

# **SYLLABUS FOR FOUR YEAR INTEGRATED B.A. B.Ed. COURSE**

**FIRST YEAR**



**Session: 2017-2018**

**JAI NARAIN VYAS UNIVERSITY  
JODHPUR**

## **Rules for Admission in Integrated B.A. B.Ed. COURSE** **(Four Years Course)**

Admission rules for the Integrated B.A. B.Ed. course shall be the same as decided by the NCTE/Government of Rajasthan from time to time. Reservation of seats for SC/ST/OBC/SBC/Specially-abled and others shall be as per existing Rajasthan Govt. /Central Govt. /University rules

### **A. Eligibility**

- (a) Candidate with at least 50% marks in the senior secondary /+2 or its equivalent are eligible for admission.
- (b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.

### **B. Admission Procedure for B.A.B.Ed.**

Admission shall be made on the basis of marks obtained in the qualifying Examination or through the entrance examination or any other selection process or as per policy decided by the State Government and the University time to time.

### **C. Duration and Working Days**

#### **Duration**

The Integrated B.A. B.Ed. Programme shall be of duration of Four Academic Years, which must be completed in a Maximum of Six Years from the date of the admission to the programme.

#### **Working Days**

- There shall be at least Two Hundred Fifty Working Days each year exclusive of the period of examination and admission.
- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of student-teachers shall be 80% for all course work and practicum, and 90% for school internship.
- Candidates falling short in above stated attendance criteria will not be allowed to appear in the final examinations conducted by the university.
- There will be six days week system.
- Candidates remaining absent from college for 15 or more days without any justifiable reason or without any valid information, their names will be struck off from the college roll list. Such candidates will have to seek re-admission from a fresh end.

#### **Criteria for Awarding Division**

Successful candidates will be placed in three divisions both in theory and practice of teaching examination separately.

- **I Division:** Candidates obtaining 60% or more of aggregate marks
- **II Division:** Candidates obtaining 48% or more but less than 60% of the aggregate marks.
- **III Division:** Candidate obtaining 40% or more but less than 48% of the aggregate marks.

## Rules: Examinations & Results

1. This integrated degree will include papers of B.A. as well as B.Ed in all four years. The university will conduct the examinations every year for all papers (Except EPC) of three hours duration while the pedagogy paper will be of 2 hours duration in Fourth year.
2. In Fourth year there will be two pedagogy papers with an internal weightage of 15 marks. The External Assessment of both the papers will be done externally at the university level for 35 marks. For a pass in pedagogy papers candidate will have to obtain 6 marks in internal & 14 marks in external.
3. Internship activities will be compulsory for students. Failing to attend /perform anyone of the mentioned activities shall result into a failure in that year.
4. It is mandatory for any student to attain 90% attendance in internship programme, failing which; they will be declared fail in that year.
5. Candidates will have to obtain 40% marks in theory, Internal & practical separately. In the papers carrying 70 marks, candidates will have to obtain minimum 28 marks for a pass.
6. There shall be two Summative tests of 10 marks each in each paper of this course for B.Ed. while for B.A. Papers there shall be three Summative tests of 10 marks each in each paper
7. In the papers of B.Ed. besides summative assessment candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities & 5 marks for documentation.
8. Out of 30 internal marks a candidate will have to get a minimum of 12 marks for a pass. Candidates failing to obtain 12 marks out of 30 in the above-said activities shall be eligible to become an Ex-student.
9. In EPC Papers candidates will conduct/prepare a report of 5 activities carrying 15 marks for activities & 15 marks for documentation. Out of 50 internal marks a candidate will have to get a minimum of 20 marks for a pass. Candidates failing to obtain 12 marks out of 30 in the above-said activities shall be eligible to become an Ex-student. If any candidate doesn't obtain minimum 20 marks in internal paper of 50 marks in that case, they will be promoted in next year but in due course they will have to reappear in test/activities to pass that paper. The marks of the other papers and activities will be carrying forwarded.
10. Candidates failing in more than two external papers will be declared fail & they will have to reappear in next year in all the theory papers. However, their internal marks can be carry-forwarded.
11. Candidates failing in two or less than two papers in internal will be allowed a promotion in next year, provided that they reappear in them at later stages. However, any candidate can get this benefit of promotion in a maximum of two papers internal & external combined together. However, their internal marks can be carry-forwarded.
12. A candidate will have to obtain 40% marks separately in the final lesson of B.Ed. Candidates failing in the final lesson will be declared fail. To pass the final lesson he/she has to appear in final lesson Examination next year and has to pass. Maximum of two chances will be given to pass final lesson exam. However, as an Ex-student, they can carry-forward their all other internal and external marks including Internship Marks.
13. Internship activities in third year will be of 06 weeks and will include teaching of the pedagogy subjects, one week observation, criticism lessons & Action Research/Survey/Case Study (Any one). All the above said activities will be compulsory for students. Failing to attend /perform anyone of the above-said activities shall result into a failure in that year. These activities are-
  - (i) Candidates have to practice five skills (assigned by college) in microteaching as a part of pre –internship activity. Each Skill will be performed twice as teach and reteach. They have to maintain the record of the micro lessons delivered.

- (ii) Co-curricular & Extra-curricular activities must be spread all through the year which should also include special days' celebration.
  - (iii) To understand the local resources, people & community, an open air session of two days' will be conducted. It includes survey of that area as well as community work. Record of the work down is to be maintained.
  - (iv) Individual appraisal of the student-teachers will be done by the supervisor through a portfolio on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
  - (v) Internship of 6 weeks includes initial six days for general observation of the ongoing school activities & classroom teaching of the host teachers.
  - (vi) The students will deliver at least 15 lessons of each pedagogy paper. It is expected that the students play the participative role in all school activities and take necessary responsibilities as and when required. If required they can take all vacant and required classes.
  - (vii) There will be two criticism lessons (one in each pedagogy subject) for the progressive assessment of the student-teacher.
  - (viii) The student-teacher will have to do an Action Research or Survey or a Case Study (Any one) as assigned by the concerned supervisor and will submit the report.
14. In fourth year, the total internship program will be spread in duration of 14 weeks. This rigorous internship in surrounding schools will enable the student-teacher to perform better as a teacher. Only 10 students will be allowed to deliver lessons in a school. During internship program the student-teacher will ensure that they get a teaching exposure of secondary and senior secondary level preferably. Activities to be performed are as under-
- (i) Co-curricular & Extra-curricular activities (in college) must be spread all through the year which should also include special days' celebration.
  - (ii) Individual appraisal of the student-teachers will be done on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
  - (iii) School internship will include the participation of the Student- teacher in all the activities of the school including teaching.
  - (iv) The student teacher will prepare a project report on the various aspects of the school on some set criteria where internship will be performed.
  - (v) The student teacher will deliver at least 5 ICT based lessons while doing the internship.
  - (vi) Co-curricular & Extra-curricular activities (in School) must be spread all through the internship program which should also include special days' celebration
15. Each candidate should be prepared to teach two lessons (One in each Pedagogy subject) at the final Practical Examination. However, the candidates will deliver one lesson (in the subject of their choice) for final practical out of prepared two lessons. The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required), Lessons to be assessed by the Board of Examination consisting of:
- (a) one external examiner of Languages or Social sciences Pedagogy.
  - (b) Two internal examiners of whom one would be the Principal of the College and other would be a member of the faculty of the College of any Pedagogy of languages or social sciences and marks will be awarded out of 100.
- 16. Candidate will be awarded degree of this course only when he/she has passed all the papers, as well as EPC Papers of all four years. This includes Theory, Internals, Internship and Practicals**

### **Scheme of Examination**

The examination for the degree of B.A. - B.Ed. shall be held in Theory and Internal Both.

## **Paper-wise scheme of examination: Theory**

### **B.A.**

1. External paper Scheme of General Papers and Elective papers of languages is as mentioned with each paper for all the years in the syllabus. However for Elective papers of languages there will be internal assessment of 30 marks based on three summative tests, 10 marks each.
2. In elective papers of Social Sciences group each group/ subject consists of two papers. The paper scheme of each paper will be as under-

A. There shall be three summative tests of 10 marks each . In this way there will be 30 marks for internal.

B. For External 70 marks paper the paper scheme shall be as under-

#### **Section A**

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words. Each Question carries 1 mark.

**(10x1=10 Marks)**

#### **Section B**

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be internal choice in each Unit. Answer to each question shall be limited up to 250 words. Each question carries 6marks.

**(5X6=30Marks)**

#### **Section C**

This Section will consist of five questions one from each Unit.

The students are required to attempt any three questions in 500 words. **(3x10=30 Marks)**

### **B.Ed.**

#### **Papers with External weight-age of 70 Marks (3 hours duration)**

1. One essay type question will be set from each unit carrying 14 marks. There will be an internal choice of attempting two questions of short answer type (with a word limit of 200 words) from the same unit. Each short answer type question will carry 7 marks.
2. **Internal weight-age of 30 will be divided as under:**  
Assessment in the papers with internal weight-age of 30 marks will be divided in following parts.
  - (i) Summative test I (10 Marks) On completion of 50 percent course
  - (ii) Summative test II (10 Marks) On completion of 90 percent course
  - (iii) There will be a provision of Sessional work in each paper with 10 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast two activities ensuring that a minimum of two units have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 10 Marks will be bifurcated - 50 percent for conducted activities and 50 percent for documentation of conducted activities.
3. **Pedagogy Papers (in fourth year ) with External weight-age of 35 Marks will be**

**divided in two parts A & B (2 hours duration)**

**Part-A**

In part -A Three short answer type questions (Answer limit 150 words) will be set; one question from each unit. Candidate will attempt 2 questions out of three. Each question will carry 4 marks.

**Part-B**

There will be three essay type questions, one from each unit with an alternative/Internal choice. Each question will carry 9 marks.

- Assessment in the papers with internal weight-age of 15 marks (Pedagogy Courses in fourth year) will be divided in 2 parts. Only one summative test will be conducted for 10 marks & the rest 5 marks will be awarded for participating & documentation of the practicum activities suggested with syllabus.
- **For EPC Papers:**
- Internal weight-age of 50 will be divided as under:
  - (i) Summative test I (10 Marks) On completion of 50 percent course
  - (ii) Summative test II (10 Marks) On completion of 90 percent course
  - (iii) There will be a provision of Sessional work in each paper with 30 marks weightage. Out of the suggested Practicum/field work, it will be compulsory to attempt atleast five activities ensuring that a minimum of one activity from each unit have been covered in the same. Students have to maintain a record/portfolio etc. as per the nature of related activity. 30 Marks will be bifurcated - 50 percent for conducted activities (5X3=15) and 50 percent for documentation of conducted activities (5X3=15).

## **General Rules**

1. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for B.A.-B.Ed. degree. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
2. B.A. Optional Subjects Can be chosen as per University rules
3. Pedagogy Subjects in the third and fourth year of B.Ed. will be Chosen as per NCTE norms.

**B.A. B.Ed. I Year - 2018**  
**PAPER-I**  
**FOUNDATION COURSE: GENERAL ENGLISH**

**Duration: 2 Hrs.**  
**Max Marks: 100**  
**No. of Questions: 100 Multiple types**

**Unit I:** Texts Prescribed (20 questions)

1. R.K. Narayan: A Vendor of Sweets  
(Ten questions from this text)
2. Remedial Course in English Book II  
(Ten questions from this text)

**Unit II:** Phrasal Verbs, Antonyms, Synonyms, Prefixes and Suffixes (20 questions)

**Unit III:** Compound and Complex Sentences, Transformation of simple, Compound and Complex sentences (20 questions)

**Unit IV:** Modal auxiliaries, Common Errors involving the use of articles, prepositions and tenses. (20 questions)

**Unit V:** Active and Passive Voice, Direct and Indirect Speech, Formal and Informal Letters, Sequential Sentences. (20 questions)

**NOTE:**

Division of Questions and Marks:

Each Unit will be of 20 marks **(20x5=100 Marks)**

From Each Unit 20 multiple choice questions of one mark each will be given.

**(20x5 = 100 questions)**

**Recommended Readings:**

- Close, R.A. *A Reference Grammar of English*.
- Corder, S. Pit. *An Intermediate English Practical Book*. Orient Longman.
- Seely, John. *Writing with a purpose*. Oxford University Press.
- Thomson & Martinet. *A practical English Grammar*. Oxford University Press.

## PAPER-I

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- ( - - पाठ्य पुस्तक-प्रकीर्णिका सम्पादक-बालकृष्ण राव एवं श्रीराम शर्मा, राजकमल प्रकाशन, नई दिल्ली
  - ( - - (क) वर्णों का वर्गीकरण - भेद प्रभेद, (ख) सन्धि (ग) समास (घ) उपसर्ग - प्रत्यय (ङ) तत्सम- तद्भव (च) शब्द शुद्धि, वाक्य शुद्धि
  - ( - . - (क) संज्ञा और संज्ञा के विकारी तत्त्व-लिंग, वचन, कारक (ख) सर्वनाम (ग) विशेषण (घ) क्रिया और सहायक क्रिया-क्रिया, काल वृत्ति , पक्ष, वाच्य (ङ) अविकारी तत्त्व-क्रिया विशेषण, संबंध बोधक, समुच्चय बोधक, विस्मयादि बोधक, निपात (च) विराम-चिह्न
  - ( - / - (क) अनेकार्थी शब्द (ख) युग्म शब्द (ग) वाक्यांश के लिए एक शब्द (घ)पर्यायवाची शब्द (ङ) विलोम शब्द (च) मुहावरे लोकोक्तियाँ
  - ( - 0- (क) देवनागरी लिपि की विशेषताएँ (ख) मानक हिन्दी वर्णमाला तथा अंक, (ग) हिन्दी वर्तनी का मानक रूप (घ) कार्यालयी पत्र लेखन (ङ) कार्यालयी टिप्पणी (च) पारिभाषिक शब्दावली (कार्यालयी)

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प्रत्येक इकाई 20 अंक की होगी -20 X 5 = 100 अंक

प्रत्येक इकाई से एक-एक अंक के बीस बहुविकल्पात्मक प्रश्न पूछे जाएँगे-20 X 5 = 100 प्रश्न

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- हिन्दी शब्दानुशासन : किशोरीदास वाजपेयी
- हिन्दी व्याकरण : कामताप्रसाद गुरु
- हिन्दी का सामान्य ज्ञान : हरदेव बाहरी
- आलेख -प्रारूप : शिवनारायण चतुर्वेदी
- टिप्पणी- प्रारूप : शिवनारायण चतुर्वेदी
- मानक हिन्दी वर्तनी तथा नागरी लिपि : वैज्ञानिक तथा तकनीकी शब्दावली आयोग, नई दिल्ली।

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कुल प्र नपत्र का निर्माण संस्कृत भाषा में होगा, किन्तु विशेष निर्देश के अभाव में प्रश्न-पत्र का उत्तर हिन्दी, संस्कृत अथवा अंग्रेजी में दिया जा सकता है।

इकाई 1 – कुमारसंभवम् (प चम सर्ग) 1-60 श्लोक पर्यन्त कालिदास

इकाई 2 – रघुवंशम् (प्रथम सर्ग)1-60 श्लोक पर्यन्त कालिदास

इकाई 3 – कुमारसम्भव (प चमसर्ग) 61-86 तथा रघुवंशम् (पथमसर्ग) 61-95 श्लोकपर्यन्त

इकाई 4 – प चतन्त्रम् (अपरीक्षितकारकम्)विष्णु शर्मा

इकाई 5 – निम्नलिखित निर्धारित छन्दों के लक्षण एवं उदाहरणविषयक प्रश्न- आर्या, अनुष्टुप्, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजाति, वंशस्थ, द्रुतविलम्बित, भुजंगप्रयातम्, वसन्ततिलका, मालिनी, हरिणी, शिखरिणी, मन्दाक्रान्ता, शार्दूलविक्रीडितम्, स्रग्धरा।

प्रश्न-पत्र का निर्माण निम्नानुसार होगा –

खण्ड 'अ' – 10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' – 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स' – 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

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- पंचतन्त्रम् : व्याख्याकार – श्रीश्यामाचरण पाण्डेय, मोतीलाल बनारसीदास, वाराणसी
- कुमारसम्भवम् : कालिदास, व्याख्याकार-सूर्यकान्त, साहित्य अकादमी, दिल्ली
- रघुवंशम् : कालिदास (संजीवनी टीका सहित) सम्पादक, जी.आर. नन्दार्गीकर मोतीलाल बनारसीदास, दिल्ली
- छन्द : प्रकाश : पं. शिवदत्त मिश्र
- छन्द : प्रवेशिका (प्रभा हिन्दी टीकोपेता), चौखम्बा पब्लिकेशन्स, नई दिल्ली
- छन्द : कौमुदी : नारायण शास्त्री खिस्ते, चौखम्बा पब्लिकेशन्स, नई दिल्ली

- कालिदास परिशीलन : डॉ. राधावल्लभ त्रिपाठी, संस्कृत परिषद्, सागर, 1987
- संस्कृत सुकवि समीक्षा : उपाध्याय बलदेव
- Functional Sanskrit; Its Communicative Aspect, Dr. Narendra, Sanskrit Karyalaya, Sri Aurobindo Ashram, Pondichery

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नोट:- इस परीक्षा में दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र तीन घण्टे की अवधि तथा 70 अंकों का होगा। प्रश्न-पत्र का निर्माण संस्कृत भाषा में होगा, किन्तु विशेष निर्देश के अभाव में प्रश्न-पत्र का उत्तर हिन्दी, संस्कृत अथवा अंग्रेजी में दिया जा सकता है।

इकाई 1 – स्वप्नवासवदत्तम्

इकाई 2 – नाट्यशास्त्र (प्रथम अध्याय)

इकाई 3 –(क) शब्दरूप – राम, हरि, गुरु, पितृ, रमा, नदी, मति, वधू, अस्मद्, युष्मद्, तद्, इदम्, एक, द्वि, त्रि  
उक्त निर्धारित शब्दों की विभक्ति में रूप सम्बन्धी प्रश्न

(ख) धातुरूप – भू, वद्, अस्, मुच्, कृ, कथ्, नम्, गम्, युध्, नश्

उक्त निर्धारित धातुओं के लट्, लृट्, लोट्, लङ् तथा विधिलिङ् में रूप सम्बन्धी प्रश्न

उक्त निर्धारित शब्दों एवं धातुओं से सम्बन्धित संस्कृत अनुवाद

इकाई 4 – लघुसिद्धान्त कौमुदी के संज्ञा प्रकरण एवं निम्नलिखित कृत्-प्रत्ययों से सम्बन्धित प्रश्न

तव्यत्, अनीयर्- तव्यत्तव्यानीयरः

यत् – अचो यत्, ईद्यति, पोरदुपधात्

क्यप् – एतिस्तुशास्वृदृजुषः क्यप्, स्वस्य पिति कृति तुँक्, शास इदङ्हलोः

प्यत् – ऋहलोर्ण्यत्

शत्, शानच् – लटः शतृशानचावप्रथमासमानाधिकरणे, आने मुँक्

क्त, क्तवतु – क्तक्तवतू निष्ठा, रदाभ्यां निष्ठातो नः पूर्वस्य च दः

क्त्वा – समानकर्तृकयोः पूर्वकाले

ल्यप् – समासेऽन १ पूर्वे क्तवो ल्यप्

तुमुन् – तुमुण्वुलौ क्रियायाँ क्रियार्थायाम्

इकाई 5 – (क) निर्धारित कारक प्रकरण से सूत्र की व्याख्या एवं उदाहरणविषयक प्रश्न –

कारक प्रकरण के सूत्र –

प्रातिपदिकार्थलिङ्गपरिमाणवचनमात्रे प्रथमा, सम्बोधने च, कर्तुरीप्सिततमं कर्म, कर्मणि द्वितीया, अकथित १च, अधिशीङ्स्थासां कर्म, अभिनिविशश्च, उपान्वध्याङ्वसः, अन्तरान्तरेण युक्ते, कालाध्वनोरत्यन्तसंयोगे, उभसर्वतसोः कार्या धिगुपर्यादिषु त्रिषु। द्वितीयाम्नेडितान्तेषु ततोऽन्यत्रापि दृश्यते।। अभितः परितः समयानिकषाहाप्रतियोगेऽपि, स्वतन्त्रः कर्ता, साधकतमं करणम्, कर्तृकरणयोस्तृतीया, अपवर्गे तृतीया, सहयुक्तेऽप्रदाने, येनाङ्गविकारः, इत्थम्भूतलक्षणे, हेतौ, कर्मणा यमभिप्रेति स सम्प्रदानम्, चतुर्थी सम्प्रदाने, रुच्यर्थानां प्रीयमाणः, धारेरुत्तमर्णः, स्पृहेरीप्सितः, क्रुधद्रुहेर्ष्यासूयार्थानां यं प्रति कोपः, नमः स्वस्तिस्वाहास्वधालवषड्योगाच्च, ध्रुवमपायेऽपादानम्, अपादाने पंचमी, भीत्रार्थानां भयहेतुः, जुगुप्साविरामप्रमादार्थानामुपसंख्यानम्, जनिकर्तुःप्रकृतिः, भुवः प्रभवः, ल्यब्लोपे कर्मण्यधिकरणे च, षष्ठी शेषे, पृथग्विनानानाभिस्तृतीयान्यतरस्याम्, षष्ठी हेतुप्रयोगे, अधीगर्थददेशां कर्मणि, कृत्यानां कर्तरि वा, तुल्यार्थैरतुलोपमाभ्यां तृतीयान्यतरस्याम्, आधारोऽधिकरणम्, सप्तम्यधिकरणे च, यस्य च भावेन भावलक्षणम्, षष्ठी चानादरे, यतश्च निर्धारणम्, पंचमी विभक्ते

प्रश्न-पत्र का निर्माण निम्नानुसार होगा –

खण्ड 'अ' –10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।

2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।

3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' — 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स' — 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

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- स्वप्नवासवदत्तम् : जयपाल विद्यालंकार, मोतीलाल बनारसीदास, दिल्ली 1972
- नाट्यशास्त्र : (प्रदीप हिन्दी टीकोपेत), चौखम्बा पब्लिकेशन्स, अंसारी रोड, दरियागंज, नई दिल्ली
- लघु सिद्धान्त कौमुदी: शारदारंजन रे, 1954
- नवनीत संस्कृत शब्द धातु-रूपावली : राजाराम शास्त्री नाटेकर, नवनीत प्रकाशन मुम्बई, 1990
- रूप चन्द्रिका : रामचन्द्र झा, चौखम्बा संस्कृत सीरीज
- वृहद् अनुवाद चन्द्रिका : चक्रधर हंस नौटियाल
- संस्कृत व्याकरण : श्री निवास शास्त्री

निर्धारित पाठ्य पुस्तक – मध्यकालीन कविता का पाठ – 1 (सं.) त्रिभुवन नाथ शुक्ल,  
जयभारती प्रकाशन, इलाहाबाद

इकाई 1 : कबीर–निर्धारित काव्यांश–साखियाँ –सम्पूर्ण जायसी – निर्धारित काव्यांश – सम्पूर्ण

इकाई 2 :सूरदास–निर्धारित काव्यांश–पद संख्या 23 से 52 तक तुलसीदास– निर्धारित काव्यांश  
– सम्पूर्ण

इकाई 3 : बिहारी – निर्धारित काव्यांश – सम्पूर्ण घनानन्द – निर्धारित काव्यांश – सम्पूर्ण

इकाई 4 : द्रुतपाठ हेतु निर्धारित कवि : 1–चन्दबरदाई 2– अमीर खुसरो 3– मीराँबाई

इकाई 5 : द्रुतपाठ हेतु निर्धारित कवि : 1–रहीम 2–देव 3–भूषण

प्रश्न एवं अंक–विभाजन

खण्ड (क) प्रत्येक इकाई से दो–दो (कुल दस) लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)

10 X 1 =10 अंक

खण्ड (ख) इकाई एक, दो, तीन में निर्धारित काव्यांशों से विकल्प सहित एक–एक (कुल तीन)  
व्याख्या

इकाई चार, पाँच में निर्धारित कवियों से विकल्प सहित एक–एक (कुल दो)

टिप्पणीपरक प्रश्न (शब्द सीमा 250 शब्द) 5 X 6 = 30 अंक

खण्ड (ग) इकाई एक, दो, तीन में निर्धारित कवियों से पाँच आलोचनात्मक प्रश्न पूछे  
जाएँगे, जिनमें से किन्हीं तीन के उत्तर देने होंगे।

(शब्द सीमा 500 शब्द) 3 X 10 =30 अंक

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- कबीर : विजयेन्द्र स्नातक
- जायसी : एक नई दृष्टि : रघुवंश
- महाकवि सूरदास : नन्ददुलारे वाजपेयी
- बिहारी काव्य का अभिनव मूल्यांकन : किशोरीलाल
- भूषण : विश्वनाथ प्रसाद मिश्र
- तुलसीदास (परिवेश और प्रदेय) : सं. मदनगोपाल गुप्त
- अमीर खुसरो और उनका हिन्दी साहित्य : भोलानाथ तिवारी
- भक्तिकाव्य की परम्परा में मीराँ : रमा भार्गव

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निर्धारित पाठ्य पुस्तकें—

1. गबन — प्रेमचन्द
2. कहानी एकादशी — (सं.) डॉ. विजयलक्ष्मी, प्रगति संस्थान, दिल्ली

इकाई 1 : गबन — प्रेमचन्द

इकाई 2 : कहानी एकादशी — निर्धारित कहानियाँ— 'गुण्डा'—जयशंकर प्रसाद, 'पूस की रात'— प्रेमचन्द, 'पाजेब'—जैनेन्द्र कुमार, 'परदा'—यशपाल, 'रोज'—अज्ञेय (कुल पाँच)

इकाई 3 : कहानी एकादशी — निर्धारित कहानियाँ— 'लाल पान की बेगम'—फणीश्वरनाथ 'रेणु', 'पहाड़'—निर्मल वर्मा, 'अमृतसर आ गया है'—भीष्म साहनी, 'दिल्ली में एक मौत'—कमलेश्वर, 'वापसी'—उषा प्रियंवदा (कुल पाँच)

इकाई 4 : द्रुतपाठ हेतु निर्धारित कथाकार— 1. चन्द्रधर शर्मा 'गुलेरी' 2. सुदर्शन 3. रांगेय राघव

इकाई 5 : द्रुतपाठ हेतु निर्धारित कथाकार— 1. मोहन राकेश 2. मार्कण्डेय 3. राजेन्द्र यादव

प्रश्न एवं अंक— विभाजन

खण्ड (क) प्रत्येक इकाई से दो-दो (कुल दस) लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)

10 X 1 = 10 अंक

खण्ड (ख) इकाई एक, दो, तीन में निर्धारित पाठ्य कृतियों से विकल्प सहित एक-एक (कुल तीन) व्याख्या

इकाई चार, पाँच में निर्धारित कथाकारों से विकल्प सहित एक-एक (कुल दो)

टिप्पणीपरक प्रश्न

(शब्द सीमा 250 शब्द) 5 X 6 = 30 अंक

खण्ड (ग) इकाई एक, दो, तीन में निर्धारित पाठ्य कृतियों/कृतिकारों से पाँच

आलोचनात्मक प्रश्न पूछे जाएँगे, जिनमें से किन्हीं तीन के उत्तर देने होंगे।

(शब्द सीमा 500 शब्द) 3 X 10 = 30 अंक

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- प्रेमचन्द और उनका युग : रामविलास शर्मा
- हिन्दी कहानी; उद्भव और विकास : सुरेश सिन्हा
- हिन्दी कहानी की शिल्प विधि का विकास : लक्ष्मी नारायण लाल
- कहानी : प्रकृति और पाठ : सुरेन्द्र उपाध्याय
- कहानी : स्वरूप और संवेदना : राजेन्द्र यादव
- हिन्दी कहानी रचना प्रक्रिया : परमानन्द श्रीवास्तव

**B.A. B.Ed. I Year - 2018**  
**ELECTIVE ENGLISH**

Teaching hours: 8 periods per week.

**PAPER I**  
**PROSE AND FICTION**

Duration: 3 Hrs.  
Max Marks: 70

**PRESCRIBED TEXTS:**

*Essays of Yesterday*, ed. E.V. Paul (OUP); (Note: the essay "Matches", "Seeing People Off" and "The New Cat" omitted)

*Short Stories of Yesterday and Today*, ed. Shiv K. Kumar (OUP); (the story "Adventures of the German Student", "The Night the Ghost Got in" and "A Client" omitted)

*Pride and Prejudice* by Jane Austen.

**Section A**

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words. Each Question carries 1 marks.

Unit 1: Two lines or quotes for explanation from the non-fiction texts prescribed (Essays & Short-Stories).

Unit 2: Two questions from Essays.

Unit 3: Two questions from Short-Stories.

Unit 4: Two questions from Fiction.

Unit 5: Two questions from background, formal elements of Short-Stories, Essays and Novel.

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be internal choice in each Unit.

Answer to each question shall be limited up to 250 words. Each question carries 6marks.

Unit 1: Two references from the prescribed Non-Fiction texts (Essays & Short Stories for explanation).

Unit 2: Two questions from Essays.

Unit 3: Two questions from Short-Stories.

Unit 4: Two questions from Novel.

Unit 5: Two questions from general background, Elements of Short-Stories, Essays and Novel.

### **Section C**

**(3x10=30 Marks)**

This Section will consist of five questions from Unit 2, 3, 4.

The students are required to attempt any three questions in 500 words.

### **RECOMENDED READINGS:**

- Boulton, Marjorie. *Anatomy of Prose*. London and Boston: Routledge & Kegan Paul Ltd., 1972.
- Hudson. *An Introduction to the Study of Literature*. Atlantic Publishers & Distributors (P) Ltd., 2007.
- Scholes, Robert. *Elements of Fiction*. London: Oxford University Press, Third Canadian Edition, 1994.

**B.A. B.Ed. I Year - 2018**  
**ELECTIVE ENGLISH**  
**PAPER II**  
**POETRY**

Duration: 3 Hrs.  
Max Marks: 70

**PRESCRIBED TEXT:**

*A Garden of Poetry*, ed. C. Ravindranath (S. Chand & Co. Ltd.)

The following poems are prescribed:

Spenser: A Wedding Song.

Shakespeare: To His Love

Donne: The Good Morrow.

Herbert: The Gifts of God.

Milton: *Paradise Lost*. (Lines 1 – 126, Book I)

Gray: Elegy Written in a Country Churchyard.

Collins: Ode to Evening.

Goldsmith: The Deserted Village. (Lines 1-14, 51-75, 76-96, 113-136)

Sarojini Naidu: Bangle Sellers, Village Song

Henry Deozio: Harp of India

Manmohan Gosh: Can It Be

Sri Aurobindo: The Tiger and the Dear

**Section A:**

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each unit and answer to each question shall be limited up to 30 words. Each question carries 1 marks.

Unit 1: Two lines or quotes from the prescribed poems.

Unit 2: Two questions on Poems: Spenser to Milton.

Unit 3: Two questions on Poems: Gray to Goldsmith

Unit 4: Two questions on Poems: Sarojini Naidu to Sri Aurobindo

Unit 5: Two questions on background, forms and elements of the prescribed poems.

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each unit. Answer to each question shall be limited up to 250 words.

Unit 1: Two questions (Reference to Contexts) from the prescribed poems.

Unit 2: Two questions on Poems: Spenser to Milton.

Unit 3: Two questions on Poems: Gray to Goldsmith

Unit 4: Two questions on Poems: Sarojini Naidu to Sri Aurobindo.

Unit 5: Two questions on background, forms and elements of the prescribed poems.

**Section C:**

(3x10=30 Marks)

This section will consist of 5 questions from the prescribed poems. (Unit 2, 3, 4)

The students are required to attempt any three in 500 words.

**RECOMMENDED READINGS:**

- Abrams, M.H. *A Glossary of Literary Terms*. Wadsworth, 2009.
- Alexander. *Poetry and Prose Appreciation for Overseas Students*. London: Longman Group Ltd., 1971.
- Boulton, Marjorie. *Anatomy of Poetry*. London: Routledge & Kegan Paul PLC, 1982.
- Hooper, A.G. *An Introduction to English Language and Literature*. London: Longman, 1961.
- Lemon Lee, T. *A Glossary for the Study of English*. London: Oxford University Press, 1971.

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**B.A. B.Ed. I Year - 2018**  
**History**  
**Paper I**  
**History of India upto 650 A.D.**

Duration: 3 Hrs.  
 Max Marks: 70

- Unit : 1 Sources of History – Literary and Archeological, Paleolithic Culture, Mesolithic Culture, Chalcolithic Culture.
- Unit : 2 Features of Harappan Civilization with special reference to urban planning, its decline, Vedic Polity and Economy, Iron age culture in India, Megaliths in the South and North.
- Unit : 3 Chandragupta Maurya – His conquest and administration, Ashoka's religion and its propagation, Maurya Art and Architecture.
- Unit : 4 Estimate of Pushyamitra Sunga, Rudradama and Gautmiputra Satkarni, Early Gupta Rulers- Samudragupta, Chandragupta II and Skandgupta, Causes of the decline of the Gupta Empire.
- Unit : 5 Gupta Administration. Gupta Art and Architecture, Literature, Philosophy, Religion, Science & Technology, Harshvardhana and his conquest.

**Suggested Readings:**

- Thapar, Romila: A History of India Vol. I.  
 Thapar, B.K.: Recent Archaeological discoveries in India (UNESCO, 1985)  
 Sharma, R.S.: Aspects of Political Ideas and Institutions in Ancient India, Delhi.  
 Nilkantha Shastri K.A.: A History of South India.  
 Jha D.N. and  
 Shrimali K.M.: Prachin Bharat Ka Itihas, Delhi, 1990.  
 Pandey, Rajbali: Prachin Bharat.  
 Om Prakash: Prachin Bharat Ka Itihas.  
 Nahar, Ratibhanu Singh : Prachin Bharat Ka Rajanitik Avam Sanskritik Itihas.  
 Adhya G.L.: Early Indian Economics.  
 Basham A.L.: The Wonder that was India.  
 Brown Percy: Indian Architecture Vol. I.  
 Majumdar R.C.(Ed.): History and Culture of the Indian People Vol. II, III, IV, V.  
 Gopal, L. Economic Life of Northern India.

Srivastava, A.L.: Delhi Sultanate.  
Majumdar R.C. and  
Altekar: The Vakataka Gupta Age – Banaras, 1959.  
Chattopadhyaya, S.: Social Life in Ancient India.  
Chattopadhyaya, S.: Early History of North India.

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- ( - - इतिहास जानने के स्रोत— साहित्यिक एवं पुरातात्विक, पूर्व पाषाणकालीन संस्कृति, मध्यपाषाणकालीन संस्कृति, नवपाषाणकालीन संस्कृति और ताम्राश्म संस्कृति ।

- ( - -नगर नियोजन के विशेष संदर्भ में हडप्पा सभ्यता की विशेषताएं, इसका पतन, वैदिक राजनय, अर्थव्यवस्था, भारत में लौह युगीन संस्कृति, उत्तर व दक्षिण में महापाषाण युग ।

- ( - . -चन्द्रगुप्त मौर्य— उसकी विजय एवं प्रशासन, अशोक का धर्म एवं प्रचार, मौर्य कला एवं स्थापत्य कला ।

- ( - / -पुष्यमित्र शुंग, रुद्रदामन, कनिष्क एवं गौतमी पुत्र शातकर्णी का मूल्यांकन, प्रारम्भिक गुप्त शासक, समुद्रगुप्त, चन्द्रगुप्त द्वितीय एवं स्कन्दगुप्त, गुप्त साम्राज्य के पतन के कारण ।

- ( - 0 -गुप्त प्र शासन , गुप्त कला , स्थापत्य कला, साहित्य, दर्शन, धर्म, विज्ञान और तकनीक, हर्षवर्धन एवं उसकी विजयें ।

### Suggested Readings:

- Thapar, Romila: A History of India Vol. I.  
Thapar, B.K.: Recent Archaeological discoveries in India (UNESCO, 1985)  
Sharma, R.S.: Aspects of Political Ideas and Institutions in Ancient India, Delhi.  
Nilkantha Shastri K.A.: A History of South India.  
Jha D.N. and  
Shrimali K.M.: Prachin Bharat Ka Itihas, Delhi, 1990.  
Pandey, Rajbali: Prachin Bharat.  
Om Prakash: Prachin Bharat Ka Itihas.  
Nahar, Ratibhanu Singh : Prachin Bharat Ka Rajanitik Avam Sanskritik Itihas.  
Adhya G.L.: Early Indian Economics.  
Basham A.L.: The Wonder that was India.  
Brown Percy: Indian Architecture Vol. I.  
Majumdar R.C.(Ed.): History and Culture of the Indian People Vol. II, III, IV, V.  
Gopal, L. Economic Life of Northern India.  
Srivastava, A.L.: Delhi Sultanate.  
Majumdar R.C. and  
Altekar: The Vakataka Gupta Age – Banaras, 1959.  
Chattopadhyaya, S.: Social Life in Ancient India.  
Chattopadhyaya, S.: Early History of North India.

**B.A. B.Ed. I Year – 2018**  
**History**  
**Paper II**  
**History of India from 650 to 1526 AD**

Duration: 3 Hrs.  
Max Marks: 70

- Unit : 1 Sources of Premedieval age, contribution of Cholas Chalukya & Pallava to Indian Culture. Tripartite struggle for supremacy.
- Unit : 2 Achievement's of Mihirbhoj Pratihar, Invasion of Mahamud Ghazni and Mohammad Gauri.
- Unit : 3 Achievements of Qutubuddin Aibak, illutmish & Balban, Allauddin Khilji – Conquest, Administration & Economic Reforms.
- Unit : 4 Mohammad Bin Tughlaq administrative works, Firoz Tughlaq – administration & religious policy, Sufism.
- Unit : 5 Rise of Provincial Kingdoms – Vijay Nagar & Bahamani, Achievement of Ibrahim Lodi, Social & Economic condition of Delhi Sultanate, Development of Art & Architecture.

**Suggested Readings:**

- Srivastava, A.L. : Delhi Sultanate.
- Gopal & Yadav : Bharatiya Sanskriti.
- Bhatnagar, K.S. : Bharat Ka Sanskritik Itihas.
- Sharma, R.G. : Bharatiya Sahitaya Aur Sanskriti Ka Itihas.
- Lunia, B.N. : Bhartiya Sanskriti.
- Srivastava, A.L. : Madhyakalin Bharatiya Sanskriti.
- Basham, A.L. : The Wonder that was India (Adbhut Bharat Hindi ed.).
- Raychoudhary, H.C. : Political History of Ancient India.
- Raghuvansi, V.P.S. : Indian National Movements and Thought (Hindi and Eng. ed.).
- Agrawal, R.C. : Bhartiya Samvidhan Ka Vikas Tatha Rashtriya Andolan.
- Singh, V.P. : Bharat Ka Rashtriya Andolan Aur Samvidhanik Vikas.
- H C Verma : भारत का इतिहास – भाग 1
- Satish Chandra : मध्यकालीन भारत का इतिहास

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- इकाई 1 पूर्वमध्यकालीन इतिहास जानने के स्रोत, भारतीय संस्कृति में चोलों, चालुक्यों और पल्लवों का योगदान, सर्वोच्चता के लिए त्रिकोणीय संघर्ष।
- इकाई 2 मिहिर भोज प्रतिहार की उपलब्धियां, महमूद गजनवी एवं मौहम्मद गौरी के आक्रमण।
- इकाई 3 कुतुबुद्दीन ऐबक, इल्तुतमिश एवं बलबन की उपलब्धियां, अलाउद्दीन खिलजी— विजय, प्रशासन, आर्थिक एवं सैनिक।
- इकाई 4 मुहम्मदबिन तुगलक— प्रशासनिक कार्य, फिरोज तुगलक—प्रशासन और धार्मिक नीति, सूफीवाद।
- इकाई 5 प्रान्तीय राज्यों का उदय— विजयनगर एवं बहमनी, इब्राहीम लोदी की उपलब्धियां, दिल्ली सल्तनत की सामाजिक एवं आर्थिक अवस्था।

### Suggested Readings:

- Srivastava, A.L. : Delhi Sultanate.  
Gopal & Yadav : Bharatiya Sanskriti.  
Bhatnagar, K.S. : Bharat Ka Sanskritik Itihas.  
Sharma, R.G. : Bharatiya Sahitaya Aur Sanskriti Ka Itihas.  
Lunia, B.N. : Bhartiya Sanskriti.  
Srivastava, A.L. : Madhyakalin Bharatiya Sanskriti.  
Basham, A.L. : The Wonder that was India (Adbhut Bharat Hindi ed.).  
Raychoudhary, H.C. : Political History of Ancient India.  
Raghuvansi, V.P.S. : Indian National Movements and Thought (Hindi and Eng. ed.).  
Agrawal, R.C. : Bhartiya Samvidhan Ka Vikas Tatha Rashtriya Andolan.  
Singh, V.P. : Bharat Ka Rashtriya Andolan Aur Samvidhanik Vikas.  
H C Verma : भारत का इतिहास — भाग 1  
Satish Chandra : मध्यकालीन भारत का इतिहास

**B.A. B.Ed. I Year 2018**  
**Political Science**

Paper I	70 Marks
Paper II	70 Marks
Duration of Each Paper	3 Hours

**Paper I**  
**Political Theory**

**Unit 1** Meaning, nature and Scope of Political Theory; Methods of Study – The Traditional and Modern approaches with special reference to Behaviouralism and Post Behaviouralism.

**Unit 2** State – Its nature, The organic theory of the state, Functions of the State, The concept of Welfare State; Classification of State, Aristotle’s classification and modern classification.

**Unit 3** The concept of Sovereignty, its essential elements and types; Austine’s theory of Sovereignty, The concepts of Liberty, Equality and Justice; Rights – Meaning and various theories

**Unit 4** Basic Concepts – Power, Authority, Political Culture, Political Development, Political Socialisation;

**Unit 5** The Concept of Democracy – Its meaning, merits and demerits; Montesquieu’s theory of Separation of Powers, Bicameral legislature; the concept of Minority Representation; its various methods; proportional representation – merits and demerits

**Recommended Readings**

- C.B.Macpherson, Democratic Theory: Essays in Retrieval, Oxford, The Clarendon Press, 1977.
- D.Germino, Beyond Ideology: The Revival of Political Theory, New York, Harper and Row, 1967.
- D.Held, Models of Democracy, Cambridge, Polity Press, 1987.
- D.Held, Political theory and the Modern State, Cambridge, Polity Press, 1989.
- D.Held, Political Theory Today, Cambridge, Polity Press, 1991.
- D.Miller, Social Justice, Oxford, The Clarendon Press, 1976.
- Sir, E.Barker, Principles of Social and Political Theory, Calcutta, Oxford University Press, 1976.
- G.Catlin, A Study of the Principles of Politics, London and New York, Oxford University Press, 1930.
- M.Carnoy, the State and Political Theory, Princeton NJ, Princeton University Press, 1984.
- N.P.Barry, Introduction to Modern Political Theory, London, Macmillian, 1995.
- R.Dhal, Modern Political Analysis, Englewood Cliffs NJ, Prentice Hall, 1963.

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इकाई 1 राजनीतिक सिद्धान्त का अर्थ, प्रकृति और क्षेत्र ; अध्ययन पद्धतियाँ—व्यवहारवाद एवं उत्तर—व्यवहारवाद के विशेष सन्दर्भ में पारम्परिक एवं आधुनिक दृष्टिकोण ।

इकाई 2 राज्य : उसकी प्रकृति, राज्य का आंगिक सिद्धान्त; राज्य के कार्य; लोक कल्याणकारी राज्य की अवधारणा; राज्यों का वर्गीकरण— अरस्तु का वर्गीकरण एवं आधुनिक वर्गीकरण ।

इकाई 3 सम्प्रभुता की अवधारणा : इसके आवश्यक तत्व व प्रकार; ऑस्टिन का सम्प्रभुता सिद्धान्त; स्वतंत्रता, समानता और न्याय की अवधारणाएँ, अधिकार – अर्थ एवं विभिन्न सिद्धान्त ।

इकाई 4 आधारभूत अवधारणाएँ : शक्ति, सत्ता, राजनीतिक संस्कृति, राजनीतिक विकास, राजनीतिक समाजीकरण ।

इकाई 5 लोकतंत्र की अवधारणा : अर्थ, गुण एवं दोष ; मॉण्टेस्क्यू का शक्ति पृथक्करण सिद्धान्त; द्विसदनीय विधान मण्डल; अल्प संख्यक प्रतिनिधित्व की अवधारणा एवं इसके विभिन्न तरीके; आनुपातिक प्रतिनिधित्व—गुण एवं दोष

**B.A. B.Ed. I Year 2018**  
**Political Science**  
**Paper II**  
**Indian Government and Politics**

Duration: 3 Hrs.  
Max Marks: 70

**Unit 1** Constituent Assembly and Framing of Indian Constitution; Main Issues and Approaches; The Preamble, Salient Features of the Indian Constitution, Fundamental Rights and Duties; Directive Principles of State Policy.

**Unit 2** Union Executive : The President, Prime Minister and Council of Ministers – Powers, Functions and Relationship.

**Unit 3** Parliament : Lok Sabha and Rajya Sabha – Composition and Powers; Supreme Court : Composition, Powers, Judicial Review and Judicial Activism, The Election Commission and electoral reforms.

**Unit 4** Federalism – Place of States in the Indian Union; Centre-State Relations, New Trends and Development; Demand for Autonomy : Governor – Powers and Its Role in Federal Polity.

**Unit 5** Indian Parliamentary System ; Multi–Party System ; Regional Parties and Coalition Governments; Criminilisation of Politics, Caste in Politics, Poverty Alleviation.

**Recommended Readings**

- 1. A.Kohli, Democracy and Discontent : India’s Growing Crisis of Governability, Cambridge, Cambridge University Press, 1991.
- A.Kohli(ed.),The Success of India’s Democracy,Cambridge, Cambridge University Press, 2001.
- D.D.Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994
- G.Austin, The Indian Constitution: Corner Stone of a Nation, Oxford University Press, 1966.
- G.Austin, Working a Democratic Constitution : The Indian Experience, Delhi, Oxford UniversityPress, 2000.
- Kashyap, Our Parliament, New Delhi, National Book Trust, 1992.
- M.Chadda, Ethnicity, Security and Separatism in India, Delhi, Oxford University Press, 1997.
- P.Brass, Politics of India Since Independence, Hyderabad, Orient Longman, 1990
- R.L.Hardgrave, India : Government and Politics in a Developing Nation, New York, Harcourt, Braceand World, 1965.
- U.Baxi, The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980
- U.Baxi, and B.Parekh (ed.), Crisis and Change in Contemporary India, New Delhi, Sage 1994.

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इकाई 1 संविधान निर्मात्री सभा और भारतीय संविधान का निर्माण – प्रमुख मुद्दे एवं दृष्टिकोण; उद्देशिका, भारतीय संविधान की प्रमुख विशेषताएं, मौलिक अधिकार एवं कर्तव्य, राज्य के नीति निदेशक तत्व

इकाई 2 संघीय कार्यपालिका – राष्ट्रपति, प्रधानमंत्री और मंत्रीपरिषद्-शक्तियां, कार्य एवं परस्पर संबंध

इकाई 3 संसद : लोक सभा एवं राज्य सभा – गठन एवं शक्तियां, उच्चतम न्यायालय-गठन, शक्तियां, न्यायिक पुनरावलोकन एवं न्यायिक सक्रियता, निर्वाचन आयोग तथा चुनाव सुधार ।

इकाई 4 संघवाद – भारतीय संघ में राज्यों की स्थिति; केन्द्र राज्य संबंध-नई प्रवृत्तिया और विकास, स्वायत्तता की मांग; राज्यपाल-शक्तियां व संघीय व्यवस्था में उसकी भूमिका

इकाई 5 भारतीय संसदीय व्यवस्था – बहुदलीय व्यवस्था; क्षेत्रीय दल एवं गठबंधन सरकारें; राजनीति का अपराधीकरण, राजनीति में जातिवाद, निर्धनता उन्मूलन

**B.A. B.Ed. I Year 2018**  
**Sociology**

Paper I	70 Marks
Paper II	70 Marks
Duration of each paper	3 Hours

**Paper I**  
**GENERAL SOCIOLOGY**

**Unit 1:** Sociology: Nature and Scope, Relationship with other Social Sciences: Social Anthropology, Economics, Political Science.

**Unit 2:** Society, Community, Association, Institution

**Unit 3:** Social Group: Primary and Secondary Social Processes: Meaning and Types: Co-operation, Competition and Conflict.

**Unit 4:** Socialization: Stage; Agencies Social Control: Formal and Informal;  
Social Stratification: Status and Role

**Unit 5:** Social Change: Meaning and Factors; Evolution, Progress.

**BOOKS RECOMMENDED**

- Bottomore, T.B.: Sociology (Hindi Tr.available)
- Bierstedt, Robert: Social Order
- Davis, Kingsley: Human Society (Hindi Tr.available)
- Department of Sociology, Ryers Polytechnique, Toronto : Readings in Sociology (ed
- Giddens : Sociology
- Ginsberg, M. : Sociology (Hindi Tr.available)
- Johnson : Sociology (Hindi Tr.available)
- Maciver and Page : Society (Hindi Tr.available)

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इकाई 1 : समाजशास्त्र : प्रकृति एवं विषय क्षेत्र, अन्य समाज विज्ञानों से

सम्बन्ध : सामाजिक मानव शास्त्र, अर्थशास्त्र, राजनीतिशास्त्र

इकाई 2 : समाज, समुदाय, समिति, संस्था

इकाई 3 : सामाजिक समूह : प्राथमिक एवं द्वितीयक सामाजिक प्रक्रियाएं : अर्थ एवं प्रकार : सहयोग, प्रतिस्पर्द्धा एवं संघर्ष

इकाई 4 : समाजीकरण : चरण, अभिकरण सामाजिक नियंत्रण : औपचारिक एवं अनौपचारिक साधन, सामाजिक स्तरीकरण : प्रस्थिति, भूमिका

इकाई 5 : सामाजिक परिवर्तन : अर्थ व कारक, उद्विकास, प्रगति

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- बोटोमोर, टी.वी. : समाजशास्त्र
- जान्सन : समाजशास्त्र
- डेविड किंग्सले : मानव समाज
- समाजशास्त्र विभाग, रायर्स पॉलीटेक्निक टोरन्टो (सम्पादित): रीडिंग्स इनसोशियोलोजी
- जिन्सबर्ग, एम : समाजशास्त्र
- मेकाइवर तथा पेज : समाज
- गिडेन्स : सोशियोलोजी
- राबर्ट बीरस्टीड : सोशियल आर्डर

**B.A. B.Ed. I Year 2018**  
**Sociology**  
**PAPER II**  
**INDIAN SOCIETY AND CULTURE**

Duration: 3 Hrs.  
Max Marks: 70

Unit 1: Major features of Indian Society and culture, unity and diversity, national Integration, rural and urban life in India

Unit 2: Basic concepts in Hindu social thought: Karma, Purushartha, Ashrama, Sanskara.

Unit 3: Social Stratification: Varna, Jati (caste): Nature, origin, function and changes and class.

Unit 4: Family and Marriage : Nature, function and changing trends, changing Status of women, social legislations.

Unit 5: Processes of changes: Sanskritisation, Westernisation, secularisation, urbanisation.

**BOOKS RECOMMENDED**

- Atal Yogesh : Changing Indian Society
- Atal Yogesh : Indian Society
- Government of India: Social Legislation
- Prabhu, P.N. : Hindu Social Organisation (Hindi Tr.available)
- Hutton : Caste in India (Hindi Tr.available)
- Indra Deva : Bharatiya Samaj
- Kapadia : Marriage and Family in India (Hindi Tr.available)
- Karve, I.: Hindu Society-An Introduction
- Mandelbaum, D.G. : Society in India
- Pannikar, K.M. : Hindu Society at Cross Roads
- Prasad, Narmadeshwar : Jati Vyavastha
- Saxena, Ramnarayan : Bharatiya Samaj aur Samajik Sansthayen
- Srinivas, M.N. : Social Change in Modern India
- Vedalankar, Haridutt : Hindu Pariwar Mimansa

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इकाई 1 : भारतीय समाज और संस्कृति की मुख्य विशेषताएं, एकता और विविधता,, राष्ट्रीय एकता, भारत में ग्रामीण व नगरीय जीवन

इकाई 2 : हिन्दू सामाजिक विचार के मूल संबोध : कर्म, पुरुषार्थ, आश्रम, संस्कार

इकाई 3 : सामाजिक स्तरीकरण : वर्ण, जाति : प्रकृति, उत्पत्ति, प्रकार्य व परिवर्तन और वर्ग

इकाई 4 : परिवार और विवाह : प्रकृति, प्रकार्य व परिवर्तन की प्रवृत्तियों,

महिलाओं की परिवर्तित प्रस्थिति, सामाजिक अधिनियम

इकाई 5 : परिवर्तन की प्रक्रियाएँ : संस्कृतिकरण, पश्चिमीकरण,लौकिकीकरण, नगरीकरण

## Evaluation Plan for B.A.B.Ed I year's B.Ed. Papers

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Childhood and Growing up	70	30	100
2	Second	Basics in Education & Communication	70	30	100
3	Third	Language Across the Curriculum	70	30	100
4	Fourth	Conservation & Environmental Regeneration(EPC)	00	50	50
	<b>Grand Total</b>				<b>350</b>

### TEACHING SCHEME & CONTACT HOURS

Paper	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
Paper I	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper II	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper III	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper IV	2.15 hrs (45 minutes 3 periods)		50	

**The internal assessment criteria in B.A.B.Ed I year's B.Ed. Papers will be as follows-**

S.N	Name of the paper	Summative Assessment I(10Marks)	Summative Assessment II(10Marks)	Continuous/ formative Assessment (Activity / Practicum/ Field work)
1	Childhood and Growing up	10	10	Participation(5Marks) Documentation (5Marks)
2	Basics in Education & Communication	10	10	Participation(5Marks) Documentation (5Marks)
3	Language Across the Curriculum	10	10	Participation(5Marks) Documentation (5Marks)
4	Conservation & Environmental Regeneration(EPC)	10	10	Participation(15Marks) Documentation (15Marks)

**NOTE-**

Internal weight-age of 30 Marks will be divided as under:

1. Summative Tests: 20 Marks  
(There shall be two tests its marks shall be consider for internal assessment record)
2. Candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities & 5 marks for their documentation.

Participation: (5 Marks) 2.5+2.5

Documentation: (5 Marks) 2.5+2.5

3. For IV Paper i.e. Conservation & Environmental Regeneration(EPC) 50 marks of Internal Assessment will be divided as under-
- 20 Marks Two Summative Tests
  - 15 Marks 3X5=15 (Five Activities, Practicum/Field work)
  - 15 Marks 3X5=15 (Documentation of each Activity, Practicum/Field work)
- Total = 20+ 30= 50 Marks

**B.A. B.Ed. I Year 2018**  
**Paper I**  
**Childhood and Growing up**

Duration: 3 Hrs.  
Max Marks: 70

**Objectives:**

The student teacher will be able to:

- Understand children of different ages by interacting and observing them in diverse social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
- The study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Make aware about the importance of healthy living and preventing disease.
- Introduce psychological trials of learners.
- Develop health awareness among prospective teachers.
- Understand the role of the family and the school in the child's development.

**COURSE CONTENT**

**UNIT – I: Childhood and child Development**

1. Childhood: Meaning, concept and characteristics.
2. Development of the child with reference to diverse social, economic and cultural background.
3. Physical, social, emotional & intellectual development of child.
4. Development of concept formation, logical reasoning, problem-solving, creative thinking & language development. (Piaget's Contribution)
5. Effects of family, schools, neighbourhood and community on development of a child.

**UNIT – II: Adolescent Development**

1. Adolescent: Meaning, Concept & Characteristics
2. Cognitive, Physical, Social, Emotional and moral Development patterns and characteristics of adolescent learner.
3. Adolescent Personality: Problems & Remedies: Fantasying, Hero-worship, Idealism Daydreaming, Adventurism, Drug addiction & smoking, inquisitiveness towards opposite sex, showing off, Social-media addiction.
4. Impact of urbanization, economic change, Social Taboos on adolescent.

**UNIT – III: Intelligence & Creativity**

1. Intelligence: Concept & Measurement
2. Creativity : Concept & Measurement

**UNIT – IV Physical & Mental Hygiene:**

1. Mental health & Hygiene: Meaning, Concept and Factors affecting mental Health & Hygiene.
2. Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.
3. Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention and health information.

**UNIT – V Personality**

Concept (Indian and Western), Measurement, factors affecting personality Development.

**PRACTICUM/FIELD WORK (Any two from the following) :**

1. Assign a task to a student to speak 10 sentences about himself/herself and analyse them linguistically & psychologically

2. Organise a debate on the issue 'Social Media as a time-thief of the youth. Note down the main point spoken for and against.
3. Administration and Interpretation of any one psychological test -  
(a) Intelligence (b) Creativity (c) Personality
4. Examine the physical hygiene of a school or any social place in order to make critical appreciation.
5. Prepare a report on some existing social taboos and interpret it logically and scientifically.

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**B.A. B.Ed. I Year 2018**  
**Paper-II**  
**Basics in Education & Communication**

Duration: 3 Hrs.  
Max Marks: 70

**Objectives:**

The student teacher will be able:

- To understand the meaning, nature and process of education.
- To clarify how educational determinants determine the individual's personality in a typical shape
- To understand how ways of educating people changed with the process of time.
- To equip a teacher with different skills needed for providing guidance and counselling
- To understand the concept & importance of guidance & counselling services.
- To understand the different values & ways to inculcate them
- To develop oral, written and non verbal communication skills

**COURSE CONTENT**

**Unit 1: Education, Nature & Purpose**

1. Education: Meaning, Nature and purpose of Education according to  
a) Eminent Educationist: Vivekanand, Tagore, Gandhi, Aurobindo, Rousseau & John Dewey.  
b) Important National documents: Kothari Commission, Education Policy 1986 and NCF 2005.
2. Educational Determinants Shaping the Personality: Teacher, School, Subjects, Peers and Co-Curricular Activities, Co-education, Media.
3. Education as a process: Planned Process, Social Process.

**Unit 2: Evolution and Management of Education**

1. Ancient Indian Education System: Vedic Era, Teacher, Student, Methods, Contents
2. A brief introduction of Buddhist Era, Muslim Era & British Era Education.
3. Educational development in post independent era.
4. Education in modern competitive society.
5. Modern Educational means: Educational Radio, Educational Television, Edu-Sat, Digital Boards and Films.
6. Educational Management: Meaning, Basic Principles, Role and Responsibility of the Head Master, Effective supervision practices.

**Unit 3: Educational Guidance & Counselling.**

1. Meaning, Concept, Need and Importance of Guidance & counselling in Educational Institutions.
2. Group and individual techniques of Guidance.
3. Need of Guidance & counselling for children with special needs.
4. Minimum essential Guidance programme for an Indian Secondary Schools.

**Unit 4: Education for Values and Peace Education**

1. Values: Meaning, Types: Values enshrined in Indian Constitution, Aesthetic values, Spiritual Values, Universal Values, Moral and ethical values etc. Transformation of Values in Society
2. Value Education: Recommendations of Committees, Commissions and Policy Directives.
3. Major issues related to value Education, Methods of Value Orientation and Evaluation of value learning, Role of the teacher & School in Value Orientation.
4. Education for Peace  
(a) Issues of National and International conflicts, social injustice, Communal conflict

(b) Individual alienation: A Critical understanding

(c) Role of School, Social organisations (UNESCO) and Individuals in promoting peace.

### **Unit 5: Communication Skills for the Teachers.**

1. Communication: Meaning, Concept, 7 C's of Communication, Computer based communication, Audio-Visual-Communication. Importance of Non verbal Communication Teaching.

2. Listening & Speaking Skills, Barriers to Listening & speaking, Effective Presentation.

3. Written Communication for Teachers: Circulars, Notices, Orders, Report, and Minutes.

### **Practicum/Field Work (Any two from the following)**

1. Interview a less educated or uneducated person about a social issue & conclude the findings in present context.

2. "Are Modern Educational ways Effective in comparison to traditional ways of teaching" Organise a debate for or against and report the outcomes.

3. How students choose their career. Discuss with the Headmaster/Principal, Parents/Students & prepare a report on it.

4. Write a small reflective note on how you found yourself under a value conflict situation in recent past

Or

Analyse the contribution of any National or International personality in establishing peace.

5. Speak some fifty words & tell students to recall them back and note down who counts maximum.

Or

Draft two notices for the conduction of some activity in school.

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**B.A. B.Ed. I Year 2018**  
**Paper-III**  
**Language Across The Curriculum**

Duration: 3 Hrs.  
Max Marks: 70

### **Objectives**

The student teacher will be able to:

- Understand the language background of students as the first or second language users.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measures, too.

## **COURSE CONTENT**

### **Unit-I Language and Society:-**

1. Rule governed system: Meaning, Concept and use in language.
2. Relationship of language and society: Identification, power and discrimination.
3. Nature of multilingualism: Managing multilingualism in classroom
4. Constitutional status of languages: Hindi, English, Regional languages
5. Language policy in Education

### **Unit- II Language development:-**

1. Theories of language development and its implementation in teaching, psychological basis of language.
2. Social stimulation: gestures, emotional facial expression, posture and movements, articulate speech, physiognomy of language development in different ages
3. Speech defects: - lispings, slurring, stuttering and stammering and role of teacher in its resolution.
4. Physical, Environmental, Social and Psychological barriers to language learning.

### **Unit-III Language acquisition:-**

1. Understanding Hindi alphabets & it's logical & simple classification
2. Language acquisition and cognitive development, Learning languages with fun
3. Culture acquisition through language.

### **Unit-IV Classroom and Language:-**

1. Vocabulary building strategies in classroom.
2. Tools for learning: Dictionary, Discussion, Natural exposition, Word puzzles
3. Courteous expressions in and outside classroom, Sublime aspect of language.
4. Function of language: In the classroom and outside the classroom.
5. Classroom set up as a Language laboratory
6. Role of literature in language learning, learners' role on understanding literature.

### **Unit-V LSWR (Listening, Speaking, Reading, Writing) as basic skills for languages.**

1. The development of reading & writing skills of secondary students through activities.

2. Nature of expository texts Vs narrative texts, transactional Vs reflective texts.
3. Effective ways of speaking for Effective Listening: Pronunciation, Enunciation, pause, intonation, articulation, Pitch Raising & Dropping.
4. Importance of 3 V's (Vocal, Visual & Verbal) in language communication
5. Textbooks: reading strategies for children –note making, summarizing; reading and writing connection, Process writing: Analyse children's writing to understand their conception: writing with a sense of purpose, writing to learn and understand.

### **Practicum/Field Work (Any two from the following)**

1. Draft a report on the efforts put in by Rajasthani people to give Rajasthani Language a status of constitutionally scheduled/recognised language.
2. Diagnose speech defects of primary level student and make a remedial strategy.
3. Prepare a list of atleast 10 proverbs of Rajasthani Language and interpret their cultural significance.
4. Narrate your First experience of First Day for internship programme.
5. Collect a literary style poem of any language and critically analyse it .

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**B.A. B.Ed. I Year 2018**  
**Paper-IV**  
**Conservation Environmental Regeneration**  
**(EPC)**

Max Marks: 50

**Objectives:**

The student teacher will be able:

- To understand philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop the ability to plan comprehensively and analyse & prepare projects on environmental issues.
- To Understand the issues of conservation and environmental regeneration
- To analyze and understand environmental concerns through the process of inquiry.
- To develop in the pupil teachers a sense of awareness about the environment hazards and its causes and remedies.

**COURSE CONTENT**

**Unit – I: Introduction to Environmental Studies**

1. Environmental Studies: Historical background, concept and philosophical and epistemological basis of environmental studies.
2. Natural and social environment: concept, its components, and relationship,
3. Man & Environment: A symbiotic dependence.
4. Nature, scope and areas of EVS.
5. Disciplinary and Multidisciplinary approach of EVS, Role of media and ecotourism in creating environmental awareness.

**UNIT – II: Environmental conservation:-**

1. Meaning, concept, scope and need of environmental conservation and regeneration.
2. Role of individual in conservation of natural resources: water, energy and food.
3. Role of society in conservation.

**Unit-III Sustainable development:-**

1. Meaning, concept, need and importance of sustainable development.
2. Economic growth and sustainable consumption.
3. Organic farming
4. Changing Patterns of energy and water consumption.
5. Biological control for sustainable agriculture
6. Sustainable use of forest produces.

**Unit – IV Environmental management:**

1. Meaning, concept and importance of environmental management.
2. Waste, Garbage and sewage management.
3. Management of nuclear and biomedical waste.
4. Deforestation and measures for afforestation.
5. Consumerism and waste generation and its management.

**Unit – V Biodiversity**

1. Biodiversity :- Meaning, concept and ,types
1. Need and importance of biodiversity at global/national/local level.
2. Biodiversity conservation: need and methods.

3. Traditional knowledge and biodiversity conservation.
4. Genetically- modified crops and food security.

**Practicum/Activity work (All activities are Compulsory):-**

1. Conduct a campaigning programme for plantation of Tulsi, Neem etc.
2. Celebrate important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work.

Or

Draft a report after analysing the scientific base of Environment related days of traditional Indian culture and present this report in class.(BasantPanchmi, HariyaliAmavasya etc.)

3. Conduct an activity in school and ask students to get opinion of their grandparents about changing life style and their merits and demerits and collect their ideas on domestic products which can be helpful in healthy life style. The pupil teacher will compile their experiences and draft a report to present it in class.
4. Organize a planned Visit to a hospital to study biomedical waste produced and its disposal , after visiting it. Present your report in class.
5. Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.

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# **SYLLABUS FOR FOUR YEAR INTEGRATED B.A. B.Ed. COURSE**

**SECOND YEAR**



**Session: 2018-2019**

**JAI NARAIN VYAS UNIVERSITY  
JODHPUR**

संस्कृत  
प्रथम प्रश्न पत्र  
काव्य, स्मृतिशास्त्र तथा संस्कृत-साहित्य का इतिहास

अधिकतम अंक 70  
समय 3 घंटा

कुल प्रश्न पत्र का निर्माण संस्कृत भाषा में होगा, किन्तु विशेष निर्देश के अभाव में प्रश्न-पत्र का उत्तर हिन्दी, संस्कृत अथवा अंग्रेजी में दिया जा सकता है।

पाठ्यक्रम

- इकाई 1 : किरातार्जुनीयम् (प्रथम सर्ग) भारवि  
इकाई 2 : मनुस्मृति (द्वितीय अध्याय 1 से 150 श्लोक) मनु  
इकाई 3 : नीतिशतकम् : भर्तृहरि  
इकाई 4 : वाल्मीकि रामायण का बालकाण्ड (प्रथम सर्ग)  
इकाई 5 : संस्कृत साहित्य का इतिहास –  
महाकाव्य : कालिदास, अश्वघोष, माघ, श्रीहर्ष  
गद्यसाहित्य : बाण, दण्डी, सुबन्धु, अम्बिकादत्त व्यास  
गीतिकाव्य : मेघदूत, गीतगोविन्द, नीति शतक

प्रश्न-पत्र का निर्माण निम्नानुसार होगा –

- खण्ड 'अ' –10 अंक  
1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।  
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।  
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।  
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

- खण्ड 'ब' – 30 अंक  
1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।  
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।  
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

- खण्ड 'स' – 30 अंक  
1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।  
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।  
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

सहायक पुस्तकें

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- संस्कृतसाहित्येतिहास : विश्वनाथ शास्त्री भारद्वाज, चौखम्बा पब्लिकेशन्स, दिल्ली
- उपाध्याय, डॉ. बलदेव : संस्कृत साहित्य का इतिहास
- पाण्डेय, चन्द्रशेखर : संस्कृत साहित्य की रूपरेखा
- व्यास, भोलाशंकर : संस्कृत कविदर्शन
- गोयल, डॉ. प्रीतिप्रभा : संस्कृत साहित्य का इतिहास
- संस्कृत साहित्य का अभिनव इतिहास : प्रो. राधावल्लभ त्रिपाठी विश्वविद्यालय प्रकाशन, वाराणसी।

संस्कृत  
द्वितीय प्रश्न पत्र  
गद्य, व्याकरण, अलंकार तथा भारतीय संस्कृति

अधिकतम अंक 70  
समय 3 घंटा

पाठ्यक्रम

- इकाई 1 : शुकनासोपदेश (कादम्बरी)  
इकाई 2 : शिवराजविजय (प्रथम निःश्वास)  
इकाई 3 : अच् सन्धि प्रकरण (लघुसिद्धान्तकौमुदी)  
इकाई 4 : विसर्ग सन्धि प्रकरण (लघुसिद्धान्त कौमुदी)  
इकाई 5 : (अ) अलंकार – अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा,  
(ब) भारतीय संस्कृति – विशेषता, संस्कार,, आश्रम व्यवस्था,

प्रश्न-पत्र का निर्माण निम्नानुसार होगा –  
खण्ड 'अ' –10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' – 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स' – 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

सहायक पुस्तकें—

- शुकनासोपदेश (कादम्बरी) : प्रह्लाद कुमार, मेहरचन्द लछमनदास, दिल्ली, 1974
- शुकनासोपदेश (कादम्बरी) : सुबोधिनी संस्कृत हिन्दी व्याख्या, रामपाल शास्त्री, चौखम्बा ओरियण्टलिया, वाराणसी, 1978
- शुकनासोपदेश (कादम्बरी) : श्रीमती सुदेश नारंग, भारतीय विद्या प्रकाशन, दिल्ली
- शिवराजविजय (अम्बिकादत्त व्यास) : व्यास पुस्तकालय मानमन्दिर, काशी
- लघुसिद्धान्तकौमुदी : महेशसिंह कुशवाह
- संस्कृत व्याकरण : श्रीनिवास शास्त्री
- काव्यदीपिका (अष्टम शिखा) : कान्तिचन्द्र भट्टाचार्य
- भारतस्य सांस्कृतिको निधि: रामजी उपाध्याय
- भारतीय संस्कृति : श्री कृष्ण ओझा
- भारतीय संस्कृति : शिवदत्त ज्ञानी
- भारतीय संस्कृति : प्रीति प्रभा गोयल
- भारतीय संस्कृति—सौरभम् : रामजी उपाध्याय, भारतीय संस्कृति संस्थान, महामनापुरी, वाराणसी—5

- Sanskrit Grammar: With an English Version, MLBD, Delhi, 1981
- Sanskrit Grammar: (सर्म प्रकाशिका) English Translation, M.R. Kale, MLBD, Delhi, 1976

हिन्दी साहित्य  
प्रथम प्रश्न-पत्र  
अर्वाचीन हिन्दी काव्य

अधिकतम अंक 70  
समय 3 घंटा

इकाई 1 : मैथिलीशरण गुप्त : निर्धारित काव्यांश – कैकेयी अनुताप, उर्मिला, यशोधरा  
जय इंकर प्रसाद: निर्धारित काव्यांश – आँसू, हे लाज भरे सौन्दर्य बता दो, लेचल वहाँ भुलावा देकर,  
अरुण यह मधुमय देश हमारा।

इकाई 2 : सूर्यकांत त्रिपाठी 'निराला' : निर्धारित काव्यांश – जूही की कली, संध्या  
सुंदरी, जागो फिर एक बार, भिक्षुक, विधवा।

सुमित्रानन्दन पंत – निर्धारित काव्यांश – नौका विहार, द्रुत झरो, वाणी, ताज, परिवर्तन।

इकाई 3 : रामधारी सिंह 'दिनकर' – निर्धारित काव्यांश – हिमालय, बालिका से वधू,  
गीत-अगीत, कुन्ती और कर्ण, बुद्धदेव

सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय'—निर्धारित काव्यांश—कलगी बाजरे की, रात होते— प्रात होते,  
साँप के प्रति, यह दीप अकेला, छब्बीस जनवरी।

इकाई 4 : द्रुतपाठ हेतु निर्धारित कवि : (1) अयोध्यासिंह उपाध्याय 'हरिऔध' (2) महादेवी  
वर्मा (3) माखनलाल चतुर्वेदी

इकाई 5 : द्रुतपाठ हेतु निर्धारित कवि : (1) केदारनाथ अग्रवाल (2) हरिवंशराय बच्चन  
(3) धर्मवीर भारती

प्रश्न एवं अंक-विभाजन :

खण्ड (क) प्रत्येक इकाई से दो-दो (कुल दस) लघूत्तरी प्र न (शब्द सीमा 30 शब्द)

10x1=10 अंक

खण्ड (ख) इकाई एक, दो, तीन में निर्धारित काव्यांशों से विकल्प सहित एक-एक (कुल तीन) व्याख्याएँ।

इकाई चार, पाँच में निर्धारित कवियों से विकल्प सहित एक-एक (कुल दो) टिप्पणीपरक प्रश्न

(शब्द सीमा 250 शब्द) 5x6=30 अंक

खण्ड (ग) इकाई एक, दो, तीन में निर्धारित कवियों से पाँच आलोचनात्मक प्र न पूछे जाएँगे, जिनमें से किन्हीं  
तीन के उत्तर देने होंगे।

(शब्द सीमा 500 शब्द) 3x10=30 अंक

सहायक पुस्तकें :

- आधुनिक हिन्दी कविता की मुख्य प्रवृत्तियाँ : डॉ० नगेन्द्र
- भारतीय संस्कृति के आख्याता: मैथिलीशरण गुप्त : उमाकान्त गोयल

- कवि निराला : नन्ददुलारे वाजपेयी
- छायावाद : नामवर सिंह
- दिनकर के काव्य में राष्ट्रीय भावना : शिवकान्त गोस्वामी
- अज्ञेय की कविता : चन्द्रकांत वांदिवडेकर
- नया हिन्दी काव्य : शिवकुमार मिश्र

हिन्दी साहित्य  
द्वितीय प्रश्न-पत्र  
हिन्दी नाटक, निबंध तथा स्फुट गद्य- विधाएँ

अधिकतम अंक 70  
समय 3 घंटा

पाठ्य पुस्तकें :

इकाई 1 अजातशत्रु : जय ठाकुर प्रसाद

इकाई 2 चेतना का संस्कार: (सं०)डॉ० विश्वनाथप्रसाद तिवारी, सदानन्द गुप्त, वाणीप्रकाशन, नई दिल्ली  
निर्धारित निबंध

‘होली है’ – प्रतापनारायण मिश्र, ‘बनाम लार्ड कर्जन’ – बालमुकुन्द गुप्त

‘श्रद्धा-भक्ति’ – रामचन्द्र शुक्ल, ‘अशोक के फूल’ – हजारीप्रसाद द्विवेदी

‘मेरे राम का मुकुट भीग रहा है’ – विद्यानिवास मिश्र (कुल पाँच)

इकाई 3 प्रतिनिधि एकांकी संकलन : (सं०)डॉ० लक्ष्मीनारायण लाल, पीताम्बरपब्लिशिंग कम्पनी, नई दिल्ली

इकाई 4 द्रुतपाठ हेतु निर्धारित गद्यकार :

(1) भारतेन्दु हरिश्चन्द्र (2) महावीर प्रसाद द्विवेदी (3) सरदार पूर्ण सिंह

इकाई 5 द्रुतपाठ हेतु निर्धारित गद्यकार :

(1) राहुल सांकृत्यायन (2) रामवृक्ष बेनीपुरी (3) शरद जोशी

प्रश्न एवं अंक – विभाजन :

खण्ड (क) प्रत्येक इकाई से दो-दो (कुल दस) लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)  $10 \times 1 = 10$  अंक

खण्ड (ख) इकाई एक, दो, तीन में निर्धारित पाठ्य पुस्तकों से विकल्प सहित एक-एक (कुल

तीन) व्याख्या, इकाई चार, पाँच में निर्धारित गद्यकारों से विकल्प सहित एक-एक (कुल दो)

टिप्पणीपरक प्रश्न (शब्द सीमा 250 शब्द)  $5 \times 6 = 30$  अंक

खण्ड (ग) इकाई एक, दो, तीन में निर्धारित पाठ्य कृतियों/कृतिकारों से पाँच

आलोचनात्मक प्रश्न पूछे जायेंगे, जिनमें से किन्हीं तीन के उत्तर देने होंगे।

(शब्द सीमा 500 शब्द)  $3 \times 10 = 30$  अंक

सहायक पुस्तकें :

- प्रसाद के नाटकों का शास्त्रीय अध्ययन : जगन्नाथ शर्मा
- प्रसाद की नाट्यकला : रामकृष्ण शुक्ल ‘शिलीमुख’
- हिन्दी निबन्ध का विकास : ओंकारनाथ शर्मा
- हिन्दी के प्रमुख निबंधकार रचना और शिल्प : गणेश खरे
- हिन्दी एकांकी : सिद्धनाथ कुमार
- राहुल सांकृत्यायन : सृजन और संघर्ष : उर्मिलेश

**B.A. B.Ed. II Year- 2019**  
**ELECTIVE ENGLISH**

There shall be two papers of three hours duration, each carrying 70 marks.  
Teaching hours: 8 periods per week.

PAPER I

PROSE AND FICTION

Duration: 3 Hrs.  
Max Marks: 70

**TEXTS PRESCRIBED:**

**For Detailed Study:**

*Masters of English Prose ed.*, L.S.R. Krishna Murthy. (Macmillan)

The following chapters from *Masters of English Prose* are prescribed:

1, 3, 4, 5, 6, 10, 11, 13, 16, 18, 19, 20, 22, 23 = 14 Chapters.

**For Non-detailed Study:**

Thomas Hardy: *The Mayor of Casterbridge*.

Passages for explanation will be set only from the text prescribed for detailed study.

**Section A:** (10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each unit and answer of each question shall be limited up to 30 words. Each question carries 1 mark.

Unit 1: Two references (lines/quotes) from the prescribed prose.

Unit 2: Two questions from prescribed prose. (Chapters:1, 3, 4, 5, 6, 10, 11)

Unit 3: Two questions from prescribed prose.(Chapters: 13, 16, 18, 19, 20, 22, 23)

Unit 4: Two questions from *The Mayor of Casterbridge* by Thomas Hardy.

Unit 5: Two questions from Socio-Literary background of the prescribed texts and the formal components of Essay and Fiction.

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1: Two reference to context from the prescribed Prose.

Unit 2: Two questions from prescribed prose. (Chapters:1, 3, 4, 5, 6, 10, 11)

Unit 3: Two questions from prescribed prose.(Chapters: 13, 16, 18, 19, 20, 22, 23)

Unit 4: Two questions from *The Mayor of Casterbridge* by Thomas Hardy.

Unit 5: Two questions from Socio-Literary background of the prescribed texts and the formal components of Essay and Fiction.

**Section C:**

(3x10=30 Marks)

This section will consist of 5 questions from Unit 2, 3, 4. The students are required to attempt any three in 500 words.

**RECOMMENDED BOOKS:**

- Boulton, Marjorie. *Anatomy of Prose*. London and Boston: Routledge & Kegan Paul Ltd., 1972.
- Scholes, Robert. *Elements of Fiction*. London: Oxford University Press; Third Canadian Edition, 1994.

**B.A. B.Ed. II Year- 2019**  
**ELECTIVE ENGLISH**

**PAPER II**  
**DRAMA**

Duration: 3 Hrs.  
Max Marks: 70

**TEXTS PRESCRIBED:**

**FOR DETAILED STUDY:**

Shakespeare: *Twelfth Night*, ed., J.C. Dent, The New Clarendon Shakespeare (OUP)  
Shaw: *Candida*, ed., A.C. Ward (Orient Longman)

**FOR NON DETAILED STUDY:**

Oliver Goldsmith: *She Stoops to Conquer*. USA: Oxford University Press, 2008

**Section A:**

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each unit and answer to each question shall be limited up to 30 words. Each question carries 1 mark.

Unit 1: Two(lines/quotes) references from the plays prescribed for detailed study.

Unit 2: Two questions from *Twelfth Night* by Shakespeare.

Unit 3: Two questions from *Candida* by Bernard Shaw.

Unit 4: Two questions from *She Stoops to Conquer* by Oliver Goldsmith.

Unit 5: Two questions on background of the prescribed Drama and Elements of Drama.

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1: Two references to context from the plays prescribed for detailed study.

Unit 2: Two questions from *Twelfth Night* by Shakespeare.

Unit 3: Two questions from *Candida* by Bernard Shaw.

Unit 4: Two questions from *She Stoops to Conquer* by Oliver Goldsmith.

Unit 5: Two questions on background of the prescribed Drama and Elements of Drama.

**Section C:**

(3x10=30 Marks)

This section will consist of 5 questions from Unit 2, 3, 4. The students are required to attempt any three in 500 words.

**RECOMMENDED BOOKS:**

- Boulton, Marjorie. *Anatomy of Drama*. London: Routledge, 1990.
- Hudson: *An Introduction to the Study of Literature*. Atlantic Publishers & Distributors, 2007.
- Scholes, Robert. *Elements of Drama*. London: Oxford University Press, 1971.

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## B.A. B.Ed. II Year- 2019

### History

#### Paper I

#### History of India 1526 to 1707 AD

Duration: 3 Hrs.

Max Marks: 70

- Unit : 1 Sources of History of Mughal period, Expansion of Mughal Empire – Babar and Humayun, Second Afghan Empire – Shershah.
- Unit : 2 Second Battle of Panipat - Causes and Results, Akbar – Conquest, Rajput Policy and Religious Policy, Jahangir and Noorgahan.
- Unit : 3 Shahjahan – Conquest, North West Frontier Policy, Aurangzeb – Religious, Rajput and Deccan Policy, Rise of Marathas – Shivaji and Shambhaji.
- Unit : 4 Mughal Administration, Mansabdari and Jagirdari Systems, Agriculture, Trade, Commerce and Industry in Mughal Period.
- Unit : 5 Mughal Art and Architecture, Social and Economic condition in Mughal Period, Development of literature in Mughal Period.

#### Suggested Readings:

- Majumdar, Dutta and Raychoudhary; An Advanced History of India. (Also in Hindi)  
Sharma S.R.: Crescent in India  
Muslim Sashan Ka Itihas.  
Mughal Empire in India.
- Srivastava A.L.: Sultanate of Delhi.  
History of India (1000-1707) Also Hindi Edition.
- Satish Chandra: Uttar Mughal Kalin Bharat.  
Parties and Politics at the Mughal Court, 1707-1740 A.D., Aligarh 1959.  
Medieval India; from Sultanate to the Mughals – 1997 Delhi.

Lal K.S.: History of Khiljis.  
Tripathi, R.P.: Some Aspects of Muslim Administration.  
Dey U.N.: Government of the Delhi Sultanate.  
Habib A.B.M.: The Foundation of Muslim Rule in India.  
Verma H.C.: Madhya Kalin Bharat – Vol. I, 750-1540.  
Madhya Kalin Bharat Vol. II, 1540-1707.  
Pandey A.B.: Early Medieval India ed. 1970.  
Rizvi S.A.A.: The Wonder that was India, Vol. 2, London, 1993.  
Desai Z.A.: Indo-Islamic Architecture, Delhi, 1972.  
Richard John, F.: Mughal Empire, Delhi, 1993.  
Pandey Avadhbihari: Madhyayugin Bharat.  
Sarkar J.N.: Mughal Shashan Paddhati  
Sharma, L.P.: Madyakalin Bharat Ka Itihas.

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अधिकतम अंक 70  
समय 3 घंटा

- इकाई 1 मुगलकालीन इतिहास जानने के स्रोत, मुगल साम्राज्य का विस्तार— बाबर एवं हुमायूँ, द्वितीय अफगान साम्राज्य— शेरशाह ।
- इकाई 2 द्वितीय पानीपत का युद्ध— कारण एवं परिणाम, अकबर— विजय, राजपूत एवं धार्मिक नीति, जहाँगीर एवं नूरजहाँ जुन्टा ।
- इकाई 3 शाहजहाँ— विजयें एवं उत्तर पश्चिमी सीमान्त नीति, औरंगजेब — धार्मिक, राजपूत एवं दक्षिण नीति, मराठों का उदय— शिवाजी, शम्भाजी ।
- इकाई 4 मुगल प्रशासन, मनसबदारी एवं जागीर व्यवस्था, मुगलकाल में कृषि, व्यापार, वाणिज्य एवं उद्योग ।
- इकाई 5 मुगल कला एवं स्थापत्य कला, मुगलकालीन सामाजिक एवं आर्थिक अवस्था, मुगलकाल में साहित्य का विकास ।

**Suggested Readings:**

- Majumdar, Dutta and Raychoudhary; Sharma S.R.: An Advanced History of India. (Also in Hindi) Crescent in India Muslim Sashan Ka Itihas. Mughal Empire in India.
- Srivastava A.L.: Sultanate of Delhi. History of India (1000-1707) Also Hindi Edition.
- Satish Chandra: Uttar Mughal Kalin Bharat. Parties and Politics at the Mughal Court, 1707-1740 A.D., Aligarh 1959. Medieval India; from Sultanate to the Mughals – 1997 Delhi.
- Lal K.S.: History of Khiljis.
- Tripathi, R.P.: Some Aspects of Muslim Administration.
- Dey U.N.: Government of the Delhi Sultanate.
- Habib A.B.M.: The Foundation of Muslim Rule in India.
- Verma H.C.: Madhya Kalin Bharat – Vol. I, 750-1540. Madhya Kalin Bharat Vol. II, 1540-1707.
- Pandey A.B.: Early Medieval India ed. 1970.
- Rizvi S.A.A.: The Wonder that was India, Vol. 2, London, 1993.
- Desai Z.A.: Indo-Islamic Architecture, Delhi, 1972.
- Richard John, F.: Mughal Empire, Delhi, 1993.
- Pandey Avadhbihari: Madhyayugin Bharat.
- Sarkar J.N.: Mughal Shashan Paddhati
- Sharma, L.P.: Madyakalin Bharat Ka Itihas.

**B.A. B.Ed. II Year- 2019**  
**History**  
**Paper II**  
**History of India 1707 to 1858 AD**

Duration: 3 Hrs.  
Max Marks: 70

- Unit : 1 Later Mughal Rulers, Rise of Peshava, Downfall of Mughal Empire  
Political and Economic Condition of India at the advent of Britishers.
- Unit : 2 Battle of Plassey & Buxar – Subsidiary Alliances, Causes of Anglo Maratha Struggle,  
Anglo-Mysore Relations and Doctrine of Lapse.
- Unit : 3 British Revenue System – Permanent settlement Ryotwari and Mahal wari,  
Commercialisation of Agriculture and its effects, Decline of Cottage Industries.  
Causes and effect of Drain of Wealth.
- Unit : 4 Socio religious movement in India.  
Growth of English Education and Press. Peasant Protest against feudalism.
- Unit : 5 Regulating Act, Charter Act 1813, 1833 Charter Act Upheaval of 1857- Causes , Impact  
and nature, Govt. of India Act of 1858.

**Suggested Readings:**

Majumdar, Dutta and

Raychoudhary: Advanced History of India, Part III (Hindi and Eng. ed.).

Robert, P.E.: History of British India.

Dutta and Sarkar: A Text Book of Modern Indian History.

Sarkar, Sumit: Modern India – 1885-1947.

Sharma, L.P.: Adhunik Bharat Ka Itihas.

Jain, M.S.: Adhunik Bharat Ka Itihas.

Prasad and Subedar: Arvacheen Bharat.

Sikri, S.L.: Bhartiya Samvidhan Ka Itihas.

Shukla, R.L.: Adhunik Bharat Ka Itihas

Roy, Satya M.: Bharat Mein Upniveshavad Evam Rashtravad

Bipin Chandra: Bharat Ka Swatantrata Sangram

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- इकाई 1 उत्तर मुगलकालीन शासक, पेशवाओं का उदय, मुगल साम्राज्य का पतन, अंग्रेजों के आगमन के समय भारत की आर्थिक अवस्था।
- इकाई 2 प्लासी एवं बक्सर का युद्ध— सहायक संधि प्रणाली, आंग्ल मराठा संघर्ष, आंग्ल— मैसूर संबंध एवं व्यपगत का सिद्धान्त
- इकाई 3 ब्रिटिश राजस्व व्यवस्था— स्थायी भूमि बन्दोबस्त, रैयतवाड़ी एवं महलवाड़ी, कृषि का वाणिज्यकरण और उसका प्रभाव, कुटीर उद्योगों का पतन, धन निष्कासन के कारण एवं प्रभाव।
- इकाई 4 समाज एवं धर्म सुधार आन्दोलन, अंग्रेजी शिक्षा एवं प्रेस का विकास, सामन्तवाद के विरुद्ध कृषक प्रतिरोध।
- इकाई 5 रेग्यूलेटिंग एक्ट, चार्टर एक्ट,—1813 और 1833, 1857 का विद्रोह— कारण, प्रभाव और प्रकृति, भारत सरकार अधिनियम 1858।

### Suggested Readings:

- Majumdar, Dutta and Raychoudhary: Advanced History of India, Part III (Hindi and Eng. ed.).
- Robert, P.E.: History of British India.
- Dutta and Sarkar: A Text Book of Modern Indian History.
- Sarkar, Sumit: Modern India – 1885-1947.
- Sharma, L.P.: Adhunik Bharat Ka Itihas.
- Jain, M.S.: Adhunik Bharat Ka Itihas.
- Prasad and Subedar: Arvacheen Bharat.
- Sikri, S.L.: Bhartiya Samvidhan Ka Itihas.
- Shukla, R.L.: Adhunik Bharat Ka Itihas
- Roy, Satya M.: Bharat Mein Upniveshavad Evam Rashtravad
- Bipin Chandra: Bharat Ka Swatantrata Sangram

**B.A. B.Ed. II Year- 2019**  
**Political Science**

Paper I 70 Marks

Paper II 70 Marks

Duration of Each Paper 3 Hours

**PAPER I**  
**COMPARATIVE GOVERNMENT & POLITICS**

**Unit 1** Comparative Politics: Meaning, Scope and Nature; Evolution of Comparative Politics; Types of Constitution and Constitutionalism.

**Unit 2** Socio – Economic bases and Salient features of the Constitution of United Kingdom, United States of America, China, Switzerland and France; Amendment Process in the Constitution of U.S.A. and Switzerland; Federal System of the U.S.A. and Switzerland.

**Unit 3** Executive : British King and the Crown; British Prime Minister and Cabinet; the President of the U.S.A. and France and Plural Executive of Switzerland.

**Unit 4** Legislature : Composition and Powers of the British Parliament; U.S. Congress; Swiss Federal Assembly; French Parliament and National Peoples Congress of China.

**Unit 5** Judiciary : U.S. Supreme Court and Judicial Review; the Administrative Law and Administrative Courts of France.

Political Parties in the U.S.A., United Kingdom and France; Role of Communist Party in China; Interests Groups in the U.S.A., United Kingdom and France.

**Recommended Readings**

- A.H.Brich, British System of Government, 4th edn., London, George Allen and Unwin, 1980.
- A.Lijphart, (ed.), Parliamentary Versus Presidential Government, Oxford and New York, OxfordUniversity Press, 1992.
- G.Almond et. al., Comparative Politics Today : A World View, 7th edn., New York, London,Harper/Collins, 2000.
- H.C.Huiton, An Introduction to Chinese Politics, London, David and Charles, 1973.
- H.Finer, Theory and Practice of Modern Government, London, Methuen, 1969.
- H.G.Nicolas, The Nature of American Politics, 2nd edn., Oxford, The Clarendon Press, 1996,
- H.J.Laski, American Democracy: A Commentary and An Interpretation, London, Uinwin, 1948.
- J.Blondel, An Introduction to Comparative Government, London, Weidenfeld and Nicolson, 1969.
- S.E.Finer, Comparative Government, Harmondsworth, Penguin, 1974.
- V.Wright, Government and Politics of France, 3rd edn., London, Unwin Hyman, 1989.
- W.Zhang, Transforming China: Economic Reforms and its Political Implications, New York, St.Martin's Press, 2000.

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प्रथम प्रश्न पत्र

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- इकाई 1 तुलनात्मक राजनीति : अर्थ, क्षेत्र एवं प्रकृति; तुलनात्मक राजनीति का विकास; संविधान के प्रकार एवं संविधानवाद ।
- इकाई 2 ब्रिटेन, संयुक्त राज्य अमेरिका, चीन, स्विट्जरलैण्ड और फ्रांस के संविधानों की प्रमुख विशेषताएँ और सामाजिक-आर्थिक आधार; संयुक्त राज्य अमेरिका और स्विट्जरलैण्ड के संविधानों में संशोधन प्रक्रिया; संयुक्त राज्य अमेरिका और स्विट्जरलैण्ड की संघात्मक व्यवस्था ।
- इकाई 3 कार्यपालिका : ब्रिटिश सम्राट और राजमुकुट, ब्रिटिश प्रधानमन्त्री और मन्त्रिमण्डल, संयुक्त राज्य अमेरिका और फ्रांस के राष्ट्रपति एवं स्विट्जरलैण्ड की बहुल कार्यपालिका ।
- इकाई 4 व्यवस्थापिका : ब्रिटिश संसद का गठन एवं शक्तियाँ ; संयुक्त राज्य अमेरिका की कांग्रेस; स्विस संघीय व्यवस्थापिका; फ्रांस की संसद और चीन की राष्ट्रीय जन कांग्रेस
- इकाई 5 न्यायपालिका : संयुक्त राज्य अमेरिका का सर्वोच्च न्यायालय एवं न्यायिक पुनरावलोकन; फ्रांस में प्रशासनिक विधि एवं प्रशासनिक न्यायालय संयुक्त राज्य अमेरिका, ब्रिटेन एवं फ्रांस में राजनीतिक दल; चीन में साम्यवादी दल की भूमिका, संयुक्त राज्य अमेरिका ब्रिटेन एवं फ्रांस में हित समूह

**B.A. B.Ed. II Year- 2019**  
**Political Science**  
**Paper II**  
**Representative Political Thinkers**

Duration: 3 Hrs.  
Max Marks: 70

**Unit 1** Plato: Theory of Justice, Communism and Education; Aristotle-Views on Revolution, Slavery and Citizenship.

**Unit 2** Thomas Aquinas : Principal political ideas and Theory of Law, Machiavelli's principal political ideas and Machiavelli as the first modern political thinker, Jean Bodin's concept of sovereignty.

**Unit 3** Hobbes, Locke and Rousseau : Their social contract theory and a comparative assessment of their ideas.

**Unit 4** Jeremy Bentham and his theory of utilitarianism; J.S.Mill's concept of Liberty and his modification in Bentham's theory of utilitarianism.

**Unit 5** Karl Marx : A brief survey of his political ideas with special reference to the Economic Interpretation of History, Class Struggle, Revolution, the State;  
Mahatma Gandhi : Principal political ideas.

**Recommended Readings**

- A.Ashcraft, Locke's Two Treaties of Government, London, Unwin and Hyman, 1987.
- Chaddha : Pramukh Rajnitik Vicharak (Adarsh Prakashan)
- Foster : Masters of Political Thought, Vol. I
- Hacker, A. : Political Theory
- Jain, Pukh Raj : Pramukh Rajnitik Vicharak
- J.Bowle, Western Political Thought: A Historical Introduction from the Origins to Rousseau, London, Jonathan Cape, 1947
- Jones : Master of Political Thought, Vol. II
- J.W.Allen, A History of Political Thought in the Sixteenth Century, London, Methuen, 1967.
- Lancaster : Master of Political thought, Vol. III
- Sabine, G.H., : History of Political Theory
- Sharma, P.D. : Pratinidhi Rajnitik Vicharak
- Sir E. Barker, Greek Political Theory : Plato and His Predecessors, New Delhi, B.I Publications, 1964
- Sir E.Barker, The Political Thought of Plato and Aristotle, New York, Dover Publications, 1959.
- Wayper, C. : Political Thought

राजनीति विज्ञान  
द्वितीय प्रश्न पत्र  
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अधिकतम अंक 70  
समय 3 घंटा

इकाई 1 प्लेटो—न्याय, साम्यवाद और शिक्षा का सिद्धान्त; अरस्तू—क्रांति, दासता और नागरिकता संबंधी विचार।

इकाई 2 टॉमस एक्वीनास— प्रमुख राजनीतिक विचार एवं कानून का सिद्धान्त; मैकेयावली के प्रमुख राजनीतिक विचार एवं प्रथम आधुनिक राजनीतिक विचारक के रूप में मैकेयावली; जीन बोदां की सम्प्रभुता संबंधी अवधारणा।

इकाई 3 हाब्स, लॉक तथा रूसो : उनका सामाजिक समझौता सिद्धान्त और उनके विचारों का तुलनात्मक मूल्यांकन

इकाई 4 जैरेमी बेंथम तथा उसका उपयोगितावाद का सिद्धान्त; जे0एस0मिल के स्वतंत्रता संबंधी विचार और बेंथम के उपयोगितावाद में उसके द्वारा प्रस्तावित संशोधन

इकाई 5 कार्ल मार्क्स—इतिहास की आर्थिक व्याख्या, वर्ग संघर्ष, क्रांति तथा राज्य के विशेष सन्दर्भ में उनके राजनीतिक विचारों का संक्षिप्त सर्वेक्षण, महात्मा गांधी — प्रमुख राजनीतिक विचार

**B.A. B.Ed. II Year- 2019**  
**Sociology**

Paper I 70 Marks

Paper II 70 Marks

Duration of each Paper 3 Hours

PAPER I  
SOCIAL ANTHROPOLOGY

Unit 1: Anthropology: Definition and Scope, Races of man, racial elements in Indian population.

Unit 2: Concept of culture, evolutionism, diffusionism and functionalism

Unit 3: Tribal India with special reference to Rajasthan: Demographic Background, family, marriage, kinship, Status of Women.

Unit 4: Economy, Religion, Magic, Mythology and Primitive Law

Unit 5: Problems of Indian Tribes, Tribal Movement (characteristics and main Issues), Tribal Welfare and Tribal integration.

**BOOKS RECOMMENDED:**

- Dube, S.C.: Manav Aur Sanskriti
- Government of India : Adivasi
- Herskovits : Cultural Anthropology
- Majumdar and Madan : An Introduction to Social Anthropology
- Tribal Research Institute : Rajasthan ke Adivasi
- Singh K.S. : Tribal Movements in India (Part I,II)
- Singh K.S. : The Scheduled Tribes
- Mayor, Lucy : Introduction to social Anthropology
- Beals and Hoiser, : An Introduction to social Anthropology
- Doshi, S.L.: Samajik Manavshastra
- Singh, K.S. : Tribal Situation in India
- Dube, S.C. : Tribal Heritage in India
- Ghurye, G.S.: Caste and Race in India
- Government of India : Approaches to Tribal Integration
- Bernard Alan and Janathan Spencer : Encyclopedia of Social and Cultural Anthropology
- Moore, Henrietta, L.(Ed.) : Anthropological Theory Today
- Levinson David and Melvin Emper (Ed.) : Encyclopedia of Cultural Anthropology,(Vol. I to IV)
- Ortner Sherry B. : Theories in Anthropology since Sixties in Comparative study in Society and History, (Vol.26 no.IPP 126-166)

समाजशास्त्र  
प्रथम प्रश्न पत्र  
सामाजिक मानवशास्त्र

प्रथम प्रश्न पत्र	70 अंक
द्वितीय प्रश्न पत्र	70 अंक
अवधि	3 घण्टे

इकाई 1 : मानवशास्त्र : परिभाषा व विषय क्षेत्र, मानव की प्रजातियां भारतीय जनसंख्या के प्रजातीय तत्त्व

इकाई 2 : संस्कृति का संबोध, उद्विकासवाद, प्रसारवाद व प्रकार्यवाद

इकाई 3 : जनजातीय भारत—राजस्थान के विशेष संदर्भ में : जनसंख्यात्मक पृष्ठभूमि, परिवार, विवाह, स्वजन व्यवस्था, महिलाओं की प्रस्थिति

इकाई 4 : अर्थव्यवस्था, धर्म, जादू, पौराणिकी (माईथोलोजी) और जनजातीय कानून

इकाई 5 : भारतीय जनजातियों की समस्याएं, जनजातीय आन्दोलन (विशेषताएं एवं मुख्य मुद्दे)  
जनजातीय कल्याण एवं जनजातीय एकता

अभिस्तावित पुस्तकें :

- दुबे, एस.सी. : मानव और संस्कृति
- भारत सरकार : आदिवासी
- हर्सकोविट्स : कल्चरल एन्थ्रोपॉलॉजी
- मजूमदार व मदन : सामाजिक मानव शास्त्र : परिचय
- आदिवासी अनुसंधान संस्थान : राजस्थान के आदिवासी
- सिंह के.एस. : ट्राइबल मूवमेन्ट्स इन इन्डिया (भाग 1 एवं 2)
- सिंह के.एस. : दि शिड्यूल्ड ट्राइब्स
- मेयर, लूसी : इन्ट्रोडक्शन टू सोशल एन्थ्रोपॉलोजी (हिन्दी अनु. उपलब्ध)
- बील्स तथा हॉइजर : एन इन्ट्रोडक्शन टू सोशल एन्थ्रोपॉलोजी
- दोषी. एस. एल. : सामाजिक मानवशास्त्र
- सिंह के. एस. : ट्राइबल सिचुएशन इन इण्डिया
- दुबे एस. सी. ट्राइबल हैरिटेज इन इण्डिया
- धुर्ये. जी. एल. : कास्ट एण्ड रेस इन इण्डिया
- गर्वनमेन्ट ऑफ इण्डिया : एप्रोचेज टू ट्राइबल इंटीग्रेशन

- बर्नार्ड एलन एण्ड जोनाथन स्पेन्सर : एनसाइक्लोपीडिया ऑफ सोशल एण्ड कल्चरल एन्थ्रोपॉलोजी
- मूर हेनरिटा, एल (संपादित) एन्थ्रोपॉलोजिकल थ्योरी टुडे
- लेविन्सन डेविड एण्ड मेलविन एमपर (संपादित) एनसाइक्लोपीडिया ऑफ कल्चरल एन्थ्रोपॉलोजी (ग्रंथ प्रथम-चतुर्थ)
- आर्टनर शैरी बी. : थ्योरीज इन एन्थ्रोपॉलोजी सिन्स सिक्सटीज इन कम्परेटिव स्टडी इन सोसायटी एण्ड हिस्ट्री भाग 26 नं. 1 (प्रष्ठ सं. 126-166)

**B.A. B.Ed. II Year- 2019**  
**Sociology**  
**PAPER II**  
**SOCIAL PROBLEMS**

Duration: 3 Hrs.  
Max Marks: 70

Unit 1: Concepts of Social organization. Social disorganization and social Problem, Causes of Social disorganization and Social Problem.

Unit 2: Social Problems with special reference to Indian population: Illiteracy, Problems of marriage and family; Child Marriage, dowry;divorce

Unit 3: Crime, Juvenile delinquency, crime against women, Prostitution

Unit 4: Alcoholism, Drug-addiction, Student unrest and violence, Terrorism

Unit 5: Population Problem, Poverty, Unemployment, Beggary and Corruption

**BOOKS RECOMMENDED:**

- Ahuja, Ram: Drug Abuse
- Ahuja, Ram: Social Problems in India
- Elliott and Merrill: Social Disorganisation
- Madan: Indian Social Problems (Vol. I)
- Ministry of Home Affairs: Crime in India
- Spicer: Human Problems and Technological Change

समाजशास्त्र  
द्वितीय प्रश्न पत्र  
सामाजिक समस्याएं

अधिकतम अंक 70  
समय 3 घंटा

इकाई 1 : सामाजिक समस्या, सामाजिक संगठन और सामाजिक विघटन की अवधारणा, सामाजिक विघटन तथा सामाजिक समस्या के कारण

इकाई 2 : भारतीय जनसंख्या के विशेष संदर्भ में सामाजिक समस्याएं : निरक्षरता, विवाह एवं परिवार की समस्याएं—बाल विवाह, दहेज एवं विवाह—विच्छेद

इकाई 3 : अपराध, बाल अपराध, महिलाओं के विरुद्ध अपराध, वेश्यावृत्ति

इकाई 4 : मद्यपान, मादक द्रव्य व्यसन, छात्र असंतोष एवं हिंसा, आतंकवाद

इकाई 5 : जनसंख्या समस्या, गरीबी, बेकारी, भिक्षावृत्ति एवं भ्रष्टाचार

अभिस्तावित पुस्तकें :

- इलियट तथा मैरिल : सोशल डिसऑर्गेनाइजेशन
- मदान : इण्डियन सोशल प्रॉब्लम्स (ग्रंथ प्रथम) (हिन्दी अनु. उपलब्ध)
- स्पाइसर : ह्यूमन प्रॉब्लम्स एण्ड टेक्नोलॉजिकल चेज
- आहूजा. राम : भारत में सामाजिक समस्याएं
- आहूजा राम : ड्रग एब्यूज
- मिनिस्ट्री ऑफ होम अफेयर्स : क्राइम इन इण्डिया

## Evaluation Plan for B.A.B.Ed II year's B.Ed. Papers

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Fundamentals of Contemporary Indian Education	70	30	100
2	Second	Schooling, Socialisation and Identity	70	30	100
3	Third	Learning Enrichment through Information and Communication Technology(EPC)	-	50	50
	<b>Grand Total</b>				<b>250</b>

### TEACHING SCHEME & CONTACT HOURS

Paper	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
Paper I	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper II	4.5hrs (45 minutes 6periods)	70	30	3 hrs.
Paper III	2.15 hrs (45 minutes 3 periods)	00	50	

**The internal assessment criteria in B.A.B.Ed II year's B.Ed. Papers will be as follows**

S.N	Name of the paper	Summative Assessment I(10Marks)	Summative Assessment II(10Marks)	Continuous/ formative Assessment (Activity / Practicum/ Field work)
1	Fundamentals of Contemporary Indian Education	10	10	Participation(5Marks) Documentation (5Marks)
2	Schooling, Socialisation and Identity	10	10	Participation(5Marks) Documentation (5Marks)
3	Learning Enrichment through Information and Communication Technology(EPC)	10	10	Participation(15Marks) Documentation (15Marks)

**NOTE**

Internal weight-age of 30 Marks will be divided as under:

1. Summative Test: 20 Marks

(There shall be two tests its marks shall be consider for internal assessment record)

2. Candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities &5 marks for their documentation.

Participation: (5 Marks) 2.5+2.5

Documentation: (5 Marks) 2.5+2.5

3. For III Paper i.e. Learning Enrichment through Information and Communication Technology(EPC) 50 marks of Internal Assessment will be divided as under-

20 Marks Two Summative Tests

15 Marks 3X5=15(Five Activities, Practicum/Field work)

15 Marks 3X5=15 (Documentation of each Activity, Practicum/Field work)

Total = 20+ 30= 50 Marks

**B.A. B.Ed. II Year- 2019**  
**Paper-I**  
**Fundamentals of Contemporary Indian Education**

Duration: 3 Hrs.  
Max Marks: 70

**Objectives:**

The student teacher will be able to:

- Contextualize contemporary India and education.
- Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
- Understand the classroom in social context.
- Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
- Critically analyse human and child rights.
- Engage with concepts which are drawn from a diverse set of disciplines.
- Learn about policy debates overtime the implementation of policies and actual shaping of school education.
- Understand the prominent social determinants.

**COURSE CONTENT**

**UNIT – I: Diversity in Society & Education:**

1. Education: Meaning, Concept and Nature.
2. Social & Cultural Diversity: Meaning, Concept and their Impact on Education.
3. Social, Cultural, economic and Political Perspective of Society and Education.
4. Role of the school in developing National, Secular and Humanistic identities.
5. Determinants of identity formation in individuals and groups: Social categories, such as Caste, Class, Gender, Religion, Language and Age.

**UNIT–II: Issues of Cotemporary Indian Society & Constitutional Provisions**

1. Meaning & concept of: Pluralistic and Egalitarian culture identity, gender equality, poverty and Gender sensitization and their relation with education.
2. Concept of inequality, discrimination, marginalization and their impact on education and society.
3. Preamble, Fundamental rights & duties of citizens & directive principles of National policies.
4. Constitutional provisions on human & child right, and values.
5. Role of NCPCR (National commission on Protection of Child Right)
6. National integration and National security.

**UNIT – III School in Social Context**

Understanding the nature and processes of socialisation

- (i) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.
- (ii) Socialisation and the community: neighbourhood, extended family, religious group and their socialisation functions.
- (iii) At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.

- (iv) Various dimensions of self and the impact of socialisation on development of self.
- (v) Understanding interface between home, community and school; inter-linkages within wider socio-cultural contexts.
- (vi) Paradigm Shift in Pedagogical Concept with reference to social context.

**UNIT– IV Emerging Indian Concerns and their educational implications**

1. Meaning, Concept and Impact of Liberalisation Globalization and Privatization on Education.
2. Stratification of Education: concept and process.
3. Social Mobility, Social Cohesion, Technological Invasion and Knowledge Explosion.
4. Education for marginalized group like women, Dalits and Tribal people.

**UNIT – V Contemporary Issues and Policies**

1. Contemporary challenges related to equalization of opportunities in education.
2. Right to Education and Challenges in implementation, SSA, NayeTaleem.
3. Education and Industrialization.
4. Learning without Burden – Prof. Yashpal Committee Report.

**PRACTICUM/FIELD WORK (Any two from the following) :**

1. Arrange a discussion session in class how cultural diversity in school benefits the students
2. Observe mid day meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc. come together)
3. List down some of the habits of students which they bring exclusively from home or outside school.
4. Present a report in class about the education of marginalized group.
5. Examine policy & constitutional provision on equality and right to education.

**Reference**

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- Sexena, N.R.Swaroop, Principles of Education, International Publishing House, Merrut (U.P)
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**B.A. B.Ed. II Year- 2019**  
**Paper II**  
**Schooling, Socialisation and Identity**

Duration: 3 Hrs.  
Max Marks: 70

**Objectives:**

The student teacher will be able to:

- Become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);
- Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations;
- Begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles;
- Begin to become critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallising and limiting of one's identity as a teacher and a human being; and
- Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

**COURSE CONTENT**

**UNIT 1: SOCIALISATION**

1. Understanding the nature and processes of socialisation

- (i) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values;
- (ii) Socialisation and the community: neighbourhood, extended family, religious group and their socialisation functions; and
- (iii) At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.

**UNIT 2: EMERGENCE OF 'PERSON' AND 'IDENTITY'**

1. Aspirations: Meaning, positive & negative aspirations, realistic & unrealistic aspiration
2. Factors that influence aspirations: intelligence, sex, interests, Values, Family Pressures, Group expectations, cultural traditions, competition with others, past experiences, the Mass Media, personal Characteristics.
3. Self Concept: Meaning, Self concept in reference to parents expectation, Attitude towards members of the family, physical state of the child, Biological Maturation( Early-average-late), Impact of radio & television etc, school opportunities, school demands, religious affiliations, opinion of peers, family economic problems, family personal problems, attitude towards peers.
4. The influence of technology and globalisation on identity formation.

### **UNIT 3: SCHOOLING AND IDENTITY FORMATION:**

1. Schooling as a process of identity formation: ascribed, acquired and evolving.
2. Factors influencing teacher-student relationship, Early school experiences in Identity formation
3. Factors influencing attitudes toward Education: Sex, child training Methods, home influence, social class, religion, ethnic group, peers, personal adjustment.
4. Role of the school in developing national, secular and humanistic Identities.

### **UNIT-4: COPING WITH SOCIAL COMPLEXITIES: ROLE OF EDUCATION**

1. Expanding human activities and relations; increasing complexity, homogenisation of culture versus preservation of distinctive identities; competition, uncertainty and insecurities and the resultant identity conflicts.

### **UNIT 5: EVOLVING AN 'IDENTITY' AS A TEACHER**

1. The impact of one's own socialisation processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher' and influences that have acted/continue to act on oneself.
2. Reflections on one's own aspirations and efforts in becoming a 'teacher'.
3. Social image of the teacher in present context.
4. Teacher appraisal

#### **Practicum/Field Work(Any two Activities)**

1. After standing the pic 'self- concept' prepare a reflective journal mentioning how the school teachers formed your self- concept.
2. Recall your childhood experiences about your social surroundings & recollect the persons who played an imposing role in forming your- self& identity.
3. Organise a Brain-storming session on the topic values can't be taught they are caught mention who were the prominent speakers & contributors.
4. Recall a situation where you find yourself ill -treated write your experiences.
5. What you thought of teaching profession before joining this B.Ed. Program & what you think now after experiencing internship program. Prepare a note focusing on your weaknesses & strengths.

#### **Reference**

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- Das Gupta, S N 1969, History of Indian Philosophy, KitabMAhal, Allahbad
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- Medley, D M (1982), 'Teacher Effectiveness' in Encyclopaedia of Education Research, 5th edn, Vol IV, 1894-1903
- Pradhan, Ramchandra (1984), Education for Peace and Human Rights: Search for an Indian perspective, Gandhi Marg, Special issues on Peace Education(1984), (Editor: R R Diwakar), Vol. VI(Nos. 4 & 5) Gandhi peace foundation, New Delhi, pp270-87
- Saidain, K G (1997), Problems of Educational Reconstruction, Doaba Publishing House, Delhi

**B.A. B.Ed. II Year- 2019**  
**Paper III**  
**Learning Enrichment through Information**  
**And Communication Technology (EPC)**

Max Marks: 50

**Objectives:**

**The student teacher will be able to:**

- Understand the concept of Educational Technology and Information Technology and its role in construction of knowledge
- Prepare teachers for ICT class room
- Develop the abilities and the skills to use computer as a learning device.
- Develop the professional skills related to ICT
- Develop an spirit of appreciation towards ICT
- Develop the professional ethics in uses of ICT
- Develop the competencies for generating information through internet

**COURSE CONTENT**

**UNIT 1: RELEVANCE OF ICT IN EDUCATION**

- 1.Role of Information technology in 'construction of knowledge'
- 2.Concept of Educational technology
- 3.Computer assisted Learning, online education, Virtual classroom

**UNIT 2: VISUALISING LEARNING SITUATIONS USING AUDIO-VISUAL AND OTHER MEDIA**

1. Use of audio Medias in Education.
1. Use of television and video in education
3. Use of newspaper in education.

**UNIT 3: USE OF COMPUTERS IN SCHOOLS**

- (1) Functional knowledge of operating computers–on/off, word processing, use of power point, excel, Computer as a learning tool,
- (2) Effective browsing of the internet for discerning and selecting relevant information, Survey of educational sites based in India, Downloading relevant material.

**UNIT 4: VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS**

- (1) Preparation of learning schemes, Interactive use of audio-visual programme, Developing PPT slide show for classroom use, Use of available software or CDs with LCD projection for subject learning interactions
- (2) Generating subject-related demonstrations using computer software, Enabling students to plan and execute projects (using computer based research) Engaging in professional self-development.

- (3) Collaborative learning tasks Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

## **UNIT 5: TECHNOLOGICAL ADVANCEMENTS IN EDUCATION**

(1) Innovative usage of technology: Use of technology integration in resource-plenty as well as resource-scarce situations

(2) Critical issues in 'internet usage' – authenticity of information, addiction, demerits of social networking group.

### **Practicum/Field Work (Any Five of the following)**

1. Organise a symposium about 'construction of knowledge' and prepare the minutes.
2. Prepare a power point presentation on any 2 general topics and present them before peers.
3. Prepare a five minutes programme of teaching with a video recording of self and put the content on CD and submit it for appraisal.
4. Watch a programme broadcast on television on educational topics & prepare an interpretational report.
5. Collect & analyse news matter related to educational issues in local context (At least 7 days news).
6. Conduct an extempore session about various issues of social media & draft summaries in the form of report.
7. Through an intensive search on internet find out some Educational apps and mention their utilities.
8. Conduct an informative session with the help of the Teacher Educator on the topic, 'how to use search engines efficiently and precisely'. List the outcomes (session to be conducted in the presence of expert)
9. How a mobile as a device can be used as teaching tool write a note on it on the basis of your self experiences.
10. Search at least four free educational e-books and write them on CD and submit it.

### **References:**

- Alexis, M. L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.
- Goel, Hemant Kumar. Computer Vigyan Shikshan. R Lal Book Depot (Hindi and English)
- Merrill, P.P., et al (1985), Computers in Education, Second Edition, Allyn and Bacon, New York,
- Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co 104
- Peter Norton's Introduction to Computers (2000), Tata McGraw-Hill Publications, New Delhi
- Schwatz & Schitz (2000), Office 2000, BPB Publications, New Delhi.
- Smha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi.
- Srinivasan, T. M. (2002). Use of computers and multimedia in education. Jaipur: Aavisakar Publication.

# **SYLLABUS FOR FOUR YEAR INTEGRATED B.A. B.Ed. COURSE**

**THIRD YEAR**



**Session: 2019-2020**

**JAI NARAIN VYAS UNIVERSITY  
JODHPUR**

संस्कृत  
प्रथम प्रश्न पत्र  
(काव्य, अलंकार, व्याकरण एवं संस्कृति)

अधिकतम अंक 70  
समय 3 घंटा

कुल प्रश्न पत्र का निर्माण संस्कृत भाषा में होगा, किन्तु विशेष निर्देश के अभाव में प्रश्न-पत्र का उत्तर हिन्दी, संस्कृत अथवा अंग्रेजी में दिया जा सकता है।

पाठ्यक्रम

इकाई – 1 नाट्यशास्त्र द्वितीय अध्याय

इकाई – 2 महाभारत शान्ति पर्व (192 अध्याय)

इकाई – 3 हल् सन्धि

इकाई – 4 अलंकार – व्यतिरेक, अर्थान्तरन्यास अपह्नुति, विभावना, विशेषोक्ति, अप्रस्तुतप्रशंसा ,

इकाई – 5 भारतीय संस्कृति–, वर्णव्यवस्था,, पुरुषार्थ चतुष्टय तथा पुराकालीन भारतीय शिक्षापद्धति।

प्रश्न-पत्र का निर्माण निम्नानुसार होगा –

खण्ड 'अ' – 10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' – 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स' – 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

सहायक पुस्तकें –

- महाभारत शान्ति पर्व (192 अध्याय)–गीता प्रेस, गोरखपुर
- नाट्यशास्त्र : (प्रदीप हिन्दी टीकोपेत), चौखम्बा पब्लिकेशन्स, अंसारी रोड, दरियागंज, नई दिल्ली
- लघुसिद्धान्तकौमुदी : महेशसिंह कुशवाह
- संस्कृत व्याकरण : श्रीनिवास शास्त्री
- काव्यदीपिका (अष्टम शिखा) : कान्तिचन्द्र भट्टाचार्य
- भारतस्य सांस्कृतिको निधि: रामजी उपाध्याय
- भारतीय संस्कृति : श्री कृष्ण ओझा

- भारतीय संस्कृति : शिवदत्त ज्ञानी
- भारतीय संस्कृति : प्रीति प्रभा गोयल
- भारतीय संस्कृति-सौरभम् :रामजी उपाध्याय, भारतीय संस्कृति संस्थान, महामनापुरी, वाराणसी-5
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द्वितीय प्रश्न पत्र  
(वेद, उपनिषद्, दर्शन एवं व्याकरण)

अधिकतम अंक 70  
समय 3 घंटा

पाठ्यक्रम

इकाई 1 : वेद

(क) ऋग्वेद : अग्नि 1.1, विष्णु 1.154, हिरण्यगर्भ 10.121

इकाई 2 : कठोपनिषद् (प्रथम अध्याय— प्रथम वल्ली)

इकाई 3 : व्याकरण

(क) कत् प्रत्यय,

(ख) लघुसिद्धान्तकौमुदी के निर्धारित (लट्, लोट्, एवं विधिलिङ्.) लकारों में भू धातु के चार में से दो रूपों की सिद्धि

(ग) एध् धातु के चार में से दो रूपों की सिद्धि। निर्धारित लकार –लट् लोट्

इकाई 4 : भारतीय दर्शन के सिद्धान्त

अ. भारतीय दर्शनों का वैशिष्ट्य एवं सामान्य परिचय

ब. आत्मा

स. मोक्ष

द. अहिंसा

य. चार आर्यसत्य

इकाई 5 : (क) निर्धारित तद्धित प्रत्यय

ष्यञ्-वर्णदृढादिभ्यः ष्यञ् च, गुणवचनब्राह्मणादिभ्यःकर्मणि च

त्व, तल्-तस्य भावस्त्वतलौ, ग्रामजनबन्धुभ्यस्तल्

इतच्-तदस्य स जातं तारकादिभ्य इतच्

इनि-अत इनिठनौ, व्रीह्यादिभ्यश्च

विनि-अस्मायामेधास्रजो विनिः

(ख) निर्धारित समास

समास

अव्ययीभाव-अव्ययं विभक्ति समीपसमृद्धिर्वृद्ध्यर्थभावात्ययासम्प्रति-

शब्दप्रादुर्भावपश्चाद्यथानुपूर्व्ययोगपद्यसादृश्यसम्पत्तिसाकल्यान्तवचनेषु

द्वन्द्व-चार्थे द्वन्द्वः, द्वन्द्वे घि, अजाद्यदन्तम्, अल्पात्तरम्, द्वन्द्वश्च

प्राणितूर्यसेनाङ्गानाम्

प्रश्न-पत्र का निर्माण निम्नानुसार होगा -

खण्ड 'अ' - 10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब'

– 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स'

– 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

सहायक पुस्तकें

- New Vedic Selection Part I & II : Telanga & Chaube, Bhartiya Vidya Prakashan, Delhi
- वेदचयनम्: व्याख्याकार, विश्वम्भर नाथ त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी
- कठोपनिषद्: गीता प्रेस, गोरखपुर
- कठोपनिषद् : व्याख्याकार, सुरेन्द्र देव शास्त्री, चौखम्बा विद्याभवन, वाराणसी
- लघुसिद्धान्त कौमुदी : अर्कनाथ चौधरी, जगदीश संस्कृत पुस्तकालय, झालानियों का रास्ता, किशनपोल
- बाजार, जयपुर।
- भारतीय दर्शन का इतिहास : बलदेव उपाध्याय
- भारतीय दर्शन : चन्द्रधर शर्मा
- भारतीय दर्शन : नन्दकिशोर देवराज, हिन्दी समिति लखनऊ
- भारतीय दर्शन का परिचय : चटर्जी एवं दत्त

प्रथम प्रश्न पत्र  
हिन्दी भाषा और साहित्य का इतिहास

अधिकतम अंक 70  
समय 3 घंटा

इकाई 1 : हिन्दी भाषा—हिन्दी की मूल आकर भाषाएँ—संस्कृत, पालि, प्राकृत, अपभ्रंश का परिचय, विशेषताएँ। हिन्दी का उद्भव और विकास। हिन्दी और उसकी बोलियों का सामान्य परिचय।

इकाई 2 : हिन्दी भाषा के विविध रूप—बोलचाल की भाषा, राजभाषा, रचनात्मक भाषा, राष्ट्र भाषा, सम्पर्क भाषा, संचार भाषा।

हिन्दी का शब्द भण्डार—तत्सम, तद्भव, देशज, आगत शब्दावली। देवनागरी लिपि : उद्भव—विकास एवं मानक — रूप।

इकाई 3 : हिन्दी साहित्य का इतिहास—आदिकाल—सीमांकन, नामकरण। परिस्थितियाँ, आदिकालीन साहित्य का वर्गीकरण, प्रमुख काव्यधाराओं का परिचय एवं वैशिष्ट्य, विशिष्ट रचनाकारों का सामान्य परिचय।

इकाई 4 : भक्तिकाल—सामाजिक, राजनीतिक, सांस्कृतिक पृष्ठभूमि, सन्तकाव्य, सूफी काव्य, रामभक्ति काव्य धाराओं की प्रमुख काव्य—प्रवृत्तियाँ, कृष्णभक्ति काव्य। विशिष्ट रचनाकारों का सामान्य परिचय।

रीतिकाल—नामकरण, रीतिकालीन काव्य की प्रवृत्तियाँ एवं विशेषताएँ। प्रमुख रचनाकार।

इकाई 5 : आधुनिक काल—पृष्ठभूमि, भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता की काव्य—प्रवृत्तियाँ एवं विशेषताएँ।

प्रमुख गद्य विधाओं—निबन्ध, नाटक, एकांकी, उपन्यास, कहानी एवं आलोचना का उद्भव एवं विकास

प्रश्न एवं अंक—विभाजन

खण्ड (क) प्रत्येक इकाई से दो—दो (कुल दस) लघूत्तरी प्रश्न

(शब्द सीमा 30 शब्द)

10x1=10अंक

खण्ड (ख) प्रत्येक इकाई से विकल्प सहित एक—एक (कुल पाँच)

टिप्पणी परक प्रश्न (शब्द सीमा 250 शब्द)

5x6=30अंक

खण्ड (ग) प्रत्येक इकाई से एक—एक आलोचनात्मक प्रश्न पूछा

जायेगा, जिनमें से किन्हीं तीन के उत्तर देने होंगे।

(शब्द सीमा 500 शब्द)

3x10=30अंक

- हिन्दी भाषा का इतिहास : लक्ष्मीसागर वार्ष्णेय
- हिन्दी भाषा का उद्गम और विकास : उदयनारायण तिवारी
- हिन्दी साहित्य का सुबोध इतिहास : गुलाबराय
- हिन्दी साहित्य का इतिहास : लक्ष्मीसागर वार्ष्णेय

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इकाई 1 काव्य-लक्षण, काव्य-हेतु, काव्य-प्रयोजन, काव्य-भेद।

इकाई 2 रस का स्वरूप, रस के अवयव-स्थायी भाव, विभाव, अनुभाव, संचारी भाव। रस के भेदों का परिचय।

इकाई 3 अलंकार-सामान्य परिचय, निर्धारित अलंकार-अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, भ्रान्तिमान, सन्देह, उत्प्रेक्षा, दृष्टान्त, विरोधाभास, असंगति (कुल 12)

छन्द-सामान्य परिचय, निर्धारित छन्द-दोहा, सोरठा, चौपाई, रोला, इन्द्रवज्रा, मन्दाक्रान्ता, उपेन्द्रवज्रा, मदिरा सवैया, मत्तगयन्द सवैया, दुर्मिल सवैया, मनहरण, देवघनाक्षरी (कुल 12)

इकाई 4 काव्य-गुण

काव्य-कोष-निर्धारित काव्य-दोष-श्रुतिकटुत्व, च्युतसंस्कृति, ग्राम्यत्व, अश्लीलत्व, अप्रतीतत्व, क्लिष्टत्व, न्यूनपदत्व, अधिक पदत्व, पुनरुक्तत्व, अक्रमत्व, दुष्क्रमत्व (कुल 11)

शब्द शक्तियाँ

इकाई 5 गद्य विधाओ -नाटक, एकांकी, उपन्यास, कहानी, निबन्ध, आलोचना, संस्मरण, रेखाचित्र, आत्मकथा, जीवनी का स्वरूप एवं तात्विक विवेचन।

इकाई एवं अंक-विभाजन :

खण्ड (क) प्रत्येक इकाई से दो-दो (कुल दस ) लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)

10x1= 10अंक

खण्ड (ख) प्रत्येक इकाई से विकल्प सहित एक-एक (कुल पाँच) टिप्पणीपरक प्रश्न

(शब्द सीमा 250 शब्द)

5x6= 30अंक

खण्ड (ग) प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न पूछा जायेगा, जिनमें से किन्हीं तीन के उत्तर देने होंगे ( शब्द सीमा 500 शब्द) 3x10= 30अंक

- सिद्धान्त और अध्ययन : गुलाब राय
- काव्य प्रदीप : रामबहोरी शुक्ल
- साहित्य रूप : शिवकरण सिंह
- काव्य के रूप : गुलाब राय
- हिन्दी आलोचना : विश्वनाथ त्रिपाठी
- काव्यशास्त्र : भगीरथ मिश्र

**B.A. B.Ed. III Year- 2020**  
**ELECTIVE ENGLISH**

Teaching hours: 8 periods per week.

PAPER I  
**POETRY**

Duration: 3 Hrs.  
Max Marks: 100

**TEXTS PRESCRIBED:**

*From Wordsworth to Now*. Ed. C.T. Thomas (Orient Longman, 1985)

OR

*The Golden Treasury*. F.T. Palgrave. Rupa Classics.

The following poems are prescribed:

William Wordsworth:           The World is Too Much with Us;

S.T. Coleridge :                Christabel, Part I.

P.B. Shelley:                 Ode to the West Wind.

John Keats:                    To Autumn.

Alfred Tennyson:             Ulysses.

Arnold:                         Shakespeare.

Robert Browning:            My Last Duchess.

Emily Dickinson:            The Chariot.

Gerald Manley Hopkins:     Pied Beauty; God's Grandeur.

Robert Frost:                After Apple Picking.

T.S. Eliot:                    The Journey of the Magi.

W.H. Auden :                 Musee des Beaux Arts.

Philip Larkin:                Church Going.

Nissim Ezekiel:Enterprise

**Section A**

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words. Each Question carries 1 marks.

Unit 1 : Two reference (Lines/quotes) to context from prescribed poems.

Unit 2 : Two questions from: Wordsworth, Coleridge, Shelley and Keats.

Unit 3 : Two questions from :Tennyson, Arnold, Browning, Dickinson and Hopkins.

Unit 4 : Two questions from: Robert Frost, T.S. Eliot, Auden, Larkin and Ezekiel

Unit 5 : Two Questions on Genre and Age

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each Unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1 : Two reference (Lines/quotes) to context from prescribed poems.

Unit 2 : Two questions from: Wordsworth, Coleridge, Shelley and Keats.

Unit 3 : Two questions from :Tennyson, Arnold, Browning, Dickinson and Hopkins.

Unit 4 : Two questions from: Robert Frost, T.S. Eliot, Auden, Larkin and Ezekiel

Unit 5 : Two Questions on Genre and Age

**Section C**

(3x10=30 Marks)

This Section will consist of five questions from Unit 2,3,4.

The students are required to attempt any three questions in 500 words.

**BOOKS RECOMMENDED:**

- Boulton, Marjorie. *Anatomy of Poetry*. London & Boston: Routledge & Kegan Paul PLC, 1982.
- Hooper, A.G. *An Introduction to Language and Literature*. London: Longmans, 1961.

**B.A. B.Ed. III Year- 2020  
ELECTIVE ENGLISH**

**PAPER II  
DRAMA**

Duration: 3 Hrs.  
Max Marks: 70

**TEXTS PRESCRIBED:**

**FOR DETAILED STUDY:**

Shakespeare: *Othello* (The New Clarendon Shakespeare, OUP)

Arthur Miller: *All My Sons*. Ed. Nissim Ezekiel (Modern Plays for Students, OUP)

**FOR GENERAL STUDY:**

John Osborne: *Look Back in Anger*

**Section A**

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words. Each Question carries 1 marks.

Unit 1 : Two references (Lines/quotes) to contexts from Plays prescribed for Detailed Study.

Unit 2 : Two questions on Shakespeare: *Othello*.

Unit 3 : Two questions on Miller: *All My Sons*.

Unit 4 : Two questions on John Osborne: *Look Back in Anger*.

Unit 5 : Two Questions on the background and genre of the prescribed Drama.

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each Unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1 : Two references (Lines/quotes) to contexts from Plays prescribed for Detailed Study.

Unit 2 : Two questions on Shakespeare: *Othello*.

Unit 3 : Two questions on Miller: *All My Sons*.

Unit 4 : Two questions on John Osborne: *Look Back in Anger*.

Unit 5 : Two Questions on the background and genre of the Prescribed Drama.

**Section C**

(3x10=30 Marks)

This Section will consist of five questions from Unit 2,3,4.

The students are required to attempt any three questions in 500 words.

**RECOMMENDED READINGS:**

- Brooks and Heliman. *Understanding Drama*. Holt, Rinehart & Winston of Canada Ltd; 1948.
- Wells, Stanley. *Literature and Drama*.(Concept of Literature Series)
- Shakespearean Tragedy: Stratford Upon Avon Studies, No. 20. Holmes & Meier Pub, 1984.

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**B.A. B.Ed. III Year- 2020**  
**History**  
**Paper I**  
**History of India 1858 to 1950 AD**

**Duration: 3 Hrs.**  
**Max Marks: 70**

Unit : 1 Rise and Growth of Nationalism, Birth of Congress, Theory, theme and achievement of Moderates, Bengal Partition and Swadeshi Movement.

Unit : 2 Rise of Muslim League, Surat Split, Indian Council Act of 1909 and 1919, Govt of India Act of 1935.

Unit : 3 Emergence of Gandhi in Indian Politics, Non-Cooperation Movement, Civil Disobedience and Quit India Movement, Trade Union Movement.

Unit : 4 Subhash Chandra Bose and Indian National Army, Crips Mission, Simla Conference, Cabinet Mission, Muslim Communalism.

Unit : 5 Mountbatten Plan, Indian Independence Act of 1947, Main Features of Indian Constitution, Intregation of Indian States.

**Suggested Readings:**

- Majumdar, R.C. : British Paramountcy & Renaissance Vol. IX & X.
- Choudhary, Satyabrata: Leftist Movement in India.
- Dodwell H.H. : Cambridge History of India Vol. VI.
- Dutta, R.C. : The Economic History of India Vol. I and II.
- Girija Shankar : Socialist Trends in Indian National Movement.
- Gopal, S. : British Policy in India 1858-1905.

- Grover, B.L. : British Policy towards Indian National Congress.
- Hasan Mushirul : Nationalism and Communal Politics in India.
- Joshi, V.C. : Ram Mohan and the Process of Modernisation in India.
- Kaushal G. : Economic History of India.
- Mehrotra, S.R. : Emergence of Indian National Congress.
- Menon, V.P. : Transfer of Power.: The Story of Integration of Indian States.
- Mishra, B.B. : Administrative History of India.: Indian Middle Classes – their growth in modern times.
- Moin Sakir : Khilafat To Partition.
- Phadnis, Urmila : Towards the Integration of Indian States.
- Robin Jeffery : People, Princes and Paramount Power.
- Sarkar Sumit : Modern India.
- Singh, V.B. : Economic History of India 1857-1956.
- Tara Chand : History of Freedom Movement.
- बिपन चन्द्र : भारत में आर्थिक राष्ट्रवाद का उद्भव और विकास , भारत का स्वतंत्रता संघर्ष ।
- नागर—पुरुषोत्तम : आधुनिक भारतीय राजनीतिक विचारक ।
- अग्रवाल, आर.एन. : राष्ट्रीय आन्दोलन एवं संवैधानिक विकास ।
- प्रतापसिंह : आधुनिक भारत का सामाजिक व आर्थिक इतिहास ।
- जैन, एम.एस. : आधुनिक भारत का इतिहास ।
- रॉबर्ट्स, पी.ई. : ब्रिटिश कालीन भारत का इतिहास ।

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- इकाई 1 राष्ट्रवाद का उदय एवं विकास, कांग्रेस का जन्म, उदारवादियों के सिद्धान्त, कार्यप्रणाली एवं उपलब्धियां, बंगाल विभाजन एवं स्वदेशी आन्दोलन।
- इकाई 2 मुस्लिम लीग का उदय, सूरत फूट, भारत परिषद अधिनियम 1909 एवं 1919, भारत सरकार अधिनियम 1935।
- इकाई 3 भारतीय राजनीति में गांधी का प्रवेश— असहयोग आन्दोलन, सविनय अवज्ञा आन्दोलन एवं भारत छोड़ो आन्दोलन, श्रम संगठन आन्दोलन।
- इकाई 4 सुभाषचन्द्र बोस एवं आजाद हिन्द फौज, क्रिप्स मिशन, शिमला सम्मेलन, केबिनेट मिशन एवं मुस्लिम सम्प्रदायवाद।
- इकाई 5 माउण्टबेटन योजना, भारत स्वतंत्रता अधिनियम 1947, भारत के संविधान की प्रमुख विशेषताएं, भारतीय राज्यों का विलय।

### Suggested Readings:

- Majumdar, R.C. : British Paramountcy & Renaissance Vol. IX & X.
- Choudhary, Satyabrata: Leftist Movement in India.
- Dodwell H.H. : Cambridge History of India Vol. VI.
- Dutta, R.C. : The Economic History of India Vol. I and II.
- Girija Shankar : Socialist Trends in Indian National Movement.
- Gopal, S. : British Policy in India 1858-1905.
- Grover, B.L. : British Policy towards Indian National Congress.
- Hasan Mushirul : Nationalism and Communal Politics in India.
- Joshi, V.C. : Ram Mohan and the Process of Modernisation in India.
- Kaushal G. : Economic History of India.
- Mehrotra, S.R. : Emergence of Indian National Congress.
- Menon, V.P. : Transfer of Power.: The Story of Integration of Indian States.
- Mishra, B.B. : Administrative History of India.: Indian Middle Classes – their growth in modern times.

- Moin Sakir : Khilafat To Partition.
- Phadnis, Urmila : Towards the Integration of Indian States.
- Robin Jeffery : People, Princes and Paramount Power.
- Sarkar Sumit : Modern India.
- Singh, V.B. : Economic History of India 1857-1956.
- Tara Chand : History of Freedom Movement.
- बिपन चन्द्र : भारत में आर्थिक राष्ट्रवाद का उद्भव और विकास , भारत का स्वतंत्रता संघर्ष ।
- नागर—पुरुषोत्तम : आधुनिक भारतीय राजनीतिक विचारक ।
- अग्रवाल, आर.एन. : राष्ट्रीय आन्दोलन एवं संवैधानिक विकास ।
- प्रतापसिंह : आधुनिक भारत का सामाजिक व आर्थिक इतिहास ।
- जैन, एम.एस. : आधुनिक भारत का इतिहास ।
- रॉबर्ट्स, पी.ई. : ब्रिटिश कालीन भारत का इतिहास ।

**B.A. B.Ed. III Year- 2020**  
**History**  
**Paper II**  
**History of Rajasthan 1605 A.D. – 1950 AD**

**Duration: 3 Hrs.**  
**Max Marks: 70**

- Unit 1 Relations of Jahangir with Mewar, Relation of Shahjahan with Marwar, Relations of Aurangzeb with Amer, achievements of Sawai Jai Singh
- Unit 2 Maratha Incursions – causes, results & Nature. Treaties with East India Company Trade and Commerce
- Unit 3 Uprising of 1857 in Rajasthan, causes, Results & Nature, Political Awakening in Rajputana, Bhil, Bijolia Movements.
- Unit 4 Prajamandal Movement in Rajasthan with Special Reference to Jodhpur, Jaipur and Mewar, Formation of Rajasthan
- Unit 5 Folk Dieties of Rajasthan, Meera, Dadu, Ramdev and Pabu. Haveli Architecture with Special Reference to Jaisalmer and Shekhawati.

**Suggested Readings:**

- Jain, M.S.:Rajasthan Ka Itihas.
- Khadgawat, N.R.:Rajasthan's Role in 1857.
- Pema Ram:Agrarian Movements in Rajasthan.
- Raghubeer Singh:Purva Adhunik Rajasthan.
- Saxena, K.S.:Political Movements and Awakening in Rajasthan.
- Sharma, Dasharath:Rajasthan through the Ages.
- Sharma, G.N.: Mewar and the Mugal Emperors.
- Sharma, G.N.: Rajasthan Ka Itihas
- Sharma, G.N.: Social Life in Medieval Rajasthan.
- Vyas, R.P.:Rajasthan Ka Brihat Itihas (Two parts).

- इकाई 1 जहाँगीर के मेवाड के साथ सम्बन्ध, शाहजंहा के मारवाड के शासक के साथ सम्बन्ध औरंगजेब के आमेर के साथ सम्बन्ध , सवाई जयसिंह की उपलब्धियां
- इकाई 2 मराठा आक्रमण कारण एवं प्रभाव, ईस्ट इण्डिया की राजपूताना राज्यों के साथ संधियां— कारण एवं परिणाम, व्यापार एवं वाणिज्य
- इकाई 3 राजस्थान में 1857 का विप्लव— कारण, परिणाम एवं प्रकृति, राजपूताना में राजनीतिक जागृति, भील, बिजोलिया आन्दोलन
- इकाई 4 राजस्थान में प्रजामण्डल आन्दोलन— जोधपुर, जयपुर एवं मेवाड के विशेष संदर्भ में, राजस्थान का एकीकरण
- इकाई 5 राजस्थान के लोक देवता—मीरा, दादू, रामदेव, पाबू, राजस्थान का हवेली स्थापत्य— जैसलमेर एवं शेखावटी के विशेष संदर्भ में

### Suggested Readings:

- Jain, M.S.: Rajasthan Ka Itihas.
- Khadgawat, N.R.:Rajasthan's Role in 1857.
- Pema Ram:Agrarian Movements in Rajasthan.
- Raghubeer Singh:Purva Adhunik Rajasthan.
- Saxena, K.S.:Political Movements and Awakening in Rajasthan.
- Sharma, Dasharath:Rajasthan through the Ages.
- Sharma, G.N.: Mewar and the Mugal Emperors.
- Sharma, G.N.: Rajasthan Ka Itihas
- Sharma, G.N.: Social Life in Medieval Rajasthan.
- Vyas, R.P.:Rajasthan Ka Brihat Itihas (Two parts).

**B.A. B.Ed. III Year- 2020**  
**Political Science**

Paper I 70 Marks

Paper II 70 Marks

Duration of Each Paper 3 Hours

**Paper I**  
**INTERNATIONAL RELATIONS**

**Unit 1** Meaning, Nature and Scope of International Relations ; Approaches to the Study of International Relations : Idealist and realist approaches, Actors of International Relations; State and other Players.

**Unit 2** National Power: Meaning and Elements of National Power; Struggle for Power: retaining Power, increasing Power, demonstrating Power. Balance of Power: Meaning, Characteristics and devices for maintaining Balance of Power.

**Unit 3** Cold War: Meaning, Causes & Impact; End of the Cold War, Concept of Non Alignment: Its achievements, Problems and Challenges, India's role in Non – alignment movement.

**Unit 4** The basic features of the Foreign Policy of U.S.A., Communist China and India, India's relations with U.S.A., China and Pakistan.

**Unit 5** Major Contemporary Trend and Issues in International Politics; Changing World Scenario; Environmentalism, Globalisation, Human Rights, Disarmament, SAARC & ASEAN.

**Recommended Readings**

- C.Brown, International Relations Theory: London, Harvester Wheatsheat, 1975.
- F.I.Greenstein and N.W.Polsby, Theory of International Relations, Reading Massachusetts, Addison- Wesley, 1979.
- F.S.Northedge, The International Political System, London, Faber and Faber, 1976.
- I.Claude, Power and International Relations, New York, Random House, 1962.
- K.N.Waltz, Theory of International Politics, Reading Massachusetts, Addison-Wesley, 1979.
- K.N.Waltz, "The emerging structure of International Politics", International Security, 18,1993,
- W.D.Coplin, Introduction to International Politics, Chicago, Markham, 1971.

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समय 3 घंटा

इकाई 1 अंतर्राष्ट्रीय संबंध का अर्थ, प्रकृति व क्षेत्र; अंतर्राष्ट्रीय संबंधों के अध्ययन संबंधी उपागम—आदर्शवादी एवं यथार्थवादी उपागम, अंतर्राष्ट्रीय संबंधों के कर्ता—राज्य और अन्य कर्ता।

इकाई 2 राष्ट्रीय शक्ति — राष्ट्रीय शक्ति से अभिप्राय और तत्व; शक्ति के लिये संघर्ष—शक्ति बनाये रखना, शक्ति विस्तार, शक्ति प्रदर्शन; शक्ति सन्तुलन—अभिप्राय, लक्षण और शक्ति संतुलन बनाये रखने के तरीके।

इकाई 3 शीत युद्ध—अर्थ, कारण एवं प्रकार; शीत युद्ध का अन्त; गुट निरपेक्षता की अवधारणा—उसकी उपलब्धियां, समस्याएँ एवं चुनौतियाँ; गुट निरपेक्ष आन्दोलन में भारत की भूमिका

इकाई 4 संयुक्त राज्य अमेरिका, साम्यवादी चीन और भारत की विदेश नीति की प्रमुख विशेषताएँ; संयुक्त राज्य अमेरिका, साम्यवादी चीन और पाकिस्तान के साथ भारत के संबंध

इकाई 5 अंतर्राष्ट्रीय राजनीति में प्रमुख समकालीन प्रवृत्तियाँ और मुद्दे; बदलता वैश्विक परिदृश्य—पर्यावरणवाद, भूमंडलीकरण, मानव अधिकार, निःशस्त्रीकरण, सार्क एवं आसियान

**B.A. B.Ed. III Year- 2020**  
**Political Science**  
**Paper II**  
**Public Administration**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**Unit 1** Meaning, Scope and Nature of Public Administration; Evolution of Public Administration as a discipline; Public and Private Administration; Politics and Administration; New Public Administration; Methods and Approaches of Public Administration.

**Unit 2** Administrative Behaviour : Leadership, Decision Making, Communication, Accountability and Motivation.

**Unit 3** The concept of Bureaucracy and Civil Service; Role of Civil Service in developing Societies; Recruitment, Training and Promotion.

**Unit 4** Budget: Concepts, Techniques, Formulation and Execution of Budget, Role of Finance

Ministry. Accounts and Audit.

**Unit 5** Legislative, Executive and Judicial Control over Administration; Public Administration in the age of Globalisation and Liberalisation

**Recommended Readings**

- A. Avasthi and S.R. Maheshwari, Public Administration, Agra, Lakshmi Narain Aggarwal, 1996.
- D. Waldo (ed.), Ideas and Issues in Public Administration, New York, Mc Graw Hill, 1953.
- F.A. Nigro and L.S. Nigro, Modern Public Administration, New York, Harper & Row, 1984.
- L.D. White, Introduction to the Study of Public Administration New York, Macmillan, 1955
- M. Bhattacharya, Public Administration : Structure, Process and Behaviour, Calcutta, The World Press, 1991.
- P.H. Appleby, Policy and Administration, Alabama University of Alabama Press, 1957.
- S.R. Maheshwari, Administrative Theories, New Delhi, Allied, 1994.

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इकाई 1 लोक प्रशासन का अर्थ क्षेत्र और स्वरूप; एक विषय के रूप में लोक प्रशासन का उद्विकास; लोक प्रशासन एवं निजी प्रशासन; राजनीति और प्रशासन; नवीन लोक प्रशासन; लोक प्रशासन की अध्ययन पद्धतियां एवं उपागम ।

इकाई 2 प्रशासनिक व्यवहार –नेतृत्व, निर्णयन, संचार, जवाबदेहिता एवं अभिप्रेरणा ।

इकाई 3 नौकरशाही एवं लोकसेवा की अवधारणाएँ; विकासशील समाजों में लोकसेवा की भूमिका;भर्ती, प्रशिक्षण एवं पदोन्नति

इकाई 4 बजट – अवधारणाएँ एवं तकनीकें, बजट निर्माण एवं क्रियान्वयन, वित्त मंत्रालय की भूमिका, लेखांकन और लेखापरीक्षण

इकाई 5 प्रशासन पर विधायी, कार्यकारी और न्यायिक नियंत्रण; भूमंडलीकरण और उदारीकरण के युग में लोकप्रशासन ।

**B.A. B.Ed. III Year- 2020**  
**Sociology**

Paper I 70 Marks

Paper II 70 Marks

Duration of each Paper 3 Hours

**PAPER I**  
**ELEMENTARY SOCIAL RESEARCH**

Unit 1: Social Research and Social Survey : Meaning and purpose, Major steps in social research; case study method.

Unit 2: Scientific methods and its applicability in social research, Concept, Hypothesis, Interdisciplinary approach

Unit 3: Techniques of data collection: Observation, interview, schedule and questionnaire

Unit 4: Sampling

Processing and interpretation of data, Report writing

Unit 5: Elementary Statistics: Uses and limitations of Statistics and measures of central tendency

Note: One numerical question be set from Unit V

**BOOKS RECOMMENDED:**

- Ahuja, Ram : Social Research
- B.N.Ghosh : Scientific Method & Social Research.
- C.L.Sharma : Samajik Anusandhan aur Saravekshan Padhathiya
- Goode and Hatt : Methods in Social Research
- Hagood : Statistics for Sociologist
- Moser, C.A. : Survey Methods in Social Investigation
- Mueller & Schuessler – Statistical Reasoning in Sociology
- Nachmias & Nachmias – Research Methods in social sciences
- Seltizz Jahoda & others : Research Methods in Social Relations
- Young, P.V. : Scientific Social Survey and Research

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इकाई 1 : सामाजिक अनुसंधान और सामाजिक सर्वेक्षण : अर्थ व उद्देश्य, सामाजिक अनुसंधान के मुख्य चरण; वैयक्तिक अध्ययन पद्धति

इकाई 2 : वैज्ञानिक पद्धति तथा सामाजिक अनुसंधान में इसकी प्रयोज्यता, अवधारणा, उपकल्पना, अन्तर्वैषयिक उपागम

इकाई 3 : तथ्य संकलन की प्रविधियां : अवलोकन, साक्षात्कार, अनुसूची एवं प्रश्नावली

इकाई 4 : निदर्शन

तथ्यों का व्यवस्थीकरण एवं व्याख्या, प्रतिवेदन लेखन

इकाई 5 : प्रारम्भिक सांख्यिकी : सांख्यिकी का प्रयोग व उसकी सीमाएं तथा केन्द्रीय प्रवृत्ति के माप

नोट : इकाई 5 से एक गणितीय प्रश्न दिया जाये ।

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- गुडे व हाट : मेथड्स इन सोशल रिसर्च
- हेगुड : स्टेटिस्टिक्स फॉर सोशियोलॉजिस्ट्स
- यंग, पी.बी. : साइन्टिफिक सोशल सर्वे एण्ड रिसर्च
- नकमियास एवं नकमियास : रिसर्च मेथड्स इन सोशल साइंसेज
- मुलर एवं सिसलर : स्टेटिस्टिकल रिजनिंग इन सोशियोलॉजी
- सेल्टिज, जहोदा एवं अन्य : रिसर्च मेथड्स इन सोशल रिलेशन्स
- मोजर, सी.ए. : सर्वे मेथड्स इन सोशल इन्वेस्टिगेशन
- आहुजा, राम : सोशियल रिसर्च
- सी.एल. शर्मा : सामाजिक अनुसंधान और सर्वेक्षण पद्धतियां
- बी. एन. घोष : साइन्टिफिक मेथड्स एण्ड सोशल रिसर्च

**B.A. B.Ed. III Year- 2020**

**Sociology**

**PAPER II**

**SOCIAL THINKERS**

**Duration: 3 Hrs.**

**Max Marks: 70**

Unit 1: Auguste Comte: Meaning of Sociology, Law of three stages, Hierarchy of Sciences, Positivism

Unit 2: Karl Marx: Dialectical Materialism, Theory of class, Social Change, Alienation.

Unit 3: Emile Durkheim: Social fact, Division of Labour, Suicide, And Religion

Unit 4: Max Weber: Meaning of Sociology, Social Action, Ideal Type, Religion

Unit 5: Pitrim Sorokin: Sociology – Nature and Method, Theory of cultural change, Social Mobility.

**BOOKS RECOMMENDED :**

- Abraham : Social Thinkers
- Coser Lewis A – Masters of sociological thought
- Doshi and Jain : Pramukh Samajshastriya Vicharak-Comte se Meron Tak
- Raymond Aron : Main Currents in Sociological Thought, 2 Volumes
- Shamboo Lal Doshi and P.C. Jain : Kari Marx, Max Weber, Emile Durkheim (In Hindi)

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इकाई 1 : अगस्त काम्ट : समाजशास्त्र का अर्थ, तीन स्तरों का नियम, विज्ञानों का संस्तरण, प्रत्यक्षवाद

इकाई 2 : कार्ल मार्क्स : द्वन्द्वात्मक भौतिकवाद, वर्ग का सिद्धान्त, सामाजिक परिवर्तन, अलगाव

इकाई 3 : इमाइल दुर्खीम : सामाजिक तथ्य, श्रम विभाजन, आत्महत्या, धर्म

इकाई 4 : मैक्स वैबर : समाजशास्त्र का अर्थ, सामाजिक क्रिया, आदर्श प्रारूप, धर्म

इकाई 5 : पितरिम सोरोकिन : समाजशास्त्र –प्रकृति एवं पद्धति; सांस्कृतिक परिवर्तन का सिद्धान्त, सामाजिक गतिशीलता

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- अब्राहम : सोशियल थिंकर्स
- रेमण्ड एरों : मेन करंट्स इन सोशियोलोजिकल थोट, दो वोल्यूम
- शम्भूलाल दोषी एवं पी. सी. जैन : कार्ल मार्क्स, मैक्स वैबर, इमाइल दुर्खीम (हिन्दी में)
- दोषी एवं जैन : प्रमुख समाजशास्त्रीय विचारक कॉम्ट से मर्टन तक
- कोजर, लेविस ए. : मास्टरस् ऑफ सोशयोलॉजिकल थॉट्स

## Evaluation Plan for B.A.B.Ed III year's B.Ed. Papers

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Teaching, Learning & Assessment	70	30	100
2	Second	Gender Issues in Education	70	30	100
3	Third	Pedagogy Course I(Part I)	70	30	100
4	Fourth	Pedagogy Course II(Part I)	70	30	100
5	Fifth	Art & Aesthetics(EPC)	00	50	50
	<b>Total</b>				<b>450</b>
		<b>Other Activities</b> (1)Five Microteaching Skills to be practiced before Internship (25 Marks) (2)Co-curricular Activities (10 Marks) (3)Open Air Session Two Days (10 Marks) (4)Student-teacher's Multi-dimensional Appraisal (05 Marks)			<b>150</b>
		<b>Internship Activities</b> (1) ) One Week School Observation (10 Marks) (2) School Internship (Five Weeks) For Pedagogy Part- I & Pedagogy Part- II (30+30=60 Marks) (3) Criticism Lesson (10+10=20 Marks) (4) Action Research/Survey/Case study (Any one) (10 Marks)			
	<b>Grand Total</b>				<b>600</b>

## TEACHING SCHEME & CONTACT HOURS

Paper	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
<b>Paper I</b>	<b>4.5hrs (45 minutes 6 periods)</b>	<b>70</b>	<b>30</b>	<b>3 hrs.</b>
<b>Paper II</b>	<b>4.5hrs (45 minutes 6 periods)</b>	<b>70</b>	<b>30</b>	<b>3 hrs.</b>
<b>Paper III</b>	<b>4.5hrs (45 minutes 6 periods)</b>	<b>70</b>	<b>30</b>	<b>3 hrs.</b>
<b>Paper IV</b>	<b>4.5hrs (45 minutes 6 periods)</b>	<b>70</b>	<b>30</b>	<b>3 hrs.</b>
<b>Paper V</b>	<b>2.15 hrs (45 minutes 3 periods)</b>		<b>50</b>	

### NOTE-

1. In Third year of B.A B.Ed, School internship will be of six weeks.
2. Candidate has to practice five skills (assigned by college) in microteaching as a part of pre-internship activity. Each Skill will be performed twice as teach and reteach. They have to maintain the record of the micro lessons delivered.
3. Co-curricular & Extra-curricular activities must be spread all through the year which should also include special days' celebration.
4. To understand the local resources, people & community, an open air session of two days' will be conducted. It includes survey of that area as well as community work. Record of the work down is to be maintained.
5. Individual appraisal of the student-teachers will be done by the supervisor through a portfolio on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
6. Internship of 6 weeks includes initial six days for general observation of the ongoing school activities & classroom teaching of the host teachers.
7. The students will deliver at least 15 lessons of each pedagogy paper. It is expected that the students play the participative role in all school activities and take necessary responsibilities as and when required. If required they can take all vacant and required classes.
8. There will be two criticism lessons (one in each pedagogy subject) for the progressive assessment of the student-teacher.
9. The student-teacher will have to do an Action Research or Survey or a Case Study (Any one) as assigned by the concerned supervisor and will submit the report.

**The internal assessment criteria in B.A.B.Ed III year's B.Ed. Papers will be as follows-**

S.N	Name of the paper	Summative Assessment I(10Marks)	Summative Assessment II(10Marks)	Continuous/ formative Assessment (Activity / Practicum/ Field work)
1	Teaching, Learning & Assessment	10	10	Participation(5Marks) Documentation (5Marks)
2	Gender Issues in Education	10	10	Participation(5Marks) Documentation (5Marks)
3	Pedagogy Course I(Part I)	10	10	Participation(5Marks) Documentation (5Marks)
4	Pedagogy Course II(Part I)	10	10	Participation(5Marks) Documentation (5Marks)
5.	Art & Aesthetics(EPC)	10	10	Participation(15Marks) Documentation (15Marks)

**NOTE-**

Internal weight-age of 30 Marks will be divided as under:

1. Summative Tests: 20 Marks

(There shall be two tests its marks shall be consider for internal assessment record)

2. Candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities & 5 marks for their documentation.

Participation: (5 Marks) 2.5+2.5

Documentation: (5 Marks) 2.5+2.5

3. For V Paper i.e. Art & Aesthetics(EPC)50 marks of Internal Assessment will be divided as under-

20 Marks Two Summative Tests

15 Marks 3X5=15 (Five Activities, Practicum/Field work)

15 Marks 3X5=15 (Documentation of each Activity, Practicum/Field work)

Total = 20+ 30= 50 Marks

**B.A. B.Ed. III Year- 2020**  
**Paper-I**  
**Teaching, Learning & Assessment**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**Objectives:**

The student teacher will be able:

- To develop scientific attitude for the process of teaching & learning.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To develop insight for perfect teaching by its overall perspectives in detail.
- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Assessment for culturally responsive Pedagogy in diverse classroom.
- Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.
- Understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

**COURSE CONTENT**

**Unit-1 Micro –Teaching, Teaching Skills and Instructional Strategies-**

1. Micro teaching-Concept, meaning, characteristics, Phases, Micro-teaching cycle,
2. Teaching Skills-meaning and characteristics; Fluency in Questioning Skill, Introduction skill, skill of reinforcement, Skill of probing in Questioning, Skill of Stimulus Variation, Blackboard Writing Skill
3. Classroom instruction strategies- Introduction, Classification. Brain storming, Team teaching, Conference, Symposium, Seminar and workshop.

**Unit -2 Effective Teaching and Teaching style:**

1. Effective Teaching: Meaning, Component and Parameters of Effective Teaching, Principles of Teaching,
2. Teacher behaviour and classroom climate (Flanders' interaction analysis system) Teacher behaviour, effect of Verbal and Non-Verbal behaviour of Teacher on students' learning.
3. Teaching for culturally diverse students, theory of culturally relevant pedagogy.

4. Creative Teaching: Meaning, concept and ways of teaching creatively.
5. Teaching Style: - Concept, Types and effect on learners' learning process, factor affecting teaching Style.
6. Use of out of class experiences of children in classroom teaching, Organisational climate and teaching.

### **Unit -3 Learning and Learning Style::**

1. Learning – Meaning, and characteristics, factors influencing learning, Types of learning (Insight, Constructivist and Social), Tradition and changes in view of the learning process a shift from teaching to learning.
2. Principles of learning, Quality of learning.
3. Unlearning to learn
4. Role of teacher in teaching-learning situations: (a) Transmitter of knowledge (b) Teacher as a Role Model (c) Facilitator for Encouraging Children to Construct knowledge (Constructivist Approach)(d) Co-learner.
5. Role of motivation in learning – Concept, Motivational Strategies to be used in classroom teaching.
6. Learning Style: - concept, Types and importance in Teaching –Learning process, factors affecting learning style.
7. Diversity among learners and learning needs (with reference to special needs).
8. Multilingual background: Concept, Multilingual background of children and its classroom implications.

### **Unit -4 Concept And Types of Assessment:-**

1. Meaning & concept of assessment, Measurement and Evaluation and Their Interrelationship, Purpose of Assessment ( Prognostic, Monitoring of Learning, Providing Feedback, Promotion , Diagnosing), Principles of Assessment, and Perspectives.
2. Classification of assessment: Base on purpose (Prognostic, Formative, summative and Diagnostic), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).
3. Assessment of cognitive learning : Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment .
4. Assessment of affective learning: Attitude, values, interest, self – concept; Procedures for their assessment.
5. Continuous and Comprehensive Evaluation: Concept, Need and Process.
6. Grading: Concept, types and Application, Indicators for grading Psycho-Social dimensions of assessment.
7. Individual appraisal through portfolio.

### **Unit -5 Assessment Devices and practices:-**

1. Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
2. Assessment of Group Processes – Cooperative Learning and Social Skills.
3. Self, Peer and Teacher Assessment.
4. Participatory assessment and community monitoring, critical analysis of prevalent practices of assessment.

5. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) reflecting - Problem solving, creative and critical thinking, enhancing imagination and environmental awareness.
6. Construction and Selection of items, Guidelines for administration and Scoring procedure (Manual and electronic), Construction of achievement test.
7. Analysis and interpretation of student's performance; calculation of percentage, measure of central tendency, percentile & percentile rank, graphical representations.
8. Relationship of assessment with self-esteem; motivation and identity as learner, assessment of fixed and growth mindsets.
9. Limitations of assessment- lock sided assessment, overemphasis on return assessment, stress on rote memorization, and overemphasis on competition.

**Group-A PRACTICUM/FIELD WORK (Any one from the following):**

1. Analysing the behaviour of your fellow student-teachers, find out how socio-cultural factors have influenced & shaped their learning.
2. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
3. Conduct a case study of an individual (Educationally exceptional – Differently-abled).
4. Conduct an interview of 02 students of multilingual background and list the problems face by them in classroom conditions.
5. Trace out some of the odd Non-Verbal behaviour of any 05 fellow student teachers.

**Group –B PRACTICUM/FIELD WORK (Any one from the following):**

1. Prepare a diagnostic test of any subject from upper primary to senior secondary level, give suggestions for improvement.
2. Presentation of papers on examination and evaluation policies.
3. Individual appraisal of a school student through portfolio.
4. Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.
5. Construction, administration and interpretation of self made achievement text.

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**B.A. B.Ed. III Year- 2020**  
**Paper-II**  
**Gender Issues in Education**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**Objectives:**

The student teacher will be able to:

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- construct critically the impact of policies programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

**COURSE CONTENT**

**Unit 1: Gender Issues: Key Concepts**

1. Concepts and terms - Relate them with their context in understanding the power relations:  
Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism
2. Gender Bias, Gender Stereotyping and empowerment.
3. Equity and equality in relation with caste, class, religion, ethnicity, disability and regional disparity.

**Unit 2: Gender Studies: Paradigm Shifts**

1. Paradigm shift from women's studies to gender studies.
2. Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.
3. Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programmes and plans.

### **Unit 3: Gender, Power And Education**

1. Theories on Gender and Education: Application in the Indian Context:
  - Socialisation theory
  - Gender difference
  - Structural theory
  - Deconstructive theory
2. Gender Identities and Socialisation Practices in: Family, Schools, Society.
3. Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

### **Unit 4: Gender Issues In Curriculum**

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Gender stereotypes in curriculum framework & Text-Books.
3. Teacher as an agent of change in the context of gender sensitivity.

### **Unit 5: Gender, Sexuality, Sexual Harassment and Abuse**

1. Linkages and differences between reproductive rights and sexual rights.
2. Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models).
3. Sites of conflict: Social and emotional.
4. Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.
5. Agencies perpetuating violence: Family, school, work place and media (print and electronic).
6. Institutions redressing sexual harassment and abuse.

### **Practicum/Field Work(Any two from the following)**

1. Observe a co-educational class room and pick out the gender biased behavior /situation/comments and conclude the report.
2. List some examples of gender discrimination in the prevalent society.
3. Conduct an interview of a girl student facing inequality and resistances in family and society and also mention how it affects her aspirations.
4. Debate on women role models in various fields with emphasis on women in unconventional roles.
5. Prepare a biography a women role model of yours and also mention how she phased out her life struggle.

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**B.A. B.Ed. III Year- 2020**  
**Paper-III & IV**  
**Pedagogy of Hindi**  
**(Part I)**

**Duration: 3 Hrs.**  
**Max Marks: 70**

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- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

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- (अ) घर की भाषा और स्कूल की भाषा व विशयवस्तु समझने में उनकी भूमिका
- (ब) ज्ञान सृजन और भाषा
- (स) विषय के रूप में भाषा और माध्यम भाषा में अंतर
- (द) बहुभाषिक कक्षा व शिक्षक की सृजनात्मक भूमिका

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- (अ) धारा 343-351, 350
- (ब) कोटारी कमीशन (64 से 66)
- (स) राष्ट्रीय शिक्षा नीति --- 1986, पी.ओ. ए-1992,

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स्कूली विशय के रूप में हिंदी भाषा की निम्नलिखित विशयवस्तु का अध्ययन कर उनको पढाये जाने के तरीकों पर सामान्य विमर्श।

1. हिंदी भाषा: वर्णमाला, स्वरसन्धि, समास,काल विभाजन, पल्लवन, पत्र लेखन, पद्य समीक्षा इत्यादि।
2. स्कूली विशय के रूप में हिंदी भाषा शिक्षण की चुनौतियाँ
3. रोचकता के साथ शिक्षण
- 4.स्कूली स्तर पर भाषा को समृद्ध व सहज बनाने के उपाय
- 5 सामान्यपाठ योजना के चरण व पाठशिक्षण के संदर्भ में उद्देश्य लेखन

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1. भाषा अर्जन और अधिगम का दार्शनिक, सामाजिकऔर मनोवैज्ञानिक आधार
- 2.भाषा सीखने-सीखाने की बहुभाषिक दृष्टि : जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्कीव भारतीय भाषा शास्त्रियों पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि के दृष्टिकोण में।
3. भाषा अर्जन के आधुनिक तरीके

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1. व्याकरण अनुवाद प्रणाली
2. प्रत्यक्ष प्रणाली
3. ढाँचागत प्रणाली
4. प्राकृतिक प्रणाली
5. संप्रेषणात्मक प्रणाली

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< 1 Q सुनना, बोलना, पढ़ना और लिखना

• ' @ - सुनने का कौशल, बोलने का लहजा- भाषाई विविधता और हिंदीपर इसका प्रभाव, पढ़ने-पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण।

•KTU - पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखरपठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडियाका उपयोग/महत्व।

@; - लिखने के चरण, लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

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1. < " 0 & K1 - नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में) हिंदी की बोलियाँ,
2. < " 4 @ सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ।

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मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो

( KW ' & O – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)  
+ X 5 (विद्यार्थी, अभिभावक और अध्यापक) 5 0 -

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1. हिंदी में लिखित किसी भी लेख के विभिन्न पक्षों का अध्ययन कर उसी भौली का एक अन्य लेख किसी अन्य भाव पर केन्द्रित कर लिखें।
2. कक्षा को दो दलों में बाँटकर एक भाब्द के अधिकतम पर्यायवाची बताने की प्रतियोगिता का आयोजन करें व विजेता दल की घोशणा करें व उस पर रिपोर्ट तैयार करें।
3. बालकों की पारिवारिक पृष्ठभूमि के सम्बन्ध में संवाद स्थापित करते हुए उनके भाशा कौ ल को परिवे ागत प्रभाव के आधार पर परखिए।
4. किसी विशयवस्तु पर विविध प्रश्नों का समावेश करते हुए 25 अंको के एक मूल्यांकन प्रश्न पत्र का निर्माण करना।
5. हिन्दी व संस्कृत की वर्णमाला का तुलनात्मक अध्ययन कर दोनों के बीच में समानताओं व असमानताओं पर टिप्पणियाँ लिखो।

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- हिन्दी शिक्षण रमन बिहारीलाल
- हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
- माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
- हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
- भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
- मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
- भाषा ब्लूम फील्ड
- शुद्ध हिन्दी डॉ० भागीरथ मिश्र
- हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
- हन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
- अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
- व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
- नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
- शब्दार्थ दर्शन – रामचन्द्र वर्मा
- भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी
- हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

**B.A. B.Ed. III Year- 2020**  
**Paper-III & IV**  
**Pedagogy of English**  
**(Part I)**

**Duration: 3 Hrs.**  
**Max Marks: 70**

## **Objectives**

The student teacher will be able to:

- Understand the Nature & Role of English language
- Understand the pronunciation patterns in English
- Understand the linguistic behaviour of the individual and the society
- Understand the different roles of language
- Understand the relation between literature and language
- To be able to develop creativity among learners
- To be able to examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language
- To be able to use multilingualism as a strategy in the classroom situation
- Understand about the teaching of Poetry, Prose and Drama
- Identify methods, approaches and materials for teaching English at different levels
- Understand constructive approach to language teaching and learning
- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life

## **COURSE CONTENT**

### **UNIT 1: Nature & Role of English Language as a discipline**

1. Nature of English language
2. English as a global language
3. ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behaviour
4. Pronunciation—linguistic diversity, its impact on English Speech and writing, Understanding symbolical coding for pronunciation.
5. LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, Syntax and semantics.
6. ENGLISH LANGUAGE AND SOCIETY: Gender Biasness in use of language; Language and Identity; Language and Power; Language & career opportunities,
7. LANGUAGE IN SCHOOL: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language and construction of knowledge; Difference between language as a school- subject and language as a means of

learning and communication; Critical review of Medium of Instruction; multilingual classrooms; Multicultural awareness and language teaching.

8. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:  
Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

## **UNIT 2: POSITION OF ENGLISH IN INDIA**

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT:

1. English as a colonial language
2. English in Post-colonial times
3. Position of English as second language in India
4. English and Indian languages
5. Challenges of teaching and learning English
6. Formal & informal learning of English
7. Understanding the following labels used in the dictionaries in Indian context  
Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written, Taboo, Old fashioned, Old use, AmE, BrE, Dialect.

## **UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES**

### **1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL)**

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

### **2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:**

1. Grammar translation method
2. Direct method
3. Structural-situational method
4. Audio-lingual method
5. Natural method
6. Communicative approach
7. Total Physical Response
8. Thematic Approach (inter-disciplinary).

## **UNIT 4: ACQUISITION OF LANGUAGE SKILLS FOR ENGLISH AS A SCHOOL SUBJECT**

GRAMMAR & VOCABULARY

1. A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.
2. Ways of Building Vocabulary.
3. Dictionary as a formal source of vocabulary building

## **INSTRUCTIONAL DESIGN**

1. Logical arrangement of Instructional Design for teaching any topic
2. Steps for teaching a prose lesson
3. Steps for teaching a poetry lesson

## **ACQUISITION OF LANGUAGE SKILLS (In reference to English):: Listening, speaking, reading and writing.**

1. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
2. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
3. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
4. Major barriers of Listening, Speaking, Reading & Writing
5. Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges.
6. Innovative practices in developing LSRW skills.

## **UNIT 5: Evaluation Strategies of English**

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.

## **Activities/Practicum/Fieldwork (Any two of the following)**

1. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
  - (i) How the different forms of language have been introduced?
  - (ii) Does the language clearly convey the meaning of the topic being discussed?
  - (iii) Is the language learner-friendly?
  - (iv) Is the language too technical?
  - (v) Does it help in language learning?

Now write an analysis based on the above issues.

2. Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced, family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.

3. Find out some of the following labels/words used in your English text book: Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written, Taboo, Old fashioned, Old use, AmE, BrE, Dialect. Analyse them in your local understanding & context.
4. Keeping in view the needs of the children with special needs prepare two activities for English teaching.
5. Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

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**B.A. B.Ed. III Year- 2020**  
**Paper-III & IV**  
**Pedagogy of Sanskrit**  
**(Part I)**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**Objectives:**

The student teacher will be able to:

- Understand the different roles of language
- Understand the relation between literature and language
- To be able to develop creativity among learners
- To be able to examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language and role of mother tongue in education
- To be able to use multilingualism as a strategy in the classroom situation
- Understand about the teaching of poetry, prose and drama
- Identify methods, approaches and materials for teaching Sanskrit at different levels
- Understand constructive approach to language teaching and learning
- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation

**COURSE CONTENT**

**UNIT 1: NATURE & ROLE OF SANSKRIT AS A DISCIPLINE**

1. **SANSKRIT LANGUAGE:** Concept, Nature & Origin & Development

2. **LANGUAGE AND SOCIETY IN REFERENCE TO SANSKRIT:**

- a) Language and gender
- b) Language and identity
- c) Language and power
- d) Language and class (society).

3. **LANGUAGE IN SCHOOL:**

- a) Concept of home language and the school language
- b) Language and construction of knowledge
- c) Difference between language as a school-subject and language as a means of learning and communication
- 4) Multilingual classrooms

4. **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:**

- 1) Position of languages in India

- 2) Constitutional provisions and policies of language education (Articles 343, 351, 350A)
- 3) Kothari Commission (1964-66);
- 4) National Curriculum Framework-2005 (language education)
- 5) Position of Sanskrit Language in India

## **UNIT 2: POSITION OF SANSKRIT LANGUAGE AS A SCHOOL SUBJECT IN INDIA**

### **ROLE OF SANSKRIT LANGUAGE IN INDIA:**

- a) Origin and development of Sanskrit Language
- b) Changing trends & goals in reference to Sanskrit
- c) Sanskrit language and Indian languages
- d) Socio-cultural importance of Sanskrit language
- e) Importance of teaching Sanskrit in India
- f) Problems related to Sanskrit teaching at school level.
- g) Sanskrit at International level

### **Instructional Design plan**

1. Understanding the logical order of instructional design to teach:  
Sandhi (सन्धि) Samas (समास) Karak (कारक) Upsarg (उपसर्ग) Pratyaya (प्रत्यय) Anuvad (अनुवाद) Tenses (काल)
2. Instructional Design of any prose lesson
3. Instructional design of any poetry lesson

## **UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES**

### **1. DIFFERENT APPROACHES/THEORIES/ TO LANGUAGE LEARNING AND TEACHING**

- (i) Philosophical, social and psychological bases of approaches to Language
- (ii) Acquisition and Language learning
- (iii) Inductive and deductive approach

### **2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:**

- a) Direct Method
- b) Traditional Method
- c) Textbook Method
- d) Elective Method
- e) Communicative Approach
- f) Grammar Translation Method

## **UNIT 4: ACQUISITION OF LANGUAGE SKILLS FOR SANSKRIT AS A SCHOOL SUBJECT**

### **GRAMMAR & VOCABULARY**

1. A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.
2. Ways of vocabulary enrichment
3. Literature as a formal source of vocabulary building
4. Memorisation as a traditional Practice in Sanskrit.
5. Understanding Panini (पाणिनी) approach of teaching grammar & seeing it in modern context.

ACQUISITION OF LANGUAGE SKILLS (In reference to Sanskrit) : Listening, speaking, reading and writing.

1. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
2. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
3. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
4. Major barriers of Listening, Speaking, Reading & Writing
5. Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges.
6. Innovative practices in developing LSRW skills.
7. Psychological misconceptions/barriers for learning Sanskrit.

**CO-CURRICULAR ACTIVITIES IN DEVELOPING LANGUAGE SKILLS IN SANSKRIT:** Debate, Elocution, competition, *antyakshari*, language game, essay writing, seminar, story writing, *samasyapoorti*, singing, jokes, Storytelling, exhibition, quiz and school magazine

### **UNIT 5: EVALUATION STRATEGIES OF SANSKRIT**

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- Oral, Written, Portfolio; Cloze test, Self evaluation; Peer evaluation; Group Evaluation. Diagnostic tests.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting–Problem solving, creative and critical-thinking, Appreciatory
3. Feedback to students, parents and teachers.

### ***Practicum/activities/Field work (Any Two of the following )***

1. Take a few passages from Sanskrit textbooks of Classes VI to VII and analyse:

- (i) How the different forms of language have been introduced?
- (ii) Does the language clearly convey the meaning of the topic being discussed?
- (iii) Is the language learner-friendly?
- (iv) Is the language too technical?
- (v) Does it help in language learning?

Now write an analysis based on the above issues.

2. Survey two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of Sanskrit. The survey may be based on introduction level of subject, school resources support, teaching strategies, learning hurdles, psychological & socio-cultural aspects etc. Prepare the findings in report form.
3. Collect interesting folktales in Sanskrit and tell half story to the students & leave the another half to imaginatively anticipate it. Find the interesting conclusions & write down your class experiences.

4. Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teaching.
5. Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

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**B.A. B.Ed. III Year- 2020**  
**Paper-III & IV**  
**Pedagogy of Social Sciences**  
**(Part I)**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**OBJECTIVES**

The student teacher will be able to:

- Understand the aims and objectives of teaching Social Science.
- Develop an understanding of the nature of social sciences as, an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Social Science.
- Review the Text-book of Social Science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in social science at secondary level.
- Understand the concept of multiple assessment techniques.

**COURSE CONTENT**

**Unit 1: Nature of Social Science as a Discipline**

1. Meaning, Concept, Needs of social science teaching.
2. Nature and scope of social science teaching.
3. Historical development of social science as a discipline.
4. Changing areas of social science as a subject.

**Unit 2: Social science as a school subject**

1. Importance of social science in school curriculum.
2. Aims & objectives of teaching social science at secondary level. Writing objectives in behavioural terms.
3. Correlation of Social Science with other School Subjects – History, Geography, Economics, Civics & Environmental Sciences.
4. Changing trends and goals of teaching social science with reference to N.C.F. 2005.

**Unit 3: Methodology of Teaching-learning of social science**

1. Methods and devices of teaching social science at secondary level - Lecture, Project, Problem solving, socialised recitation. Questioning, dramatization, role plays, Discussion, story-telling.

2. Excursion and team teaching as a method.
3. Planning, organizing and conducting of small community survey.

#### **Unit 4: Pedagogical Analysis and mode of learning Engagement**

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
  - a. History – Chronological events and their inter relatedness, epoch-making events.
  - b. Geography – Flora & Fauna, Important Physical features of geography Local, National and International context.
  - c. Civics – Fundamentals of democratisation society and developing good citizenship.
  - d. Economics – Fundamentals of economics and different market patterns, globalizations and Indian economy.
2. Modes of learning engagement in social studies -
  - a. Providing opportunities for group activities
  - b. Group/Individual Presentation
  - c. Providing opportunities for sharing ideas
  - d. Teaching aids and activities in laboratory work
  - e. Reflective written assignments
  - f. Library survey
  - g. Field trips

#### **Unit 5: Assessment & Evaluation of Social Sciences learning**

1. Assessment of social thinking, logical reasoning and to discourage mechanical manipulation and rote learning-
  - a. Planning of evaluation in social sciences
  - b. Formative and summative evaluation in social sciences
  - c. Continuous and comprehensive evaluation (CCE) in social sciences at secondary level
  - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Construction of achievement test/question paper in social sciences.

#### **Practicum/Field Work (Any two of the following)**

1. Identify and interpret news related to positive social changes or initiatives.
2. A Panel discussion “good social environment for good ecological environment.”
3. Conduct a community survey on some existing social problem and find out the reasons of the problem.
4. Write a reflective journal on the effect of globalisation in villages (specified village).
5. Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject.

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**B.A. B.Ed. III Year- 2020**  
**Paper-III& IV**  
**Pedagogy of Civics**  
**(Part I)**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**OBJECTIVES**

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Civics.
- Develop an understanding of the nature of Civics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Civics.
- Review the Text-book of Civics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Civics at secondary level.
- Understand the concept of multiple assessment techniques.

**COURSE CONTENT**

**Unit 1: Nature of Civics as a Discipline**

1. Meaning, Concept, Needs of Civics teaching.
2. Nature and scope of Civics teaching.
3. Historical development of Civics as a discipline.
4. Civics vis-à-vis Political Science.
5. Importance of Studying Civics in the context of National Integration and International understanding.

**Unit 2: Civics as a school subject**

1. Importance of Civics in school curriculum.
2. Aims & objectives of teaching Civics at secondary level. Writing objectives in behavioural terms.
3. Correlation of Civics with other School Subjects – Social Science, Geography, Economics, History.
4. Civics in developing local, national and international understanding of political scenario.

**Unit 3: Methodology of Teaching-learning of Civics**

1. Methods and devices of teaching civics at secondary and senior secondary level - Lecture, Project, Problem solving, Role plays, Discussion and supervised study method. Techniques of questioning & Interview.
2. Excursion and team teaching as a method.
3. Developing civic sense: National Days' celebration, Prompting for intensive reading, Respecting the legendary Personalities & Value inculcation through activities.

#### **Unit 4: Pedagogical Analysis and mode of learning Engagement**

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
  - (a) Understanding the fundamental rights, duties & directive principles as mentioned in Indian constitution.
  - (b) Understanding the evolution of Indian constitution
  - (c) Understanding the Secularism, Democracy & Socialism
  - (d) An overview of the eminent Political Thinkers
2. Modes of learning engagement in Civics-
  - a. Providing opportunities for group activities
  - b. Group/Individual Presentation
  - c. Providing opportunities for sharing ideas
  - d. Teaching aids and activities in civics room
  - e. Reflective written assignments
  - f. Library survey

#### **Unit 5: Assessment & Evaluation of Civics learning**

1. Purpose and concept of evaluation in civics.
2. Objective & Process Based Evaluation
  - a. Planning of evaluation in Civics
  - b. Formative and summative evaluation in Civics
  - c. Continuous and comprehensive evaluation (CCE) in Civics
  - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in Civics.

#### **Practicum/Field Work (Any two)**

1. Make biography of any emerging political party of India discuss its impact on local politics.
2. Arrange a discussion session in classroom about the directive principle of nation and lead the discussion that how people breach it.
3. Collect some photography from magazines, newspaper etc of some burning political issue and prepare an album.
4. Prepare and execute a team-teaching plan based on Civics.
5. Construct an achievement test based on civics.

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**B.A. B.Ed. III Year- 2020**  
**Paper-III & IV**  
**Pedagogy of History**  
**(Part I)**

**Duration: 3 Hrs.**  
**Max Marks: 70**

### **OBJECTIVES**

The student teacher will be able to:

- Understand the aims and objectives of teaching History.
- Develop an understanding of the nature of History.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of History and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of History.
- Review the Text-book of History (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in History at secondary level.
- Understand the concept of multiple assessment techniques.

### **COURSE CONTENT**

#### **Unit 1: Nature of History as a Discipline**

1. Meaning, Concept, Needs of History teaching.
2. Nature and scope of History teaching.
3. Historical development of History as a discipline.
4. Changing areas of History as a subject.
5. Importance of Studying Local History, National History and World History in the context of National Integration and International understanding.

#### **Unit 2: History as a school subject**

1. Importance of History in school curriculum.
2. Aims & objectives of teaching History at secondary level. Writing objectives in behavioural terms.
3. Correlation of History with other School Subjects – Social Science Geography, Economics, Civics, Art & Literature.
4. Changing trends and goals of teaching History with reference to N.C.F. 2005.

#### **Unit 3: Methodology of Teaching-learning of History**

1. Methods and devices of teaching history at secondary and senior secondary level - Lecture, Project, Chronological Method, Biographical Method, Source Method. Questioning, dramatization, Role plays, Discussion, story-telling.
2. Excursion and team teaching as a method.

3. Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

#### **Unit 4: Pedagogical Analysis and mode of learning Engagement**

- 1 Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
- 2 Chronological events and their interrelatedness, epoch-making events.
- 3 Understanding ancient, medieval and modern history in reference to emergence of different civilizations.
- 4 Understanding international history.
5. Modes of learning engagement in history -
  - a. Providing opportunities for group activities
  - b. Group/Individual Presentation
  - c. Providing opportunities for sharing ideas
  - d. Teaching aids and activities in history room
  - e. Reflective written assignments
  - f. Library survey
  - g. Field trips to sources of history

#### **Unit 5: Assessment & Evaluation of History learning**

1. Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -
  - a. Planning of evaluation in history
  - b. Formative and summative evaluation in history
  - c. Continuous and comprehensive evaluation (CCE) in history
  - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in history.

#### **Practicum/Field Work (Any two of the following)**

- 1 Watch a T.V. program based on historical events & mark out its deviations from authentic books of renowned writers.
- 2 Analyse two different writer's interpretation of Battle of Haldi Ghati & mark out different findings of theirs.
- 3 Prepare a survey based report on the primary sources available in your village/town/city & also throw light on their historical importance.
- 4 Find out the similarities in development of river valley civilisations of India& civilisations abroad.
- 5 Prepare a time-scale diagram of any historical topic on a chart & put it in school classroom & keep a note of it with you.

#### **References**

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- Verjeshwary, R. : Hand Book for History teacher in India.

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- Dixit, Upender Nath and Baghela, Het Singh: History teaching, Raj.Hindi Granth, Akadami, Jaipur
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**B.A. B.Ed. III Year- 2020**  
**Paper –V**  
**Art and Aesthetics (EPC)**

**Max Marks: 50**

**Objectives:**

The student teacher will be able to:

- Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.
- Critically evaluate existing school syllabus and textbooks.
- Prepare suitable teaching aids and use them in the classroom effectively.
- Fulfilment of an individual' s potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self- work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.
- Understanding basics of different Art forms - impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level

**COURSE CONTENT**

**Unit – 1 Understanding Art, Music, Dance & Drama**

1. Meaning, Nature and Scope of art, and aesthetics, Indian Folk art ,Creative Art, Knowledge of Indian Craft Traditions and its relevance in education , Knowledge of Indian Contemporary Arts and Artists; Visual Arts
2. The History of music, Drama and Dance in Indian context
3. Introduction to music: संगीतपरिचय : ध्वनि–स्वर, सप्तक, अलंकार, लय–ताल, वाद्य–तन्तु, अवनद्ध, सुशिर, धनलोकसंगीत, लोकगीत, लोकवाद्य ।
4. Introduction to dance: नृत्य कला का इतिहास, लोकनृत्य ।
5. Introduction to drama: नाटक की विभिन्नविधाएँ–मंचीय नाटक, नुक्कडनाटक, एकांकी, मूकाभिनय नाटक, एकाभिनय, इंप्रोवाइजेशन नाटक के अंश–मंचीय अंश, नेपथ्य अंश, पुतली–नाटक का माध्य, निर्माण प्रक्रिया, संचालन प्रक्रिया ।

**Unit – 2 Nature and Scope**

1. Art teaching at secondary level of school education
  - a) The place of art in general education.
  - b) Education Values of Art and its relationship with other school subjects.

- c) Role of Art is Indian culture and values.
- d) Art and Society
- e) Contribution of Art Teaching
- 2. Importance, Aims and Objective of Art Teaching (Bloom's approach to specify the outcomes).
- 3. Co-relation with other Subject
- 4. Developing Aesthetic Values through Music, Dance and Drama.

### **Unit – 3 Methods and Techniques**

- 1. Approaches and Methods of teaching Art- Demonstration method. Lecture cum demonstration, Experimental method, Project method, Text book, Question-answer techniques, Dramatization, Discussion, Group work and Assignments, Drama as a teaching technique..
- 2. Use of ICT in art teaching.
- 3. Arts, Drama and Music in the classroom.

### **Unit –4 Teaching-learning resources & Planning of Art And aesthetic Education**

- 1. Types of primary and secondary resources: data from field, textual material, journals, magazines, newspaper, People as resource; the significance of oral data.
- 2. Meaning, Concept, need and preparation of lesson plan, unit plan and annual plan.
- 3. Curriculum in Art for school instruction. Mughal art style, Rajasthani art style, pahari art style
- 4. Teaching Aids- Meaning, Importance and types of teaching Aids, Art laboratory (its need, organization, equipments)

### **Unit – 5: Evaluation of Art, Music, Dance & Drama**

- 1. Qualities of a good Art and Aesthetic Teacher.
- 2. Continuous and Comprehensive Evaluation (CCE) in art and aesthetic education.
- 3. Characteristics of Assessment in art education: Types of questions best suited for examining/assessing/ aspect of art education; Questions for testing quantitative skills, Questions for testing qualitative skill; Open-ended questions.
- 4. Blue print: Meaning, concept, need and construction.
- 5. Practical Evaluation and its importance

### **Practicum/Field work(Any five from the following taking care that it should cover atleast one activity from Art, Music And Drama each) :-**

- 1. Local field trip for understanding the stone carving art to understand them in reference to their cultural and historical importance compile a report of the same.
- 2. Exploration and experimentation with different methods of Visual Arts like Painting/ block printing/ collage/ clay modelling/ paper cutting and folding, etc.
- 3. Make five different teaching materials using different type of teaching aids (chart, Model, Power Point, O.H.P. transparencies of Art subject).
- 4. Prepare and organise a street play/NukkadNatak on any emerging social issue.
- 5. Make a pictorial presentation of local musical instruments with its historical and cultural significance.

6. Prepare a report and analyse how handicraft factories design their products, manage their resources, including raw materials, its marketing and various aspects of environmental concerns.
7. Meet some folk dance artist of the local vicinity and interview them on the point that how they evolved into an artist.
8. Perform the *TRITAAL AND KAHRAWA* in *DUGUN & TRIGUN* in the presence of your Music teacher and take a performance appraisal report from them.
9. Collect some folk songs in which there is a description of nature and analyse them.
10. Collect some songs which are sung on any marriage celebration.
11. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.
12. Local field trip for understanding working process of any art work or Art gallery/art form & mention experiences.
13. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.
14. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, Drama) make an individual portfolio & submit it in college.
15. Draw Caricatures of three renowned Historical personalities.
16. Pick out art based articles and paintings from famous newspapers and compile the collected information.

### **References:**

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- Arya Jaides: Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
- George Conard: The process of Art education in the elementary school Practice Hall, inc. England, Cliets No.1, 1964.
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# **SYLLABUS FOR FOUR YEAR INTEGRATED B.A. B.Ed. COURSE**

**FOURTH YEAR**



**Session: 2020-2021**

**JAI NARAIN VYAS UNIVERSITY  
JODHPUR**

संस्कृत  
प्रथम प्रश्न पत्र  
नाटक तथा व्याकरण

अधिकतम अंक 70  
समय 3 घंटा

कुल प्रश्न पत्र का निर्माण संस्कृत भाषा में होगा, किन्तु विशेष निर्देश के अभाव में प्रश्न-पत्र का उत्तर हिन्दी, संस्कृत अथवा अंग्रेजी में दिया जा सकता है।

पाठ्यक्रम

इकाई 1 : अभिज्ञानशाकुन्तलम् (1 से 4 अंक)

इकाई 2 : अभिज्ञानशाकुन्तलम् (5 से 7 अंक)

इकाई 3 : निर्धारित शब्द रूपसिद्धि तथा धातुरूप

(क) लघुसिद्धान्त कौमुदी के अजन्त पुल्लिङ्ग प्रकरण के 'राम' शब्द की सूत्र सहित रूपसिद्धि

(ख) धातुरूप- निम्नाि त धातुओं में से लट्, लोट्, लृट्, लङ्. एवं विधिलिङ्. लकारों में दो धातु रूपों (विकल्प सहित) का निर्दिष्ट लकार एवं पुरुष सम्बन्धी प्रश्न धातु रूप - हस्, पठ्, दृश्, स्था, वृत्, भ्रम्, तुद्, इण्, सिच्, चर्, गण्, चिन्त्, अस्, हन्, दा, कृ, ज्ञा, तन्, ब्रू, हा, जन्

इकाई 4 : निर्धारित तद्धित प्रत्यय

ठक्-रेवत्यादिभ्यष्ठक्, ठस्येकः, किति च

मतुप्-तदस्यास्त्यस्मिन्निति मतुप्, वसोः सम्प्रसारणम्

इमनिच्-पृथ्वादिभ्य इमनिच्वा, र ऋतो हलादेर्लघोः

अण्- अश्वपत्यादिभ्यश्च, तस्यापत्यम्, ओर्गुणः, शिवादिभ्योऽण्

छ-वृद्धिर्यस्याचामादिस्तद्वृद्धम्, त्यदादीनि च, वृद्धाच्छः, गहादिभ्यश्च, जिह्मामूलाङ्गुलेश्छः

तरप्, ईयसुन्-द्विवचनविभज्योपपदे तरबीयसुनौ

इष्टन्, तमप्-अतिशयने तमबिष्टनौ

च्चि-अभूततद्भाव इति वक्तव्यम्, कृभ्वस्तियोगे सम्पद्यकर्तारि च्विः, अस्य च्वौ

वति-तेन तुल्यं क्रिया चेद्वतिः

मयट्-नित्यं वृद्धशरादिभ्यः, तत्प्रकृतवचने मयट्

कल्पप्, देश्य, देशीयर्-ईषदसमाप्तौ कल्पद्देश्यदेशीयरः

ढक्-स्त्रीभ्योढक्, नद्यादिभ्यो ढक्

साति-विभाषा साति कात्स्न्ये

उतरच्-किंयत्तदोः निर्धारणे द्वयोरेकस्य उतरच्

उतमच्-वा बहूनां जातिपरिप्रश्ने उतमच्

इकाई 5 : निर्धारित समास

तत्पुरुष-द्वितीयाश्रितातीतपतितगतात्यस्तप्राप्तापन्नैः, कर्तृकरणे कृता बहुलम्, चतुर्थी

तदर्थार्थबलिहितसुखरक्षितैः, प चमी भयेन, स्तोकात्तिकदूरार्थकृच्छ्राणि क्तेन, प चम्याः स्तोकादिभ्यः,

षष्ठी, सप्तमी शौण्डैः

द्विगु-संख्यापूर्वो द्विगुः, तद्धितार्थोत्तरपदसमाहारे च, द्विगुरेकवचनम्, स नपुंसकम्

कर्मधारय-विशेषणं विशेष्येण बहुलम्, उपमानानि सामान्यवचनैः

नञ्-नञ्, नलोपो नञः, तस्मान्नुडचि

उपपद-उपपदमतिङ्

बहुव्रीहि—अनेकमन्यपदार्थे, सप्तमीविशेषणे बहुव्रीहौ, हलदन्तात्सप्तम्याः स ज्ञायाम्, नञोऽस्त्यर्थानां वाच्यो वा

चोत्तरपदलोपः

प्रश्न—पत्र का निर्माण निम्नानुसार होगा —

खण्ड 'अ' —10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' — 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स' — 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

- अभिज्ञानशाकुन्तलम् : व्याख्याकार—राधावल्लभ त्रिपाठी, म.प्र. हिन्दी ग्रन्थ अकादमी, भोपाल
- अभिज्ञानशाकुन्तलम् : डॉ. रमाशंकर त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी, 1981
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- अभिज्ञानशाकुन्तलम् : वासुदेव कृष्ण चतुर्वेदी, महालक्ष्मी प्रकाशन, आगरा (उ.प्र.)
- संस्कृत व्याकरण : श्री निवास शास्त्री
- संस्कृत व्याकरण प्रवेशिका : बाबूराम सक्सेना, रामनारायणलाल बेनी माधव, इलाहाबाद
- संस्कृत व्याकरण कौमुदी (तृतीय भाग): पं. ईश्वरचन्द्र विद्यासागर, चौखम्बा विद्याभवन, वाराणसी
- Higher Sanskrit Grammar (हिन्दी संस्करण) : M.R. Kale
- प्रौढरचनानुवाद कौमुदी : कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी

द्वितीय प्रश्न-पत्र  
वेद, उपनिषद्, भारतीय दर्शन, व्याकरण एवं निबन्ध

अधिकतम अंक 70  
समय 3 घंटा

इकाई 1 : वेद

(क) वाक् सूक्त 10.125, संज्ञान सूक्त 10.191, इन्द्र 2.12

इकाई 2 : कठोपनिषद् (प्रथम अध्याय— द्वितीय एवं तृतीय वल्ली)

इकाई 3 : व्याकरण

(क) लघुसिद्धान्तकौमुदी के निर्धारित (लृट्, लङ्, एवं विधिलिङ्) लकारों में भू धातु के छः में से तीन रूपों की सिद्धि

(ख) एध् धातु के चार में से दो रूपों की सिद्धि। निर्धारित लकार — लृट्, लङ्,

विधिलिङ्

इकाई 4 : भारतीय दर्शन के सिद्धान्त

अ. कार्यकारणभावसिद्धान्त

ब. ईश्वर

स. कर्मसिद्धान्त तथा पुनर्जन्म

द. निष्काम कर्म

य. प्रतीत्यसमुत्पाद

र. अनेकान्तवाद

इकाई 5 : निबन्ध

पच्चीस पङ्क्तियों में संस्कृत में एक निबन्ध

प्रश्न-पत्र का निर्माण निम्नानुसार होगा —

खण्ड 'अ' —10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' — 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स' — 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

- New Vedic Selection Part I & II : Telanga & Chaube, Bhartiya Vidya Prakashan, Delhi
- वेदचयनम्: व्याख्याकार, विश्वम्भर नाथ त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी
- कठोपनिषद्: गीता प्रेस, गोरखपुर
- कठोपनिषद् : व्याख्याकार, सुरेन्द्र देव शास्त्री, चौखम्बा विद्याभवन, वाराणसी
- लघुसिद्धान्त कौमुदी : अर्कनाथ चौधरी, जगदीश संस्कृत पुस्तकालय, झालानियों का रास्ता, किशनपोल
- बाजार, जयपुर।
- भारतीय दर्शन का इतिहास : बलदेव उपाध्याय
- भारतीय दर्शन : चन्द्रधर शर्मा
- भारतीय दर्शन : नन्दकिशोर देवराज, हिन्दी समिति लखनऊ
- भारतीय दर्शन का परिचय : चटर्जी एवं दत्त
- संस्कृत निबन्ध कलिका : रामजी उपाध्याय, भारतीय विद्या प्रकाशन, दिल्ली

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) मीरा पदमाला , (सं.) स्वामी (डॉ.) ओम् आनन्द सरस्वती ,  
प्रो.सत्यनारायण समदानी, प्रकाशक— मीरा स्मृति संस्थान , चित्तौड़गढ़

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खण्ड (क) सम्पूर्ण पाठ्यक्रम से कुल दस लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)

10x1= 10अंक

खण्ड (ख) पाठ्य पुस्तक से विकल्प सहित कुल पाँच व्याख्याएँ

(शब्द सीमा 250 शब्द) 5x6= 30अंक

खण्ड (ग) मीराबाई के जीवन एवं काव्य से संबंधित पाँच आलोचनात्मक प्रश्न पूछे जायेंगे, जिनमें से  
किन्हीं तीन के उत्तर देने होंगे (शब्द सीमा 500 शब्द) 3x10= 30अंक

- मीराबाई : राजेन्द्रमोहन भटनागर
- मीरा : जीवन और काव्य : सी.एल.प्रभात
- मीराबाई : ऐतिहासिक सामाजिक विवेचन : हुकमसिंह भाटी
- मीरा : व्यक्तित्व और कृतित्व : पद्मावती झुनझुनवाला
- मीरा का जीवनवृत्त एवं काव्य : कल्याणसिंह शेखावत

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इकाई 1 प्रयोजनमूलक हिन्दी – अर्थ, परिभाषा एवं स्वरूप। प्रयोजनमूलक हिन्दी की आवश्यकता व महत्व। प्रयोजनमूलक हिन्दी की विशेषताएँ। प्रयोजनमूलक हिन्दी के विविध रूप।

इकाई 2 हिन्दी की प्रयोजनमूलक शैलियाँ– बोलचाल की शैली, संवाद शैली, विचारात्मक शैली, पत्रलेखन शैली, प्रशासनिक शैली। हिन्दी का प्रयोजनमूलक प्रयोग– वाणिज्यिक, कार्यालयी, विधि, वैज्ञानिक एवं तकनीकी भाषा।

इकाई 3 अनुवाद– अर्थ, परिभाषा व प्रकार, अनुवाद की प्रक्रिया, अनुवादक के गुण। अनुवाद : अंग्रेजी से हिन्दी। पारिभाषिक शब्दावली।

इकाई 4 संक्षेपण– महत्व, प्रक्रिया, विशेषताएँ एवं संक्षेपक के गुण।  
पल्लवन– महत्व, प्रक्रिया एवं भाषा  
प्रशासनिक पत्राचार– शासकीय पत्र, अर्धशासकीय पत्र, कार्यालय आदेश, परिपत्र, अधिसूचना, प्रेस विज्ञप्ति, निविदा। कार्यालयी टिप्पणी।

इकाई 5 हिन्दी पत्रकारिता का संक्षिप्त परिचय। हिन्दी पत्रकारिता का वर्तमान स्वरूप। समाचार लेखन– समाचार के प्रकार, समाचार के स्रोत। विज्ञापन लेखन।

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खण्ड (क) प्रत्येक इकाई से दो-दो (कुल दस) लघुतरी प्रश्न (शब्द सीमा 30 शब्द)

10x1= 10अंक

खण्ड (ख) प्रत्येक इकाई से विकल्प सहित एक-एक (कुल पाँच) टिप्पणीपरक प्रश्न

(शब्द सीमा 250 शब्द) 5x6= 30अंक

खण्ड (ग) प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न पूछा जायेगा, जिनमें से किन्हीं तीन के उत्तर देने होंगे

(शब्द सीमा 500 शब्द) 3x10=30अंक

)

- प्रयोजनमूलक हिन्दी : सिद्धान्त और प्रयोग : दंगल झाल्टे
- प्रयोजनमूलक हिन्दी : विनोद गोदरे
- हिन्दी का अनुप्रयुक्त स्वरूप : रामप्रकाश, दिनेश गुप्त
- अनुवाद सिद्धान्त की रूपरेखा : सुरेश कुमार
- हिन्दी पत्रकारिता : स्वरूप एवं सन्दर्भ : विनोद गोदरे

B.A. B.Ed IV Year- 2021  
**ELECTIVE ENGLISH**

Teaching hours: 8 periods per week.

PAPER I  
PROSE AND FICTION

Duration: 3 Hrs.  
Max Marks: 70

**TEXTS PRESCRIBED:**

**For Detailed Study:**

*Essays, Short Stories and One-act Plays.* ed.R.K. Kaushik and S.C. Bhatia

The following Essays are prescribed:

M.Chalapathi Rau:	Nehru the Democrat
E.V. Luca:	Bores
George Bernard Shaw:	Freedom
J.B.S. Haldane:	What I Require from Life
Nirad C. Choudhuri:	My Birthplace
J.B. Priestley:	Student Mobs
Richard Livingstone:	The Essentials of Education
Aldous Huxley:	Non-Violence

**For Non-detailed Study:**

Khuswant Singh: *Train to Pakistan.*

Kiran Desai: *The Inheritance of Loss*

Passages for explanation will be set only from the text prescribed for detailed study.

**Section A:** (10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each unit and answer of each question shall be limited up to 30 words. Each question carries 1marks.

Unit 1: Two references (lines/quotes) from the prescribed Essays.

Unit 2: Two questions from prescribed Essays

Unit 3: Two questions from *Train to Pakistan*

Unit 4: Two questions from *The Inheritance of Loss*.

Unit 5: Two questions from Socio-Literary background of the prescribed texts and the formal components of Essay and Fiction.

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1: Two reference to context from the prescribed Essays.

Unit 2: Two questions from prescribed Essays

Unit 3: Two questions from *Train to Pakistan*

Unit 4: Two questions from *The Inheritance of Loss*.

Unit 5: Two questions from Socio-Literary background of the prescribed texts and the formal components of Essay and Fiction.

**Section C:**

(3x10=30 Marks)

This section will consist of 5 questions from Unit 2, 3, 4. The students are required to attempt any three in 500 words.

**RECOMMENDED BOOKS:**

- Kaushik R.K. and Bhatia S.C. (eds.). *Essays, Short Stories and One-act Plays*. OUP, 21<sup>st</sup> Impression, 2002.
- Scholes, Robert. *Elements of Fiction*. London: Oxford University Press; Third Canadian Edition, 1994.

B.A. B.Ed IV Year- 2021  
**ELECTIVE ENGLISH**

**PAPER II**  
**DRAMA**

Duration: 3 Hrs.  
Max Marks: 70

**TEXTS PRESCRIBED:**  
**FOR DETAILED STUDY:**

Eugene O'Neill: *The Hairy Ape*

Girish Karnad: *Yayati*. Oxford University Press, 2008

**FOR GENERAL STUDY:**

*Andha Yug* (Oriya), by Dharamvir Bharati, Tr. Saudamini Nanda . Sahitya Akademi, 2001. [ISBN 81-260-1233-1](#)

**Section A**

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words. Each Question carries 1marks.

Unit 1: Two references (Lines/quotes) to contexts from Plays prescribed for Detailed Study.

Unit 2: Two questions on *The Hairy Ape*.

Unit 3: Two questions on *Yayati*.

Unit 4: Two questions on *Andha Yug*

Unit 5: Two Questions on the background and genre of the prescribed Drama.

**Section B:**

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each Unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1: Two references (Lines/quotes) to contexts from Plays prescribed for Detailed Study.

Unit 2: Two questions on *The Hairy Ape*.

Unit 3: Two questions on *Yayati*.

Unit 4: Two questions on *Andha Yug*.

Unit 5: Two Questions on the background and genre of the Prescribed Drama.

**Section C**

(3x10=30 Marks)

This Section will consist of five questions from Unit 2,3,4.

The students are required to attempt any three questions in 500 words.

**RECOMMENDED READINGS:**

- Brooks and Heliman. *Understanding Drama*. Holt, Rinehart & Winston of Canada Ltd; 1948.
- Wells, Stanley. *Literature and Drama*.(Concept of Literature Series)
- B.H. Clark: Eugene O'Neill: The Man and His Plays

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B.A. B.Ed IV Year- 2021  
 History  
 PAPER – I  
**WORLD HISTORY FROM 15<sup>TH</sup> CENTURY TO 1945 A.D.**

**Duration: 3Hrs.**  
**Max Marks: 70**

- Unit 1 Rise and decline of Feudalism.  
Renaissance – Meaning, Causes.  
Reformation – Causes, Role of Martin Luther.  
Mercantilism – Meaning, Features and Impact
- Unit 2 Agricultural Revolution.  
Industrial Revolution, Glorious Revolution (1688) Causes and results.  
American War of Independence – Causes and its Significance.  
French Revolution – Causes and results.
- Unit 3 Parliamentary reforms in England in the 19<sup>th</sup> and 20<sup>th</sup> Centuries.  
Napoleon Bonaparte.  
Congress of Vienna.  
Unification of Italy and Germany.  
Rise of New Imperialism.
- Unit 4 First World War – causes and results.  
Bolshevik Revolution – causes and results.  
Peace Settlement of Paris (1919).

Unit 5 Rise of Fascism and Nazism.

League of Nation: Birth, aims, organisation, achievements and causes of failure. Second World War – causes and results, UNO Birth, organisation.

**Suggested Readings:**

- Burns : Western Civilization.
- Chouhan, D.S.: Europe Ka Itihas (1813-1919).
- Gupta, Parthasarthi: Adhunik Pashchim Ka Udaya.
- Hayes, A.: Political and Cultural History of Modern Europe, Vol. I & II.
- Hazen, C.D. : History of Modern Europe (Hindi & Eng. eds.)
- Ketlbey, C.D.M.: History of Modern Times (Hindi and Eng. eds.)
- Luniya, B.N. : Adhunik Paschatya Itihas Ki Pramukh Dharaen : Part I & II.
- Pandey, V.C.: History of Europe.
- Verma, Dinanath : Manav Sabhyata Ka Itihas.

## इतिहास

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सहायक पुस्तकें :

- Burns : Western Civilization.
- Chouhan, D.S.: Europe Ka Itihas (1813-1919).
- Gupta, Parthasarthi: Adhunik Pashchim Ka Udaya.
- Hayes, A.: Political and Cultural History of Modern Europe, Vol. I & II.
- Hazen, C.D. : History of Modern Europe (Hindi & Eng. eds.)
- Kettleby, C.D.M.: History of Modern Times (Hindi and Eng. eds.)
- Luniya, B.N. : Adhunik Paschatya Itihas Ki Pramukh Dharaen : Part I & II.
- Pandey, V.C.: History of Europe.
- Verma, Dinanath : Manav Sabhyata Ka Itihas.

B.A. B.Ed IV Year- 2021  
History  
Paper II  
History and Culture of Rajasthan

**Duration: 3Hrs.**

**Max Marks: 70**

- Unit 1 Rajasthan – Geography, Pre Historic Rajasthan – With special reference to Kalibanga and Ahar, Rise of Rajputs, Pratihars of Mandore.
- Unit 2 Guhils of Mewar, Chauhans of Sakambhari – Arnoraj, Vignaraj, Prathviraj, Extension of Muslim Power in Rajasthan – with special reference to Alauddin Khilji.
- Unit 3 Expansion of Mewar under Kumbha and Sangha, Expansion of Marwar under Jodha and Maldeo, Temple architecture – Delwara and Ranakpur.
- Unit 4 Fort architecture - Chittorgarh, Mehrangarh, Amer – Man Singh Bikaner – Raisingh, Marwar – Chandrasen, Mewar – Pratap's relation with Mughals,
- Unit 5 Main Features of Rajput Paintings, Fairs, Festivals, Music and Dances of Rajasthan.

**Suggested Readings:**

- Jain, M.S. : Rajasthan Ka Itihas.
- Khadgawat, N.R.: Rajasthan's Role in 1857.
- Pema Ram: Agrarian Movements in Rajasthan.
- Raghubeer Singh: Purva Adhunik Rajasthan.
- Saxena, K.S.: Political Movements and Awakening in Rajasthan.
- Sharma Sharma, Dasharath: Rajasthan through the Ages.
- Sharma, G.N.: Mewar and the Mughal Emperors.
- Sharma, G.N.: Social Life in Medieval Rajasthan.
- Sharma, G.N.: Rajasthan Ka Itihas
- Vyas, R.P.: Rajasthan Ka Brihat Itihas (Two parts).

## इतिहास

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इकाई 1	राजस्थान— भूगोल, पूर्व ऐतिहासिक राजस्थान— कालीबंगा एवं आहड के विशेष संदर्भ में, राजपूतों की उत्पत्ति, मंडोर के प्रतिहार।			
इकाई 2	मेवाड के गुहिल, शाकम्बरी के चौहान—अर्णोराज विग्रहराज, पृथ्वीराज, राजस्थान में मुस्लिम सत्ता का प्रसार— अलाउद्दीन खिलजी के विशेष संदर्भ में।			
इकाई 3	कुम्भा एवं सांगा के अधीन मेवाड का विस्तार, जोधा और मालदेव के अधीन मारवाड का विस्तार, मंदिर स्थापत्य— देलवाडा और रणकपुर।			
इकाई 4	दुर्ग स्थापत्य— चित्तौड़गढ़, मेहरानगढ़, आमेर— मानसिंह, बीकानेर — रायसिंह, मारवाड— चन्द्रसेन, मेवाड— प्रताप के मुगलों के साथ संबंध।			
इकाई 5	राजपूत चित्रकला की मुख्य विशेषताएं, राजस्थान के मेले, त्यौहार, संगीत एवं नृत्य।			

### Suggested Readings:

- Jain, M.S. : Rajasthan Ka Itihas.
- Khadgawat, N.R.: Rajasthan's Role in 1857.
- Pema Ram: Agrarian Movements in Rajasthan.
- Raghubeer Singh: Purva Adhunik Rajasthan.
- Saxena, K.S.: Political Movements and Awakening in Rajasthan.
- Sharma, G.N.: Mewar and the Mughal Emperors.
- Sharma, G.N.: Social Life in Medieval Rajasthan.
- Sharma, G.N.: Rajasthan Ka Itihas
- Vyas, R.P.: Rajasthan Ka Brihat Itihas (Two parts).
- व्यास, आर.पी.: राजस्थान का वृहत् इतिहास, भाग—I एवं II, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- नीरज, जयशंकर एवं शर्मा, भगवती लाल : राजस्थान की सांस्कृतिक परम्परा, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- शर्मा, गोपीनाथ : राजस्थान का सांस्कृतिक इतिहास, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- शर्मा, कालूराम : उन्नीसवीं सदी में राजस्थान का सामाजिक तथा आर्थिक जीवन।
- गोस्वामी, प्रेमचन्द्र : राजस्थान संस्कृति, कला एवं साहित्य; राजस्थान
- मनोहर, राघवेन्द्र सिंह : राजस्थान के प्रमुख दुर्ग, राजस्थान हिन्दी हिन्दी ग्रंथ अकादमी, जयपुर।
- जैन, हुकमचन्द्र, माली : राजस्थान का इतिहास, कला, संस्कृति, परम्परा एवं विरासत; राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- नारायणलाल (सम्पादित) ग्रंथ अकादमी, जयपुर।

B.A. B.Ed IV Year- 2021  
Political Science  
**Paper I**  
**Indian Political Thought**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**Unit 1** Manu; Kaulitya; Shukra.

**Unit 2** Raja Ram Mohan Roy; Swami Dayanand; Swami Vivekananda.

**Unit 3** Gopal Krishna Gokhle; Bal Gangadhar Tilak; Aurobindo Ghosh.

**Unit 4** Mahatma Gandhi ; Jawahar Lal Nehru; M.N.Roy.

**Unit 5** V.D.Savarkar; B.R.Ambedkar; Ram Manohar Lohiya.

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प्रथम प्रश्न पत्र  
भारतीय राजनीतिक चिन्तन

अधिकतम अंक 70  
समय 3 घंटा

- इकाई 1 मनु, कौटिल्य, शुक्र  
इकाई 2 राजा राम मोहन राय, स्वामी दयानन्द, स्वामी विवेकानन्द  
इकाई 3 गोपाल कृष्ण गोखले, बाल गंगाधर तिलक, अरविन्द घोष  
इकाई 4 महात्मा गांधी, जवाहरलाल नेहरू, एम.एन. रॉय  
इकाई 5 जी.डी. सावरकर, बी.आर.अम्बेडकर, राम मनोहर लोहिया

**Recommended Readings**

- Ghosal : History of Indian Political ideas
- Jayaswal, Hindu Polity (E.H)
- J.Bandhopadhyaya, Social and Political Thought of Gandhi, Bombay, Allied, 1969.
- K.Damodaran, Indian Thought : A Critical Survey, London, Asia Publishing House, 1967.
- Sharma, R.S.: Political ideas and institutions in Ancient India
- U.N.Goshal, A History of Indian Political ideas, London, Oxford University Press, 1959.
- Verma V.P. : Modern Indian Political Thought
- V.R.Mehta, Foundations of Indian Political Thought, New Delhi, Manohar, 1992.
- T.Pantham, and K.Deustch (eds.) Political Thought in Modern India, New Delhi, Sage, 1986.
- डॉ. विश्वनाथ प्रसाद वर्मा – आधुनिक भारतीय राजनीतिक चिन्तन
- डॉ. पुरषोत्तम नागर – आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
- डॉ. परमात्मा शरण – प्राचीन भारतीय राजनीतिक चिन्तन
- डॉ. मधुकर श्याम चतुर्वेदी – प्रमुख भारतीय राजनीतिक विचारक
- डॉ. पुखराज जैन – भारतीय राजनीतिक चिन्तन

B.A. B.Ed IV Year- 2021  
Political Science  
**Paper II**  
**Political Ideologies**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**Unit 1** Ideology – Meaning, Characteristics and Types, Ideology and Political Power, End of Ideology

**Unit 2** Liberalism, Neo Liberalism, Idealism.

**Unit 3** Utilitarianism, Libertarianism, Democratization

**Unit 4** Marxism, Nationalism, Institutionalism

**Unit 5** Multiculturalism, Pluralism, Feminism.

**Recommended Readings**

- Ashirvadam, Political Theory
- C.Funderbunk and R.G. Thobaben, Political Ideologies: Left, Center and Right, New York, Harper
- Collins College Publishers, 1994.
- D.Bell, The End of Ideology, New York, The Free Press, 1960.
- Joad, Modern Political Theory
- L.P.Baradat, Political Ideologies : Their Origins and Impact, Englewood Cliffs, NJ, Prentice Hall,1989
- R.N.Berki, Socialism, London, John Dent and Sons, 1975.
- R.H.Cox, Ideology, Politics and Political Theory, Belmont California, Wadsworth, 1969.
- गणेश प्रसाद, राजनीतिक विचारधाराएँ
- पुखराज जैन, आधुनिक राजनीतिक विचारधाराएँ
- आर.सी.अग्रवाल, राजनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधारांनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधाराएं

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पेपर द्वितीय  
राजनीतिक विचारधाराएं

समय 3 घंटा  
अधिकतम अंक 70

इकाई 1 विचारधारा—अभिप्राय, विशेषताएं एवं प्रकार, विचारधारा एवं राजनीतिक शक्ति, विचारधारा का अंत

इकाई 2 उदारवाद, नवउदारवाद, आदर्शवाद

इकाई 3 उपयोगितावाद, स्वेच्छातंत्रवाद, लोकतांत्रिकरण

इकाई 4 मार्क्सवाद, राष्ट्रवाद, संस्थावाद

इकाई 5 बहुसंस्कृतिवाद, बहुलवाद, नारीवाद

### Recommended Readings

- Ashirvadam, Political Theory
- C.Funderbunk and R.G. Thobaben, Political Ideologies: Left, Center and Right, New York, Harper
- Collins College Publishers, 1994.
- D.Bell, The End of Ideology, New York, The Free Press, 1960.
- Joad, Modern Political Theory
- L.P.Baradat, Political Ideologies : Their Origins and Impact, Englewood Cliffs, NJ, Prentice Hall, 1989
- R.N.Berki, Socialism, London, John Dent and Sons, 1975.
- R.H.Cox, Ideology, Politics and Political Theory, Belmont California, Wadsworth, 1969.
- गणेश प्रसाद, राजनीतिक विचारधाराएँ
- पुखराज जैन, आधुनिक राजनीतिक विचारधाराएँ
- आर.सी.अग्रवाल, राजनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधारांनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधाराएं

B.A. B.Ed IV Year- 2021

**Sociology**

**Paper I**

**Sociology of Education**

**Duration: 3 Hrs.**

**Max Marks: 70**

- Unit 1 : Development and Scope of Sociology of Education, Education and socialization, Media and education
- Unit 2 : Teachers : Social background, professionalization and political participation
- Unit 3 : Education : Economy and Political system, Education : Social change and modernization
- Unit 4 : Theories of Education : Laissez-Faire and state Control, Education as a social system : Organization and Educational Policy in India
- Unit 5 : Students : Social background, values and aspirations, Students movements in India

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- इकाई 1 : शिक्षा का समाज पास्त्र का विकास और क्षेत्र, शिक्षा तथा समाजीकरण, संप्रेषण (मीडिया) तथा शिक्षा
- इकाई 2 : शिक्षक : सामाजिक पृष्ठभूमि, व्यवसायीकरण तथा राजनैतिक सहभागिता
- इकाई 3 : शिक्षा : अर्थ व्यवस्था तथा राजनैतिक व्यवस्था  
शिक्षा : सामाजिक परिवर्तन और आधुनिकीकरण
- इकाई 4 : शिक्षा के सिद्धान्त : अहस्तक्षेप नीति तथा राज्य नियन्त्रण  
सामाजिक व्यवस्था के रूप में शिक्षा : संगठन और भारत में शिक्षा नीति
- इकाई 5 : विद्यार्थी : सामाजिक पृष्ठभूमि, मूल्य तथा आकांक्षाएँ, भारत में छात्र आंदोलन।

B.A. B.Ed IV Year- 2021  
**Sociology**  
**Paper II**  
**SOCIOLOGY OF MASS COMMUNICATION**

**Duration: 3 Hrs.**  
**Max Marks: 70**

- Unit 1 : Basic Concepts: Human Communication, Inter-Personal and Group Communication. Mass Communication and Mass Culture.
- Unit 2 : Theories of Media : Early Theories (Innis and Mcluhan), The Public Sphere (Habermas), Hyper Reality (Baudrillard). Function and Dysfunctions of mass Communication.
- Unit 3 : role of Media in Society : Socialization, Education, Information, Recreation, Advertisement, Propaganda and Public Opinion.
- Unit 4 : Mass Media and Rural Society : Views of S.C. Dubey and P. C. Joshi. Traditional Forms of Media. Internet Society. Media and Development.
- Unit 5 : Media in Democracy : Press, Cinema, Radio and Television and Internet – In Indian Context

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जनसंचार का समाजशास्त्र

अधिकतम अंक 70  
समय 3 घंटा

- Unit 1 : मूल अवधारणाएँ –मानव संचार, अंतर व्यक्तिगत और समूह संचार, जन संचार और जन संस्कृति ।
- Unit 2 : संचार के सिद्धान्त : प्रारंभिक सिद्धान्त (इन्निंस और मैक्लुहान), सार्वजनिक क्षेत्र (हैबरमास), उच्च वास्तविकता (बॉड्रीलार्ड), जनसंचार के प्रकार्य और अकार्य ।
- Unit 3 : समाज में संचार की भूमिका, समाजीकरण, शिक्षा, सूचना, मनोरंजन, विज्ञापन, प्रचार और लोक (जन) राय ।
- Unit 4 : जन-संचार और ग्रामीण समाज : एस.सी. दुबे और पी.सी. जोशी के विचार,संचार के परंपरागत स्वरूप । इंटरनेट सोसाइटी, संचार और विकास
- Unit 5 : लोकतंत्र में संचार (मीडिया) भारतीय संदर्भ में – प्रेस, सिनेमा, रेडियो, टेलीविजन और इंटरनेट ।

अभिस्वावित पुस्तकें :-

- De fleur M.L. : Theories of Mass Communicatin, New York.
- Fans Robert F.L. : A Handbook of Moderns Sociology, Chicago, 1964.
- Katz Lazrasfeld : Personal Influence, Iliois Press, 1960.
- Nagori, Monika, 2004 : Mass Media and Society, Agro – Tech Publications, Udaipur.
- Wright Chales, R. : Mass Communication “A Sociological Perspective, las Angles, University of California.

## Evaluation Plan for B.A.B.Ed IV year's B.Ed. Papers

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Knowledge & Curriculum	70	30	100
2	Second	Understanding Inclusive Education	70	30	100
3	Third	Pedagogy Course I (Part II)	35	15	50
4	Fourth	Pedagogy Course II (Part II)	35	15	50
5	Fifth	Health & Physical Education (EPC)	00	50	50
	Total		<b>210</b>	<b>140</b>	<b>350</b>
		Marks for Activities			
		1.Co-curricular Activities(in College 10 Marks			
		2.Individual Appraisal 10 Marks			
		1. School internship (14 weeks) 60 Marks 2. A Project Report on the various aspects of school where internship was performed. 40 Marks			150
		3.ICT Based lessons (At least 5) 20 Marks 4. Co-curricular Activities(in School) 10 Marks			
		Final Lesson			100
	<b>Grand Total</b>				<b>600</b>

## TEACHING SCHEME & CONTACT HOURS

Paper	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
Paper I	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper II	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper III	2.15 hrs (45 minutes 3 periods)	35	15	2 hrs.
Paper IV	2.15 hrs (45 minutes 3 periods)	35	15	2 hrs.
Paper V	2.15 hrs (45 minutes 3 periods)	00	50	

1. In Fourth year, the total internship program will be spread in duration of 14 weeks. This rigorous internship in surrounding schools will enable the student-teacher to perform better as a teacher. Only 10 students will be allowed to deliver lessons in a school.
2. During internship program the student-teacher will ensure that they get a teaching exposure of secondary and senior secondary level preferably.
3. Co-curricular & Extra-curricular activities (in college) must be spread all through the year which should also include special days' celebration.
4. Individual appraisal of the student-teachers will be done on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
5. School internship will include the participation of the Student- teacher in all the activities of the school including teaching.
6. The student teacher will prepare a project report on the various aspects of the school on some set criteria where internship will be performed.
7. The student teacher will deliver at least 5 ICT based lessons while doing the internship.
8. Co-curricular & Extra-curricular activities (in School) must be spread all through the internship program which should also include special days' celebration
9. Each candidate should be prepared to teach two lessons (One in each subject) at the final Practical Examination. However, the candidates will deliver one lesson (in the subject of their choice) for final practical out of prepared two lessons. The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required), Lessons to be assessed by the Board of Examination consisting of:
  - (a) one external examiner from any discipline.
  - (b) Two internal examiners of whom one would be the Principal of the College and other would be a member of the faculty of the College any discipline and marks will be awarded out of 100.

**The internal assessment criteria in B.A.B.Ed IV year's B.Ed. Papers will be as follows-**

S.N	Name of the paper	Summative Assessment I(10Marks)	Summative Assessment II(10Marks)	Continuous/ formative Assessment (Activity / Practicum/ Field work)
1	Knowledge & Curriculum	10	10	Participation(5Marks) Documentation (5Marks)
2	Understanding Inclusive Education	10	10	Participation(5Marks) Documentation (5Marks)
3	Pedagogy Course I (Part II)	10	-	Participation(2.5Marks) Documentation (2.5Marks)
4	Pedagogy Course II (Part II)	10	-	Participation(2.5Marks) Documentation (2.5Marks)
5.	Health & Physical Education (EPC)	10	10	Participation(15Marks) Documentation (15Marks)

**NOTE-**

Internal weight-age of 30 Marks will be divided as under:

1. Summative Tests: 20 Marks

(There shall be two tests its marks shall be consider for internal assessment record)

2. Candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities & 5 marks for their documentation.

Participation: (5 Marks) 2.5+2.5

Documentation: (5 Marks) 2.5+2.5

3. Assessment in the papers with internal weight-age of 15 marks (Pedagogy Courses in fourth year) will be divided in 2 parts. Only one summative test will be conducted for 10 marks & the rest 5 marks will be awarded for participating & documentation of the practicum activities suggested with syllabus.

4. For V Paper i.e. Health & Physical Education (EPC)50 marks of Internal Assessment will be divided as under-

20 Marks Two Summative Tests

15 Marks 3X5=15 (Five Activities, Practicum/Field work)

15 Marks 3X5=15 (Documentation of each Activity, Practicum/Field work)

Total = 20+ 30= 50 Marks

B.A. B.Ed IV Year- 2021  
**Paper I**  
**Knowledge and Curriculum**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**Objectives:**

The student teacher will be able to:

- To understand the way in which the curriculum is driven by assessment.
- To critically analyse various samples of textbook
- To identify various dimensions of the curriculum and their relationship with the aims of Education.
- To examine the epistemological basis of education.
- To discuss the basics of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between power, ideology and the curriculum.
- To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual under pinnings that inform it,
- To discuss the basis of modern child-centered education
- To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

**COURSE CONTENT**

**Unit –I Knowledge Generation**

1. Epistemology-Meaning, philosophical basis of knowledge according to Indian & Western philosophy.
2. Distinction between (a) knowledge and skill (b) Teaching and Training (c) Knowledge and wisdom (d) Reason and belief.
3. Chronological review on Knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge patterns and their relationship.

**Unit –II Child- Centered education**

1. Modern Child-Centered Education, Meaning, Concept and its basis.
2. Educational Thoughts on child centered Education – Gandhi, Tagore, Dewey, Plato, Buber and Freire.

**Unit – III Process of knowing and forms of knowledge**

1. Process of construction of knowledge, factors involved in construction of knowledge, role of knower & known in construction and transmission of knowledge, the role of culture in knowing
2. Categorisation of knowledge; basis of categorisation, the essential forms of knowledge, basis of selection of categories of knowledge in school education, the responsibility of selection, legitimization and organisation of categories of knowledge in schools, ways in which school knowledge gets reflected in the form of curriculum, syllabus & textbooks.

## **Unit –IV Curriculum & Its determinants**

1. Meaning & need of curriculum, differentiations between curriculum framework, curriculum, syllabus and text books; facets of core curriculum in Indian context.
2. Curriculum at National level – NCF 2005 and NCFTE 2009 (General Introduction).
3. Determinants of curriculum: (a) Social-political-cultural-economic diversity (b) socio-political aspirations including ideologies (c) Economic necessities & technological possibilities. (d) National priorities and international Context
4. Consideration in curriculum making. (a) forms of knowledge & its characteristics in different school subjects (b) relevance & specificity of educational objectives for concerned level. (c) Critical issues: Environmental concerns, gender differences, values & social sensitivity.

## **Unit V Curriculum Development & Textbooks**

1. Different approaches of curriculum development: Subject centered: learner centred and constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teachers' role in transacting, developing and researching curriculum.
3. Operationalization of curriculum into learning situations: Selection & development of learning resources i.e. textbooks, teaching learning materials and resources outside the school-local environment, community & media.
4. Process of curriculum evaluation: Evolving assessment modes, need of model of continuous & comprehensive evaluation; feedback from learners, teachers, community and administrators.

## **Practicum/Field Work(Any two from the following)**

1. Analysis of social myths in the light of scientific values and culture.
2. Plan a child centered activity for enhancement of children's education and values based on Gandhian or Tagore's thoughts.
3. Conduct a survey on feedback of curriculum from learners and teachers. Prepare a report.
4. Critical review of a text book in reference to gender issues social sensitivity and the local contexts/references included in the book.
5. Critical review or analysis of the text book at upper primary and senior secondary level.

## **Reference**

- Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
- Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
- Letha rammohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
- Pathak, A (2013) Social implications of schooling: knowledge pedagogy and consciousness. Aakar books
- Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty. M.C.MLLAN publication
- Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledgefalmes, m.y
- Shulman L. S. (1986) those who understand: knowledge growth in teaching. Educational researcher, 4-14
- Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42
- Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation (pp
- Tagore, R. (2003) Civilization and progress. in crisis in civilization and other essays. New delhi: rupa&co.
- श्रीवास्तव, एच.एस. एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियाँ, शिक्षा प्रकाशन, जयपुर

➤ यादव, सियाराम, पाठ्यक्रम विकास अग्रवाल प्रकाशन.2011

B.A. B.Ed IV Year- 2021  
**Paper II**  
**Understanding Inclusive Education**

**Duration: 3 Hrs.**  
**Max Marks: 70**

**Objectives:**

The student teacher will be able to:

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

**COURSE CONTENT**

**Unit I: Introduction, Issues & perspectives of Inclusive Education**

1. Definitions, concept and importance of inclusion and disability.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for all children in the context of right to education.
5. N.C.F 2005 and adaptation of teaching learning material.

**Unit II: Policy Perspective**

1. Recommendations of the Indian Education Commission (1964-66).
2. Scheme of Integrated Education for Disabled Children
3. National Policy on Education (NPE, 1986-92).
4. National Curriculum Framework, 2005 NCERT
5. The Convention on the Rights of the Child (specific reference to inclusive education).
6. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

**UNIT III: Diversity in the classroom**

1. Diversity- Meaning and definition.
2. Disability – psychological construction of disability identity, discrimination.

3. Models of disabilities & Barriers to learning and participation.
4. Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education

#### **UNIT IV: Curriculum, Pedagogy and assessment in Inclusive School**

1. Inclusive curriculum- Meaning and characteristics.
2. Teaching and learning environment with special reference to inclusive school
3. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings.
4. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
5. Techniques and methods used for adaptation of infrastructure, content, laboratory skills and play material in inclusive classroom.

#### **Unit V: Teacher Preparation and Inclusive Education**

1. Review of existing educational programmes offered in secondary school (general and special education).
2. Skills and competencies of secondary school teachers in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

#### **Practicum/Field Work(Any two from the following)**

1. Observe inclusive teaching strategies in an inclusive classroom and report your observations.
2. With the help of teacher educators, conduct an extension/expert lecture on emerging issues on inclusive education and prepare a report on it.
3. To study the educational resources for persons with disability (PWD) in local schools and report your observations.
4. Prepare an instructional design for your pedagogy subject basing it on inclusive learners.
5. Find out the facts about inclusive education in existing scenario with reference to our Nation through internet search compile a summarized report.

#### **References**

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Carini, P.F. (2001). Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
- Delpit, L.D. (2012) Multiplication is for white people: raising experctations for other people's children, the new press.
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- Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.

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- Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Maitra,Krishna(2008):INCLUSION ISSUES AND PERSPECTIVES (For Teachers,Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi-110002
- Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp 213-230) Palgrave.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- T., Ainswcow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.
- UNESCO. (1989) UN convention on the rishts of the child. UNESCO.
- UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
- UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

**B.A. B.Ed IV Year- 2021**  
**Paper-III & IV**  
**Pedagogy of Hindi**  
**(Part II)**

**Duration: 2 Hrs.**  
**Max Marks: 35**

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- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

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1. सीनीयर सैकण्डरी स्तर पर हिंदी भाषा शिक्षण के उद्देश्य
2. सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा के पाठ्यक्रम की पाठ्यवस्तु का परिचय
3. एनसीएफ 2005 एवं एनसीएफटीई 2009 के प्रावधानों में हिंदी भाषा को दिया गया महत्त्व
4. हिंदी भाषा पाठ्यक्रम की पाठ्यवस्तु की प्रकृति, स्वरूप व विभिन्नताओं का अध्ययन
5. पाठ्यक्रम में सम्मिलित विभिन्न विधाएँ
6. हिंदी भाषा के पाठ्यक्रम में बदलती हुई प्रवृत्तियाँ

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1. साहित्य के विविध रूप
2. स्कूली पाठ्यक्रम में साहित्य के स्तर व तदनुसार पढ़ना-पढ़ाना
3. अनुवाद कला और सौंदर्य में भाषा के चमत्कार के प्रसंगों को समझाना
4. स्कूली पाठ्यचर्या में मीडिया की भूमिका व प्रासंगिकता
5. सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के सदंर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

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1. को पढ़ने-पढ़ाने की कला की बारीकियाँ
2. 7 M की विविध विधाओं को पढ़ने-पढ़ाने के विभिन्न चरण
3. \$ . को पढ़ने-पढ़ाने के नवीन तरीके
4. समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) व विचार मंथन से भाव पक्ष को परखना।
5. हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण
6. कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करने के ध्यातव्य तत्व।

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- 1 प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि
- 2 आई.सी.टी. – दृश्य – श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

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- 1 हिंदी साहित्य में उल्लिखित किसी भी लेख या कविता के उन 10 अंशों/कविता पंक्ति का उल्लेख करो जो आपको अत्यन्त मार्मिक लगी। यह भी उल्लेख करें कि वह आपके अन्तःकरण को क्यों छू गई।
- 2 किसी प्राकृतिक तत्व/उपादान यथा (चन्द्रमा, रात्री, उशा, वर्षा, पेड़) पर आधारित करते हुए काव्यात्मक/भावमय लेख या कविता लिखें तथा उस पर अपने महाविद्यालय शिक्षकों/साथियों से समीक्षात्मक टिप्पणी लें।
- 3 हिंदी भाषा में लिखित अत्यन्त छोटी कविताओं ( लगभग 2 से 6 पंक्ति) का संग्रह कर उनका रिकार्ड संधारण करें तथा उन्हें कंठस्थ करें।

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- हिन्दी शिक्षण रमन बिहारीलाल
- हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
- माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
- हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
- भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
- मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
- भाषा ब्लूम फील्ड
- शुद्ध हिन्दी डॉ० भागीरथ मिश्र
- हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
- हिन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
- अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
- व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
- नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
- शब्दार्थ दर्शन – रामचन्द्र वर्मा
- भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी
- हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

**B.A. B.Ed IV Year- 2021**  
**Paper-III & IV**  
**Pedagogy of English**  
**(Part II)**

**Duration: 2 Hrs.**  
**Max Marks: 35**

### **Objectives**

The Student-teachers will be able to-

- To understand the role and importance of English and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of English in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in English
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)
- Understand and develop the professional competencies & skills

## **COURSE CONTENT**

### **UNIT 1: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF A TEACHER**

1. Different Creative forms of English Language
2. Understanding different forms of literature
3. Literature in the school curriculum: Needs, objectives and relevance
4. Role and relevance of media in school curriculum
5. Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.
6. Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian and European literature; Lessons planning in prose, poetry and drama at various school levels.
7. Professional Development of English Teacher.

### **UNIT 2: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

1. Understanding the relationship between curriculum, syllabus and textbook
2. Selection of materials; Development of activities and tasks
3. Connecting learning to the world outside
4. Moving away from rote-learning to constructivism
5. Teacher as a researcher.

### **UNIT 3: TEACHING-LEARNING MATERIALS AND AIDS**

1. Print media; other reading materials. Such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films
2. Planning co-curricular activities (discussion, debates, workshops, seminar etc); Language labs, etc

#### ***Suggested Activities/Practicum/Field) work (Any one of the following)***

1. List 10 idioms & 25 proverbs and discuss in classroom to test how many of them students already know. Draft the experience.
2. After a good internship experience list some of the common errors students commit & suggest a Remedial plan
3. Do an analytical English book review of Secondary level.

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**B.A. B.Ed IV Year- 2021**  
**Paper-III & IV**  
**Pedagogy of Sanskrit**  
**(Part II)**

**Duration: 2 Hrs.**  
**Max Marks: 35**

**Objectives:**

The Student-teachers will be able to-

- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology).

**COURSE CONTENT**

**UNIT-I: Sanskrit Curriculum at Secondary & Senior Secondary level**

1. Understanding the relationship between curriculum, syllabus and textbook
2. Selection of materials; Development of activities and tasks
3. Connecting learning to the world outside
4. Moving away from rote-learning to constructivism
5. An overview of the textbook contents of Senior Secondary Level
6. An overview of the textbook contents of Secondary Level

**UNIT -II: Learning Resources in Sanskrit**

1. Print media, Internet, Books from Most famous Books Centres of India
2. Other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc.
3. ICT, audio, video and audiovisual aids, films, language labs etc;
4. Traditional Learning Resources

**UNIT –III Professional Development Of Sanskrit Teacher**

1. Qualities of a good Sanskrit Teacher
2. Development of good Communication Skills
3. Teacher as a thinker
4. Teaching values through organisational setup & teachers' behaviour
5. Teacher as a Researcher.
6. Developing Competencies to Prepare A Lesson Plan Based On The Following Concepts
  - a. Teaching with Creativity
  - b. Teaching with ICT support
  - c. Teaching with Spiritual Practices
  - d Teaching through Dialogue and Brainstorming

## Suggested Activities/Practicum/Field Work (Any one of the following)

1. Select any text book of Sanskrit subject and analyse it from the point that how it is developing cultural, social, ethical & aesthetic values.
2. Search on internet some major Classical/Mythological book selling centres of India and list them with some small descriptions on them
3. Collect 20 Neeti Slokas of Sanskrit and distribute/recite them among the students & keep a filed record of the same with you.

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B.A. B.Ed IV Year- 2021  
**Paper-III & IV**  
**Pedagogy of Social Sciences**  
**(Part II)**

**Duration: 2 Hrs.**  
**Max Marks: 35**

### **Objectives**

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of Social sciences at secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

## **COURSE CONTENT**

### **Unit 1: Social Science curriculum at secondary level**

01. Principles and approaches of curriculum construction.
02. New trends in social science curriculum.
03. A critical appraisal of existing social science curriculum at secondary stage prescribed by board of secondary education Rajasthan.
04. Enrichment in social science teaching for multidimensional aspects of knowledge.
05. Content analysis of social science in following perspective –  
(a) Indigenous nature (b) Socio-cultural, economics & political issues  
(c) Relevancy to modern society

### **Unit 2: Learning resources and teaching learning material in Social Science**

01. Learning resources social science club, exhibition, projects, quiz, social survey, social science laboratory, text books and other reference materials (online & offline). Museum
02. Projected and non-projected teaching aids
03. Use of ICT: Video clips, Power points presentations, films etc

### **Unit 3: Professional Development of Teachers**

01. Professional competencies of subject teacher
02. Professional development programmes for teachers; planning, organization & evaluation.
03. Reflective & Innovative practices in professional development of teachers.

### **Practicum/Field Work (Any one)**

1. Prepare and present a lesson through power point presentation on any topic of your choice.
2. Mark any one student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.
3. Read a book related to professional development of teacher and prepare an abstract.

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B.A. B.Ed IV Year- 2021  
**Paper-III& IV**  
**Pedagogy of Civics**  
**(Part II)**

**Duration: 2 Hrs.**  
**Max Marks: 35**

### **Objectives**

The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

## **COURSE CONTENT**

### **Unit 1: Civics Curriculum at Secondary & Senior Secondary Level**

1. Principles and approaches of curriculum construction.
2. New trends in Civics curriculum
3. A critical appraisal of New trends in Civics curriculum at Secondary & Senior Secondary Stage prescribed by State board.
4. Knowledge building through multiple reading
5. Content analysis of Civics in the following perspective –
  - (a) Constitutional aspects
  - (b) International contents
  - (c) Current Burning issues
  - (d) Contents in local context

### **Unit 2: Learning resources and teaching learning material in Civics**

1. Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials (online & offline), Museum
2. Projected and Non-Projected teaching aids
3. Use of ICT: Video clips, Power points presentations, films etc

### **Unit 3: Professional Development of Teachers**

1. Professional competencies of Civics teacher.
2. Professional development programmes for Civics teachers, planning, organization & evaluation.
3. Reflective & Innovative practices in professional development of teachers.
4. Enriching knowledge of contents through e-learning.

### **Practicum/Field Work (Any one of the following)**

1. Visit any Institution under Panchayati Raj and collect its institutional profile through structured/unstructured interview.
2. Do the content analysis of any book of Civics from the state board & find out the obsolete/irrelevant/repeated contents

3. Collect the details of various pressure groups operating in local politics & mention how they affect the political on-goings

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B.A. B.Ed IV Year- 2021  
**Paper-III & IV**  
**Pedagogy of History**  
**(Part II)**

**Duration: 2 Hrs.**  
**Max Marks: 35**

**Objectives**

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of History at Senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

**COURSE CONTENT**

**Unit 1: History curriculum**

01. Principles and approaches of curriculum construction.
02. New trends in history curriculum.
03. A critical appraisal of existing history curriculum at senior secondary stage prescribed by State board.
04. Knowledge building through multiple reading.
05. Content analysis of history in following perspective –  
(a) Indigenous nature (b) International happenings and impact on our nation  
(c) History of various civilizations (d) History of colonial India.

**Unit 2: Learning resources and teaching learning material in history**

01. Learning resources - exhibition, projects, quiz, history room, text books and other reference materials (online & offline), Museum
02. Projected and non-projected teaching aids
03. Use of ICT: Video clips, Power points presentations, films etc

**Unit 3: Professional Development of Teachers**

01. Professional competencies of subject teacher.
02. Professional development programmes for history teachers, planning, organization & evaluation.
03. Reflective & Innovative practices in professional development of teachers.
04. Enriching knowledge of contents through e-learning.

**Practicum/Field Work (Any one of the following)**

1. Pick any event from the history of colonial India & State how that event is still having its impact on the present day's happenings.
2. Prepare a power point presentation on any historical fort.
3. Write a note on any eminent historical writer of medieval era.

## **References**

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B.A. B.Ed IV Year- 2021  
**Paper V**  
**Health and Physical Education (EPC)**

**Max Marks: 50**

**Objectives:**

The student teacher will be able to:

- understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Equip them to know their health status, identify health problems and be informed for taking remedial measures.
- awarethemselves about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.
- Understand various policies and programmes related to health, physical education and yoga.
- Help them to understand the process of assessment of health and physical fitness.
- To enable the students to understand & manage stress and strain.

**COURSE CONTENT**

**Unit-I Health and Body Functioning**

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
2. Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunisation and first aid

**Unit-II Food, Nutrition and Diseases**

1. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices and its Globalisation, practices related to food hygiene, Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; malnutrition and deficiency diseases with prevention measures.
2. Communicable and Non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
3. Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation

### **Unit-III Physical fitness safety & Security**

1. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.
2. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

### **Unit-IV Sports & Health And Yoga**

1. Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
2. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major Indian, Western and traditional games) rhythmic activities, gymnastics and their impact on health.
3. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
4. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*
5. Management of stress and strain and life skills.

### **Unit-V: Role of Institutions**

1. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes and role of media in promoting sports and health activities.
2. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

### **Practicum/Field Work (Any five of the following ensuring that one activity from each unit has been covered With Special Emphasis on Yoga)**

- (1) Conduct a BMI( Body Mass Index) Test of the class & maintain the record.
- (2) Prepare a chart of the various stages of immunisation for the child & demonstrate it in class.
- (3) Prepare a chart of the common diseases, their causes & cure. Explain it to students.
- (4) Conduct a survey of any institute/organisation and find out the unhygienic places and corners there and also find out the remedial suggestions to make the place tidy.
- (5) Organise a 100 meter sprint session and record it. Afterwards do an analysis in the class of the mistakes committed or promptness shown by the participants.
- (6) Organise a suggestive session among the peers about animal attack experiences (Such as dog, bull, snake, ape etc) and note down how they reacted in the situation and also suggest the best option to depend. Prepare a report of the same.
- (7) Organise a session of *Yogasanas* & *Kriyas* and after the completion of the session, mention how it felt to you.
- (8) Paste some sports related newspaper/magazine cuttings in your file and share the contents in a session organised in the class.
- (9) Write an essay on any favourite game of yours and state how it helped you in keeping mentally & physically fit and what you liked most about the game.
- (11) Generally there are many trends of self-medication by home-prepared prescriptions. List such prescriptions & experiences associated with it prepare a report.
- (12) Prepare a dietary plan for a child of pre-adolescent age with the help of doctor/expert & display it in school & prepare it as a document.
- (13) Visit any industry to find out the health hazards for the workers there.
- (14) Organise a recreational sport in group & share how it was recreational.

(15) Demonstrate some fitness exercises to students/peers & mention how it helps in developing physique & mental health.

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