; Development of activities and tasks; connecting learning to the world outside; moving away from rote-learning to constructivism; Teacher as a researcher.

Test and Assignment:-**(15 MARKS)**

1. Class Test (5 marks)
 2. Any One (10 marks)
- Discuss with students and find out the different language they speak, prepare a plan to use multilingualism as a teaching strategy.
 - Identify speech defects of a primary level students and make remedial strategy.


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- Organizing an activity based game to motivate students for creative questioning.
- Close and critical reading/discussion in small groups
- Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.

References:

1. Agnihotri, r.k. (1995) Multilingualism as a class room resource. In k. heugh, a siegruhn, p. pluddemann (Eds) multilingual education for south Africa 9pp. 3 heinmann educational books.
2. Anderson ,R.C.(1984) role of the readers schema in comprehension. learning and memory. In R.C. Anderson, Jaslow& R.J. Tierney (Eds) learning to read in American schools: based readers and content tests psychology
3. Bansal R.K. and harrisson J.B.- (1990) spoken English for Indian orient longman LTD Madras
4. Ladson, billings G (1995) toward a theory of culturally relevant pedagogy American Educational research journal.
5. NCERT(2006) position paper national focus group on teaching of Indian language (NCF 2005) New Delhi
6. Paliwal Dr. A.K. (2002) communicative language teaching Suntri publication, Jaipur.

B.A.B.Ed— 04 (G-A) PART- III

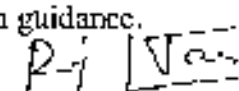
GUIDANCE AND COUNSELING

OBJECTIVES: -

MARKS-100

The course will enable the student teachers to -

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles , issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Understand the various areas, tools and techniques in guidance.


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- Understand the concept, need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

UNIT – 1. GUIDANCE IN SCHOOL.

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance (steps)
- Issues and problems of Guidance.
- Role of school in Guidance.

UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

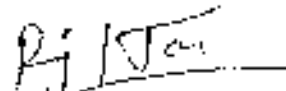
- Personal, Educational and vocational Guidance.
- Tools :- Records of students
- Cumulative Record
- Rating scale
- Psychological tests.
- Questionnaire and Inventories
- Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry

UNIT3. COUNSELLING IN SCHOOL

- Concept, Need and Meaning of counseling.
- Principles of Counseling.
- counseling Process and Role.
- Directive, non-directive and eclectic counseling.
- Qualities and role of a school counselor.

UNIT 4. TOOLS AND TECHNIQUES IN COUNSELLING

- Individual counseling and Group counseling
- Lectures , discussions and Dramatics as techniques in counseling.
- Importance of follow-up in counseling.
- Counseling for the children with special needs
- Counseling for parents.


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UNIT 5 Guidance and Counseling for Special Needs Population**Guidance of children with special needs**

- problems and needs
- guidance of the gifted and creative students
- guidance of under achiever,
- slow learners and first generation learners
- guidance of learning disabled, Drug addicts and alcoholics
- De addiction centers, Career resource centre
- Evaluation of counseling,

Need for research and reforms in guidance and counselling .

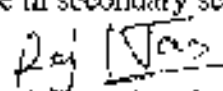
Tasks and Assignments

- | | |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2. Any one | 10 Marks |

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.

References:-

1. Anastasi A, Differential Psychology, New York: Macmillan Co, 1996
2. Arbuckle Dugland, Guidance and Counselling in the classroom, Allyn & Bacon Inc, 1985.
3. Bagri B.G., Mukhopadhyaya.B., Guidance and Counselling; A Manual, New Delhi: Stanley Publishers, 1990.
4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S, Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones,A.J., Principles of Guidance, New Delhi: McGrew Hills Publishers, 1970.
7. Kochhar S.K-Educational and vocational Guidance in secondary schools, New Delhi, sterling publishers Pvt. Ltd, 1990.


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आधुनिक काव्य

1. अयोध्या सिंह उपाध्याय हरीऔध
प्रिय प्रकाश - सर्ग 6 प्रथम 40 छंद

2. मैथिलीशरण गुप्त
साकेत - नवम सर्ग

1. घेदने तू भी भली बनी पाऊं प्राण धनी
2. निरखी सखी ये खंजन आये अश्रु सूखा कर लाये
3. विरह संग अभिसार भी और एक संसार भी
4. दोनों और प्रेम चलता है मुझे यही खलता है।
5. आ आ मेरी निंदिया गूगी..... मैं न्यौछावर हूँ जो
6. कहती मैं, चातकि फिर बोल उर कै कल-कल्लो
7. सखि निरखि नदी की धार आगे नखी संहारो

यशोधर

1. सखि, वे मुझसे कहकर जाते
2. अब कठोर हो बजादपि ओ कुसुमादपि सुकुमारी
3. हे मन आज परीक्षा तेरी

3. जयशंकर प्रसाद
कामायनी - श्रद्धासर्ग - प्रथम 20 छंद
आंसू - रो-रोकर सिसक-सिसक कर कहता..... कुछ सच्चा स्वयं बना था

4. सुमित्रानंदन पंत
1. प्रथम रश्मि
2. मौन निमन्त्रण
3. द्रुत झरो

5. अज्ञेय
1. बाबरा अहेरी
2. भीतर जागा दाता
3. साँप
4. यह दीप अकेला

6. मुक्तिबोध
1. जन जन का चेहरा एक
2. दूर-तारा
3. खोल आंखें

7. धूमिल
1. प्रौढ़ शिक्षा
2. भीषण

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8. दुश्मना

1. इस नदी की धार में ठंडी हवा आती तो है, नाव जर्जर ही सही, लहरों में टकराती तो है।
2. खंडहर बचे हुए हैं, इमारत नहीं रही, अच्छा हुआ कि सर पे कोई छत नहीं रही।
3. परिन्दे अब भी पर तोले हुए हैं, हवा में सनसनी घोले हुए हैं।
4. एक कबूतर, चिट्ठी लेकर, गहली-पहली बार उड़ा, मौसम एक गुलेल लिये था पट से नीचे आन गिरा।
5. एक गुड़िया की कई कठपुतलियों में जान है, आज शायद, ये तमाशा देखकर हैरान है।
6. होने लगी है जिसमें जुबिश तो देखिए, परकटे परिन्दे की कोशिश तो देखिए।
7. अब किसी को भी नजर आती नहीं कोई दशर, घर की हर दीवार पर चिपके हैं इतने इशतहार।
8. हो गई है पीर पर्वत-सी पिघलनी चाहिए, इस हिमालय से कोई गंगा निकलनी चाहिए।
9. बाढ़ की संभावनाएँ सामने हैं, और नदियों के किनारे घर बने हैं।

खण्ड - 'ब'

आधुनिक हिन्दी कविता की प्रमुख प्रवृत्तियाँ -- राष्ट्रीय काव्यधारा, छायावाद, प्रगतिवाद, प्रयोगवाद और नई कविता

अंक विभाजन

खण्ड - 'अ'

कुल चार व्याख्याएं (एक कवि से केवल एक व्याख्या) (आन्तरिक विकल्प देय) $4 \times 10 = 40$ अंक

कुल तीन निबन्धात्मक प्रश्न -- एक कवि से संबंधित एक ही प्रश्न (आन्तरिक विकल्प देय)

$3 \times 15 = 45$ अंक

खण्ड - 'ब' में से एक प्रश्न आन्तरिक विकल्प देय

15 अंक

Rej / Jau
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JAIPUR RA.

Sanskrit

सामान्य निर्देश -

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

प्रथम प्रश्न-पत्र : भारतीय दर्शन एवं व्याकरण

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1. श्रीमद्भगवद्गीता - (2,3,4 अध्याय) | 30 अंक |
| 2. तर्कसंग्रह | 30 अंक |
| 3. तिङन्त-लघुसिद्धान्तलौमुदी के आधार पर 'भू, एवं एध् धातु की लट् लोट् लृट् लङ् एवं विधिलिङ् इन पांच लकारों में एवं समस्त गणों की प्रथम धातुओं की लट् लकार में रूपसिद्धि एवं सूत्रों की सौदाहरण व्याख्या | 40 अंक |
| कुल योग | 100 अंक |

अंक-विभाजन

क्र.सं.	पाठ्यवस्तु	'अ' भाग प्रश्न संख्या	अंक	'ब' भाग प्रश्न संख्या	अंक	अंको का योग
1.	श्रीमद्भगवद्गीता	लघूत्तरात्मक 02	04	02	26	04+26=30
2.	तर्कसंग्रह	लघूत्तरात्मक 03	06	02	24	06+24=30
3.	व्याकरण तिङन्त	लघूत्तरात्मक 10	20	02	20	20+20=40
कुल योग		15	30	06	70	100


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 Jaipur
1999

प्रश्नपत्र निर्माता के लिए निर्देश

1.	श्रीमद्भगवद् गीता	'अ' भाग	2 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक	04 अंक
		'ब' भाग	4 श्लोकों में से 2 की सप्रसंग व्याख्या (एक व्याख्या संस्कृत में) अपेक्षित है।	20 अंक
			2 प्रश्नों में से एक प्रश्न प्रष्टव्य है।	06 अंक
2.	तर्कसंग्रह	'अ' भाग	3 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक	06 अंक
		'ब' भाग	4 में से 2 की व्याख्या (एक व्याख्या संस्कृत में) अपेक्षित है।	18 अंक
			2 प्रश्नों में से एक प्रश्न प्रष्टव्य है।	06 अंक
3.	व्याकरण तिङन्त	'अ' भाग	10 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक	20 अंक
		'ब' भाग	10 सूत्र पूछकर किन्हीं 5 की सोदाहरण व्याख्या अपेक्षित है। प्रति व्याख्या 2 अंक निर्धारित।	10 अंक
			10 शब्द सिद्धि पूछकर किन्हीं 5 शब्दों की सूत्र निर्देशपूर्वक सिद्धि। प्रत्येक सिद्धि हेतु 2 अंक	10 अंक
	कुल अंक योग			100 अंक

सहायक पुस्तकें

(क) तर्कसंग्रह - अधलथ एंव फोडास, पूना
 तर्कसंग्रह - चौखम्बा प्रकाशन, वाराणसी
 तर्कसंग्रह- डॉ. रामसिंह चौहान, अलंकार प्रकाशन, जयपुर

(ख) गीता
 भगवद्गीता- गीताप्रेस, गोरखपुर
 भगवद्गीता, विनोद पुस्तक मंदिर, आगरा
 गीता रहस्य-तिलक
 भगवद्गीता 2,3,4 अध्याय, डॉ. शिदसागर त्रिपाठी
 श्रीमद्भगवद्गीता (2,3,4 अध्याय)- व्या. डॉ. राजेन्द्रप्रसाद शर्मा, जगदीश संस्कृत पुस्तकालय, जयपुर

(ग) व्याकरण

1. लघुसिद्धान्त कौमुदी-तिङन्त प्रकरण-डॉ. पुष्कर दत्त शर्मा, अजमेरा बुक कम्पनी, जयपुर
2. लघुसिद्धान्त कौमुदी-पं. श्री हरेकान्त मिश्र, भारतीय विद्या प्रकाशन, दिल्ली
3. पाणिनीय व्याकरण का अनुशीलन आर एरा भट्टाचार्य, इंडोलोजिकल बुक हाउस, बनारस
4. लघुसिद्धान्त कौमुदी-हिन्दी व्याख्या, डॉ. अर्कनाथ चौधरी, आयुर्वेद हिन्दी संस्कृत पुस्तक भंडार, जयपुर
5. लघुसिद्धान्त कौमुदी- भीमसेन शारत्री
6. लघुसिद्धान्त कौमुदी- महेशसिंह कुरावाह, चौखम्बा संस्कृत प्रिनिशिन दिल्ली।

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7. लघुचिन्तानाकौमुदी—लिङ्गन्त प्रकरण, डॉ. सुभाष वेदालंकार, अलंकार प्रकाशन, जयपुर
8. तर्कसंग्रह— व्याख्याकार डॉ. दयानन्द भाग्य, भोलीलाल बनारसीदारा, नई दिल्ली

द्वितीय प्रश्नपत्र— काव्य, धर्मशास्त्र, एवं निबन्ध

समय : 3घण्टे

अंक—100

द्वितीय प्रश्न पत्र के दो भाग होंगे, जिसमें 'अ' भाग बहुविकल्पीय (चरदुनिष्ट) एवं लघूत्तर प्रश्नों का होगा। 'ब' भाग में निबन्धात्मक प्रश्न होंगे। 'अ' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णांक 30 अंकों का होगा। इनके समाधान हेतु एक घण्टा की अवधि निर्धारित की गई है। 'ब' भाग का पूर्णांक 70 अंकों का होगा, जिसके लिये शेष दो घण्टे की अवधि निर्धारित है।

पाठ्यक्रम

- | | |
|------------------------------------------------------------|--------|
| 1. रघुवंशम् - छटा सर्ग (इन्दुमति स्वयंवर) | 20 अंक |
| 2. महाभारत (व्यास) - उद्योग पर्व, विदुरनीति (34-35 अध्याय) | 20 अंक |
| 3. रामायण (दाल्मीकि) बालकाण्ड, प्रथम सर्ग | 20 अंक |
| 4. इन्द्रविजय, नामधेय प्रकरण, पं. गधुसूदन ओझा | 20 अंक |
| 5. निबन्धरचना - संस्कृत में | 20 अंक |
| कुल योग | 100अंक |

अंक— विभाजन

क्र.सं.	नाम पुस्तक	लघूत्तरात्मक प्रश्न	अंक	निबन्धात्मक प्रश्न संख्या	अंक	अंको का योग
1.	रघुवंशम् छटा सर्ग (इन्दुमति स्वयंवर)	लघूत्तरात्मक 04	08	02	12	8+12=20
2.	महाभारत (विदुरनीति)	लघूत्तरात्मक 04	08	02	12	8+12=20
3.	रामायण (बालकाण्ड—प्रथमसर्ग)	लघूत्तरात्मक 04	08	02	12	8+12=20
4.	इन्द्रविजय	लघूत्तरात्मक 03	06	02	14	6+14=20
5.	निबन्ध रचना संस्कृत में			01	20	20
	कुल योग	15	30	09	70	100


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प्रश्नपत्र निर्माता के लिए निर्देश

1.	रघुवंश छटा संग (इन्दुमति स्वयंवर)	'अ' भाग	4 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक	08 अंक
		'ब' भाग	2 श्लोकों में से 1 की सप्रसंग व्याख्या 2 प्रश्नों में से एक प्रश्न प्रष्टव्य है।	06 अंक 06 अंक
2.	महाभारत विदुर नीति	'अ' भाग	4 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक	08 अंक
		'ब' भाग	2 श्लोक पूछकर उनमें से किसी 1 की सप्रसंग व्याख्या 2 श्लोक पूछकर उनमें से किसी 1 का उत्तर अपेक्षित।	08 अंक 08 अंक
3.	रामायण	'अ' भाग	4 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक	08 अंक
		'ब' भाग	2 श्लोक पूछकर उनमें से किसी 1 की सप्रसंग व्याख्या 2 प्रश्न पूछकर उनमें से किसी 1 का उत्तर अपेक्षित।	06 अंक 06 अंक
4.	इन्द्रविजय	'अ' भाग	03 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक	06 अंक
		'ब' भाग	2 श्लोक पूछकर उनमें से किसी 1 की सप्रसंग व्याख्या 2 प्रश्न पूछकर उनमें से किसी 1 का उत्तर अपेक्षित।	06 अंक 08 अंक
5.	निबन्ध	'ब' भाग	4 विषय देकर उनमें से किसी 1 विषय पर संस्कृत में निबन्ध लेखन	20
कुल अंक योग				100 अंक

सहायक पुस्तकें-

रघुवंश -

1. रघुवंश - कालिदास, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली।

महाभारत - विदुर नीति

1. विदुरनीति - डॉ. कृष्णकान्त शुक्ल, साहित्य भंडार, मेरठ।
2. विदुरनीति - श्री रेवतीरमण शास्त्री, यूनिफ टेबल जयपुर।

रामायण

1. रामायण - वाल्मीकिकृत - गीताप्रेस, गोरखपुर।
2. रामायण - वाल्मीकिकृत - के. सी. पख, निर्भयसागर प्रेस, मुम्बई।
3. रामायणकालीन भारत - व्यास एवं पाण्डेय, आत्माराम एंड संस, दिल्ली।
4. लेक्चर्स ऑन रामायण - भद्राश साहित्य अकादमी, मद्रास।

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इन्द्रविजय

1. इन्द्रविजय—व्याख्याकार पं. रामप्रपन्न शर्मा, प्रकाशन जगदीश संस्कृत पुस्तकालय, जयपुर
2. इन्द्रविजय—डॉ. श्रीकृष्ण ओझा, राजप्रकाशन मंदिर, चौड़ा रास्ता, जयपुर

निबन्ध रचना

1. प्रबन्ध रत्नाकर, श्री आर भी शुक्ल
2. प्रस्ताव तरंगिणी—श्रीवासुदेव शास्त्री
3. संस्कृत निबन्धरत्नाकर—शिवप्रसाद भारद्वाज
4. संस्कृत निबन्धकलिका डॉ. रामजी उपाध्याय
5. संस्कृत निबन्धदर्श डॉ. राममूर्ति शर्मा
6. संस्कृत निबन्ध एवं व्याकरण — पं. चण्डीप्रसाद
7. निबन्ध—चन्द्रिका—कृष्णदेव उपाध्याय, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
8. निबन्ध—निवेश—रामअवध शास्त्री, चौखम्बा विद्याभवन, वाराणसी
9. निबन्ध शतकम्, कंगिलदेव द्विदेदी, चौखम्बा विद्याभवन, वाराणसी
10. निबन्धमंजरी, डॉ. राममूर्ति जायसवाल, आगरा प्रकाशन, दिल्ली
11. निबन्ध आदर्श, म.म. श्री गिरिधर शर्मा चतुर्वेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
12. संस्कृत निबन्ध रचना, डॉ. श्रीकृष्ण ओझा, राज प्रकाशन मंदिर, जयपुर
13. संस्कृत निबन्ध परिजात, डॉ. सुभाष वेदालंकार, अलंकार प्रकाशन
14. संस्कृत निबन्ध, डॉ. नन्दकिशोर गौतम एवं श्रीकृष्ण बिहारी भारतीय

अथवा

द्वितीय प्रश्नपत्र 'ब' — भारतीय ज्योतिष, तिथि निर्णय एवं पंचांग परिचय

समय : 3घण्टे

अंक—100

इस प्रश्न पत्र के दो भाग होंगे, जिसमें 'अ' भाग बहुविकल्पीय (वस्तुनिष्ठ) एवं लघूत्तर प्रश्नों का होगा। 'ब' भाग में निबन्धात्मक प्रश्न होंगे। 'अ' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णांक 30 अंकों का होगा। इनके समाधान हेतु एक घण्टा की अवधि निर्धारित की गई है। 'ब' भाग का पूर्णांक 70 अंकों का होगा, जिसके लिये शेष दो घण्टे की अवधि निर्धारित है। 10 अंक संस्कृत भाषा के माध्यम से उत्तर देने के लिए निर्दिष्ट है।

पाठ्यक्रम

- 1— भारतीय ज्योतिष के प्रारम्भिक सिद्धान्तों का परिज्ञान 70 अंक
- (क) शीघ्रदोष (काशीनाथ वैद्य) -- प्रथम प्रकरण (लतापतःदि दस दोष रहित) 30 अंक
- (ख) फलित प्रबोधिनी (विनोद शास्त्री) 40 अंक
- 2— तिथि—निर्णय के सामान्य सिद्धान्त, प्रमुख व्रतपर्व तथा पंचांग का सामान्य परिचय — 30 अंक
- काल के छः भेद, वर्ष के पाँच भेद, अशुभ, ऋतु, मास, पक्ष, तिथि, क्षय, वृद्धि संक्रान्ति निर्णय, वानादि, अधिकमारा—क्षयमास में वर्ज्यावर्ज्य, मलमास, कर्म के भेद एवं निर्णय, प्रदोषव्रत, जन्माष्टमी, गणेशवतुर्धो, रामनवमी, नन्दरात्रि स्थापना, महालय (श्राद्ध), दीपावली,

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शैलिक आदि का सामान्य ज्ञान अपेक्षित है। पंचांग परिचय में तिथि, वर, नक्षत्र, वार, योग, करण का ज्ञान तथा पंचांग की सहायता से गुण मिलान, विवाह मुहूर्त निर्णय, गृहारम्भा, ग्रहप्रवेश आदि जानने की रीति का ज्ञान अपेक्षित है।

अंक-विभाजन

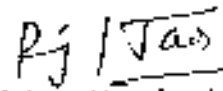
क्र. सं.	नाम पुस्तक	लघूत्तरात्मक प्रश्न	अंक	निबन्धात्मक प्रश्न संख्या	अंक	कुल अंक
1	(क) शीघ्रबोध	05 (लघु)	10	02	21	10+20=30
	(ख) फलित प्रबोधिनी	04 (लघु)	08	02	28	08+32=40
2	तिथि-निर्णय व पंचांग परिचय	06 (लघु)	12	02	21	12+18=30
		15	30	06	70	100

प्रश्नपत्र निर्माता के लिए निर्देश-

1.	भारतीय ज्योतिष (क) शीघ्रबोध	5 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक।	10 अंक
		4 निबन्धात्मक प्रश्न पूछकर 2 प्रश्नों के उत्तर अभीष्ट प्रति प्रश्न 10 अंक निर्धारित	20 अंक
	(ख) फलित ज्योतिष	4 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक।	08 अंक
		4 निबन्धात्मक प्रश्न पूछकर 2 प्रश्नों के उत्तर अभीष्ट - प्रति प्रश्न 18 अंक निर्धारित	32 अंक
2.	तिथि-निर्णय व पंचांग परिचय	6 लघूत्तरात्मक प्रश्न प्रति प्रश्न 2 अंक।	12 अंक
		4 निबन्धात्मक प्रश्न पूछकर 2 प्रश्न का उत्तर अभीष्ट। (पंचांग परिचय संस्कृत में)	18 अंक

सहायक पुरतकें -

1. शीघ्रबोध - पं. काशीनाथ देवड़ा, चौखम्मा प्रकाशन, वाराणसी
2. फलित प्रबोधिनी-डॉ. विनोद शास्त्री, राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, जयपुर
3. तिथि-निर्णय के प्रमुख सिद्धान्त एवं विशिष्ट तिथि पर्व निर्णय प्रकाशक-राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, त्रिपोलिया, जयपुर
4. पंचांग का सामान्य परिचय, पं. शिवधरम शास्त्री एवं विकास शर्मा, प्रकाशक- राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, त्रिपोलिया, जयपुर
5. विभिन्न प्रकाशित पंचांगों की सहायता भी ग्राह्य है, जिसमें जयपुर पंचांग पं. दामोदर शर्मा कृत ग्राह्य है।


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English Literature

BA Part III (2020)

The Syllabus aims at achieving the following objectives :

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

Paper I: Poetry and Drama

Maximum Marks: 100

Duration: 3 hrs

Min. Pass Marks: 36

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

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

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

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

SECTION A

The following poems from *String of Gold* part III edited by Jasbir Jain (Macmillan) :

Tennyson	:	Ulysses.
R. Browning	:	My Last Duchess
M. Arnold	:	Dover Beach
G.M. Hopkins	:	The Sea and the Skylark
W.B. Yeats	:	A Prayer for my Daughter
T.S. Eliot	:	Preludes

SECTION B

The following poems from *Texts and Their Worlds* Edited by Anna Kurian. Foundation Books, 2005.


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Kalidas, Bhavabhuti, Bhartrahari	:	Is Poetry Always Worthy when its Old?
Syed Amanuddlin	:	Don't Call Me Indo-Anglian
R. Parthasarathy	:	From Homecoming
Agcyca	:	Hiroshima
M. Gopalkrishna Adiga	:	Do Something, Brother
Eunice D Souza	:	Women in Dutch Painting
O.N.V. Kurup	:	Farthen Pots
A. Jayaprabha	:	Stares
Daya Pawar	:	Oh Great Poet
Silakant Mahapatra	:	The Election

SECTION C

Grish Karnad	:	<i>Tughlaq</i>
Eugene O'Neill	:	<i>The Hairy Ape</i>

Paper II: Prose and Fiction

Maximum Marks: 100

Duration: 3 hrs

Min. Pass Marks: 36

Candidate will be required to answer five (5) Essay type Questions of 20 marks each, choosing at least one question from each section, out of 10 essay type questions.

SECTION A

The following short stories from *Texts and Their Worlds* edited by Anna Kurian.

Foundation Books, 2005 :

Munshi Premchand	:	The Shroud
Intizar Hussain	:	<i>A Chronicle of the Peacocks</i>
Ismat Chughtai	:	Roots
V.M. Basheer	:	Birthday
Shashi Deshpande	:	My Beloved Charioteer
Ambai	:	A Kitchen in the Corner of House

SECTION B

R.K. Narayan	:	<i>The Guide</i>
Charlotte Bronte	:	<i>Jane Eyre</i>

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[Signature]

SECTION C

1. A Short Passage of about 10 simple sentences to be translated from Hindi to English.
2. Editing a short text (Grammaticality, Logicality, Cohesion, Coherence)
3. Critical Analysis of a Prose Piece.
4. Writing a News Report.

Recommended Reading :

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

K.M. Shrivastava: *News Reporting and Editing*, Sterling Publication

P. S. Jaiswal

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Urdu

B.A. Part-III

Paper-I (Jadeed Asnafe Adab)

M.M. : 100

3 Hrs.

Min. Pass Marks 36

- | | |
|-------------------|-----------------------|
| 1. Jadeed Nazam | 2. Azad Nazam |
| 3. Moarra Nazam | 4. Nasri Nazam |
| 5. Perody | 6. Report Taaz Nigari |
| 7. Khaka | 8. Inshaiya |
| 9. Khutoot Nigari | 10. Savaneh Nigari |

Division of Marks :

Unit I	Ten short answer type question.	20
Unit II	Question on Nazam Nigari.	20
Unit III	Question on Perody & Report Taaz Nigari.	20
Unit IV	Question on Khaka & Inshaiya	20
Unit V	Question on Khutoot Nigari & Savaneh Nigari	20
		Total 100

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

Books Recommended :

1. Jadeed Urdu Nazm Aur Europei Asrat-By Hamidi Kashmiri
2. Urdu Khake Nigari-By Dr. Sabira Sayeed
3. Urdu Inshaiya- By Dr. Mohd. Hasnain
4. Naj Nazm Ka Safar-By Dr. K. Azmi
5. Urdu Inshayye-By Anwar Sadeed
6. Adab Ka Mutaliya-By Dr. Athar Parveez

Paper-II

(History, Essay and Translation)

M.M. : 100

3 Hrs. Duration

Min. Pass Marks 36

1. Urdu Adab Ka Aaghaz -o-Irtiqa up to 1957.
2. Fort William College Ki Adabi Khidmat.

P. J. Jais

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Jaipur

3. Sir Syed Tehreek
4. Dabistan-e-Delhi
5. Dabistan-e-Lucknow

Books Prescribed for translation from Persian to Urdu :

1. Gulha-e-Farsi Published- By Kitabistan, 30 Chak Road, Allahabad.

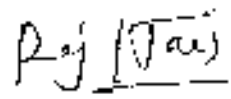
Division of Marks :

Unit I	Ten Short Answer type question.	20
Unit II	Essay on a literary topic.	20
Unit III	Translation from English, Hindi & Persian into Urdu	20
Unit IV	Urdu Adab Ka Aghaz-o-Irtiqā Dabistan-e-Delhi & Dabistan-e-Lucknow.	20
Unit V	Question on Sir syed Tehreek, Fort William College.	20
		Total 100

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

Books Recommended:

1. Dacani Adab Ki Taeekh by Dr. Zor
2. Urdu Adab Ki Ek Sadi-by Dr. Syed Abdullah
3. Delhi Ka Dabistane Shairi-by Noorul Hasan Hashmi
4. Luknow Ka Dabistane Shairi-by Abdulla Siddiqi
5. Sir Sayed Aur Aligarh Tehreek-by Khaleeq Nizami
6. Fort William College Ki Adabi Khidmat-by Ubeda Begum


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HISTORY

The scheme of examination will be as follows:

Scheme:

Maximum Marks 200

Minimum Pass Marks 72

Paper I 3 hrs. Duration Marks 100

Paper II 3 hrs. Duration Marks 100

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

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

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

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

परीक्षा योजना .

अधिकतम अंक 200

न्यूनतम उत्तीर्णांक 72

प्रथम प्रश्नपत्र समय 3 घंटे अंक 100

द्वितीय प्रश्नपत्र समय 3 घंटे अंक 100

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

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

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

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

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K.P.

PAPER I : HISTORY OF MODERN INDIA (1761 - 1971 A. D)

Section - A

India in the mid-eighteenth century. Maratha confederacy, its strength and weakness - clash with the British and decline of the Marathas. Expansion and consolidation of the British rule - Bengal, Mysore, Awadh, Sind and Punjab - Subsidiary Alliance and Doctrine of Lapse. Establishment of Parliamentary control over East India Company - Regulating Act and Pitt's India Act. Land revenue settlements : permanent, ryotwari and mahalwari. Popular resistance to British rule : outbreak of 1857. - causes, nature and results.

Section - B

British policy after 1858 - development of British Paramountcy. Nature of colonial economy - commercialization of agriculture, decline of cottage industries, drain of wealth and India's poverty. Indian Renaissance, its nature and scope - Socio-religious reform movements - Brahma Samaj, Arya Samaj, Ramkrishna Mission. Indian Freedom Struggle - the first phase : Emergence of Indian Nationalism. Formation of the Indian National Congress - Moderates and Extremists - Gokhale and Tilak. Economic nationalism, Swadeshi Movement. Home Rule Movement. Beginning of Muslim communalism and the Muslim League.

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Section - C

Nationalism under Gandhi's leadership : Gandhi's ideology and methods - Non-cooperation, Civil Disobedience and Quit India Movements. Other strands in the National Movement : Revolutionaries, the Left (Socialists and Communists), Subhash Chandra Bose and the Indian National Army. Peasants', Workers' and Depressed Classes' Movements. Women in the National Movement. The Government of India Acts of 1909, 1919 and 1935. Communal politics and the Partition of India. Progress and profile of Independent India (1947-1971) : Integration of States. Agrarian reforms, the concept of planned economy and industrialization. Foreign policy of independent India (1947-1971) - non-alignment and Panchsheel.

प्रथम प्रश्नपत्र : आधुनिक भारत का इतिहास (1761-1971 ईस्वी)

खण्ड - क

अठारहवीं शताब्दी के मध्य में भारत। मराठा अधिराज्य, इसकी शक्ति एवं दुर्बलता - अंग्रेजों से संघर्ष एवं मराठों का पतन। ब्रिटिश शासन का विस्तार एवं सुदृढीकरण - बंगाल, मैसूर, अक्ख, सिन्ध एवं पंजाब - सामरिक अधिराज्य एवं विलय का सिद्धांत। ईस्ट इंडिया कंपनी पर संसदीय नियंत्रण की स्थापना - रेग्युलेशन एक्ट एवं बिट्स इंडिया एक्ट। यू-राजस्य चन्द्रशिरस : रणायी, रणतवाड़ी एवं महलपल्ली। ब्रिटिश शासन के प्रति जन-प्रतिक्रिया : 1857 का विद्रोह - कारण, प्रकृति एवं परिणाम।

खण्ड - ख

1858 के बाद ब्रिटिश नीति - ब्रिटिश सर्वोपरिता का विकास। औद्योगिक अर्थव्यवस्था का स्वरूप - कृषि का व्यापक अधीकरण, कृषि उद्योगों का पतन, वन का निष्कासन एवं भारत की निर्धनता। भारतीय पुनर्जागरण - इसकी प्रकृति एवं क्षेत्र - सामाजिक-धार्मिक सुधार आंदोलन - ब्रह्म समाज, आर्य समाज, रामकृष्ण मिशन। भारत का स्वाधीनता संग्राम - प्रथम चरण : भारतीय राष्ट्रवाद का उदय, भारतीय राष्ट्रीय कांग्रेस की स्थापना - नरमपंथी एवं उग्रपंथी - 'भोखले एवं तिलक। आर्थिक राष्ट्रवाद, स्वदेशी आंदोलन। होम रूल आंदोलन। मुस्लिम सांख्यिकता का उदय एवं मुस्लिम लीग।

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गांधी के नेतृत्व में राष्ट्रवाद : गांधी की विचारधारा एवं मूलतियों - असहयोग, सविनय अवज्ञा एवं भारत छोड़ो आंदोलन। राष्ट्रीय आंदोलन की अन्य धाराएं : क्रांतिकारी, वामपंथी (समाजवादी एवं साम्यवादी), सुभाष चंद्र बोस एवं इंडियन नेशनल आर्मी। कृषकों, मजदूरों एवं दलित वर्गों के आंदोलन। राष्ट्रीय आंदोलन में महिलाएं। वर्ष 1909, 1919 एवं 1935 के भारत सरकार अधिनियम। साम्प्रदायिक राजनीति एवं भारत का विभाजन। स्वतंत्र भारत (1947-1971) की प्रगति एवं परिदृश्य : राज्यों का एकीकरण, कृषिपंथक सुधार, नियोजित अर्थव्यवस्था की अवधारणा एवं औद्योगिकीकरण। स्वतंत्र भारत की विदेश नीति (1947-1971) - गूट रिश्केसता एवं पंचशील।

Books Recommended (अनुशंसित पुस्तकें) :

- Bisheshwar Prasad : *Bondage and Freedom, Vol. I and Vol. II*
- C. A. Bayly : *Indian Society and the Making of the British Empire, Cambridge University Press, 1987.*
- Sumit Sarkar : *Modern India, 1885-1947, Delhi, 1995 (also in Hindi)*
- Bipin Chandra : *Nationalism and Colonialism in Modern India, Delhi, 1981*
- A. R. Desai : *Peasant Struggles in India, Delhi, 1979*
- Kenneth Jones : *Social and Religious Reform Movement in Modern India, New Cambridge History, 1989*
- Ravindra Kumar (ed.) : *Social History of Modern India, Delhi, 1983*
- Anil Seal : *Emergence of Indian Nationalism, Cambridge University Press, 1971*
- Ranjit Guha & Gayatri C. Spivak (ed.) : *Selected Subaltern Studies, Delhi, 1988*
- J. Krishnamurti (ed.) : *Women in Colonial India, Oxford University Press, 1989*
- एम.एस.जैन : *आधुनिक भारत का इतिहास.*
- सुमित सरकार : *आधुनिक भारत : 1885-1947 (अनुवाद)*
- जगन्नाथ प्रसाद मिश्र : *आधुनिक भारत का इतिहास, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ*
- बिपिन चन्द्र एवं अन्य : *भारत का स्वतंत्रता संग्राम, दिल्ली, 1998*
- अंर.एल. शुक्ल (सं.) : *आजादी के बाद का भारत (1947-2000), दिल्ली, 2004*
- अंर.एल. शुक्ल (सं.) : *आधुनिक भारत का इतिहास, हिन्दी माध्यम कार्यालय, निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली*

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PAPER II: HISTORY OF MODERN WORLD (1500 - 2000 A.D)

Section - A

Renaissance and the beginning of the modern era. Reformation and Counter-Reformation. Economic changes - Feudalism to Capitalism. The American Revolution - causes, nature and consequences. The French Revolution - causes, main events, and impact. Evaluation of Napoleon Bonaparte. Industrial Revolution - causes, processes and impact.

Section - B

Rise of Nationalism in the 19th century. National unification of Germany and Italy. Age of conservatism and Revolutions of 1830 and 1848 in Europe. Growth of Imperialism and Colonialism - exploitation of New World with special reference to countries of Asia and Africa. Eastern question and its complexities for Europe. Nature of European Imperialism in China. Revolution of 1911 in China - principles of Sun-yat-sen. Modernisation of Japan in the 19th century. First World War - causes and consequences. League of Nations.

Section - C

The Russian Revolution of 1917. The Great Economic Depression and Recovery. Fascism in Italy and Nazism in Germany. Second World War. United Nations Organisation - objectives, achievements, limitations. The Chinese Revolution of 1949. Cold War Emergence of Third World and Non-Alignment. Arab World (Egypt). South-East Asia (Vietnam). Africa - Apartheid to Democracy. Soviet Disintegration and the Unipolar World. Globalisation and its impact.

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A. J. P. Taylor

The Origins of the Second World War

H. A. Davies

Outline History of the World, 1968

J. E. Swales

A History of World Civilisation, Indian Reprint, New Delhi, 1994

Louis L. Snyder

The Making of Modern Man, Princeton, 1967

बनावती प्रसाद सहायसक

अमेरिका का इतिहास, पटना, 1977

सी.डी. डेवन

अधुनिक यूरोप का इतिहास (अनुवाद), जयपुर

देवेन्द्र सिंह चौहान

यूरोप का इतिहास (1815-1914) भाग I, 1995

जॉर्ज गार्बोवस्की

जर्मन का इतिहास (अनुवाद), कोलकाता, 1974

हेनरिक एम विन्डरके

पूर्व एशिया का अधुनिक इतिहास (अनुवाद), लखनऊ, 1982

इसरायेली पाण्डे

पूर्व एशिया का ऐतिहासिक इतिहास, भाग I (19वीं शताब्दी) एवं

भाग II (20 वीं शताब्दी), लखनऊ, 1973 एवं 1974

कै.के. शर्मा

एशियाई एशिया का अधुनिक इतिहास : 1800-1973

लखनऊ, 1977

साम्प्रदायिक गुप्ता

यूरोप का इतिहास, हिन्दी प्रथम बारम्बारिक विदेशशास्त्र, दिल्ली विश्वविद्यालय, दिल्ली

Pj [Signature]

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Political Science
B.A.-B.Ed. Part - III Examination, 2020

प्रश्न-पत्रों की रूपरेखा

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

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

द्वितीय खण्ड 20 अंकों का होगा। इस खण्ड में 06 अंकों के 04 अनिवार्य प्रश्न होंगे, जिनमें से प्रत्येक का उत्तर 150 शब्दों में अपेक्षित होगा।

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

Scheme of Question Papers

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

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

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

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


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प्रथम प्रश्न-पत्र: प्रतिनिधि पश्चिमी राजनीतिक विचारक

खण्ड 'क'

प्लेटो, अरस्तू व एक्विनास।

खण्ड 'ख'

मैकिवावली, हॉब्स, लॉक व रूसो;

खण्ड 'ग'

बेन्थम, जे एस मिल, मार्क्स एवं हैराल्ड जे. लास्की।

अनुशसित पुस्तके :-

जॉर्ज एच सेव इन् : ए हिस्ट्री ऑफ पोलिटिकल थ्योरी (हिन्दी व अंग्रेजी)

सी एल वेपर : पोलिटिकल थॉट

जे पी सूद : वेस्टर्न पोलिटिकल थॉट

फ्रॉस्टर : मास्टर्स ऑफ पोलिटिकल थॉट

डनिंग : हिस्ट्री ऑफ पोलिटिकल थॉट

पी.डी शर्मा : राजनीतिक विचारक

पुखराज जैन : कतिपय प्रमुख राजनीतिक विचारक

डनिंग : ए हिस्ट्री ऑफ पोलिटिकल थ्योरीज

एफ. डब्लू. कोकर : रीसेन्ट पोलिटिकल थॉट

Paper I : Representative Western Political Thinkers

Section-A

Plato, Aristotle and Aquinas.

Section-B

Machiavelli, Hobbes, Locke, and Rousseau.

Section-C


Bentham, J.S. Mill, Karl Marx and Harold J. Laski.

Books recommended :

A. Hacker : Political Theory

G.H. Sabine : History of Political Theory

C.L. Wayper : Political Thought


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Foster : Master of Political Thought Vol. I
 Jones : Master of Political Thought Vol. II
 Lancaster : Master of Political Thought Vol. III
 Chaddha : Pramukh Rajnitik Vicharak (Adarsh Prakashan)
 P.D. Sharma : Pratinidhi Rajnitik Vicharak
 Pukh Raj Jain : Katipay Pramukh Rajnitik Vicharak

द्वितीय प्रश्न— पत्र: द्वितीय विश्वयुद्धोत्तर अन्तर्राष्ट्रीय संबंध एवं भारतीय विदेश नीति

खण्ड 'क'

द्वितीय विश्वयुद्धोत्तर अन्तर्राष्ट्रीय प्रवृत्तियों, शीत युद्ध, एवं इसके विभिन्न चरण, संयुक्त राष्ट्र संघ: संगठन, कार्यप्रणाली एवं भूमिका, संयुक्त राज्य अमेरिका व तृतीय विश्व, साम्प्रदायी खेलों का दिघटन, यूरोप का पुनर्गठन .

खण्ड 'ख'

भारत की विदेश नीति: निर्धारक तत्व, भारत एवं संयुक्त राष्ट्र, मुक्त निरपेक्ष आन्दोलन एवं वर्तमान में प्रासंगिकता, पूर्व की और देखे नीति, भारत के पड़ोसी देश एवं प्रमुख शक्तियों (अमेरिका, रूस, चीन) के साथ सम्बन्ध, सम्मानाधिक बहुद्वितीय विश्व में भारत।

खण्ड 'ग'

अन्तर्राष्ट्रीय राजनीति में स्म-सामयिक प्रवृत्तियों व मुद्दे, पश्चिमी एशिया की राजनीति, नवीन विश्व अर्थव्यवस्था, क्षेत्रीय संघों: संगठन: आसियान (दक्षिण-पूर्वी एशियाई राष्ट्र संगठन) एवं सार्क (दक्षिण एशियाई क्षेत्रीय सहयोग संगठन)मिक्स, इन्स, संयुक्त राष्ट्र में चुधार के नांग एवं संयुक्त राष्ट्र में भारत की स्थायी स्वरयता, सनसामयिक वैश्विक मुद्दे: मानव अधिकार, पर्यावरणीय मुद्दे, जैंगिक न्याय, अंतकवाद, परमाणु प्रसार

अनुशंसित पुस्तकें :

- इलेक एन्ड थॉमसन : फरेन पॉलिसी.
 जॉर्ज डन कॉनेल स्निथ : वेन्टर्स थररोरान ऑव नी स्वलपिंग सिंस 1982।
 डैनियन एस.पप : सोवियत प्रसेजन अँद दी डवलपिंग वर्ल्ड इन 1980
 डॉ मधुशाला शर्मा : अन्तर्राष्ट्रीय सम्बन्ध 1945 से अब तक।
 महेन्द्र कुमार : अन्तर्राष्ट्रीय राजनीति के सैद्धांतिक पक्ष (हिन्दी व अंग्रेजी);
 पी.के.चट्टा : अन्तर्राष्ट्रीय सम्बन्ध (आदर्श प्रकाशन, ब्रीडा रास्ता जयपुर)
 बबूलाल काडियल : अन्तर्राष्ट्रीय सम्बन्ध
 पुष्पराज जैन : अन्तर्राष्ट्रीय सम्बन्ध
 वीनानाथ वर्मा : अन्तर्राष्ट्रीय सम्बन्ध
 एस.ए. वर : इंटरनेशनल पॉलिटिक्स सिंस 1949
 हरिदास वेदालंकर : इंटरनेशनल पॉलिटिक्स

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Paper II : International Relations since World War -II and Indian Foreign Policy

Section-A

Post War International Development: Cold War & its different Phases, U.N.O : Organization, Working and role, U.S.A and Third World, Collapse of Communist Block, Reorganisation of Europe.

Section-B

Indian Foreign Policy : Determinants of Foreign Policy, India and UN, NAM and its relevance in Contemporary World, India's Look East Policy, India's relations with neighbourhood & with major powers (U.S.A., Russia and China), India in Contemporary multi-polar world.

Section-C

Contemporary Trends and Issues in International Politics, Politics of West Asia, New International Economic Order, Associations of Regional Co-operation: in Asia: ASEAN, SAARC, BRICS, IBSA, Demand for reform in UN & India for permanent seat of UN, Contemporary Global Issues : Human Rights, Environmental Issues, Gender Justice, Terrorism, Nuclear Proliferation.

Books recommended:

Black & Thomas Foreign Policy

Jorden Connel Smith : Patterns of the post World War 1982

S.M Dhar: International Problems & World Politics since 1949

Denil S. Papp : Soviet Perception of the Developing world in 1980

Haridutt Vedleanker : International Politics

Dr. Mathuralal Sharma : International Relation (since 1945)

Dinanath Verma : Antar Rashtriya Sambandha

Mahendra Kumar : Theoretical Aspects of International Politics

P.K Chadha : Antar Rashtriya Sambandh (Adarsh Prakashan Choura Rasta, Jaipur)

Paltner and Perkins : International Relation

Hans Morgenthau : Politics among Nation

Babulal Fediya : Antar Rashtriya Sambandh

Pukhraj Jain : Antar Rashtriya Sambandh

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Public Administration

Scheme :	Max. Marks	Mini. Marks	Time
<u>Two Papers</u>			
Paper-I	60	36	3 Hours
Paper-II	60	36	3 Hours

Note : Each paper shall consist of two parts.

Part-I would consist of 10 compulsory short answer questions of 4 marks each to be answered in 50 words. Total Marks : 40

Part-II divided in three sections each section contains 2 descriptive type questions of 30 marks each. The candidates are required to attempt three questions selecting one question from each section. Total Marks : 60

Paper - I : **Comparative Administrative Systems**
Section - A

Meaning, Nature, Scope and Significance of Comparative Public Administration

Structural Functional, Ecological and Developmental Approaches to the Study of Comparative Administration

Subject Matter and Classification of Public Administration

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Section - B

Parliamentary System in UK, Presidential System in USA and
Presidentialist System in France. Salient Features of Administrative
Systems of UK, USA, France and Nepal with particular Reference to
Central Administration and Nature and Role of Civil Service

Section - C

British Home Office, Cabinet Secretariat in Great Britain, Inde-
pendent Regulatory Commission in USA, The Office of Governor in
the USA, French Council of State, Swedish Ombudsman, British
Treasury

Core Readings :

- 1 Ferrel Heady : Public Administration : A Comparative Perspec-
tive.
- 2 Ogg & Zink : Modern Foreign Government.
- 3 V.D. Mahajan : Modern Select Governments
- 4 Vishnu Bhagwan and Vidya Bhushan : World Constitutions
- 5 एरीन्द्र शर्मा : तुलनात्मक प्रशासनिक व्यवस्थाएँ
- 6 जी बी मेना : तुलनात्मक राजनीति
- 7 Gavin Drewry and Tony Butcher : The Civil Service Today
- 8 U.S. Government Manual.
- 9 S.R. Maheshwari : Higher Civil Service in France
- 10 एले फर्दिया : विश्व के प्रमुख संविधान।
- 11 सुन्दर कटारिया : तुलनात्मक प्रशासनिक व्यवस्थाएँ

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प्रश्न-पत्र I : तुलनात्मक प्रशासनिक व्यवस्थाएँ

भाग-अ

तुलनात्मक लोक प्रशासन का अर्थ, प्रकृति, क्षेत्र व महत्त्व, तुलनात्मक लोक प्रशासन, अध्ययन के उपाय : सांख्यिक-प्रकारिक, पारिस्थितिकीय, विकासत्मक उपाय। चीन, फ्रांस, संयुक्त राज्य अमेरिका तथा ग्रेट ब्रिटेन के संविधानों के प्रमुख लक्षण।

भाग-ब

ग्रेट ब्रिटेन में संसदीय व्यवस्था, संयुक्त राज्य अमेरिका में अध्यक्षीय व्यवस्था, फ्रांस में अध्यक्षीय व्यवस्था।

ग्रेट ब्रिटेन, संयुक्त राज्य अमेरिका, फ्रांस व नेपाल की प्रशासनिक व्यवस्थाओं की प्रमुख विशेषताएँ, केन्द्रीय प्रशासन तथा लोक सेवाओं की प्रकृति एवं भूमिका के विशेष संदर्भ में।

भाग-स

ब्रिटिश गृह विभाग, ग्रेट ब्रिटेन में पंतिपण्डल सचिवालय, संयुक्त राज्य अमेरिका में स्वतंत्र विधानसभा, संयुक्त राज्य अमेरिका में जर्नी का पद, फ्रांस में राज-परिषद, स्वीडन का औद्योगिक, ब्रिटिश राजकोष।

Core Readings :

1. Ferrel Heady : Public Administration - A Comparative Perspective
2. Ogg & Zink : Modern Foreign Government.
3. V.D. Malviya : Modern Select Governments.
4. Vishnu Bhagwan and Vidya Bhushan : World Constitutions.
5. लीन्द्र शर्मा : तुलनात्मक प्रशासनिक व्यवस्थाएँ
6. सी.बी. मेन : तुलनात्मक राजनीति
7. Gavin Drewry and Tony Birchler : The Civil Service Today
8. U.S. Government Manual.
9. S.R. Maheshwari : Higher Civil Service in France
10. बी.एल. फडिया : विश्व के प्रमुख संविधान।
11. सुन्दर बनारिया : तुलनात्मक प्रशासनिक व्यवस्थाएँ

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Paper-II : Local Administration

Scheme	Min. Pass Marks	Max. Marks
Paper-I	72	200
Paper-II	72	200

Section - A

Meaning, Nature, and Significance of Local-self Government in Modern State. Evolution of Local-self Government during the Ancient, Medieval and Modern India

The Organisational Structure of Urban, Local-self Government in India. Composition, Functions Powers and Role of various kinds of Local-bodies Local Administration of the Metropolitan Cities, Municipal Corporations and their Problems of Autonomy and Accountability.

Section - B

Theory and Practice of Democratic Decentralisation in India with special reference to 73rd Constitution Amendment, Panchayati Raj Institution, Zila Parishad, Panchayat Samiti, Gram Panchayats and Gram Sabha : their Organisation and Functions. Personnel Administration for Rural & Urban Governments. Problem of Recruitment, Classification, Promotion, Training and Service Condition of Local Officials

Section - C

Financial Administration of Local Bodies in India. Strengthening of Local Resources.

State Control over Local Bodies. Urban and Rural Mechanism of control over Local Bodies at State Level The Role of Directorate

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of Local Bodies and Gramin Vikas & Panchayati Raj Department

Books Recommended :

1. R. Angel - Municipal Government in India
2. S.R. Maheswari - Local Government in India
3. M.V. Mathur - Panchayati Raj in Rajasthan
4. K.L. Khanna - Municipal Government and Administration in India
5. S.K. Bhogte - Local Government in India.
6. डॉ. एच.सी. शर्मा - भारत में स्थानीय प्रशासन।

Subsidiary Readings :

1. S.C. Jain : Community Development and Panchayati Raj
2. Govt. of Rajasthan : Sadiq Ali Report, 1964.
3. Govt. of Rajasthan : Rajasthan Municipalities Act, 1964
4. Rajasthan Panchayat Raj Act, 1994.
5. Govt. of India : Diwaker Committee Report, 1963
6. Balwant Rishi Mehta : Committee Report, 1957

Journals :

1. Nagarlok, Delhi
2. Journal of Local Self Government, Bombay
3. Kurakshetra.

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अनु-पत्र II : स्थानीय प्रशासन

भाग-अ

भारतीयक राज्य में स्थानीय स्वशासन का भव्य, प्रकृति तथा परम्परा प्राचीन, परम्परागत तथा आधुनिक भारत में स्थानीय स्वशासन का विकास, भारत में नगरीय स्थानीय स्वशासन का संघटनात्मक ढांचा, विभिन्न प्रकार के स्थानीय निकायों के कार्य, शक्तियाँ तथा भूमिका। महानगरों का स्थानीय प्रशासन : नगर निगम तथा उनकी स्वायत्तता एवं जनत्व देयता की समस्याएँ।

भाग-ब

भारत में लोकतांत्रिक विकेन्द्रीकरण का सिद्धान्त तथा व्यवहार, राज्यों में विधान सभाओं के विशेष संदर्भ में पंचायती राज संस्थाएँ : जिला परिषद पंचायत समिति, ग्राम पंचायत तथा ग्राम सभा का संगठन तथा कार्य।

ग्रामीण तथा नगरीय इलाकों में रोदीवर्गीय प्रशासन, स्थानीय निकायों में गर्ती, वर्गीकरण, पदोन्नति, प्रशिक्षण तथा सेवा शर्तों की समस्याएँ।

भाग-स

भारत में स्थानीय निकायों का वित्तीय प्रशासन, स्थानीय प्रशासकों का सुदृढीकरण, स्थानीय निकायों पर राज्य-नियंत्रण, राज्य स्तर पर स्थानीय निकायों (ग्रामीण व नगरीय) का विवेक की दृष्टिकोण, स्थानीय निकाय, विद्यालय तथा ग्रामीण विकास का पंचायती राज विभाग की भूमिका।

अनुसंगित पुस्तकें :

1. आर. आर. अग्रवाल : स्थितिगत गवर्नमेंट इन इण्डिया
2. एम. आर. वाहेकरी : भारत में स्थानीय प्रशासन
3. एम. जी. माथुर : पंचायती राज इन इण्डिया
4. आर. एल. खन्ना : स्थितिगत गवर्नमेंट एण्ड एडमिनिस्ट्रेशन इन इण्डिया
5. एल. के. भोसले : लोकल गवर्नमेंट इन इण्डिया
6. डॉ. एच. बी. शर्मा : भारत में स्थानीय प्रशासन

सहायक पठन सामग्री :

1. एम. सी. जैर : कम्युनिटी डेवलापमेंट एण्ड पंचायती राज
2. गवर्नमेंट ऑफ राजस्थान : सांख्यिक अन्वेषण रिपोर्ट, 1964
3. गवर्नमेंट ऑफ राजस्थान : राजस्थान स्थितिगत गवर्नमेंट एण्ड 1959 संशोधन
4. दिवाकरा कर्पेटी रिपोर्ट, 1963
5. राजस्थान सरकार : राजस्थान पंचायती राज अधिनियम, 1994
6. बलवंत राव मेहता कर्पेटी रिपोर्ट, 1957
7. सांख्यिक अन्वेषण रिपोर्ट, 1964

1. डा. राजेश चंद्र शर्मा, जिला शिक्षा अधिकारी, जोधपुर
 कुमुदाई 3 कुकुम शर्मा

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Economics**B.A. Part III – 2020**

Scheme:	Min. Pass Marks	Max. Marks
Arts	72	200
Science	54	150
Paper-I	3 hours duration	Arts 100 Science:75
Paper- II	3 hours duration	Arts 100 Science 75

Note:

1. There shall be two papers in each class. Each paper shall have 3 questions from every unit. In Addition to these nine questions (3 questions for each unit) there shall be one multiple choice/objective type/ short answer question in each of the two papers
This question shall be compulsory.
2. The student shall be required to attempt five questions in all in each paper: selecting atleast one question from each unit and one compulsory multiple choice/objective type/ short answer question
3. The multiple choice/ objective type/short answer questions shall consist of 20 questions in B.A. Examination and 15 questions in B. Sc. Examination of one mark each.

ECONOMICS

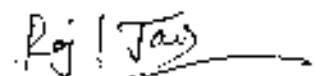
Note: There will be two papers of Economics. Each paper shall consist of three parts. Part A shall contain question No.1 consisting of very shot type –X (Ten) question. The candidate is required to answer each question in 20 words. Part -B shall contain question No 2 consisting of V (five) questions. The candidate is required to answer each question in 100 words. Part C shall contain three essay type questions (one from each section) with internal choice.

A candidate will be required to attempt five questions in all. All questions of part A and part B are compulsory while rest 3 questions are to be attempted from parts C, selecting one question from each section. All question carry equal marks.

**Paper 1: Introduction To International Trade, Development And
Public Economics**

Section – A

Features of International Trade, Gains from Trade, Trade Theories: Adam Smith, Riccardo, Harberler, Mill and H O Theory (Elementary treatment). Free Trade and Protection, foreign


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Exchange Market and Exchange Rate, Balance of Trade And Finance of payment: Definition and Structure, International Monetary Fund, WTO scope and Impact.

Section -B

Economic Growth and Development: Factors affecting Economic Growth, Measures of Development, Lewis Theory of Unlimited Supply of Labor, Balanced V/S Unbalanced Growth Model, Harrod Domer and Solow Models, Concept of Poverty and Inequality. International Bank for Reconstruction and Development, Asian Development bank.

Section - C

Nature and Scope of Public Finance. Role of Government in the Economy. Public Goods and Private Goods. Theory of Maximum Social Advantage, Optimal Budgeting. Public Revenue: Canons of Taxation, Impact, Incidence and Shifting of Taxation. Direct and Indirect Taxation, GST, Public Expenditure: Canons of Public Expenditure, Classification and Effects on Production and Distribution. Public Debt: Meaning Objectives and Burden Theories. Fiscal Policy: Meaning, Objectives and Anti-Inflationary Policy.

Books Recommended :

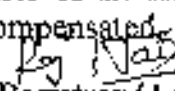
1. R.N Musgrave and P.B Musgrave, Public Finance in Theory & Practice, McGraw Hill Publication.
2. S. Ganguly, Public Finance, The World Press Pvt. Ltd.
3. H.L. Bhatia, Public Finance, Vikas Publishing House Pvt. Ltd.
4. John Callas and Philip Jones, Public Finance and Public Choices, Oxford University Press.
5. D. salvatore: International Economics.
6. K.C Rana And K.N Verma: International Economics. (Hindi/English Edition)
7. B.O. Souderton & G. Reed: International Economics.
8. Michael P. Todaro, Economic decelpment, Macmillan.
9. A.P Thirlwal, Growth and Development, Macmillan.
10. Debraj Ray, Development Economics, Oxford University Press.
11. S.k. Misra and V.K Puri, Economics of Devlopement and Planning Theory Himalya Publishing House.

Paper -II (a): Application of Mathematics in Economics

Section - A

Differential Calculus and integral Calculus: Application in Economics: Matrix and Determinants; Solution of Simultaneous Equations: Mixima and Minima: Convexity and Concavity.

Theory of Consumer Behaviour Nature of a Utility function: Properties of an Indifference Curve. Maximization of Utility. Demand Functions. Ordinary and Compensated Price and


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Income Elasticity, Elasticity Relation in demand Analysis, Slutsky Equation in two Commodity Case, Elasticity Form and Important Results: Income and Leisure – Derivation of Labour Supply Function and its Properties.

Section –B

Theory of firm: Production Function- Properties of a Well Behaved and Homogenous Production Functions- Cobb- Douglas and CES Production Functions: Product Curves: Output Elasticity of Factor input; Properties of an Isoquant; Elasticity of Substitution of a Homogeneous Production Function –Linearly Homogeneous and Cobb-Douglas Production Functions : Optimization Behaviour of a Firm – Constrained Cost Minimization, Constrained Output Maximization and Profit Maximization; Input Demand Functions Properties and Derivation of Producer's Input Demand functions ; Cost Functions- Properties and Derivation of Short Run and Long Run Cost functions; Consumer's and Producer's Surplus.

Section-C

Linear Programming: Graphical and Simplex Method (Maximization Problem Only): Input Output Analysis: Concepts of Static, Dynamic, Closed and Open Input – Output Models, Hawkins-Simon Conditions of Viability, Determination of Gross Output, and Value Added in Open Input –Output Model; Theory of Games: Two-person Constant Sum Games, Zero-Sum Game, Maximin and Minimax, Dominant Strategies and Saddle Point Solution; First Order Difference Equation- Cobweb Model.

Note: Use of Non-programmable Calculator is permitted

Books Recommended :

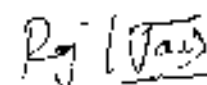
1. J.M. Henderson and R.L. Quandt: Micro Economic Theory: A Mathematical Approach, McGraw- Hill London.
2. RGD Allen. Mathematical Economics, McMillan
3. B.C. Mehta: Mathematical Economics; Micro Economic Models, Sultan Chaud & Sons, New Delhi.
4. Alpha C Chiang: Fundamental Methods of Mathematical Economics. McGraw-Hill, Kagakusha. Tokyo.

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Paper- II (b): Environmental Economics

Section –A

Environmental Economics: An Introduction; Review of Microeconomics and Welfare Economics; The Theory of Externalities: Pareto Optimality and Market Failure in the Presence of Externalities; Property Rights and the Coase Theorem; Sustainable Development: Concepts and Measurement.


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Section-B

Development and Environment: The Environment Kuznets Curve; Trade and Environment; Environmental Problems; Trans-boundary Environmental Problems; Global Warming and Climate Change; Methods of Environment Valuation: Hedonic Pricing, Contingent Valuation Method and Travel Cost Method.

Section-C

International Environmental Policy: Conventions and Treaties, UN Effort to Protect the Environment, Stockholm, Rio, Johansberg, Agenda 21, OECD Environmental Committee Report, Kyoto, Convention on Biodiversity, Paris Climatic Conventions; Environmental Governance in India; WTO and Environment.

Recommended Books:

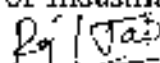
1. Charles Kolstad, Intermediate Environmental Economics, Oxford University Press, 2nd Edition, 2010
2. Robert N. Stavins (ed.), Economics of the Environment: selected Readings, W.W.Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, Natural Resource and Environmental Economics, Pearson Education/ Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, "Environmental Economics: A Survey", Journal of Economic Literature, Volume 30, pp. 675-740.

Paper-II (C): Economy of Rajasthan**Section-A**

Position of Rajasthan in Indian Economy: Population, Area, Agriculture, Industry and Infrastructure. Population: Size and Growth, District Wise Distribution of Rural and Urban Population, Demographic Features, Occupational Structure and Human Resource Development (Literacy, Health and Nutrition Indicators). Natural Resources Endowments: Land, Water, Livestock and Wild Life, Minerals and Mineral Policy of the State. State Domestic Product: trends and Composition. Agriculture: land Reforms, Land Utilization, Cropping Pattern, Production and Productivity, Agriculture Finance, Marketing and Insurance, Importance of Livestock and Animal Husbandry, Dairy Development Programmes, Famines and Droughts in Rajasthan.

Section-B

Infrastructure in the State (Irrigation, Power, Road), Industrial Development of the State (Agricultural and Mineral Based Industries, Small Scale and Cottage Industries, Export Based Units, Rajasthan Handicrafts). Growth Centres and Development of Industrial areas.


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Enterprises in Rajasthan. Role of Different Corporations in Industrial Development (RIICO, RFC & RAJSICO), Industrial Finance, Service Sector: Education, Health, Tourism Development in Rajasthan.

Section-C

Economic Planning and Development in Rajasthan. Constraints in The Economic Development of Rajasthan. Special Area Development Programmes in Rajasthan. Woman Empowerment and Child Development. Problems of Poverty and Unemployment in Rajasthan. PanchayatiRaj and Rural Development in Rajasthan. Budgetary Trends in Rajasthan. Centre State Financial Relations.

Books Recommended:

1. Economic Review, Directorate of Economics And Statistics, Department of Planning, Rajasthan Jaipur. (Hindi & English.)
2. Statistical Abstract Directorate Of Economics And Statistics. Department of Planning, Rajasthan Jaipur.
3. लक्ष्मीनारायण नाथूराम का राजस्थान की अर्थव्यवस्था, रमेश बुक डिपो, जयपुर।

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Sociology

B.A.-B.Ed. Part-III (Pass Course) 2019-2020

Scheme :

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

नोट : समाजशास्त्र के दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र 3 घण्टों में विभाजित होगा। प्रत्येक प्रश्न-पत्र के दो भाग होंगे। प्रथम भाग 40 अंकों का होगा। इस भाग में दो अनिवार्य प्रश्न होंगे। 20 अंकों के एक प्रश्न में, एक-एक अंक के 20 लघु प्रश्न होंगे तथा प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 20 शब्दों में देना होगा। दूसरे अनिवार्य प्रश्न के अंतर्गत दो-दो अंकों के 10 प्रश्न होंगे। प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 40 शब्दों में देना होगा। निर्धारित शब्द सीमा से अधिक शब्दों में उत्तर देने पर अंक काटे जा सकेंगे। प्रश्न-पत्र के लिए निर्धारित कुल 3 घण्टों की अवधि में से अधिकतम 1 घंटे की अवधि प्रश्न-पत्र के इस भाग के लिए निर्धारित होगी।

प्रश्न-पत्र के इस प्रथम भाग के दोनों प्रश्न, 3 घण्टों में विभाजित पाठ्यक्रम के तीनों खण्डों से संबंधित होंगे। अर्थात् प्रश्न-पत्र के इस भाग में पूरे पाठ्यक्रम से संबंधित प्रश्न होंगे।

प्रश्न-पत्र के द्वितीय भाग में, पाठ्यक्रम के तीनों खण्डों में से प्रत्येक में से दो-दो निबन्धात्मक प्रकृति के प्रश्न होंगे। परीक्षार्थियों को प्रत्येक खण्ड में से कम से कम एक प्रश्न का चयन करते हुए, कुल 3 प्रश्न हल करने होंगे। प्रत्येक प्रश्न 20 अंकों का होगा। प्रश्न-पत्र का यह भाग 60 अंकों का होगा।

Note: There shall be two papers in all, and each paper shall be of three hours duration and of 100 marks. Each paper shall consist of two parts. Part I shall carry 40 marks. There shall be 2 questions in Part-I, first question will consist of 20 short questions of 1 mark each, carrying a word limit of 20 words. The second question will consist of 10 questions of 2 marks each, carrying a word limit of 40 words. Marks may be deducted if the word limit is exceeded. This part of the question paper will be given maximum one hour duration and shall relate to all the three sections covering thereby the entire course.

Part-II of the question paper shall be divided into three sections comprising 6 essay type questions of 20 marks each. Candidates will be required to attempt 3 questions selecting one question from each section. This part of the question paper shall be of 60 marks.


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Paper I: Sociological Thought

Max Marks: 100

Unit I: Classical Sociological Tradition

- Karl Marx: Dialectical Materialism, Class struggle
- Emile Durkheim: Mechanical and Organic Solidarity, Social Fact
- Max Weber: Social Action, Types of Authority

Unit II: Contemporary Sociological Tradition

- Jurgen Habermas: Legitimation Crisis, Communicative Action
- Antonio Gramsci: Hegemony, Civil Society
- Anthony Giddens: Modernity, Structuration

Unit III: Indian Sociological Tradition

- M.N. Srinivas: Sanskritization, Dominant Caste
- D.P. Mukherji: Diversity, Dialectics of Tradition
- A.R. Desai: Nationalism, Path of Development

Essential Readings: (in English) :

1. Doshi, S.L. 2003: Modernity, Post Modernity and Neo-Sociological Thought, Jaipur: Rawat Publication.
2. Coser, Lewis A., 2008: Masters of Sociological Thought, Jaipur: Rawat Publication.
3. Nagla, B. K. 2013: Indian Sociological Thought, Jaipur: Rawat Publication.
4. Raymond Aron, 1967: Main Currents in Sociological Thought, (Vol. I & II), London: Penguin Books.

Essential Readings: (in Hindi)

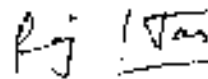
1. दोषी, एस. एल., 2003: आधुनिकता अंतर-आधुनिकता एवं नव-सामाजशास्त्रीय सिद्धान्त, जयपुर: रतन पब्लिकेशन्स
2. हुसैन, मुजतबा, 2010: सामाजशास्त्रीय विचार, नई दिल्ली: ओरियंट ब्लैकस्वॉन
3. दोषी, एस. एल., 2007, आधुनिक सामाजशास्त्रीय विचारक, जयपुर: रतन पब्लिकेशन्स
4. भुक्ज्जी, रवीन्द्रनाथ, 2003, सामाजिक विचारधारा, दिल्ली: विवेक प्रकाशन

Paper II: Introducing Sub Sociologies

Max Marks: 100

Unit I: Sociology of Urban Society

- Concepts: City and its Types, Urbanization, Urbanism, Migration
- Urban Sociology: Nature, Subject Matter, Significance
- Issues: Slums, Health and Sanitation


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Unit II: Sociology of Development

- Concepts: Development & its Forms, Sustainable Development, Modernization
- Sociology of Development: Nature, Subject Matter, Significance
- Issues: Displacement-Rehabilitation, Development Inequalities: Education, Gender

Unit III: Sociology of Globalization

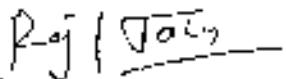
- Concepts: Globalization, Glocalization, Globalism
- Sociology of Globalization: Nature, Subject Matter, Significance
- Issues: Marginalization: Digital Divide, Economic Divide, Identity Crisis

Essential Readings: (in English)

1. Doshi, S.L. 2003: Modernity, Past Modernity and Neo-Sociological Theories, Jaipur: Rawat Publications.
2. Flanagan WG (2011): Urban Sociology, Maryland, Rowman & Littlefield
3. Kofman E. & Youngs G. (edt) (1996), Globalization: Theory & Practice, London, Pinter.
4. Singh, Sheobahal. 2010: Sociology of Development, Jaipur: Rawat Publications.
5. Singh, Yogendra (edited) 2014: Indian Sociology Vol. 2, New Delhi: Oxford University Press.
6. Singh, Yogendra, 2002: Culture Change in India, Jaipur: Rawat Publications.
7. Singh, Yogendra, 2005: Ideology & Theory in Indian Sociology, Jaipur: Rawat Publications.
8. Sonayaji S. & Dasguptas, 2013: Sociology of Displacement: Policies and Practice, Jaipur: Rawat Publications.

Essential Readings: (in Hindi)

1. सिंह, शिव बहाल, 2010: विकास का समाजशास्त्र, जयपुर: रावत पब्लिकेशन्स।
2. भार्गव नरेश, 2014 : वैश्वीकरण : समाजशास्त्रीय परिपेक्ष्य, रावत पब्लिकेशन्स।
3. YMSOF-004, 2018, नगरीय समाजशास्त्र, गलीन्द्रा पब्लिशिंग हाउस प्राइवेट लिमिटेड.


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7. Philosophy

B.A.-B.Ed. Part III - 2020

Scheme :

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

General Instructions :

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

Paper I: Philosophy of Religion

Unit A:

1. Philosophy of religion: nature and concern, the concept of Dharma.
2. Religion without God, atheism, theism, deism, pantheism.
3. Reason, faith and revelation.
4. Religion and morality.

Unit B:

1. Attributes of God: omniscience, omnipotence, omnipresence, eternity, goodness.
2. Problem of evil.
3. Proofs for the existence of God: Indian and Western.


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Unit C:

1. Prayer and bhakti.
2. Immortality of the soul, transmigration and the doctrine of karma.
3. Religious experience: Mysticism.
4. Religious pluralism and the problem of absolute truth.

Suggested Readings :

John Hick	:	<i>Philosophy of Religion</i> (Hindi translation available).
John Hick (Ed)	:	<i>Classical and Contemporary Readings in Philosophy of Religion</i>
Harendra Prasad Sinha	:	धर्मदर्शन की रूपरेखा, मोतीलाल बनारसीदास, नई दिल्ली.
Yaqub Masih	:	<i>Religious Philosophy</i> (Hindi edition available)
H.N. Mishra	:	धर्मदर्शन का परिचय
V.P. Verma	:	धर्मदर्शन की मूल समस्याएँ
L.N. Sharma	:	धर्मदर्शन

Paper II: Samkhya Yoga**Unit A:**

1. Isvarkrsna's *Samkhya Karika* with Vaschaspati Mishra's commentary *Samkhya Tattva Kaumudi*.

Unit B:

1. Patanjali Yoga Sutra, Pada, 1
2. Pada 2
3. Pada 3 (sutras 1 to 3 only)

Books Prescribed:

:	<i>Isvarkrsna, Samkhya Karika with Vaschaspati Mishra's Commentary Samkhya Tattva Kaumudi (Hindi translation available). Translation into English by Ganga Nath Jha, revised edition by M.M. Patkar, Oriental Series, Pune Patanjali Yoga Sutra Pradeep, Geeta press, Gorakhpur, U.P. (Hindi translation available) English Trans. by Prasad Ram Chauthambha, Varan</i>
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Paper III: Plato

Prescribed Reading : **The Republic, Plato**

Suggested Readings :

Jowett B.	:	<i>The Republic</i> , Oxford.
Nettleship R.L.	:	<i>Lectures on the Republic of Plato</i> , McMillan.

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Dr. Zakir Hussain	:	रिक्त
R.S. Chhatnagar	:	नागरेकी (रिपब्लिक का हिन्दी अनुवाद)

Paper IV: Logic (Indian)

Unit: A

1. Theories of inference in Nyaya: definition- constituents- process and types of anumana, Parramarsa, Vyapti, Types of Vyapti & Vyaptigrahopaya, Major Hetvabhava.

Unit: B

1. Theories of inference in Buddhism: definition- constituents and types of anumana, Vyapti & types of Vyapti
2. Theories of inference in Jainism: definition- constituents and types of anumana, Vyapti.

Suggested Readings :

Annambhatla	:	<i>Tarkasangraha</i>
Dharmakirti	:	<i>Nyayabindu.</i>
Yasovijaya	:	<i>Jaina Tarka Bhasa.</i>
S.S. Barlingay	:	<i>A Modern Introduction to Indian Logic.</i>
B.K. Malilal	:	<i>Logic, Language and Reality.</i>
S.K. Maitra	:	<i>Fundamental Questions of Indian Metaphysics & Logic.</i>
F.Th. Stehatsky	:	<i>Buddhist Logic, Vols. I & II.</i>
C. Bhattacharyya	:	<i>Elements of Indian Logic & Epistemology.</i>
S. Chatterjee	:	<i>Nyaya Theory of Knowledge.</i>
R. Prasad	:	<i>Buddhist Logic.</i>
K.N. Tiwari	:	<i>Bhartiya Turkshastra, M.L.BD, New Delhi</i>

Paper V: Socio- Political Philosophy

Section-A

1. Nature of Socio- political Philosophy
2. Social and Political Ideals : Equality, Justice, Liberty.
3. Democracy : Conceptual forms, Major theories and challenges
4. Political Ideologies : Fascism, Capitalism, Marxism and Socialism

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Section-B

5. Humanism ; Secularism ; Multiculturalism.
6. Scientific Temper and Development.
7. Feminism : Major streams, Woman Empowerment
8. Caste Discrimination: Gandhi and Ambedkar

Suggested Readings :

R.N. Kaul	:	A Hand book of Social Philosophy
O.P. Gauba	:	Social and Political Philosophy (Pub. Mayur Paperbacks)
O.P. Gauba	:	An Introduction Social Political Philosophy
हृदय नारायण मिश्र	:	समाज दर्शन सैद्धांतिक एवं सामयिक विवेचन
शिवभानु सिंह	:	समाज दर्शन का सर्वेक्षण
के.के. पाठक	:	समाज एवं राजनीतिक दर्शन (राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर)
डॉ. बी.एन. सिंह	:	समाज दर्शन एवं राजनीतिक दर्शन (आशा प्रकाशन, इलाहाबाद)
तथा प्रो. उदय शंकर	:	


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Psychology

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

SCHEME OF EXAMINATION:

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

Paper	Nomenclature	Duration	Max. Marks	
			Arts	Science
I	Positive Psychology	3 Hrs.	75	50
II	Psychological Testing and Assessment	3 Hrs.	75	50
	Practical	3 Hrs.	50	50

NOTE:-

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

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

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

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


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

Arts			
Section	No. of Questions	Marks	Total
A	10	15	15
B	5 (out of 7)	03	15
C	3 (with Internal Choice)	15	45
Total marks			75

Science			
Section	No. of Question	Marks	Total
A	10	01	10
B	5 (Out of 7)	02	10
C	3 (with internal choice)	10	30
Total Marks			50

2. Use of simple calculator will be allowed for statistical portions of all papers.

Paper I -Positive Psychology

Section A

1. Introduction : Definition, Goals and Assumptions of Positive Psychology; Relationship with other Branches of Psychology
2. Happiness: Meaning; Hedonic and Eudaimonic Viewpoint; Positive and Negative Affect; Theoretical Viewpoints; Determinants and Sources; Authentic Happiness; Enhancement of Happiness and Wellbeing.
3. Positive Cognitive States and Processes: Self-Efficacy, Optimism, Hope, Mindfulness, Flow and Spirituality.

Section B

4. Virtues and Strengths of Character; Classification and Measures of Human Strengths.
Gallup's Clifton Strength Finder; VIA Classification; Identifying Personal Strengths.
5. Resilience: Meaning and Sources; Developmental and Clinical Perspective; Successful Aging and Growth through Trauma.
6. Self-Regulation and Self-Control: Meaning and Theories; Planning for Self-Regulation Success: Self-Regulation Problems Goal Conflict, Goal Difficulty and Goal Disengagement.

Section C


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7. Mental Health and Well-Being: Subjective Well-Being and Life Satisfaction, Social Well-Being and Psychological Well-Being, Complete State Model.
8. Emotional Intelligence: Meaning, Components and Theories; Enhancement of Emotional Intelligence.
9. Pro-Social Behavior: Empathy, Altruism, Gratitude and Forgiveness.

Books Recommended:

- Snyder, C.R. & Lopez, S.J.(2007). *Positive Psychology*. New Delhi: Sage.
- Snyder, C.R. & Lopez, J.(2005). *Handbook of Positive Psychology*. New York: Oxford.
- Baumgardner, S. & Crothers, M. (2019). *Positive Psychology*. Noida: Pearson Education India.

Paper II - Psychological Testing and Assessment

Section-A

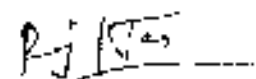
1. Psychological Testing and Assessment:-Definition, Difference between Testing and Assessment, Tools of Psychological Assessment Interview, Case History Data, behavioral Observation, Computers as tools.
2. Psychological Test: Nature, Functions and Uses of Psychological Test, Problem of test
Administration, History of Psychological Testing, Characteristics of good Psychological test
3. Psychological Test Development:-Conceptualization, Test Construction, Item analysis.

Section-B

4. Reliability: Meaning, Types and Methods of Calculating Reliability.
5. Validity: Meaning, Types and Methods of Calculating Validity.
6. Norms: Meaning and Types of Norms.

Section-C

7. Types of Psychological Tests: Group and Individual, Verbal, Non-verbal and Performance Test, Self-Report Inventories, Projective Techniques, Ethical Consideration in Assessment


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8. Application of Psychological Testing: Educational, Counseling and Guidance, Clinical and Organizational Setting.
9. Assessment of Personality- Big Five, 16 PF, MMPI, TAT and Rorschach. Test. Assessment of Intelligence- Binet, WAIS, SPM.

Books Recommended:

- Anastasi, A. (1997). *Psychological testing*. New York: MacMillan Co.
- Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.
- Kaplan, R.M. & Saccuzzo, D.P. (2009). *Psychological Testing and Assessment*. New Delhi: Cengage Learning.
- Cohen, R.J, Swerdlik, M. & Struman, E.D. (2015). *Psychological Testing and Assessment*. New Delhi: McGraw Hill.
- अरुण कुमार सिंह (2002) : मनोविज्ञान में मापन एवं मूल्यांकन, नई दिल्ली मण्डीलाल बनारसीदास :

Practical

1. Measurement of Subjective Wellbeing
2. Measurement of Forgiveness
3. Measurement of Emotional Intelligence
4. Measurement of Hope
5. Measurement of Resilience
6. Measurement of Intelligence (SPM)
7. Personality Assessment through HSPQ
8. Reaction Time
9. Mullar Lyer Illusion
10. Measurement of Level of Aspiration


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Drawing & Painting

B.A.-B.Ed. Part – III

SCHEME :

Theory Paper I	Duration	M.M.	Min. Pass Marks
Post Independence Artists of India	3 hrs.	60	21
Paper II-Practical Paper I			
Study from Life	5 hrs.	60	22
Paper III-Practical Paper II			
Pictorial Composition	5 hrs.	60	22
Submission of Practical Works		20	07
Total		200	72

Paper I : Post Independence Artists of India

Note : The paper consist of three parts :-

Part -I: Carries 10 marks and consist of 10 short type questions of 1 mark each.

Part -II: Carries 20 marks and consist of 4 compulsory questions of 5 marks each to be answered in 100 words each.

Part -III: Carries 30 marks divided into three sections 3 questions of 10 marks each with internal choice. Candidates are required to attempt three questions selecting one question from each section. Each answer should be limited in 700-800 words.

Section – A

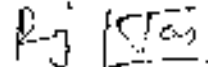
M.F. Hussain, S.H. Raza, F.N. Souza, K.H. Ara, N.S. Bendre, K.K. Hebbar, Tayab Mehta, Satish Gujral, K.G. Subramanyam, J. Swaminathan, Ram Kumar, Vikas Bhattacharya, Vivan Sundaram

Section – B

Indian Sculptors - D.P. Roy Choudhary, Shankho Choudhary, Ram Kinkar Baij, Dhanraj Bhagat, Somnath Hore, Mrinalini Mukherjee, Himmat Shah.

Section – C

Rajasthani Painters and Sculptors - Ram Gopal Vijayvargiya, Kripal Singh Shekhawat, P.N. Choyal, Ram Jaiswal, Usha Rani Hooja, Bhoor Singh Shekhawat.


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Books Recommended:

1. Art of India (Feeling and Form) - Ajit Mukarjee
2. आधुनिक चित्रकला की पृष्ठभूमि - जी.के. अग्रवाल
3. भारतीय चित्रकला के आधार स्तम्भ - प्रेमचन्द गोस्वामी
4. भारत की समकालीन कला - प्रागनाथ मागो, नेशनल बुक ट्रस्ट इण्डिया, नई दिल्ली, 2006
5. आधुनिक कला कोश - विनोद गारुडाज, वाणी प्रकाशन, नई दिल्ली, 2006
6. आधुनिक चित्रकला का इतिहास - आर.वी. सांचलकर, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
7. समकालीन कला - अशोक
8. कला विलास - आर.ए. अग्रवाल, डी.एस.ए. बुक्स इंटरनेशनल, मेरठ, 2015

Paper- II (Practical Paper –I) : Study from Life

Medium - Pencil/Charcoal/Soft Pencil

Size ½ Imperial

Duration : 5 hrs.

Max. Marks : 60

Study from life (full figure) showing broad masses of light and shade, clearly bringing out the modelling of the figure and drapery.

Books Recommended :

1. Anatomy and Drawing by Victor Perard, Publisher J.V. Navlakhi, Bombay.
2. Human figure by Van derpol, Publisher J.V. Navlakhi, Bombay.

Note : Life Model will sit in front of the candidate for five hours with a rest of 10 minutes when required by the model. Option to arrange a female model should also be given if the Centre Superintendent can arrange one or Life model male could wear a turban or cap. Strictness about the quality of model should be avoided. Emphasis will be given on correct drawing.

Paper- III (Practical Paper –II) : Pictorial Composition

Pictorial Composition in any style with use of human figures, should be rendered with emphasis on stylization, colour scheme and textures etc.

Medium – Acrylic, Tempera, Oil, Pastel etc.

Size ½ Imperial

Duration : 5 hrs.

Max. Marks : 60

Composition should be based on any subject related to life. Its important events and the world around us. Composition should be created with human forms. Styles of composition could be stylised, traditional or modern. Subjects may cover "Festivals", important events from life (indoor and outdoor) like workers, travellers, farmers and group meetings etc.

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Submission of Practical work :

Max. Marks : 20

Min. Pass Marks : 7

- (a) Five plates from Life.
- (b) Five Plates from Composition.
- (c) A Sketch book of not less than 50 sketches

Instruction for submission :

Note : Submission work will be submitted to the Head of the Department of Drawing and Painting of the College fifteen days before the commencement of examination. The marks in the submission will be awarded by the subject teacher (internal). However, the external examiner shall be empowered to review the work of the submission in case there is a drastic difference between the marks of the examination and submission. Submission work will be retained till the declaration of the result and returned to the Candidate from the Department thereafter. If no claim is made within two months of the declaration of the result, the submission will be destroyed.

Note :

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


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2020

Geography

B.A./B.Sc. Part III

Scheme of Examination

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

Notes

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


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Paper I: World Regional Geography

Section A

Asia: Terrain Pattern, Drainage, Climate, Natural Vegetation, Soils, Population and Economic Base of the Continent In General. Regional Study of South-East and South-West Asia.

Europe: Terrain Pattern, Drainage, Climate, Natural Vegetation, Soils, Population and Economic Base of the Continent In General ; Regional Study of British Isles, France and Germany.

Section B

North and South America: Terrain Pattern, Drainage, Climate, Natural Vegetation, Soils, Population and Economic Base of the Continent In General. Regional Study of New England and Brazil.

Section C

Australia and New Zealand: Terrain Pattern, Drainage, Climate, Natural Vegetation, Soils, Population and Economic Base of Australia and New Zealand In General.

Recommended Readings:

Cole, J., 1996. A Geography of the World's Major Regions, Routledge, London.

Deblij, H.J., 1994, Geography : Regions and Concepts, John Wiley, New York.

Dickenson, J.P. et al, 1996. The Geography of the Third World, Routledge, London.

Gourou, P., 1980. The Tropical World, Longman, London.

Jackson, R.H. and Hudman, L.E., 1991. World Regional Geography : Issues for Today, John Wiley, New York.

Kolb, A., 1977. East Asia - Geography of a Cultural Region, Methuen, London.

Minshull, G.N., 1984 Western Europe, Hodgard & Stoughton, New York.

Patterson, J.H., 1985. Geography of Canada and the United States, Oxford University Press.

Songguiao, Z., 1994. Geography of China, John Wiley, New York.

Ward, P.W. and Miller, A. 1989. World Regional Geography : A Question of Place, John Wiley, New York.

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Paper II: Geography of India

Section A

India in the context of South and Southeast Asia, geological systems, physiographic divisions, climate: seasons, mechanism of Indian monsoon, major climatic regions; vegetation, major soils and regions, drainage system, water resources and irrigation projects, forests, mineral and power resources: their utilization policy and conservation strategies.

Section B

Agriculture: typology, major crops, changing pattern of crops, agricultural growth during plan period and green revolution, livestock resources and their development, industrial growth and development; industrial localization with reference to iron and steel, cotton, textile, cement and chemical industries, industrial regions; population growth, distribution, problems, policy implication, trends of urbanization and human resource development.

Section C

Regional disparities in economic development, planning and economic regions of India, multilevel planning, problems and prospects of linking of rivers, environmental issues in India, transport development, rail, road, air and waterways, foreign trade: challenges and prospects.

Recommended Readings:

- Chatter, A.K., 2010: Geography of India. Rastogi Publications, Meerut.
Gopal Krishnan, R., 2001: Geography of India, Jawahar Publishers & Distributions, New Delhi, 2nd Edition
Khullar, D.R., 2006: India: a comprehensive Geography; Kalyani Publishers, New Delhi
समवेतिया, सी. 1998: आधुनिक भारत का इकाई भूगोल: सांख्यिक काल परिवर्तन, आगरा।
Sahaibak, G. and Sengupta, 1968: Economic Regionalisation of India, Census of India, Publication, New Delhi.
Singh, G., 1998: A Geography of India, Atma Ram & Sons, Delhi, Sixth Edition.
Singh, R.L. (ed.) 1971: India: A Regional Geography, NGSI, Varanasi.
Spate, O.H.K. and Leatham, A.T.A. 1967: India and Pakistan, Land, People and Economy, Methuen and Co., London
Tirtha, R 2000: Geography of India, Rawat Publications, Jaipur 2nd Edition (India)
शिवर, आर.सी. 2012: भारत का भूगोल: प्रथम पुस्तक भवन, इलाहाबाद।

Practicals

Scheme of Examination

Min. Pass Marks: 18	Bifurcation of Marks	Max. Marks 50
Written test	24	Time
Field survey and viva voce	10+14	1 hr
Mapwork and viva voce	08+14	2 1/2 hrs

- N.B 1. There shall be 6 questions in written paper selecting at least two questions from each section. Candidates are required to attempt 3 questions selecting 1 question from each section. All question carry equal marks

SYLLABUS

Section A

Definition, classification, uses and characteristic of map projection: (graphical constructions).

Conical projections:

1. with the one standard parallel
2. with two standard parallels
3. Bonne's
4. Polyconic

Cylindrical projections:

1. Equidistant
2. Equal Area
3. Mercator's, Universal Transverse Mercator (UTM)
4. Galt's Stereographic

Section B

Zenithal Projections: (Only Polar Case)

1. Equidistant
2. Equal Area
3. Gnomonic
4. Stereographic
5. Orthographic

Three dimensional diagrams: sphere, block pile, cube.

Section C

Plane table surveying: Equipments, procedure, traversing - open and closed traverse, methods- radial and intersection, concept of resectioning.

Height calculation using Indian pattern clinometer.

Recommended Readings:

भौतान, पी.आर. 2005: प्रायोगिक भूगोल। वसुधेश प्रकाशन, गोरखपुर।

Reisz, E. 1962: General Cartography. John Wiley and Sons, New York. 5th edition.

Rampal, K.K. 1993: Mapping and Conflation: Methods and Techniques Concept Publishing Company, New Delhi (Reprint 2009)

Robinson, A.H. et al. 2004 Elements of Cartography. John Wiley & Sons, Inc., New York (Sixth Edition)

Singh, L.R. 2006. Practical Geography. Prayag Pustak Publisher, Allahabad U.P.

Singh, R.L. and Singh, R.P. 1993: Elements of Practical Geography. Kalyani Publishers, New Delhi (Reprint 2002)

सर्व, डी.वी. 2010-11. प्रायोगिक भूगोल की संरचना। स्वामी प्रकाशक. देव।

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Home Science

B.A.-B.Ed. Part-III

Examination Scheme :

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

BA Home Science Part III

Paper	Subjects	Duration of exam	Maximum marks	Minimum marks	No. of hrs/wk
Theory Paper V	Mother and Child Care	3hrs	50	18	4
Practical V	Mother and Child Care	3hrs	50	18	2
Theory Paper VI	Extension education and Communication	3hrs	50	18	4
Practical VI	Extension education and Communication*	3hrs	50	18	2
		Total	200	72	12

*In BA Part III, a "Vocational Oriented Practical" under Practical VI- Extension education and communication has been planned in the form of training, internship, demonstration to provide skills to students and enable them to take up a money earning vocation. One practical from each subject has been planned and given as an option to the institution/home science department. The practical which is opted can be based on the available infrastructure and local facilities.

The student has to opt for the practical selected by her institution.

Vocation Oriented Practical

(in the form of training, internship, demonstration. One practical to be selected by the institution based on the available infrastructure and facilities)

One of the following six practicals to be selected by the institution.

- Family Event management
- Nutrition Education activities
- Food Preservation
- Knowledge & Skills based Training for Childhood Educators


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- Dyeing & Printing
- Extension Activity Management

B.A. PART-III

MOTHER AND CHILD CARE (THEORY PAPER V)

Maximum Marks: 50

Minimum marks: 18

Teaching workload: 3 hrs /week

Total teaching workload: 72hours/year

Learning Outcomes:-

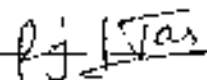
The subject will give a basic understanding of menstruation and it's related issues.it will enable the student to understand the physiology of pregnancy and lactation; and the problems and it's management. They will learn about care of newborns and their management of the common ailments.

After studying this subject, they will be able to understand the reproductive cycle and its various related issues. It will facilitate them to understand and utilise the support given to women in reproductive cycle through various health schemes.

Objectives :

1. To understand importance of reproductive cycle
2. To understand the basic care of mother during pregnancy and lactation
3. To understand the problems /complications during pregnancy and their management.
4. To understand the basic care of newborns and infants.
5. To understand the Danger Sign and Common ailments of newborns and their management.

Contents	Hours
Unit – I	
Health of the Mother	
1. Menstruation & Fertility : <ul style="list-style-type: none"> • Normal Menstrual Cycle • Process of Reproduction 	6
2. Pregnancy: <ul style="list-style-type: none"> • Sign & Symptoms • Use of Pregnancy Kits • Signs & Symptoms • Common Ailments • Abortions –causes & Care of Mother 	8
3. Health & nutritional care during Pregnancy & lactation: <ul style="list-style-type: none"> • Antenatal Care: 	


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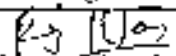
10. Nutritional care of infant & young child (referring to Infant and Young child nutrition guidelines)	12
<ul style="list-style-type: none"> • Infancy <ul style="list-style-type: none"> i. Importance of breastfeeding , early initiation , colostrums ii. Exclusive breastfeeding – techniques of breastfeeding 	16
<ul style="list-style-type: none"> • Complementary feeding: <ul style="list-style-type: none"> i. Importance of complementary feeding ii. Time of introduction iii. Technique of complementary feeding iv. Points to be considered –FODU (Frequency, Adequacy, Density and Utilization. v. Homemade recipes, premixes, from family pot 	

References:

1. Sudna Narayanan & Anupama Narayana (2000). Mothercraft Research Publications. 89 Tripolia Bazar, Jaipur. ISBN 8185789-88-6
2. Park JL & Park K (1995). Essentials of Community health Nursing. M/s Banarsidas Bhanot Publishers, 1167 Prem Nagar, Jabalpur. 482001. 2nd Edition. ISBN 81-90011871
3. Dr. Subhash C. Arya (2007). Infant & Child care for the Indian Mother. ISBN 8125914412
4. Shanti Ghosh (2004). Nutrition and Child care: A practical guide. Jaypee Publishers, Second Edition. ISBN: 9788180612077
5. First Aid to the injured, Authorised Manual of St. John Ambulance. 1 cross road, New Delhi 110001
6. Module 1-8 developed for Asha Sanyoginis.

MOTHER AND CHILD CARE(PRACTICAL V)**Maximum marks: 50****Minimum marks: 18****Teaching workload: 1 practical/ week (2 hours/ practical)****Total teaching workload: 24 practical/ batch****Learning Outcomes :-**

The practical will teach students about basic menstruation hygiene and use of pregnancy kits. They will be aware about the care and management of pregnant and lactating mothers; and significance of Mother and Child protection card. At the end of the course, they will be have basic knowledge about administering first aid in


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emergency situations. Students will be able to manage home nursing of patients with simple illnesses.

Objectives:-

1. To make the students aware and understand about use of pregnancy kits.
2. To teach them about preparation of home based, appropriate complementary foods and premixes.
3. To teach about home based management of common ailments of newborns.
4. To teach students about basic first aid and home nursing.

Content	Hours
1. Use of Pregnancy kits	1
<ul style="list-style-type: none"> • Safe Days • Menstrual Hygiene • Hygienic use & disposal of Sanitary pads 	1
2. Breastfeeding - Techniques & Posture	
3. Preparation of Complementary foods	6
<ul style="list-style-type: none"> • Premixes • Guidelines for consistency for quality, preparing frequency, density & variety premixes. • Homemade recipes • Adaptation from family pot C 	5
4. Use of Mother & Child Protection Card	
<ul style="list-style-type: none"> • Registration & personal details • Antenatal care • Danger signs of pregnancy • Diet during pregnancy • Planning of low cost nutritious recipe for pregnant mother • Internal care • Post antenatal care • Checkups planning of low cost nutrition's recipes for lactating mother • Danger signs of new born • New born care • Immunization • Growth monitoring - Demonstration of weighting & measurement of child • Guidelines for child care 	
5. Management of Diarrhea	
<ul style="list-style-type: none"> • Skin pinch test for identifying dehydration 	

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<ul style="list-style-type: none"> • Feeding schedule • Preparation of oral rehydration solution 	2
6. Management of fever <ul style="list-style-type: none"> • Use of thermometer • When to refer • How to bring down fever (home based care) 	4
7. First aid & home nursing <ul style="list-style-type: none"> • First Aid during <ol style="list-style-type: none"> Burns & Scalds Cuts & wounds (Tetanus Toxoid vaccine) Sprains & fractures Unconsciousness Electric shock Animal bite -- dog, monkey, snake (importance of vaccine) Poisons Heat stroke • Care in infectious disease <ol style="list-style-type: none"> Isolation Prevention of infection through fomites Ventilation & Disinfection Baby weighing scale, ARTI inner & thermometer, first aid box. Materials to be provided -- from nearest Aanganwadi /Subcentre 	3

Examination scheme**Major problem – 15 marks**

Planning and preparation of low cost recipe for any one

- Pregnant/ Lactating mother
- Supplementary foods/ premixes


Minor Problem – 10 marks

Use of pregnancy kit

Management of diarrhoea, care of infectious disease, use of Mother & child card,

Viva voce 5 marks

Internal -20 marks


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EXTENSION EDUCATION AND COMMUNICATION (THEORY PAPER VI)

Maximum Marks: 50

Minimum marks: 18

Teaching workload: 4 hrs /week

Total teaching workload: 96

Learning Outcomes –

The students will learn about followings-

- Concept of education and its types, principle and objectives
- Role of development initiatives of government of India in the progress of country
- Concepts of communication , teaching methods and types
- International, National and local support structure contributing to the development of country.

Objectives:

1. To make the students understand the concept of extension and its related aspects.
2. To understand the support of national and international agencies in extension.
3. To sensitize the students and help them to understand the process of communication and its importance in extension teaching.

Contents**Unit-I****Hours****Extension Education**

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1. Concept and Meaning- Non Formal Education, Formal Education, Informal Education, Extension Education | 3 |
| 2. History of Extension Education in India | 3 |
| 3. Objectives and principles of Extension Education | 4 |
| 4. Role and qualities of extension worker | 2 |
| 5. Extension teaching methods- Personal , Group and mass approach | 10 |
| 6. Basic knowledge of flagship development programmes of the Government of India in reference to objectives, target groups, activities, organizational structures and financial support | 10 |

UNIT-II

- | | |
|------------------------------------------------------------------------------------|---|
| 7. Communication | |
| • Concept, meaning and process of communication | 4 |
| • Elements and models of communication- Aristotle, Leagens, Roger's and shoemakers | 5 |
| • Functions and barriers of communications | 4 |
| 8. Audio visual aids | |
| • Meaning and use of audio visual aids | 2 |

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• Core of experience	1
9. Classification of audio visual aids- Projected and non projected (visual, audio and audio visual aids)	10 6
10. Media	
• Basic concepts of traditional and modern methods of communication	4
• Relative advantages and limitations of traditional and modern methods of communication	

UNIT III

11. Support structure and functions –	
• Panchayati Raj - Concept, objectives, and structural organisation. Role of Panchayati Raj for Women empowerment	10
• Village organisations - village school, Yuva Mandal, Mahila Mandal, Cooperatives and KVK's	10
• Role of UNDP, UNICEF, NIRD, NIPCCD, CSWB	8

References:-

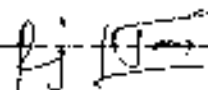
1. Dahama OP (1988). Education and communication for development. Oxford and BH Publishing Co. Pvt. Ltd. New Delhi.
2. Supe SV (1997). An Introduction to Extension Education. Oxford BH publishing Co. Pvt. Ltd. New-Delhi.
3. Jain R (1993). Mass Media and Rural Development, Vol. III. Manak Publication Pvt. Ltd. New Delhi.
4. Pankajam G (2000). Extension – Third Dimension of Education. Gyan Publishing House. New-Delhi.
5. हस्पालानी बी.ओ. 1998 : ग्रह विद्यालय में प्रसार शिक्षा , स्टार पब्लिकेशन , आगरा
6. शी . सुगीता पुष्प और शी जमस शीला 2012 : प्रसार शिक्षा , श्री विनोद पुस्तक मन्दिर , आगरा-2

EXTENSION EDUCATION AND COMMUNICATION (PRACTICAL VI)**(Based on the institution's choice)**

Vocation Oriented Practical* (in the form of training, internship, demonstration)

One practical to be selected by the institution based on the available infrastructure and facilities.***One of the following six practicals to be selected by the institution**

- Family Event management
- Nutrition Education activities


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- Food Preservation
- Knowledge & Skills based Training for Childhood Educators
- Dyeing & Printing
- Extension Activity Management

The student has to opt for the practical selected by her institution.

FAMILY EVENT MANAGEMENT

Maximum marks: 50

Minimum marks: 18

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

Total teaching workload: 24 practical/ batch

Learning Outcomes

1. Students will be able to plan any event in the family .
2. Students will learn various aspects of event management .

Objectives

1. To develop a practical approach for planning an event.
2. To understand various aspects of event management

Contents :

Hours

Step of Event Management

1. Making a paper plan

1

- Guest List

- Making / Drafting / Finalizing Invitation Card

1

- Infrastructure

i. Yents

ii. Furniture and Furnishing for areas :

- o Reception,

- o DJs / Music,

- o Games,

- o Food serving (Based on numbers of persons and types of events)

i. Decoration (Theme etc.)

ii. Planning of games

iii. Transportation & communication

iv. DJ's / Music

v. Planning and Management of food

- o Welcome drink

- o Welcome Snacks

- o Main Course

- o Deserts

- o Mouth Fresheners

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vi. Return Gifts	3
2. Budget under different heads (Market survey can be done)	2
• Food	3
• Decoration	1
• Invitation	3
• Gifts	3
• Transportation and communication	1
• Games	2
• Infrastructure tents, furniture, furnishing, etc.	1
• DJ's / Music	1
• Time schedule for major activities	
• Implementation of various activities	
i. Finding out a leader and making groups	1
ii. Work distribution among group members	1
3. Controlling the event activities	1
4. Feedback /evaluation	2
5. Variation in events in a family	
• Religious events	
• Entertainment and recreational events	
• Picnics, Other parties and events	
• College events : Fresher's day, Farewell, Annual function	1
6. Class rooms presentation	
Note: Students will participate in events of institution.	

Examination scheme

- Major** – 20 marks.
Making a party plan for any specific party.
- Minor** – 10 marks.
Planning budget for the party in the specific amount
- Internal** – 20 marks

NUTRITION EDUCATION ACTIVITIES

Maximum marks: 50

Minimum marks: 18

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

Total teaching workload: 24 practical/ batch


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Learning Outcomes

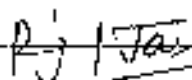
The students shall learn about the process of nutrition education and its significance for community.

They shall be able to make a plan to impart nutrition education with the help of various kinds of teaching aids. The course will provide them basic skills for undertaking a nutrition education program in a community.

Objectives:-

1. To gain insight on the concept and importance of Nutrition Education.
2. To develop skills in organizing a Nutrition Education program.

Contents	Hours
Activities:	
(A) Classroom/Lab activities :	2
1. Introduction to Nutrition Education: Definition, importance related topics, approaches (Individual, group mass), methods, and Teaching aids.	1
2. Identification and finalization of nearby village/community/women's group/ Anganwari center/college premises for Nutrition Education.	1
3. Divide the students in different groups -- 5 students in each group. Assign one topic to each group.	2
4. Every group will prepare a Nutrition Education program plan based on the topic given.	3
5. Guidelines for Preparation of teaching aids. Posters, Charts, Flash Cards, Demonstrations, Street Play, Puppetry. - Every group will prepare a minimum of 3 teaching aids. (Posters / chart/ demonstration/flash cards/role play etc.)	2
6. Prepare an activity calendar: venue, time, place, number of participants and implementation of each education programme.	1
7. Village Health & Nutrition day at the nearest Anganwari centre- Previsit for Planning, organising –VIIND, Evaluation.	10
(B) Implementation and evaluation of education program The students will implement every activity as per the activity calendar. (Division of classes will be based on number of groups formulated)	
(C) File work	2
• Discuss the various programs implemented.	


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Every student should prepare a file which would include:
Report of program plan & implementation and a way of
teaching aids prepared.

Suggested Topics:

- Nutritional care during pregnancy.
- Nutritional care during lactation.
- Advantages of Breast feeding.
- Importance and timely introduction of complementary feeding.
- Formulation and preparation of fresh home-made and premix for an infant 6 months to 12 months.
- Formulation and preparation of fresh home-made and premix for 1 year to 3 years child.
- Formulation and preparation of energy – protein rich snack for 3-6 years old child
- Growth Monitoring - taking body weight and plotting on growth chart (weight - for age)
- Nutrition counselling based on the results of growth chart.
- Preparation of Vitamin 'A' Beta- carotene rich food for a young child.
- Preparation of iron rich food for an adolescent girl.
- Promotion of consumption of iodized salt.
- Immunization of safe water and house – hold methods of water purification.
- Hand – washing promotion.

Examination scheme:

1. **Major problem:** 20 marks
Plan any nutrition education activity for community on any one of the given topics.
2. **Minor problem** 10 marks
Preparation of any one teaching aid.
3. **Internal:** 20 marks

FOOD PRESERVATION

Maximum marks: 50

Minimum marks: 18

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

Total teaching workload: 24 practical/ batch

Learning Outcome

The students will learn skills for food preservation techniques. It will also teach them how to set up their own unit along with financial aspects. The course will enable the students to undertake food preservation as an enterprise.

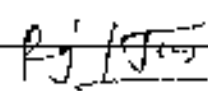
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Objectives:-

1. To enable the students to develop skills in food preservation.
2. To encourage the students to use these skills at small scale level.

Content**Hours**

1. Theory of Preservation : Need, importance, principles of food spoilage, principle of food preservation, various methods of food preservation	2
2. Development of skills in preparation of :	1
• Dried fruits and vegetables	2
i. Sun drying (Curry leaves, mint, methi, coriander, cauliflower, amla , kair-sangri, guar-fali, amchur, onion, peas, kachri, red chillis)	2
• Papad & Magodi	2
• Juices	
i. Aloe Vera	
ii. Squashes	3
iii. Lemon	
iv. Orange	
v. Pineapple	
• Syrups	
i. Rose	
ii. Khas	
iii. Chandan	3
iv. Jellies	
v. Karonda	
• Jams	
i. Apple	
ii. Mixed fruit	2
iii. Preserve (Murabba)	
iv. Carrot	
v. Amla	2
vi. Ketchup sauce and chatney	
vii. Tomato Ketchup	
viii. Garlic Chutney	
ix. Tomato Chutney	5
x. Imli Chutney	
• Canning and bottling	
i. Green pea	
ii. Apple	
iii. Cauliflower	

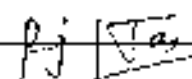

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<ul style="list-style-type: none"> iv. Frozen vegetables <ul style="list-style-type: none"> * Peas * Carrots * Cauliflower * Mango Pulp • Pastes & Purees <ul style="list-style-type: none"> i. Onion ii. Garlic iii. Ginger iv. Tomato Puree • Pickles <ul style="list-style-type: none"> i. Mango ii. Mix Vegetables iii. Kair iv. Lasoda v. Chilli vi. Lemon • Requirements to start a small scale unit <ul style="list-style-type: none"> i. Equipments ii. Finance <ul style="list-style-type: none"> * Loan options * Budgeting – calculation of selling price of the product * Book keeping 	
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Examination scheme:

1.	Major problem: 20 marks
	Planning and preparation of any one preserved food.
2.	Minor problems: 10 marks
	Calculation of selling price of a given product.
3.	Internal: 20 marks

KNOWLEDGE AND SKILLS BASED TRAINING FOR CHILDHOOD EDUCATORS**Maximum marks: 50****Minimum marks: 18****Teaching workload: 2 practical/ week (2 hours/ practical)****Total teaching workload : 24 practical/ batch**


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Learning Outcomes

Early childhood years (birth to 8 years) are crucial for the development of children which is greatly influenced by early stimulation (birth to 3 years) and preschool education (3-8 years). This will cater to the needs of working parents/mothers who seek for safe custody of their children in crèches, preschool and day care centres. Early childhood educator plays a major role in shaping the development and laying strong foundation of young children. This practical will be useful for students to learn the skills and knowledge required to be an effective early childhood educator.

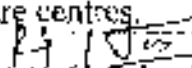
Objectives –

1. To develop communication skills in organising various developmental appropriate activities for young children.
2. To gain a clear insight of child's developmental milestone & needs.
3. To develop insight about administration, management and supervision of early childhood Education Centres i.e. Crèches, Preschools and day care centres.

Content	Hours
Pre-Requisites:	
Identifying nearby crèches, preschool and day care centres.	(12 weeks)
<ul style="list-style-type: none"> • Preparation of activity calendar. • Developing skills and characteristics of an ideal preschool teacher using different teaching strategies – task analysis scaffolding, storytelling, do it signals, dramatization demo field trips songs environmental cues. • Participation with children in crèches, preschool and day care centres 	2
Course Content :	2
<ul style="list-style-type: none"> • Teaching strategies for early childhood care and education • Characteristics and qualifications of an early childhood educator. • Developing communication skills in dealing with young children. • Working in crèches, preschool and day care centres to develop administrative, managerial and supervisory skills in students. 	2
<ul style="list-style-type: none"> • Administration, management and supervision of crèches, preschool and day care centres. • Planning and implementing developmentally appropriate activities in crèches, preschool and day care centres. 	2

Examination scheme:**1. Major Problem : 20 marks**

Planning and preparation of ECE activities in preschools and day care centres.


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Evaluation of crèches, preschool and day care centres.

2. Minor Problem : 10 marks

Preparation of teaching aids - story books, songs poems, models, toys, aids etc.

3. Internal : 20 marks

DYEING AND PRINTING

Maximum marks: 50

Minimum marks: 18

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

Total teaching workload: 24 practical/ batch

After doing the course the students will be able to be self employed as they will master the art of dyeing and printing. Rajasthan is a fertile place where enough infrastructure is available in this area so any related vocation can be started or else they can join as an expert in the area of dyeing and printing

Contents	Hours
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Make a scrap book with following

1. Different types of motifs	4
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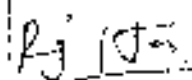
- Floral - Natural and stylized
- Human - Natural and stylized
- Animal - Natural and stylized
- Abstract
- Geometrical

2. Make samples of different methods of printing and dyeing	8
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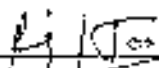
- Tie & Dye techniques (10 samples with different techniques)
 - i. Marbling
 - ii. Pleating & binding
 - iii. Knotting
 - iv. Twisting and coiling
 - v. Bandhej
 - vi. Stitching (Shibori)
 - vii. Pegging, etc

Make any one Product -- Table cloth with 6 napkins/Chunni / Saree/cushion & holster set

- Printing -
 - i. Block printing (samples)
 - o Butti block to create all over effect
 - o Borders & corners


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Make any one Product – Table Mats/Table Napkins/Runners ii Screen printing (Samples) Make any one Product – Table mat / 'T' shirt /Cushion cover	4
Examination scheme :	
1. Major Problem -20 Marks Make a design for a product by combining any two techniques e.g. tie and dye, block and screen.	
2. Minor -10 Marks Make a sample of tie and dye using two colors and two techniques	
3. Internal Marks -20 Marks	
EXTENSION ACTIVITY MANAGEMENT	
Maximum marks: 50	
Minimum marks: 18	
Teaching Workload: 2 practical/ week (2 hours/ practical)	
Total teaching workload: 24 practical/ batch	
Learning Outcome	
Objectives:	
1. To impart knowledge regarding process of extension activity management.	
2. To develop the skills in organizing extension activity at the community level.	
Practicals	
1. Theoretical understanding of process of programme/extension activity management.	4
2. Organise following extension activities from the area of home science : • Workshop/seminar • Fair • Exhibition • Rally could be taken up in rural/urban/slum community in a group on the basis of following steps- • Identification of the activity - nature, duration, number of participants etc. • Plan of the activity selection of venue, resource management (men, material/infrastructure, and money), and delegation of responsibility. • Scheduling of the activity • Publicity of the activity	2 4 2 2


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• Organising the activity	3
• Overall supervision	3
• Report writing	4

Examination scheme :**Total Marks:** 50 marks**Major Problem:** 15 Marks

Plan strategy to publicise the chosen extension activity and prepare any one aid out of them.

Minor Problem: 10 Marks

Prepare financial budget for the planned activity or prepare scheduling of activities according to allotted time.

Viva: 5 Marks**Internal:** 20 Marks

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INDIAN MUSIC(VOCAL)

B.A. PART - III

Paper - I	3 hrs. duration	Max.Marks 40	Min. Marks 15
Paper - II	3 hrs. duration	Max.Marks 40	Min. Marks 15
Practical	1 hour per candidate	Max. Marks 120	Min. Marks 43

Teaching Hours

Practical

6 Hours Per Week

Theory

Paper -I	2 Hours Per Week
Paper -II	2 Hours Per Week

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

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

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


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Paper IPrinciples of Indian Music (Vocal)Section -A

Paper I 3 hrs. duration Max.Marks 40 Min. Marks 15

- (1) Brief study of Rag and Ras.
- (2) Comparative study of different Gharanas of Khayal and Sitar
- (3) Music & Religion.

Section -B

- (1) Life sketches and contribution of the following musicians- Abdul Karim Khan, Bhem Sen Joshi and Malli Karjun Mansoor Kishori Amonkar, Bade Gulam Ali Khan.
- (2) Folk Music instruments of Rajasthan.
- (3) Forms of Hindustani Music.
- (4) Forms of Karnataka Music

Section -C

- (1) Notation writing of different compositions in prescribed Ragas.
- (2) Writing of Alaps and Tanas in different Ragas.
- (3) Recognition of Ragas from given notes and writing of Alaps showing : 'Nyas' on some given Swaras.
- (4) Writing of Thekas with different layakaries Dugun, Tigan, Chaugun and Chhagun in the following Talas- Tilawada, Dhamar, Trital, Jhaptal, Ektal, Chautal, Roopak, Dadra, Punjabi, Sooltal, Shoomra, Adachautal, Tivra, Deepchandi.

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Paper – IIVocal Music

3 hrs. Duration

Max.Marks 40

Min. Marks 15

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

History of Indian MusicSection –A

- (1) Origin of Music.
- (2) Study of the works of Bharat, Matang, Sharangdev, Vishnudigumber Paluskar and Bhatkhande.
- (3) Types of western Scales Diatonic, Chromatic, Equally tempered.

Section –B

- (1) General ideas of the forms of Vedic music.
- (2) General ideas of Giti and Vani.
- (3) Impact of Folk music on classical music and Vice-versa.

Section –C

- (1) General ideas of Rabindra Sangeet.
- (2) General idea of Harmony and melody.
- (3) Essay on General music interest.

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Music Vocal Practical**Max. Marks 120****Min. Marks 43**

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

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

Duration of Exam. : 1 hours per candidate.

Presentation of Ragas & Viva-voce Max. Marks 120 Min. Marks. 43

Critical and Comparative study of Ragas & Talas

according to syllabus.

Detailed Course:

1. To sing given musical piece and to recognize the ragas & swaras when sung.
2. To show the difference of ragas through swarvistar in all the ragas.
3. To know orally the "Bol" with Dugun, Tigan and mark time on hand and to recognize the following talas when played on tabla- Dhamar, Tilwara, Ektal, Chautal, Rupak, Punjabi, Sooltal, Jhumra, Adachautal, Tivra and Deepchandi.
4. To sing Aroh, Avroh, Pakad and Swar Vistar of the following ragas- Todi, Puriya-Dhanashree, Jaunpuri, Darbari Kanada, Bihag, Multani, Kafi, Adana, Durga, Puriya, Kamod and Chhayanat.
5. With the accompaniment of Tabla to sing slow- Khayal and Fast Khayal with sufficient alaps, tanas, Bol-tanas and Sargam in following four ragas- (i) todi (ii) Bihag (iii) Jaunpuri (iv) Darbari Kanada
6. With the accompaniment of tabla to sing a Fast-Khayal with alaps and tanas and Tarana with its gayaki in any Six ragas of the following: (i) Kamod (ii) Multani (iii) Kafi (iv) Adana (v) Durga (vi) Puriya (vii) Chhayanat (viii) Puriyadhanashri.
7. With the accompaniment of Tabla or Pakhawaj to sing on Dhruvpad and one Dhamar with all laykaris and Tibai, in any two different ragas prescribed under clause 4, but not selecte under clause 5 & 6.
8. Bhajan/ Semi Classical Composition in any raga.

Books Recommended :

- (1) Kramik Pustak Malika parts 2,3 and 4 Pt.V.N. Bhatkhande.
- (2) Tan Malika parts 2 & 3 by Raja Bhaiya Poochwale,
- (3) Tan Sangrah by S.N. Ratanjankar.
- (4) Sitar Marg by S.Bandopadhyaya.
- (5) Sitar Shiksha by B.N. Bhatt.
- (6) Sitar Parts 1 to 3 by B.N. Bhimpure.
- (7) Rag Vigyan by N.V. Patwardhan.
- (8) A Short survey of the Music of the Northern India by Pt. V.N. Bhatkhande.
- (9) संगीत के जीवन पृष्ठ by S.Rai.
- (10) Vadya Shastra by Shri Harish Chandra Srivastava.
- (11) Hamare Sangeet Ratna by Sangeet Karyalaya, Hathras.
- (12) Sangeet Visharad by Basant.
- (13) Sangeet Kaumudi by V.Nigam.
- (14) Hindustani Music-its physics and Aesthetics by G.S. Ranade.
- (15) Origin of Ragas – Bandopadhyaya.
- (16) Bhartiya Sangeet ka Itihas-Umesh Joshi.
- (17) The Music of India by H.A. Popely.
- (18) Hindustani Sangeet Paddhati 1 to 4 by Pt. Bhatkhande
- (19) Pranav Bharti by Omkar Nath Thakur.
- (20) Karnataka Music-Ramchandran.
- (21) South Indian Music by Sambanurti.
- (22) Sangeet Rasmanjari- Pt. Laxman Bhatt Tailang
- (23) Sangeet Mani Part-I,II- Maharani Sharma
- (24) Sangeet Swarit- Ramakant divedi
- (25) Panchashika Sangeet Vimal Manjari- Pt. Laxman Bhatt Tailang
- (26) Natya Shastra by Bharat.
- (27) Brihaddeshjaya by Malang.
- (28) Sangeet Ratnakar by Sharangdev.
- (29) Rag Tarangini by Lochan.
- (30) Sangeet Parijat by Ahobal.

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Indian Music

INDIAN MUSIC (INSTRUMENTAL) SITAR

B.A.-B.Ed. PART - III

Paper - I	3 hrs. duration	Max.Marks 40	Min. Marks 15
Paper - II	3 hrs. duration	Max.Marks 40	Min. Marks 15
Practical	1 hour per candidate	Max. Marks 120	Min. Marks 43

Teaching Hours

Practical

6 Hours Per Week

Theory

Paper -I 2 Hours Per Week

Paper -II 2 Hours Per Week

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

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

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

Paper I

Principles of Indian Music (Instrumental)

Section –A

Paper -I 3 hrs. duration Max.Marks 40 Min. Marks 15

- (1) Brief study of Rag and Ras.
- (2) Comparative study of different Gharanas of Khayal and Sitar
- (3) Music & Religion.

Section –B

- (1) Life sketches and contribution of the following musicians- Panna Lal Ghosh, Ustad Bismillah Khan, Ali Akbar Khan, Inadd Khan, and Amjad Ali Khan.
- (2) Folk instruments of Rajasthan.
- (3) Forms of Hindustani Music.
- (4) Forms of Karnataka Music


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Section –C

- (1) Notation writing of different compositions in prescribed Ragas.
- (2) Writing of Alaps and Todas in different Ragas.
- (3) Recognition of Ragas from given notes and writing of Alaps showing : 'Nyas' on some given Swaras.
- (4) Writing of Thekas with different layakaries Dugun, Tigun, Chaugun and Chinagun in the following Talas- Tilawada, Dhamar, Trital, Jhaptaal, Ektal, Chautal, Roopak, Dadra, Punjabi, Sootal, Jhoomra, Adachautal, Tivra, Deepchandi.

Paper – II

Instrumental Music (Sitar)

3 hrs. Duration

Max.Marks 40

Min. Marks 15

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

History of Indian Music

Section –A

- (1) Origin of Music.
- (2) Study of the works of Bharat, Matang, Sharangdev Vishnudigumber Paluskar and Bhatkhande.
- (3) Types of western Scales Diatonic, Chromatic, Equally tempered.

Section –B

- (1) General ideas of the forms of Vedic music.
- (2) General ideas of Giti and Vani.
- (3) Impact of Folk music on classical music and Vice-versa.

Section –C

- (1) General ideas of Rabindra Sangeet.
- (2) General idea of Harmony and melody.
- (3) Essay on General music interest.


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Joy

Music Practical Instrumental (Sitar)

Max. Marks 120

Min. Marks 43

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

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

Duration of Exam. : 1 hours per candidate.

Presentation of Ragas & Viva-voce Max. Marks 120 Min. Marks. 43

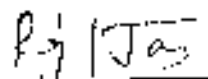
Critical and Comparative study of Ragas & Tala according to syllabus.

Detailed Course:

1. To Play given musical piece and to recognize the ragas & swaras when played.
2. To show the difference of ragas through swarvistar in all the ragas.
3. To know orally the "Bol" with Dugun, Tigon and mark time on hand and to recognize the following talas when played on tabla-Dhamar, Tilwara, Ektaal, Chautal, Rupak, Punjabi, Sootal, Jhumra, Adachautal, Tivra and Deepchandi.
4. To play Aroh, Avroh, Pakad and Swar Vistar of the following ragas- Todi, Puriya-Dhanashree, Jaunpuri, Darbari Kanada, Bihag, Multani, Kafi, Adana, Durga, Puriya, Karnod and Chhayamal.
5. With the accompaniment of Tabla to play Vilambitgat (foytEcrxr) and Drutgat (द्रुत्गत) with sufficient varieties of Todas and Jhalas, Meend, Jamjama, Ghaseet and Krintar in the following Four ragas: (i) Todi (ii) Bihag (iii) Jaunpuri (iv) Darbari-Kanada.
6. To the accompaniment of Tabla to play Drutgat (uzqrxr) with todas and jhalas in any six ragas of the following-
(i) Karnod (ii) Multani (iii) Kafi (iv) Adana (v) Durga (vi) Puriya (vii) Chhayamal (viii) Puriya dhanashri.
7. With the accompaniment of Tabla to play a composition, composed in other than Trital with Todas, in any two ragas mentioned in clause 4, but not selected under clause 5 & 6.
8. To play a Dhun in any Raga.

Books Recommended :

- (1) Kramik Pustak Malika parts 2,3 and 4 Pt.V.N. Bhatkhande.


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- (2) Tan Malika parts 2 & 3 by Raja Bhaiya Poochwale,
- (3) Tan Sangrah by S.N. Ratanjankar.
- (4) Sitar Marg by S.Bandopadhyaya.
- (5) Sitar Shiksha by B.N. Bhatt.
- (6) Sitar Parts 1 to 3 by B.N. Bhimpure.
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- (9) Lalchir ds thou i "B by S.Rai.
- (10) Vadya Shastra by Shri Harish Chandra Srivastava.
- (11) Hamare Sangeet Ratna by Sangeet Karyalaya, Hathras.
- (12) Sangeet Visharad by Basant.
- (13) Sangeet Kaumudi by V.Nigam.
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- (17) The Music of India by H.A. Popely.
- (18) Hindustani Sangeet Paddhati 1 to 4 by Pt. Bhatkhande
- (19) Pranav Bharti by Onkar Nath Thakur.
- (20) Karanataka Music-Ramchandran.
- (21) South Indian Music by Sambamurti.
- (22) Sangeet Rasmanjari- Pt. Laxman Bhatt Tailang
- (23) Sangeet Mani Part-I,II- Maharani Sharma
- (24) Sangeet Swarit- Ramakant divedi
- (25) Panchashika Sangeet Vimal Manjari- Pt. Laxman Bhatt Tailang
- (26) Natya Shastra by Bharat.
- (27) Brihaddeshiaya by Matang.
- (28) Sangeet Ratnakar by Sharangdev.
- (29) Rag Tarangini by Lochan.
- (30) Sangeet Parijat by Ahobal.


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8. Kolher. S.K., Educational and Vocational Guidance, New Delhi; Practice Hall India Ltd., 1995. 9. NCERT, Guidance and Counselling in Indian Education, New Delhi; NCERT, 1978

EDAGOGY OF SCHOOL SUBJECT

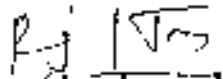

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हिन्दी शिक्षण

100 अंक

उद्देश्य --

1. भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना।
2. भाषा की पृथक्-पृथक् भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यदर्था, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. भाषायी तारीफियों के प्रति संवेदनशील होना।
14. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना।


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16. निदानात्मक एवं उभचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।

इकाई – प्रथम

भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषा की कौशलों के विकास –
(क) श्रवण, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (सस्वर व मौन)
(ङ) अभिव्यक्ति (मौखिक व लिखित)
- हिन्दी के विविध सृजनात्मक आयतनों के अन्तर्गत विविध भाषा रूपों का अध्ययन
(i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी, (iii) कार्यालयीय हिन्दी, (iv) विधि के क्षेत्र में हिन्दी
(v) समाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी
(vii) विज्ञापन के क्षेत्र में हिन्दी
- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

इकाई – द्वितीय

- शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना
- संचार और भाषाशिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम -- लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार कार्यशाला, हरिकथा, कहानी
- संचार माध्यम – प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया-रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया) ई-कॉन्सर्स, गोबाइल, इंटरनेट, इन्ट्रानेट, ई-यूनिवर्सिटी, भाषा-प्रयोगशाला

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इकाई (तृतीय)

- भाषा शिक्षण की विधियाँ — भारतीय भाषाकारों की दृष्टि से — पाणिनी, यास्क, बरनी, कामताप्रसाद गुरु, किशोरी दास बाजपेयी
- पश्चात् विद्वानों की दृष्टि से — जे.धाजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमान में प्रचलित — प्रायोजना विधि (केलोट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमिता अनुदेशन।
- भाषा का स्वरूप — भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता, उच्चारण के सन्दर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन।
- भाषायी व्यवस्थाएँ — सार्वभौमिक व्दाकरण की संकल्पना — अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान।

इकाई (चतुर्थी)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
 - (अ) पाठ्यचर्या - पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध
 - (ब) निदात्मक परीक्षण एवं सपचाराल्मक शिक्षण—अर्थ, स्वरूप महत्व एवं उपयोग।
 - (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण

इकाई (पंचम)

- हिन्दी शिक्षण में मूल्यांकन -
 - (अ) भाषा विकास की प्रगति का मूल्यांकन - सतत और समग्र मूल्यांकन आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।
 - (ब) प्रश्नों का स्वरूप — समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय भजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)


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(स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(द) प्रश्न पत्र निर्माण एवं भीलपत्र

समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
2. निम्न में से कोई एक 10 अंक

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
- अपने आस-पारा के पाँच स्कूलों का दौरा कर यह जागकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?
- छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र-पत्रिकाओं से पूरक सामग्री का चयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रैब पुस्तिका तैयार करें।
- रचनात्मक रूप से प्रतिभा सम्पन्न बालकों के विकास के लिए वर्षवार में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।
- आस-पारा के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र-पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

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सन्दर्भ ग्रन्थ सूची -

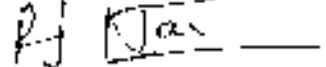
1. गुप्ता (डॉ.) प्रभा (2012) गान्ध्याभाषा व विविध योजनाएँ - साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
3. पाण्डेय, डॉ. मुक्तिकान्त (2010) हिन्दी शिक्षण-अभिनव आयाम' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
4. गार्डिया, एम एम और नारंग सी.एल. 1987. आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
5. लाल रमन बिहारी. 1993, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
6. शर्मा (डॉ.) अनुराधा (2012) "भाषा विज्ञान तथा सिद्धान्त" विश्व भारती पब्लिकेशन्स, नई दिल्ली।
7. शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार. जयपुर
8. सिंह डॉ. सावित्री (2001) हिन्दी शिक्षण, मेरठ-1

PEDAGOGY OF SCHOOL SUBJECT**PAPER:-VIII A / B****संस्कृत शिक्षण**

100 अंक

उद्देश्य -

1. भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
2. भाषा संरचना की प्रकृति की समझ विकसित करना।
3. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान करना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण करना।
5. संस्कृत की मूलिका व विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ उत्पन्न करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवबोध करना।
7. संस्कृत भाषा शिक्षण कौशल का अभ्यास करना।
8. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपायों का प्रयोग करना।
9. कक्षा-लक्ष परिस्थिति में बहुभाषीय रूप में संस्कृत का सफल प्रयोग करना।
10. पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य सम्बन्धों में समझ उत्पन्न करना।


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11. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र निर्माण की योग्यता विकसित करना।
13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विकसित करना।
14. कौशलानुसार संस्कृत अशुद्धियों के निदान व उपचार की योग्यता विकसित करना।
15. संस्कृत शिक्षण में भाषा प्रयोगशाला की आवश्यकता एवं संयोजन क्षमता विकसित करना।

इकाई – प्रथम

भाषा की भूमिका –

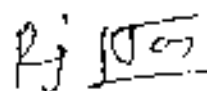
- संस्कृत भाषा शिक्षण के सिद्धान्त, महत्त्व एवं प्रकार
मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में भाषा –
 1. मातृभाषा एवं विद्यालयी भाषा
 2. पाठ्यक्रम में भाषा
 3. अधिगम में भाषा का केन्द्रीयकरण
 4. बहु-भाषीय कक्षा-कक्ष
- भारत में संस्कृत भाषा की स्थिति
 - (i) भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343-351
 - (ii) कोठारी कमीशन (1964-1966)
 - (iii) NPA (1986)
 - (iv) POA (1992)
 - (v) राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

इकाई – द्वितीय

- संस्कृत शिक्षण के विविध रूप
 - i. गद्य शिक्षण
 - ii. पद्य शिक्षण
 - iii. व्याकरण शिक्षण
 - iv. काल्पनी शिक्षण
 - v. नाटक शिक्षण
 - vi. उच्चारण शिक्षण
 - vii. रचना शिक्षण
 - viii. अनुवाद शिक्षण

उपर्युक्त का सम्प्रत्यय, महत्त्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष

- सूक्ष्म शिक्षण दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली


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- विविध जन संचार माध्यमों से संस्कृत शिक्षण
 - (अ) परम्परागत – भाटक, अभिनय, कथा, सेमिनार, कार्यशाला
 - (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया
- (i) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
- (ii) इलेक्ट्रॉनिक मीडिया -- रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला

इकाई (तृतीय)

- संस्कृत शिक्षण की विधियाँ –
 - (I) पाणिनी व टास्क के अनुसार।
 - (II) प्रचलित अन्ध विधियाँ – प्रायोजन विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, व्ययन विधि, पाठ्य गुरुताक विधि, सम्प्रेषण उपागम, समग्र उपागम।
 - (III) पाश्चात्य विद्वानों के अनुसार – जे.प्याजे, एल. वाथगाल्सकी, चॉम्स्की, जान्ङ्यूवी।
- विधियों का अनुप्रयोग –
 - (i) तृतीय भाषा अधिगम भनोविज्ञान
 - (ii) कक्षा-कक्ष वातावरण और परिस्थितियाँ
 - (iii) शिक्षक-छात्र-पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका
 - (iv) भाषा का व्यवहार में प्रयोग
 - (v) अन्ध विषयों के साथ संस्कृत का समन्वय
 - (vi) नुदियों व उपचारात्मक कार्य
 - (vii) संस्कृत भाषा की चुनौतियाँ
 - (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत
 - (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
 - (अ) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध
 - (ब) संस्कृत में दत्त कार्य एवं क्रिया-कलापों का विकास।
 - (स) अधिगम में संस्कृत शिक्षण का गृहत्व विश्व परिदृश्य के सन्दर्भ में।
 - (द) निदाताक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग।


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इकाई (पंचम)

● संस्कृत शिक्षण में आंकलन -

- (1) संस्कृत भाषा विकास की प्रगति का आंकलन - रातत और समय मूल्यांकन स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
- (2) प्रश्नों का स्वरूप - समस्या-समाधान सम्बन्धी प्रश्न, सृजनत्मक चिन्तनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलान वाले प्रश्न)
- (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
- (4) प्रश्न-पत्र निर्माण एवं नीति-पत्र

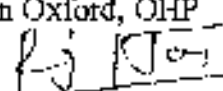
समसामयिक कार्य

- | | |
|--------------------------|--------|
| 1. कक्षा परीक्षा (टेस्ट) | 10 अंक |
| 2. निम्न में से कोई एक | 10 अंक |

- अपने पड़ोस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।
- संविधान में भारतीय भाषाओं सम्बन्धी अनुसंघर्ष तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
- किसी एक संस्कृत पत्रिका की समीक्षा।
- संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

सन्दर्भ ग्रन्थ -

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991) 'भाषिकी' दिल्ली।
2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली-6, राजकमल प्रकाशन, प्रा. लि., 7 फेज बाजार।
3. गरंग देशा (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
4. सफाया, अर.एन. (1990) संस्कृत शिक्षण, चण्डीगढ़ हरियाणा साहित्य अकादमी।
5. शर्मा, डॉ. रामविलास (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली।
6. शारत्री, डॉ. सूर्यदेव, 1973, मनोभाषिकी' पटना बिहार हिन्दी ग्रन्थ अकादमी
7. Mackey William Francis, "Language Teaching" Analysis London, Longmans, Green & Co. Ltd.
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PEDAGOGY OF SCHOOL SUBJECT**PAPER:-VIII A / B****English Teaching****Objectives –****MARKS:-100**

The student-teachers will be able to-

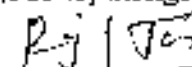
1. Develop an understanding of the principles of English language teaching.
2. Acquire knowledge of the objectives of teaching English as a second language.
3. Develop their own linguistic, grammatical and communicative competence.
4. Develop ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching English as a second language.
6. Prepare annual Plans, unit Plans and lesson plans of English language.
7. Choose, prepare and use appropriate audio --visual teaching aids for effective teaching of English as a second Language.
8. Use various techniques of testing English as a second language.
9. Develop remedial material and conduct remedial teaching.

COURSE CONTENT**UNIT – I - FOUNDATION OF ENGLISH LANGUAGE TEACHING**

- Concept of language, language acquisition, language-learning.
- Forms of English- formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skill based subjects
- Objectives of teaching English language (a) Skill based- ISRW (b) Competency based- linguistic competence and communicative competence.

UNIT – II - TEACHING OF ENGLISH LANGUAGE SKILLS

- Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs,


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- Consonants, pause, Juncture, Stress, Accent, Beat, Intonation, Rhythm) (ii) Listening skills and their sub-skills (iv) Techniques of teaching listening, Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening
- Speaking, Concept of speaking in English as a second language, Phonetic transcription , Use of pronouncing dictionary, The phonetic elements involved in speaking at the receptive level, Technique of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation
- Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension , Relating teaching of reading to listening and speaking skills, Role of text book
- Writing Skills: Concept of writing in first language and the second language, Types of composition- oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, Paragraph, Developing Stories, Note making, Correction of Written Work.

UNIT – III - METHODOLOGY AND PLANNING OF ENGLISH LANGUAGE TEACHING

- Approaches, methods and techniques, Whole language approach, Structural-Situational approach, Communicative approach, Task based approach, Eclectic approach, Direct method, Bilingual Method, Audio-lingual method CALL (computer assisted language learning) and CAIT (Computer assisted language teaching), Role play, Simulation, Group work and Drill technique, Study the above approaches & methods in the light of -Psychological factors affecting second language learning - Nature of English language - Classroom environment and conditions -Language functions , Planning of English

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language teaching . Annual plan, unit plan and daily lesson plan - Prose lessons - Content analysis -Poetry lessons – Components of poetry - The place of poetry teaching in school curriculum. - Concept, aims and objectives of teaching poetry in second language, Grammar lessons-Planning for teaching Grammar and usage –sentence(Affirmative, Negative, Interrogative, Simple, Compound, Complex), Verb-patterns, Question tag,Determiners, Modal Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms. Concord, Active and passive voice, Direct and indirect speech, Punctuations.

UNIT – IV-RESOURCES IN ENGLISH LANGUAGE TEACHING

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning English-Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape-recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines ,brochures , blackboard, white board, Songs, Stories and anecdotes, Language laboratory and Language games. Use of community resources and media for language development , Qualities, Responsibilities and Professional ethics of language teacher

UNIT – V - ASSESSMENT AND EVALUATION IN ENGLISH

- Concept of assessment and Evaluation in English. Concept. Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test. Testing language skills. Lexical and Structural items, Poetry and Grammar. Preparation of an Achievement test. Concept and need of remedial teaching.

SESSIONAL WORK:-

1. Class Test 10 marks
 2. One of the following 10 marks
- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.


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- Identification of learning difficulties experienced by student teachers during teaching practice
- Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
- Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

REFERENCES:

1. Bansal, R.K. and Harrison J.B. (1972): spoken English for India, Madras: Orient longman Ltd.
2. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as Second language, Longman.
4. Brinton, D. (2003). Content-based instruction. In D. Nunan (Ed.), Practical English Language Teaching (pp. 199–224). New York: McGraw Hill.
5. Brumfit, C.I. (1984): Communicative methodology in language teaching, Cambridge: C.P.U.
6. Collins Cobuild English Grammar (2000) Harper Collins Publisher, India.
7. Elizabeth, M.E.S. (2010) : Methods of Teaching English. Discovery Publishing House.
8. Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford University Press, pp. 156–157..
9. Frost, Richard. (2006) "A Task-based Approach." British Council Teaching English.
10. Gimson A.C. (1980): An Introduction to the pronunciation of english. London: Edward Arnold.
11. Hornby, A.S. (1998) : Guide to Patterns and Usage in English O.U.P.
12. Lado, Robert (1971): Language teaching, New Delhi: Tata McGraw Hill Publishing house Co. Ltd.
13. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge C.P.U.

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14. Paliwal A.K.(2011): Methodology Of Teaching English As A Second Language, Kalpana Publications, Jaipur
15. Paliwal, A.K.(2011): A Handbook For Teachers Of English, Kalpana Publications, Jaipur.

PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

Urdu Teaching

Marks-100

OBJECTIVES:-

On completion of the course the student teacher will be able to :-

- Understand the basic concepts and functions of language with special reference to urdu.
- Acquire knowledge of objectives of teaching urdu at the secondary stage.
- Acquire knowledge of different methods of teaching urdu at the secondary stage.
- Plan and Teach lesson in urdu prose, poetry, Drama, Grammar and Composition.
- Under stand constructive approach to language Teaching and Learning.
- Prepare unit plans, Daily lesson plans and to analyse the subject content in terms of language skills and Teaching objectives.
- Develop and use of teaching aids in the class room both Print and Audio-Visual materials and ICT (internet and computer technology)
- Develop and insight in to the symbiotic relationship between curriculum syllabus and Text books.
- Knowledge of Evaluation system in urdu and to methodically prepare exams and test paper in urdu.
- Conduct remedial teaching in urdu.

CONTENT:-

UNIT-I

- Concept of language (verbal & Nonverbal) Concept of language learning and Acquisition function of language, Communication, Transmission of culture and medium of instruction.

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- Multilingualism as a resource.
- Origin and Development of urdu language.
- Language skills, Listening and Art of listening .

Speaking- Pronunciation , Recitation and Punctuation.

Reading- Aloud,silent,Intensive and Extensive.

Reading comprehension, Reading defects and their cure.

Writing- Knowledge of urdu scripts-khat-e-naskh-khat-e-nastaliq and khat-e-shikast.

- Teaching of alphabats, punctuation qualities of good hand writing.
- Letter writing (Formal and Informal)
- Essay writing.

UNIT-II

- Objectives of teaching urdu at secondary stage of education.
- Problem of Teaching and learning urdu and their solutions.
- Place of urdu language in the present educational system prevalent in the state of Rajasthan.
- Relation of urdu with other Indian language.

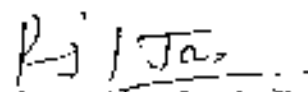
UNIT -III

- Methods of teaching urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of urdu Literature(i) Prose(ii) Composition (iii) Grammar (iv) Poetry, Ghazal, Nazam and Drama.
- Co-curricular Activities.

UNIT-IV

- **Planning for teaching urdu:** Need and importance of planning
- Content Analysis.

Yearly plan, Unit plan and Daily lesson plan.


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- Audio visual Aids-Need and importance of Audio-visual Aids, Types of Audio-visual aids.
- Appropriate use of Teaching aids.
- Planning of urdu lab and its use.
- Qualities of good urdu Teacher.

UNIT-V

- Purpose of concept of Evaluation in urdu.
- Techniques of Evaluation, Teacher made Test, Examination paper Design and Blue print, various types of questions and their use for Evaluation.


Assignments :-

1. Class Test 10 marks
2. Any one of the following: - 10 marks

- Analysis of one text book prescribed at the secondary stage.
- Writing knowledge , understanding and skill objectives of teaching prose and poetry with specification (5 each)
- Preparation of two teaching aids useful for Urdu teaching.
- Prepare activities for listening, speaking , reading and writing.(5 each)
- Preparation of objective Type Test.
- Prepare three activities to develop the writing skill of class VI student.

REFERENCES:-

1. Inamullah sharwani : "Tadrees-e-zaban-e-urdu" usmania book depot,1-25 Rabindra sarau cal-73.
2. Khan Rasheed Hasan : "Urdu Kaise Likhen"Maktaba Jamia limited jamia nagar, New Delhi 1997.
3. Khan Rasheed Hasan : "Ibadat Kaise Likhen'Maktaba jamia ltd.jamia nagar New Delhi1997.
4. Maulvi Abdul : "Quwaid-e-urdu"Anjuman Taraqqi urdu (Hindi) New Delhi.


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6. Moin uddin : "Hum urdu Kaise Parhayen" NCPUL, west block R.K.Puram New Delhi 2000.
7. N.L.Bosang/Mansoor Ali akthar Hashmi : "Sarvi madaris mein Tadrees" (NCPUL) New Delhi 1998.
8. Naqvi Noor-ul-hasan : "Tadrees-e-Aadab urdu"2004. Education book house,Aligarh.

PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

HISTORY TEACHING

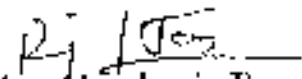
Marks-100

Objectives:-

1. To enable the student teachers to understand the importance of History.
2. To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
3. To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
4. To provide knowledge of different methods /devices of teaching History.
5. To acquaint the student teachers with latest information technology.
6. To help the student teachers to understand the role of current events in teaching of History.
7. To emphasize the role of History in developing the national integration and international understanding.
8. To develop an interest in teaching of History.

Unit I

- 1.1 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.


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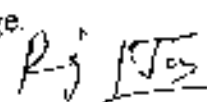
- 1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature
- 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- 1.4 Approaches: Current events Approach, Mass-media Approach Interdisciplinary Approach, Constructivism Approach.

Unit - 2

- 2.1 Models of teaching :
 - a. Discovery model
 - b. Value Attainment model
 - c. Enquiry model
- 2.2 Methods of teaching :
 - a. Lecture method
 - b. Project method
 - c. Supervised study
 - d. Story-Telling Method
 - e. Biographical Method
 - f. Source Method
- 2.3 Innovative Practices
 - a. Brain -storming
 - b. Dramatization
 - c. Co-operative-Learning
 - d. Experiential-Learning
- 2.4 Planning :
 - a. Annual plan
 - b. Unit plan
 - c. Lesson plan

Unit - III

- 3.1 a. Teacher as a transformer of cultural & Historical Heritage.
- b. Teacher as a facilitator


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- c. Qualities and professional growth of a History teacher to face challenges of present era.
- d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources

- a. Print Media
- b. Electronic Media
- c. Multi Media
- d. Visuals

3.3 a. Use of community resources

- b. Field Trips
- c. History resources center
- d. Co-Scholastic activities on school curriculum
- e. History club

UNIT – IV

4.1

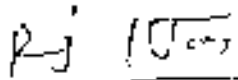
- (a) Indian Historiography : Brief introduction to Indian Historiography-Ancient, Medieval, and Modern. Problems of periodisation. Criteria of Historical criticism.
- (b) Teaching of Controversial Issue : Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value-judgment in History.

4.2

- (a) History and National Integration : Our National heritage, Unity in diversity. The role of History in promoting national integration .
- (b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

- (a) Content Analysis of History Textbooks at secondary level.
- (b) Use of Library and other instructional materials & Source: Primary and Secondary.


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UNIT V

5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in History.

5.3 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners' portfolio.

Test & Assignments:-

1. Class Test 10 Marks
2. Any one of the following :- 10 Marks

- Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
- Organization of History Circle: To include programmes such as reading of papers on Historical topics, Group Discussions, Preparation of reports, Organize excursions to place of Historical interest.
- Preparation of History Practical Note Book :
 - (a) Twelve Historical maps – six each from Indian and World History.
 - (b) Time – Line Charts four each from Indian and World History.
 - (c) A small project based on the study of a Historical event in the locality, personalities, movements, buildings or institutions.
 - (d) Group Presentation for Critical appraisal of existing curriculum and text book at school level.

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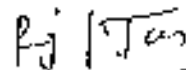
PEDAGOGY OF SCHOOL SUBJECT**PAPER:-VIII A / B****ECONOMICS TEACHING****Marks-100****Objectives-**

To enable student teachers to:

1. Refresh the knowledge about the Meaning, Importance, Nature, Scope and Aims of Economics.
2. Acquaint with the Aims, Objectives and Value-outcomes through teaching Economics.
3. Develop ability to plan for suitable instructions in economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of economics with other school-subjects.
6. Develop necessary skills to use various teaching aids. (Particular locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.
9. To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.

COURSE CONTENT:-**UNIT I-Nature, Scope and objective.**

- Meaning, Nature, Scope of Economics. Place and Importance of Teaching of Economics at secondary level.
- Importance of economics in school curriculum.
- Aims and objectives of teaching economics at different level.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics.
- Correlation of economics with school subjects.


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UNIT II-Curriculum and planning

- Concept and objectives of curriculum.
- Concepts and Principles of Constructing Curriculum of Economics
- Critical Analysis of the existing syllabus.

UNIT-III Teaching Planning

- Micro Teaching, Content Analysis.
- Yearly plan, Unit plan and Daily lesson plan - Meaning, Characteristics, Importance and Steps.
- Methods of Teaching:- Lecture Method, Discussion Method, Project Method, Survey Method, Inductive-Deductive Method
- Techniques and Devices of Teaching Economics
 - i) Assignments ii) Seminars iii) Brain Storming iv) Tours and Excursions v) Supervised Study vi) Case Study

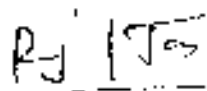
UNIT-IV Teacher, Text Book, Teaching Aids

- Text Book (Meaning, Importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources).
- Economics Room –Importance and Equipments.
- Teacher of Economics -- Importance, Qualities and Competence.
- Teaching Aids – Meaning, Importance and Types:

Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

UNIT-V Evaluation

- Evaluation, Meaning and Importance of evaluation. Achievement, Diagnostic test
- Types of Evaluation – Oral tests, written tests-Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation.
- Objective of based evaluation
- Preparation of achievement test-
 - Various types of question
 - Blue print
 - Preparation of question paper


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Sessional Work (20 Marks)

1. One test of 10 Marks.
2. Any one of the following 10 Marks.
 - ❧ Content analysis and preparation of instructional material related to any unit of subject related to Economics.
 - ❧ Construction of objective type test items.
 - ❧ Prepare five slides related to economics teaching content at senior secondary level.
 - ❧ Critical appraisal of economics syllabus at senior secondary level.
 - ❧ Preparation of 10 frames of linear or branching type programmes on any topic of Economics.

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PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

CIVICS TEACHING

MARKS-100

Objectives:-

The Pupil-Teacher will be able to

1. Explain and Discuss the Meaning, Nature and Scope of Civics.
2. Explain the importance of Civics as a school subject.
3. Differentiate between Aims and Objectives of Civics.
4. Specify the objectives of teaching Civics at secondary stage.
5. Discuss the meaning, preparation, importance and use of different types of learning resources of teaching different topics of Civics at secondary level.
6. Prepare effective lesson plans for teaching Civics.
7. Explain the meaning of Teaching method and Teaching techniques.
8. Understand & analyze contemporary issues related with Civics.

Unit- I

- a. Meaning, nature and scope of Civics as a school subject, role and importance of Civics in school curriculum and life.
- b. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of Civics with other subjects of Social and natural Science and Literature.
- c. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.


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- d. Approaches: current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach.

Unit – 2

- a. Models of teaching : Concept Attainment model, Value Attainment model, Jurisprudential model
- b. Methods of teaching : Lecture method, Discussion method, Project method, Supervised study method, Socialized recitation method, Problem-Solving method
- c. Innovative practices : Brain-storming method, Co-operative-Learning, Experimental-Learning
- d. Planning : Content Analysis, Annual plan, Unit plan, Lesson plan.

Unit – III

- 3.1 a. Teacher as an agent of social change in multicultural-multilingual Society.
- b. Teacher as a facilitator.
- c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
- d. Teacher as a Reflective Practitioner and a Researcher.
- 3.2 Learning Resources:
- a. Print Media
- b. Electronic Media
- c. Multi Media
- d. Visuals
- 3.3 a. Use of community resources
- b. Civics resources center
- c. Co-Scholastic activities based on school curriculum
- d. Civics club

Unit – IV

- 4.1 Local, State and National Political Structure in India :
- a. Education for Citizenship.
- b. Political science in the global context.
- c. Human right/Child right/Woman's right
- d. Peace and conflict resolution.


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- e. Educational technology and political science (Civics).
- f. Gender issue in civics.
- g. Content Analysis of Civics Textbooks of secondary level.

4.2 Use of Library and other instructional materials.

UNIT- V

5.1 Evaluation in Civics:

- a) Preparation of challenging assignments.
- b) Criteria for assessing written and practical work in Civics.

5.2 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners' portfolio.

Assignments :-

- 1. Class Test 10marks
- 2. Any one of the following: - 10 marks

- 1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.
- 2. Analysis of Curriculum Policies/Documents and existing school curriculum.
- 3. Group Presentation for critical appraisal of existing political science (Civics) curriculum and text books at school level.
- 4. Development and organization of political science society.
- 5. Study of a selected problem of community life related with the area of civics.
- 6. Development and execution of a project of civics.
- 7. Collection of source materials related with civics.
- 8. Content analysis of the syllabus of the grade which has been taught by the student
--teacher with special reference of:
 - a. Identification of concept.
 - b. Identification of life- skill.
 - c. Identification of activities and experiments.

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PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

GEOGRAPHY TEACHING

MARKS-100

Objectives :-

To enable the Pupil – Teachers to:

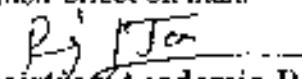
1. Develop an understanding of the meaning, concept and need for learning Geography.
2. Understand the aims and objectives of teaching Geography.
3. Make use of various methods of teaching Geography.
4. Develop the power of analysis, reasoning and judgment through different practical activities.
5. Develop proper understanding of nationalism and internationalism through Geography teaching.
6. Acquaint the Pupil teachers with the preparation and use of different Resources of Geography.

Unit – 1

1.1 Meaning, Nature and scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life.

Emerging concepts and trends in Geography:

- (a) Geography as a description of the earth.
- (b) Geography as a study of natural phenomena and their effect on man.


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- (c) Geography as a study of Landscape-Physical and cultural.
 - (d) Geography as a study of real difference.
 - (e) Geography as a study of spatial relationships.
 - (f) Geography as a study of unifying and integrating discipline.
- 1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature
- 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- 1.4 Approaches: Current Events Approach, Mass-media Approach, interdisciplinary Approach, constructivism Approach.

Unit – 2

- 2.1 Models of teaching in reference of Geography teaching :
- o Concept Attainment model
 - o Value Attainment model
 - o Inquire model
 - o Discovery model
- 2.2 Methods of teaching:
- o Problem solving
 - o Regional method
 - o Project method
 - o Supervised study
 - o Laboratory method
 - o Demonstration method
 - o Inductive & Deductive method
- 2.3 Innovative Practices:
- o Brain -storming method
 - o Co-operative-Learning
 - o Experimental-Learning
- 2.4 Planning:
- o Content Analysis
 - o Annual plan
 - o Unit plan
 - o Lesson plan


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Unit – III

3.1

- o Role of a teacher for conservation of natural resources & environment.
- o Teacher as a facilitator
- o Qualities and professional growth of a geography teacher to face an ecological challenge of present era.
- o Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources

- o Print Media
- o Electronic Media
- o Multi Media
- o Visuals

3.3

- o Use of community resources
- o Field Trips : Local & Regional
- o Geography resource center
- o Co-scholastic activities based on school curriculum
- o Geography club

Unit – IV

- 4.1 a. Local Geography: Its meaning significance and use as method of study.
b. Regional Geography: Its meaning and significance, concept of regionalism.
- 4.2 a. Content Analysis of Textbooks of Geography at secondary level.
b. Use of Library and other instructional materials related with Geography.

UNIT-V

- 5.1 Preparation of Challenging assignments.
- 5.2 Criteria for assessing written and practical work in civics.
- 5.3 Assessment Modes: Self-assessment, Peer assessment, Group assessment.
Learners' profile, Open book exams, Learners' portfolio.

Assignments:-

1. Class Test 10 marks
2. Any one of the following: - 10 marks


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- Each pupil teacher is required to conduct and prepare a brief report on anyone of the following :
 - (i) Socio-Economic/Demographic survey of a village as a Geography.
 - (ii) Land utilization survey of a village.
 - (iii) Traffic survey of a town.
 - (iv) Any other survey of a similar nature.
- Geographic description of a place. Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of Geography and submit reports.
- Presentation of Geographic data through maps and diagrams. Students are required to prepare ten such exercises in the form of an album.

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PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

SOCIAL STUDIES TEACHING

MARKS-100

OBJECTIVES:

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.
3. To acquaint pupil-teachers with different methods, Devices and Techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids.
5. Preparation and effective use of teaching aids.
6. Organization of Discussions, Seminar, Tours, Exhibitions and Practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.
8. Analysis of present day problems in social context.
9. To develop the skill of preparation and evaluation of question papers.

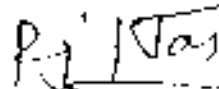
COURSE CONTENTS

UNIT-I Nature, Scope and objective.

- Meaning, Nature, Scope and Importance of Social Studies.
- Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy
- Relationship of Social Studies with other subjects.

UNIT II-Curriculum and planning

- Concept and objectives of curriculum.
- Concepts and Principles of Constructing Curriculum of Social Studies
- Critical Analysis of the existing syllabus.


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UNIT-III Teaching Planning

- Meaning, Importance & Use of Audio Visual Aids – Chalk board, maps, globe, models, charts, graphs, flash cards, radio, T.V, computer, Over Head Projector, LCD Projector.
- Social studies text book – Need and Qualities.
- Unit Plan, Lesson plan – Need, Importance and Steps of writing it in teaching of social studies.

UNIT- IV Methods and Techniques

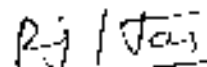
1. Social studies teacher – Qualities and Role in Global Perspective
2. Methods of teaching of social studies- - Lecture, Discussion, Socialized recitation, source and Project method
3. Devices and techniques of teaching social studies Narration, Description, Illustration, Questioning, Assignment and Field trip.
4. Social studies room – Need & Importance and Equipment.

UNIT –V Evaluation

- Utilizing Current Events and Community Resources in teaching of social studies at Secondary level
- Critical evaluation of existing curriculum of social studies at secondary stage.
- Evaluation in Social Studies – Modern concept and types of tests; designing a Blue Print for a question paper.

Sessional Work (20 Marks)

1. One test 10 Marks
 2. Any one of the following. 10 Marks
- Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.
 - Construction of objective type test items.
 - Prepare five slides related to Social Studies teaching content at senior secondary level.
 - Critical appraisal for Social Studies syllabus at senior secondary level.


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- Preparation of 10 frames of linear or branching type programmes on any topic of Social Studies.

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PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

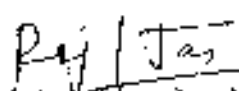
Home Science Teaching

100 Marks

Objectives:

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.


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UNIT-V

Concept of assessment and Evaluation in home science, Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in home science. Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.

Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Food – its constituents, functions and sources.
- Care and maintenance of cotton, wool, silk and synthetics.
- Importance of care of the child.
- Cleaning and polishing of brass, silver, glass and plastic articles.
- Guidelines for making flower arrangement and rangoli.
- Immunization Schedule
- Organisation of mid-day meals in schools

REFERENCES:

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4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
5. Train the student teachers to use problem-solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.

COURSE CONTENT:

UNIT-I

Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum Construction-Principles and critical analysis of existing school curriculum of Home Science. Correlation-Meaning, importance, types of correlation and correlation of Home Science with different subjects.

UNIT-II

- a) Micro teaching skills relevant in Home science.
- b) Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

UNIT-III

Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department. Home Science Laboratory-Concept and importance, planning of space and equipment for Home Science Laboratory.

UNIT-IV

Meaning, Importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids. Preparation of low-cost teaching aids.

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PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

Drawing and Painting Teaching

100 Marks

Objectives:

To enable student teacher to:

1. Develop the skill of using various teaching methods for teaching of Arts.
2. Develop the Aesthetic sense.
3. Acquaint the students with different techniques of painting.
4. Develop imagination and sense of appreciation of Arts and interest in teaching of art.
5. Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

COURSE CONTENT:

UNIT-I

- What is Art: Concept and Scope of Art.
- Origin & development of Art in India with special reference to Pre-historic & Mughal period.
- Importance of Art in Life and Education.
- Principles of Art.


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UNIT-II

- Aims and objective of teaching Art.
- Elements of Art.
- Art & Society.
- (a) Stages of Development in Child Art.
- (b) Principles of curriculum construction at secondary level.
- *Qualities of Good poster.*
- Design -Its meaning & types.
- Colour-Types and effects.
- Importance of Colours in life.
- Elements of Good Landscape.
- Appreciation of Art.

UNIT-III

- Significance of Fine Art & its correlation with other school subjects.
- Six limbs of Indian Art (Shadanga).
- Importance of Field trips and Excursions in Art.
- The importance of Exhibitions & Competitions in encouraging creative expression among Students.

UNIT-IV

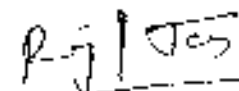
- Qualities and functions of an Art-teacher.
- Methods of teaching art:
 - Lecture cum Demonstration method.
 - Direct Observation method.
 - Method of Imagination and Free Expression.
- Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath tagore and Satish Gujral
- Importance of art Room and its requirements.

UNIT-V

Micro teaching

Yearly, Unit, & Lesson planning to teach:

Still life, Design, Landscape, Composition, Poster.


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Assignments :-

- | | |
|-------------------------------|----------|
| 1. Class Test | 10 marks |
| 2. Any one of the following - | 10 marks |

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18"X 22" to be submitted along with the sheets.

- I. Landscapes - 2
- II. Still life - 2
- III. Poster - 2
- IV. Composition - 2

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1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
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8. Road, Herbert. Education through art [paperback].
9. Shelar, Sanjay. *Still Life*. Jyotsna Prakasha


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PEDAGOGY OF SCHOOL SUBJECT**PAPER:-VIII A / B****Music Teaching**

Marks - 100

Objectives:

To enable student teacher:-

1. To understand the importance aims and objectives of teaching of Indian Music.
2. To provide knowledge of different methods and techniques of teaching music.
3. To acquaint student teacher with latest teaching skills.
4. To equip with various Ragas and different talas.
5. To enable student teachers to organise competitions.
6. To develop understanding and aesthetic sense, time sense, tolerance and self confidence in student.

Unit - 1 Music: Brief Introduction

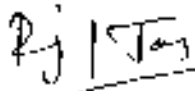
- A brief history of the development of various school of Indian music (Vocal and Instrumental) their characteristic and chief exponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior Secondary Level.
- Important branches of music and their forms: Brief comparative study of Northern and Southern Music.
- Correlation of music with other school subjects.

Unit - 2 Music in School Curriculum

- Importance of music in school curriculum
- Music classroom equipments and other instructional materials
- Voice training, ear training, correct posture of singing
- Role of music in personality development

Unit - 3 Micro-Teaching & Skills

- Methods of Teaching Music.
- Lesson development planning the lesson.


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- Presenting, evaluating and reviewing the lesson.
- Helping musical growth at various grades through selection, organization and application of instructional material and adaption of local and regional motives suitable for.
- Audio-visual aids and their use in teaching of music.

Unit - 4 Biographies of following eminent musicians:

- Swami Haridas
- Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V.N. Bhatkhande

Unit - 5 Types of Tals & Ragas

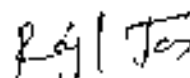
- Knowledge of following Tals- Teen Tal, Rupak, Darda, Kehwa, Jhaptal, Ektaal, Chartal.
- Knowledge of different part of instruments Tampurā/Fektar/Tabla
- Concept of Raga and their lakshanas. Types of Ragas. Bilawal, Yaman, Khamaj, Kafi, Bihairav.

SESSIONALS:-

1. Class Test 10 marks
- Any one 10 marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- Working knowledge of and performing ability in one instrument other than Tabla for pupil teachers of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental musical.
- Ability to describe and to compose in the following Ragas:- Alhaiya Bilawal, Yaman, Bihairav, Kafi, Asavari, Khamaj Des, Bihag and Mal kauns.
- Music and Folk music.


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2. Bhalkanda, V.N., Karnik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
3. Nhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Singh, Bharpur, Punjab School Education Board, Sahibzada Ajit Singh Nagar.

PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

Psychology Teaching

100 marks


Objectives

After completion of the course the pupil teachers will be able :

1. To enable an understanding about the meaning, nature, scope of psychology Education.
2. To enable the distinction and overlap between psychology and educational psychology.
3. To enable the role of various methods and approaches of teaching psychology.
4. To enable Approaches to organization of psychology curriculum and Methodology of developing curricular materials
5. To enable appropriate strategies for the transaction of psychology curriculum.
6. To enable use different media, materials and resources for teaching psychology.

UNIT I Introduction of Psychology

- Modern concept of Psychology
- Brief account of the development of modern scientific Psychology from Psychophysics
- Nature of Psychology as a science
- Subject matter of Psychology


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UNIT-2 Need of Psychology

- Place of Psychology in modern life (a brief and general account)
- Contributions of Psychology in the various personal, familial, social, educational, occupational and clinical aspects of human life
- Importance of Psychology in the school curriculum – its unique nature and place in human life, correlation with other disciplines and its importance in developing understanding about self and other people

UNIT-3 Aims and objectives of teaching Psychology

- Cognitive – knowledge, understanding analysis, synthesis and evaluation of human behaviour around
- Effective – development of right values, attitudes, interest and motivation related to study of human behaviour
- Development of scientific outlook and skills towards human beings and in using psychological methods and tools

UNIT-4 Teaching strategies

- Class – room based lecture, discussion, seminar, workshop, modelling
- Laboratory based – experimental studies
- Field based – survey, project, field visit of various form
- Observation
- Clinical – case study

UNIT-5 Pedagogical analysis of content

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

Assignments :-

1. Class Test 10 marks
2. Any one of the following: - 10 marks
 - Case study of an adolescent learner
 - Case study of a learner with special needs


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- Plan and implementation of one lesson using constructivist approach/ 5 E/ Brain
- Based Principles of learning
- Administration & Experiment on i) Memory Retention, ii) Perception, iii) Imagination

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2. Bhatanagar, S.: Educational Psychology (Legal Book Depot. Agra-Hindi Version)
3. Crow and Crow: Educational Psychology Indian Edition (Eurasia Publishing House.
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7. Educational Psychology – Shukla and Saffaya
8. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
9. Saraswat, Malti: Introduction to Educational Psychology, (Alok Publishers-Hindi Versions)
10. Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra
11. Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)
12. Shiksha Mein Nirdehan Aur Paramarsha : Shiyaram Jaiswal Vinod Pustak Mandir
13. Uchchatar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan, Allahabad.

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