UNIVERSITY OF RAJASTHAN
JAIPUR

SYLLABUS

Integrated Programme of
B.A. – B.ED.

Annual Scheme

Examination Part- I (2017)

NOTICE

1. Change in syllabus/ordinance/rules/regulations/ syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.

2. All court cases shall be subject to the jurisdiction of Rajasthan Univeristy headquarter Jaipur only and not any other place.

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

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

Objectives:

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

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.

2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.

3. Ability to understand children’s needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.

4. Ability to use-

5. Individualized instruction

6. Dynamic methods in large classes.

7. Ability to examine pupil’s progress and effectiveness of their own teaching through the use of proper evaluation techniques.

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8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.

9. Readiness to spot talented and gifted children and capacity to meet their needs.

10. Ability to organize various school programmes, activities for pupil.

11. Developing guidance point of view in educational, personal and vocational matters.

12. Ability to access the all round development of pupils and to maintain a cumulative record.

13. Developing certain practical skill such as:
   a. Black board work
   b. Preparing improvised apparatus
   c. Preparing teaching aids and ICT.

14. Interest and competence in the development of the teaching profession and education. Readiness to participate in activities of professional organizations.

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

i) First Year B.A.-B.Ed. — 2017

ii) Second Year B.A.-B.Ed. — 2018

iii) Third Year B.A.-B.Ed. — 2019

iv) Final Year B.A.-B.Ed. — 2020

**Duration of the Course - Four Years**
1. Compulsory Papers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>I year</td>
<td>Gen. English</td>
</tr>
<tr>
<td>II year</td>
<td>Gen. Hindi</td>
</tr>
<tr>
<td>III year</td>
<td>Computer Application (ICT)</td>
</tr>
<tr>
<td>IV year</td>
<td>Environmental Education</td>
</tr>
</tbody>
</table>

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

Group - A: Subject Specialisation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>I year</td>
<td>Instructional System &amp; Educational</td>
</tr>
<tr>
<td>II year</td>
<td>Peace Education</td>
</tr>
<tr>
<td>III year</td>
<td>Guidance and Counseling in School</td>
</tr>
<tr>
<td>IV year</td>
<td>Physical Education &amp; Yoga</td>
</tr>
</tbody>
</table>

Group - B: Content of Social Science Subject: A Student has to opt any three paper form group B.

<table>
<thead>
<tr>
<th>Hindi (I &amp; II)</th>
<th>Sociology (I &amp; II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanskrit (I &amp; II)</td>
<td>Philosophy/ Psychology (I &amp; II)</td>
</tr>
<tr>
<td>English (I &amp; II)</td>
<td>Drawing &amp; Painting (I &amp; II)</td>
</tr>
<tr>
<td>Urdu (I &amp; II)</td>
<td>Geography (I &amp; II)</td>
</tr>
<tr>
<td>History (I &amp; II)</td>
<td>Home Science (I &amp; II)</td>
</tr>
<tr>
<td>Political Science/Pub. Aid (I &amp; II)</td>
<td>Music (I &amp; II)</td>
</tr>
<tr>
<td>Economics (I &amp; II)</td>
<td></td>
</tr>
</tbody>
</table>
**Group C: Pedagogy of School Subject 8 A.B:** Pedagogy of a School Subject IIIrd Year and IVth Year (candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

<table>
<thead>
<tr>
<th>Pedagogy of Hindi</th>
<th>Pedagogy of Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy of Sanskrit</td>
<td>Pedagogy of Social Studies</td>
</tr>
<tr>
<td>Pedagogy of English</td>
<td>Pedagogy of Home Science</td>
</tr>
<tr>
<td>Pedagogy of Urdu</td>
<td>Pedagogy of Drawing and Painting</td>
</tr>
<tr>
<td>Pedagogy of History</td>
<td>Pedagogy of Music</td>
</tr>
<tr>
<td>Pedagogy of Economics</td>
<td>Pedagogy of Psychology</td>
</tr>
<tr>
<td>Pedagogy of Civics</td>
<td></td>
</tr>
</tbody>
</table>

- In all the subjects the student has to study a minimum of 9 papers in 1st year, 9 Paper in IIInd Year, 9 Paper in IIIrd Year and 6 Paper in IVth Year (Total 33 Papers).
- Each of the above papers will carry 100 marks.

**Scheme of Instruction for B.A.B.Ed Courses**

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

**Four Yearsgrated Course**

**Scheme of B.A.-B.Ed. Ist Year**

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>I</td>
<td>B.A.-B.Ed.</td>
<td>Gen.English</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>01</td>
<td>(Compulsory)*</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>B.A.B.Ed.</td>
<td>Childhood and Growing Up</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>B.A.-B.Ed.</td>
<td>Contemporary India and Education</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed.</td>
<td>Instructional System &amp; Educational Evaluation</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>04 (G-A)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dy. Registrar  
(Academic)  
University of Rajasthan  
JAIPUR
<table>
<thead>
<tr>
<th>V</th>
<th>B.A.-B.Ed</th>
<th>Content</th>
<th></th>
<th></th>
<th></th>
<th>600</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>05, 06</td>
<td>(Select any Three)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; 07</td>
<td>1. Hindi (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sanskrit (I &amp; II)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. English (I &amp; II)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Urdu (I &amp; II)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. History (I &amp; II)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Political Science/Pub. Aid (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Economics (I &amp; II)</td>
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<tr>
<td></td>
<td></td>
<td>8. Sociology (I &amp; II)</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>9. Philosophy/Psychology (I &amp; II)</td>
<td>100+100/75+75</td>
<td>50 (Psy.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>100</td>
<td></td>
<td>40+40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Geography (I &amp; II)</td>
<td>75+75</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Home Science (I &amp; II)</td>
<td>50+50</td>
<td></td>
<td>50+50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Music (I &amp; II)</td>
<td>50+50</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>

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

**Scheme of B.A.-B.Ed. IIInd Year**

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.-B.Ed. 01</td>
<td>Gen. Hindi (Compulsory)*</td>
<td>80</td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>B.A.-B.Ed. 02</td>
<td>Knowledge and curriculum</td>
<td>80</td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>B.A.-B.Ed. 03</td>
<td>Learning and Teaching</td>
<td>80</td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed. 04</td>
<td>Peace Education</td>
<td>80</td>
<td>20</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>V</td>
<td>B.A.-B.Ed</td>
<td>Content (Select any Three)</td>
<td>100+100</td>
<td></td>
<td></td>
<td>600</td>
</tr>
<tr>
<td>VI</td>
<td>05, 06</td>
<td>1. Hindi (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp;</td>
<td>07</td>
<td>2. Sanskrit (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td>3. English (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp;</td>
<td></td>
<td>4. Urdu (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(G-B)</td>
<td></td>
<td>5. History (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>6. Political Science/Pub. Aid (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Economics (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>8. Sociology (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Philosophy/Psychology (I &amp; II)</td>
<td>100+100/75+75</td>
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</tbody>
</table>
### Scheme of B.A.-B.Ed. IIIrd Year

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>I</td>
<td>B.A.-B.Ed. 01</td>
<td>Information &amp; Communication Technology (ICT)(Compulsory)*</td>
<td>80</td>
</tr>
<tr>
<td>II</td>
<td>B.A-B.Ed. 02</td>
<td>Language Across the Curriculum</td>
<td>80</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed-04 (G-A)</td>
<td>Guidance and Counseling in School</td>
<td>80</td>
</tr>
<tr>
<td>V</td>
<td>B.A.-B.Ed 05, 06 &amp; 07 (G-B)</td>
<td>Content (Select any Three)</td>
<td>80+80</td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td>1. Hindi (I &amp; II)</td>
<td>80+80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sanskrit (I &amp; II)</td>
<td>80+80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. English (I &amp; II)</td>
<td>80+80</td>
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<tr>
<td></td>
<td></td>
<td>4. Urdu (I &amp; II)</td>
<td>80+80</td>
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<tr>
<td></td>
<td></td>
<td>5. History (I &amp; II)</td>
<td>80+80</td>
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<tr>
<td></td>
<td></td>
<td>6. Political Science/Pub. Aid (I &amp; II)</td>
<td>80+80</td>
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<tr>
<td></td>
<td></td>
<td>7. Economics(I &amp; II)</td>
<td>80+80</td>
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<tr>
<td></td>
<td></td>
<td>8. Sociology(I &amp; II)</td>
<td>80+80</td>
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<tr>
<td></td>
<td></td>
<td>9. Philosophy/ Psychology (I &amp; II)</td>
<td>80+80/60+60</td>
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<td></td>
<td></td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>80</td>
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<tr>
<td></td>
<td></td>
<td>11. Geography (I &amp; II)</td>
<td>60+60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Home Science (I &amp; II)</td>
<td>40+40</td>
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<tr>
<td></td>
<td></td>
<td>13. Music(I &amp; II)</td>
<td>40+40</td>
</tr>
</tbody>
</table>

*ELIGIBILITY CRITERIA ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.*
### VIII 08(a,b)

Pedagogy of a School Subject (part-1), 1st & 2nd Year (candidate shall be required to offer any two papers from the following for part-1 & other for part-2).
1. Hindi
2. Sanskrit
3. English
4. Urdu
5. History
6. Economics
7. Civics
8. Geography
9. Social Studies
10. Home Science
11. Drawing and Painting
12. Music
13. Psychology

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Special Training Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Micro Teaching</td>
</tr>
<tr>
<td></td>
<td>- Practice Lesson</td>
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<tr>
<td></td>
<td>- Observation Lesson</td>
</tr>
<tr>
<td></td>
<td>- Technology Based Lesson</td>
</tr>
<tr>
<td></td>
<td>- Criticism Lesson</td>
</tr>
<tr>
<td></td>
<td>- Attendance/Seminar/Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>50</th>
<th>05</th>
<th>05</th>
<th>20</th>
<th>10</th>
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<tbody>
<tr>
<td></td>
<td>100</td>
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</table>

**Final Lesson** 100

<table>
<thead>
<tr>
<th></th>
<th>900+100</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>+100</td>
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</tbody>
</table>

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

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

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

600+100

*ELIGIBILITY CRITERIAN ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.
Four Years Integrated Degree
Scheme of B.A.-B.Ed.

Compulsory Papers

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>Gen. English</td>
</tr>
<tr>
<td>II Year</td>
<td>Gen. Hindi</td>
</tr>
<tr>
<td>III Year</td>
<td>Computer Application (ICT)</td>
</tr>
<tr>
<td>IV Year</td>
<td>Environmental Education</td>
</tr>
</tbody>
</table>

Group – A Subject Speciliasation

1. Instructional System & Educational
2. Peace Education
3. Guidance and Counseling in School
4. Physical Education & Yoga

Group-B : Content of Social Science Subject:- A Student has to opt any three paper form group B.

<table>
<thead>
<tr>
<th>Hindi (I &amp; II)</th>
<th>Sociology(I &amp; II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanskrit (I &amp; II)</td>
<td>Philosophy/ Psychology (I &amp; II)</td>
</tr>
<tr>
<td>English (I &amp; II)</td>
<td>Drawing &amp; Painting (I &amp; II)</td>
</tr>
<tr>
<td>Urdu (I &amp; II)</td>
<td>Geography (I &amp; II)</td>
</tr>
<tr>
<td>History (I &amp; II)</td>
<td>Home Science (I &amp; II)</td>
</tr>
<tr>
<td>Political Science/Pub. Aid (I &amp; II)</td>
<td>Music (I &amp; II)</td>
</tr>
<tr>
<td>Economics(I &amp; II)</td>
<td></td>
</tr>
</tbody>
</table>

Group C: Pedagogy of School Subject A/B : Pedagogy of a School Subject IIIrd Year and IVth Year(candidate shall be required to offer any two papers from the following for part-III & other for part-IV).
<table>
<thead>
<tr>
<th>Hindi</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanskrit</td>
<td>Social Studies</td>
</tr>
<tr>
<td>English</td>
<td>Home Science</td>
</tr>
<tr>
<td>Urdu</td>
<td>Drawing and Painting</td>
</tr>
<tr>
<td>History</td>
<td>Music</td>
</tr>
<tr>
<td>Economics</td>
<td>Psychology</td>
</tr>
<tr>
<td>Civics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>Papers</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Year</td>
<td>9 Paper</td>
<td>900</td>
</tr>
<tr>
<td>II Year</td>
<td>9 Paper + Practicum</td>
<td>900+100</td>
</tr>
<tr>
<td>III Year</td>
<td>9 Paper + Practicum+ Final Lesson</td>
<td>900 + 100+100 = 1100</td>
</tr>
<tr>
<td>IV Year</td>
<td>6 Paper + Practicum+ Final Lesson</td>
<td>600 +100+100 = 800</td>
</tr>
<tr>
<td>Total</td>
<td>33 PAPERS</td>
<td>3300+ 300+200 = 3800</td>
</tr>
</tbody>
</table>

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

**PART II**

**Practical Work**

**Objectives:**

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

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

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

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


10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.

11. Study of the organization of work and activities in the school.

12. Observation and assistance in the health education programme.

13. Observation and assistance in the guidance programme.


15. Techniques of teaching in large classes.

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

Notes :-

i. Teaching subject means a subject offered by the candidate at his/her running B.A-B.Ed. course either as a compulsory subject or as an optional subject provided that the candidate studied it for at least two years. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture. Prescribed for running B.A- B.Ed. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects.

ii. Only such candidate shall be allowed to offer Social Studies for the B.A-B.Ed. Examination as have taken their running B.A- B.Ed. course with any two subjects out of History, Political Science/Public Administration, Economics, Geography, Sociology, Philosophy / Psychology.

iii. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the Integrated B.A.-B.Ed. Examination.

O.323 No candidate shall be allowed to appear in the Integrated B.A/B.Ed examination I,II,III & IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship)
The examination for Integrated B.A.-B.Ed. for Four Year shall be in two parts- part 1 comprises theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time.

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

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

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

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

B: No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The Integrated B.A-B.Ed programme shall be of duration of four academic years, which can be completed in a maximum of five years from the date of admission to the Integrated B.A.-B.Ed. Degree.
Regulation 42 :-

Scheme of Integrated B.A-B.Ed Four Year Examination

The Integrated B.A-B.Ed. (Four years) will consist of the following components;
Part I- Main theory papers at B.A-B.Ed I, In Integrated B.A.-B.Ed I Year Paper nos. are 01, 02, 03, 04(G-A), 05, 06, 07(G-B) are of three hours carrying 100 marks (80 for theory + 20 for sessional) each.

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

Organization evaluation of practice teaching:

1. Every candidate will teach at-least 40 lessons (20 in III Year & 20 in IV Year) during practice teaching session. At least ten lessons in each subject should be supervised.

2. 40(20+20) lessons as desired in the syllabus should be completed as full period classroom lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.

3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.

4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.

5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.

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6. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lessons at the final practice examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.

7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).

8. The board of Examination will consist of:

   (a) The principal of the college concerned.

   (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.

   (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.

   (d) The board as far as possible will represent Social science, language and science.

9. Approximately 50 lessons will be examined by the board each day.

Some of the papers are fully Sessional of having according to their practical marks as the case may be Psychology, Drawing, Painting, Geography, Home Science, and Music.

Working out the result and awarding the division:
(1) A candidate in order to be declared successful at the Integrated B.A-B.Ed. I, II, III & IV Year Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).

(2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.

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

- 40 percent marks in the external examination.
- 40 percent marks in internal assessment.

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

<table>
<thead>
<tr>
<th>Division</th>
<th>Theory</th>
<th>Practice of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>II</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Pass</td>
<td>36%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

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First Year

BA-B.Ed. 01

General English Compulsory - 100 Marks

The syllabus aims at achieving the following objectives:

1. Introduce students to phonetics and enabling them to consult dictionaries for correct pronunciation (Sound and Word stress)
2. Reinforcing selected components of grammar and usage
3. Strengthening comprehension of poetry, prose and short-stories
4. Strengthening compositional skills in English for paragraph writing, CVs and Job Applications

The pattern of question paper will be as follows:

Unit A: Phonetics and Translation (10 periods) (20 marks)

I. Transcription of Phonetic symbols (05)
II. Word Stress (05)
III. Translation of 5 sentences from Hindi to English (05)
IV. Translation of 10 words from Hindi to English (05)

Unit B: Grammar and Usage (20 marks) (10 periods)

I. Transformation of sentences (05)
   a. Direct & Indirect narration
   b. Active and Passive Voice
   c. Interchange of Degrees of Comparison
II. Modals (05)
III. Sequence of Tenses (05)
IV. Punctuation of a short passage with 10 punctuation marks (05)

Unit C: Comprehension (30 marks) (25 periods)

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Following Essays and stories in *Essential Language Skills* revised edition compiled by Macmillan for University of Rajasthan General English B.A./B.Com./B.Sc.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Blake</td>
<td>The Little Black Boy</td>
</tr>
<tr>
<td>Sujata Bhatt</td>
<td>Voice of the Unwanted Girl</td>
</tr>
<tr>
<td>Ruskin Bond</td>
<td>Night Train for Deoli</td>
</tr>
<tr>
<td>M. K. Gandhi</td>
<td>The Birth of Khadi</td>
</tr>
<tr>
<td>J. L. Nehru</td>
<td>A Tryst with Destiny</td>
</tr>
<tr>
<td>A. P. J. Abdul Kalam</td>
<td>Vision for 2020</td>
</tr>
</tbody>
</table>

Five questions to be answered out of eight questions Two marks each based on 6 units of the prescribed texts

Five questions of 3 marks each to be answered from the given passage: 15 marks

One vocabulary question from the given passage (at least 10 words) : 5 marks

**Unit D: Compositional Skills**

I. Letters – Formal and Informal (10)
II. CVs and Job Applications (10)
III. Paragraph Writing (10)

**Recommended Reading:**


Objectives:

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

Unit I: Role of psychology to understand the child

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

Unit II: Multi dimensional development

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical
- Theories of development:
  a) Piaget’s vygotsky cognitive development
  b) Freud’s psycho- sexual development
  c) Erikson’s psycho social development

Unit 3: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
• Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media.

• Personality: concept and nature, theories of personality, assessment of personality

• Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.

Unit 4: Learning to Learn

• Concept and beliefs about learning:-Defining misconception, Brain’s role in learning

• Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach, Types of learning by Gagne.

• Motivation:-Concept and Maslow’s Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehaviour,

Unit 5: Psychological Attributes of an individual

• Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner’s Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.

• Socialization and Mental health: Process of Socialization - Group dynamics - Theory of Kurt lewin’s, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

Test and Assignment:-

• Class Test 10 Marks

• Project (Any one of the following) 10 Marks

Comparative study of developing pattern's of children with reference to different in SES. Collecting and analyzing statistics on the girl child with reference to gender ratio.
Administration of an experiment on learning, span of attention, memory Administration and interpretation of an individual group test of intelligence.

References:

3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Published by Pearson Education Pre. Ltd. Indian Branch Delhi, India
Contemporary India and Education

MARKS-100

Objectives:

After completing the course the students will be able to:

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I  Education as an Evolving Concept

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

Unit – II:  Issues and Challenges

- Diversity, Inequality, Marginalization: Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
• Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth unsatisfaction, Moral Crisis.

Unit – III: Constitution and Education

• Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.

• Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.

• Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

Unit – IV: Programme and Policies


• SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

Unit – V: Innovative Practices

• Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,

• Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Eduset, Smart Class Room, Role of E-learning, E-content, E-magazines and E-journals, E-library.

• Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

Test and Assignments :-

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

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• Debate or Organize a one day discussion on the topic related to the subject and submit a report.
• Critical appraisal on the report or recommendations of any commission and committee.
• Organize collage, Poster Making activity in your respective institution.
• Collection of at least three handouts of related topics of the subject.

REFERENCES :-

7. अभिभौती, स्वीकार : आधुनिक भारतीय शिक्षा समस्याएं और समाधान, राजस्थान हिंदी ग्रंथ अकादमी।
10. J.F. Brown: Educational Sociology
12. Kashyap Subhash C., Our constitution: An Introduction to India’s constitution and constitutional laws, National Book Trust India, 2011.
13. Keay,F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
16. Mookerji, R.S: Ancient Indian Education

Dy. Registrar (Academic) University of Rajasthan JAIPUR
26. अलेक्ट्रॉन. अ.स.: प्राचीन भारतीय शिक्षा पद्धति।
27. ओड, एल. के.: शिक्षा के नीति आयाम, राजस्थान हिंदी संस्था, अकादमी, जयपुर।
28. गुस्ता, एस. शी एवं अलका गुस्ता: भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद।
29. रावत, शारदा लाल: भारतीय शिक्षा का इतिहास, आगरा।
30. झोपी, सुमना: भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद।
31. ताल रमन विहारी: भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी प्रेस, मेरठ।

**B.A.- B.Ed. 04**

**Instructional System and Educational Evaluation**

**MARKS-100**

**Objectives:**

This course will enable the student teacher to:

- Explain the need, importance and characteristics of educational evaluation.
- Describe the approaches to educational evaluation.
• Discuss the role of educational evaluation in Teaching-Learning Process.
• Explain the nature of tools and techniques of educational evaluation.
• Describe the need and importance of psychological testing,
• Explain the nature of learners' evaluation and need for continuous comprehensive educational evaluation in schools.

Unit I: Instructional System

• Educational Objectives and instructional objectives.
• Relationship between educational objectives and instructional objectives
• Classification of educational objectives (Cognitive, affective and psychomotor)
• Functioning of educational objectives
• Usefulness of the taxonomical classification.

Unit II: Need, importance and characteristics

• Teaching Learning process and role of evaluation
• Need and importance of Evaluation
• Definition of Evaluation
• Evaluation, Assessment and Measurement.
• Characteristics of good evaluation.

Unit III: Approaches to Evaluation

• Formative evaluation and summative evaluation
• Difference between summative and formative evaluation
• External evaluation and internal evaluation, advantages and disadvantages,
• Norm referenced evaluation
• Criterion referenced evaluation.

Unit IV: Role of Evaluation in Teaching-Learning Process.

• The relationship between instructional objectives, entering behavior, learning experiences and Performance assessment.
• Diagnosis to overcome deficiency in learning.
• Importance of results of evaluation to students, teachers, institutions with special reference to help in determining the effectiveness of a course.
programme and functioning of a school.

Unit V: Nature of tools and techniques of evaluation

- Nature of test and Purposes of testing with reference to:
  o Instructional purpose
  o Guidance purpose
  o Administrative purpose
- Administration of Test and Interpreting test result.
- Meaning of Norms, types of Norms, age, Grade, Percentile and standard score. 4. Norms and interpretation of test scores.
- Concept of grade system. Absolute grading, comparative grading and its advantages and disadvantages.

Test and Assignments :-

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

- Develop a portfolio for assessment of 2 school students
- Prepare an advanced tool for evaluation.
- Develop a tool for self-assessment.
- Develop an achievement test and its blueprint.

References:
उद्देश्यः—

✓ उच्च स्तर पर हिंदी भाषा शिक्षण के उद्देश्य और मूल्यांकन के तरीके समझना।
✓ हिंदी भाषा संस्कृति में हिंदी भाषा के स्वरूप व तत्वों का ज्ञान प्राप्त करना।
✓ भाषा सीखने की मौखिक अभिव्यक्ति का उच्च स्तर पर विकास कर सूचनात्मक दक्षता विकसित करना।
✓ हिंदी भाषा के विविध रूपों व भाषा व साहित्य सबंध और उसकी अभिव्यक्ति को जानना।
✓ अभ्यास, पठन मौखिक लेखन सम्बंधित भाषाओं कौशलों का ज्ञान देना।
✓ हिंदी की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना।
✓ हिंदी भाषा के माध्यम से भावों और विचारों की स्वतंत्र अभिव्यक्ति करने की क्षमता व संवेदनशीलता विकसित करना।
✓ पाठ्यक्रम पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण करना और समायोजित करना।
✓ हिंदी भाषा में मूल्यांकन के महत्व , मूल्यांकन की संस्थितियों का ज्ञान देना।
✓ हिंदी भाषा के गद्य व पद्य साहित्य के प्रति अभिवृद्धि व अभिवृद्धि विकसित करना।
✓ हिंदी भाषा के व्याकरणी भाग को छात्रों में परिपूर्ण कराकर साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना करना।

आदिकाल एवं भक्तिकाल

1. विद्यापति

1. नन्दक नन्दन कदम्बेरि तरुतारे
2. सुन रसिया, अब न वजाज बिजिन बसिया
3. विरह व्याकुल बकुल तरुतार, पेखल नन्द—कुमार रे
4. कुंज–भवन सँ चलि भेलि है
5. सखि हें कतइँ न देखि मधाई

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2. कबीरदास
1. मन के अंग - प्रथम 15 साधी
2. दुलिहिनी गावहूँ मंगलवार
3. संतो भाई आई ग्यान की आधी रे
4. पंडित बाबा बदते झूँझा
5. काहे रे नलीनी तूँ कुम्हिलानी
6. अरे इन दोऊ न राह न पाई
   (कबीर ग्रंथावली-श्रीमद्वर्धन दास)

3. जायसी
4. सूरदास

5. मीराबाई
   सं नरोत्तम स्वामी
   पद संख्या- 1,3,4,5,10,11,12,14,15,16,20,23,28,31,32

6. तुलसीदास
   अयोध्या काण्ड - 121 दोहा से 141 तक
   (प्रकाशक-गीताप्रेस गोरखपुर)

7. कवितावली
8. रसखान

9. नंददास
   वर गीत

हिन्दी साहित्य : द्वितीय प्रश्न पत्र

पूर्णांक - 100
बाहुल्य मूल्यांकन - 80
आंतरिक मूल्यांकन - 20

कहानी रेखाचित्र तथा संस्मरण
1. कहानी
   चन्द्रघर शर्मा गुलेशी - बुद्ध का काटा
   प्रेमचंद - पूस की रात
   विश्वरंगन शर्मा कौशिक - ताई
   प्रसाद - पुस्तकार
   जैमन्द्र - पाजेब
   यशपाल - परदा

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रांगेय राघव – पंच परमेश्वर

2. रेखाचित्र तथा संस्मरण
रेखाचित्र:
शिवपूजन सहाय – महाकवि जयशंकर प्रसाद
सेठ गोविन्ददास – मकडूम बख्श
रामबुखा बेनीपूरी – रजिया
हजारी प्रसाद द्विवेदी – एक कुल्ला और एक मैना
विष्णुकांत शास्त्री – ये हैं प्रोफेसर शास्त्री।

संस्मरण:
अज्ञ – स्मरण का स्मृतिकार (राय कृष्णदास)
नगेन्द्र – दादा स्व. पं. बालकृष्ण शर्मा ‘नवीन’
माखनलाल चव्वेदी-लुम्हारी स्मृति
महादेबी वर्मा – निराला भाई

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प्रथम प्रश्न पत्र – संस्कृत साहित्य

पूर्णांक – 100
बाह्य मूल्यांकन – 80
आंतरिक मूल्यांकन – 20

उद्देश्य:

✓ उच्च स्तर पर संस्कृत भाषा शिक्षण के उद्देश्य और मूल्यांकन के तरीके समझना।
✓ संस्कृत भाषा संस्थान में हिन्दी भाषा तत्वों का ज्ञान प्राप्त कराना।
✓ भाषा के स्वरूप और व्यवस्था को समझना।
✓ भाषा सीखने की सूजनानिमत्र प्रक्रिया को जानना।
✓ मौखिक अभिव्यक्ति का उच्च स्तर के लिए विकास।
✓ संस्कृत भाषा के विकाद रूपों और अभिव्यक्ति को जानना।
✓ भाषा और साहित्य संबंध को जानना।
✓ श्रद्धालु, पठन मौखिक लेखन सम्बन्धित भाषाओं कौशलों का ज्ञान देना।
✓ संस्कृत की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना।

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विषय निर्देश:

1. प्रत्येक परीक्षा में दो-दो प्रश्नपत्र होंगे।
2. प्रत्येक प्रश्नपत्र में न्यूनतम उत्तरांक 36 तथा पूर्णांक 100 होंगे और समय 3 घण्टे का होगा।
3. परीक्षा का माध्यम हिंदी अंग्रेजी, होगा परन्तु प्रश्नपत्र केवल हिंदी में कायम किया जाएगा। परीक्षार्थी को पूर्व होगी कि वह हिंदी संस्कृत अथवा अंग्रेजी में किसी एक भाषा में उत्तर दे सके। यदि परीक्षार्थी ने किसी प्रश्न विशेष के लिए भाषा का निर्देश कर दिया है तो उस प्रश्न का उत्तर उसी भाषा में देना अनिवार्य होगा।
4. संस्कृत केवल देवनागरी लिपि में ही लिखा जाना अपेक्षित है।
5. निर्धारित प्रमुख में से अनुवाद वाक्य, सरलताएं और समालोचनात्मक प्रश्न पूछे जाएँगे।
6. प्रत्येक वर्ष में प्रश्न पत्र 100 अंक का होगा, जिसमें 80 अंक बाह्य मूल्यांकन के एवं 20 अंक आंतरिक मूल्यांकन के होंगे। इसमें से 10 अंक आंतरिक परीक्षा व 10 अंक सामाजिक कार्य के होंगे।

प्रश्न प्राप्त में निर्धारित प्रमुख में से लघुत्तरात्मक निबन्धात्मक अनुवाद वाक्य, समालोचनात्मक प्रश्न पूछे जाएँगे। 15 प्रश्न लघुत्तरात्मक होंगे जिनमें से प्रथम 5 प्रश्नों का उत्तर संस्कृत भाषा के माध्यम से देना होगा प्रत्येक प्रश्न के लिए 2 अंक निर्धारित हैं। जिस प्रश्नपत्र में संस्कृत अनुवाद/निबन्ध पूछे गए हैं वहाँ संस्कृत में उत्तर अपेक्षित नहीं हैं।

1. स्वभावात्मक (भास) 25 अंक
2. नीतिशास्त्र (भर्तहरि) 30 अंक

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3. र्वुवशम प्रथम सर्ग

4. लघु सिद्धान्त कौमुदी अजन्त प्रकरण—राम,हरि,पितृ,रमा,मति,नदी,वधु,श्लान,वारि

अंक 20

अंक—विभाजन

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1. स्वप्नावसवदत्तम—डॉ कृष्ण देव प्रसा—जगदीश संस्कृत पुस्तकाय ज्ञानियाओ का रस्ता,जयपुर।

2. स्वप्नावसवदत्तम—डॉ रूपसराण त्रिपाठी—स्वपन प्रकाशन जयपुर।

3. स्वप्नावसवदत्तम—संस्कृत हिन्दी व्याख्या डॉ जगनाथ पाण्डेय जगदीश संस्कृत पुस्तकाय
    ज्ञानियाओ का रस्ता,जयपुर।

4. स्वप्नावसवदत्तम—डॉ समाज वेदांलकार—लंकार प्रकाशन जयपुर।

5. स्वप्नावसवदत्तम—डॉ श्री कृष्णा ओझा,अभिषेक प्रकाशन चौळा रस्ता,जयपुर।

6. नीतिशाटकम डॉ गोपाल शर्मा हंसा प्रकाशन जयपुर।

7. नीतिशाटकम—डॉ श्रीकृष्णा ओझा, राज प्रकाशन मंदिर, जयपुर।

8. नीतिशाटकम—डॉ समाज वेदांलकार, हंसा प्रकाशन, जयपुर।

9. र्वुवशम (प्रथम सर्ग)

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द्वितीय प्रश्नपत्र

अंक 100

भारतीय संस्कृति के तत्व पद्ध साहित्य, अनुवाद एवं व्याकरण

1. भारतीय संस्कृति के तत्व।
   
   क   - भारतीय संस्कृति— विषय पृथ्वभूमि विशेषताएं।
   
   ख   - भारतीय संस्कृति के विकास की रूपरेखा— पूर्ववंशीय काल, वैदिकोत्तरकाल, मध्यकाल एवं आधुनिक काल।
   
   ग   - प्राचीनकाल— राजनीतिक, सामाजिक एवं आर्थिक स्थिति।
   
   घ   - वर्ण, आश्रम एवं संस्कार।
   
   ङ   - शिक्षा (वैदिकाल से लेकर 7वीं शताब्दी तक)
   
   च   - लेखन— कला की उत्पत्ति।
   
   छ   - भारतीय दर्शन की प्रमुख विचारधाराएं।
   
   ज   - भारतीय संस्कृति का मानव— कल्याण में योगदान।

2. किरातात्पूर्णीयम् (प्रथम भाग) भारविखृति 25 अंक

3. अनुवाद (हिंदी से संस्कृत) 10 अंक

4. व्याकरण— लघुसिद्धान्तकौमुदी एवं संधि प्रकरण 35 अंक

   क   - संज्ञा प्रकरण— 10 अंक
   
   ख   - अर्थ संधि— 10 अंक
   
   ग   - हलसंधि 10 अंक
   
   घ   - विशेष संधि 05 अंक

5. निम्नलिखित कृत्य प्रत्येकों से सम्बंधित प्रश्न— 10 अंक

   तत्त्व अनीयर — तत्त्वतृत्ति: अनीयर:
   
   वत् — अवतर, ईश्वर, योगदान
   
   क्षष्ठ = एतिसुशास्त्रादिवृजु: क्षष्ठ हस्तस्य पिति कृत्वा तुक्ष हरस्त इद्धहतो।
   
   प्रत्— ऋग्वेदाधित्य
   
   शतः शान:— लत: शास्त्राद्वायप्रथममानाधिकारिणेम अनानु गुप्त

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<th>क.सं</th>
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सहायक पुस्तकों—
1. भारतीय सांस्कृतिक निदित्त—डॉं रामजी उपाध्याय, महानामापुरी वाराणसी।
2. भारतीय संस्कृति—श्री रामदेव साहू, श्रीमान प्रकाशन, चौड़ा रास्ता, जयपुर।
3. भारतीय संस्कृति—वाई एस समेश, रचना प्रकाशन, जयपुर।
4. भारतीय संस्कृति—डॉं रामजी उपाध्याय, महानामापुरी वाराणसी।
5. भारतीय दर्शन—डॉं बलदेव उपाध्याय, चौखम्बा प्रकाशन वाराणसी।

किराताजूनीयम
1. किराताजूनीयम (प्रथम सर्ग)—आचार्य नवल किलोर काकर, विषय वैज्ञव भवन, जयपुर।
2. किराताजूनीयम (प्रथम सर्ग)—डॉं विश्वाध सरम, आदर्श प्रकाशन जयपुर।
3. किराताजूनीयम (प्रथम सर्ग)—डॉं. चुभाष वेदांतकार – अलंकार प्रकाशन, जयपुर।

अनुवाद के लिए
1. संस्कृत रचनानुवाद मंजरी—पं नदकुमार सास्त्री, अजमेरा बुक कंपनी, त्रिपोलिया बाजार जयपुर।
2. रचनानुवाद कौमुदी—डॉं कपिलदेव द्विवेदी, वाराणसी।
3. रचनानुवाद—डॉं, श्री निवास शास्त्री, कृपक्षेत्र।

व्यक्तिय द्वारा लिखा

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36
The syllabus aims at achieving the following objectives:

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

**Paper I : Poetry and Drama**

Duration 3 Hours  
Min. Pass Marks 36

Question no. 1 : References to Context from Unit A, B and C.

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

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

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

The following poems from *Strings of Gold* Part I Ed. Jasbir Jain (Macmillan)

W. Shakespeare:

    Shall I Compare Thee

    Not Marble, nor the Guided Monuments

    The Marriage of the True Minds

J. Donne: Goe and Catche a Falling Starre

R. Herrick: To Daffodils

J. Herbert: Virtue

J. Milton:

    On His Blindness

    On his Twenty Third Birthday

J. Dryden: A Song for St. Cecilia's Day

Section B

The following poems compiled by Mamillan for University of Rajasthan

Kabir

    It is Needless to Ask a Saint the Caste to which he belongs

Rabindra Nath Tagore

    Where The Mind is Without Fear

Toru Dutt

    The Lotus

    Our Casuarina Tree

Sarojini Naidu

    Indian Weavers

    Song of Radha, the Milkmaid
Section C

W. Shakespeare: Merchant of Venice

Recommended Reading:

Hudson : History of English Literature
Boris Ford ed. : Pelican Guide to English Literature

Paper II : Prose and Fiction

Maximum Marks 100

Duration 3 Hours

Min. Pass marks : 36

Question no. 1 : References to Context from Unit A and B only.

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

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

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

Section A

The following Essays from English Prose Selections (OUP) ed. Dr. S. S. Deo et.al.

J. H. Newman A Gentleman
R. L. Stevenson El Dorado
B. Russel Machine and Emotions
M. K. Gandhi Fearlessness
S. Radhakrishnan Democracy
H. Belloc On Educational Reform
J. L. Nehru Animals in Prison
Section B

The following Short Stories from the collection *Popular Short Stories* ed. By Board of Editors (OUP)

- K. Mansfield  
  A Cup of Tea
- R. Tagore  
  Living or Dead
- H. H. Munro (Saki)  
  The Open Window
- R.K. Naarayan  
  The Gatemans Gift
- E. Hemingway  
  Old Man at the Bridge
- George Orwell  
  Animal Farm
- R. K. Narayan  
  Bachelor of Arts

Section C

The following units from *English at the Workplace* eds. Sawhney Panja and Verma (Macmillan)

- Unit 2  
  Language and Culture
- Unit 4  
  Ways of Reading
- Unit 7  
  Writing with a Purpose
- Unit 9  
  Talking on the Telephone

Recommended Reading

Vandana R. Singh: The Written Word (OUP)
B.A.- B.Ed. 05 AB, 06 AB, 07 AB

URDU

PAPER I: Prose And Drama

Scheme:

Max marks: 100
3 Hrs. Duration

Books prescribed:

1. Meyare adab hisaye nasr-Published by educational book house, Aligarh(U.P)
2. Darwaza khol do-by Krishna chandar

Division of marks

Unit 1  Ten short answer type question.  Marks 20
Unit 2  Explanation of two out of three texts  Marks 20
Unit 3  Critical appreciation of a prose writer with Internal choice  Marks 20
Unit 4  Critical appreciation of prescribed drama with internal choice  Marks 20
Unit 5  Salient features of urdu drama/Techniques or summary of A prose lesson  Marks 20

Total marks 100

Note: Attempt at least one question from each unit. All the short answer type question of unit 1 are compulsory.

PAPER II: Poetry and rheotics

Max Marks 100 3 Hrs. Duration Min. Pass Marks 36

Books Prescribed:

1. Shehpere (Nazm) Published by idare Nashr-o-allahbad University-Allahbad, (1991 edition)
   The following are prescribed from the book:
   (a) Ghazaliyat : Meer, Atish & Ghalib
   (b) Nazmen: iqbal, Nazer & Josh.
2. Jadeed idemul Balaghat by abdul mahjed khan
   The following rheotics (Sanaya) only:
   Division of marks:
   Unit 1  Ten short answer type question.  Marks 20
   Unit 2  Explanation of Two out of three passages of Ghazal & nazm.  Marks 20
   Unit3  Appreciation of Ghazal writer with internal choice  Marks 20
Unit 4  Appreciation of Nazm writer with internal choice  Marks 20
Unit 5  Meaning and definition of four rheotics with internal choice.  Marks 20
Total marks 100

Note: Attempt at least one question from each unit. All the short answer type questions of unit 1 are compulsory.

B.A.- B.Ed. 05 AB, 06 AB, 07 AB

History

PAPER 1: HISTORY OF INDIA (FROM THE BEGINNING UPTO 1200 A.D.)

Section A


Section B


Section C

प्रथम प्रस्तापः भारत का इतिहास (आरम्भ से 1200 ईस्वी तक)

नवर्ष – श

1200 ईस्वी तक भारत के इतिहास के गुणधर्म। भारत की प्राकृतिक वस्तुओं का संक्षिप्त सारस्थान। हिंदू सरकारी समस्ती – जगत, विश्व और प्राचीन समस्ती, पूरा एवं निरंतर। वैदिक युग –
देवता, शास्त्र, आचार्यों, नृत्य, दांतिक और थप्प्ड। भारत की तीन चुनाव विकासित हुईं। जनन्यायों एवं प्राचीन शिक्षा का उल्लेख। जैन धर्म एवं बौद्ध धर्म – जेन्टल, विश्व और गहनाः।

शण – स

भारत साहित्य- पुस्तक चौथा। पन्नाधूल ग्रंथ एवं गीतक। अन्यथा धर्म – इसीकी प्रकृति एवं
प्रणा। गृहयात्रिन धर्म एवं प्रतिष्ठान, शिक्षा एवं अर्थविश्लेष, कला एवं साहित्य। नृत्य का प्रत्याख्यान।
गौरीसेवा काल (संयुक्त 200 ई. - 500 ई. तक) – नृत्य, दांतिक, धर्म एवं भक्तियों की उपस्थितियों।
गौरीसेवा काल में संसारिक, पारंपरिक एवं आधुनिक जीवन, तथा साहित्य, बच्चों का विकास। संपन्न गौरी
– नृत्य, अर्थविश्लेष, अर्थविश्लेष एवं सिद्धान्त।

भारत साहित्य- संस्कृत पुस्तक चौथा, संस्कृत भाषा, पुस्तक की उपस्थितियों। संस्कृत एवं
प्राचीन विद्वानों। वीरसम्राट तथा अर्थविश्लेष, धर्म और साहित्य। जैन धर्म एवं गौरीसेवा
का विकास। 750 ईस्वी एवं उसपहुंच 900 ई. नृत्य, दांतिक, धर्म एवं भक्तियों की उपस्थितियों। विजय-संसारिक
साहित्य। साहित्यविज्ञान एवं जीवन में प्रभाव। 750 से 1200 ईस्वी के काल में समाजिक एवं आर्थिक
परिस्थितियों का अनुप्रयोग तथा सांस्कृतिक जीवन का संक्षिप्त सारस्थान।

Books Recommended (अनुसुन्थित पुस्तके):

H. D. Sankalia : Prehistory of India, Murshidram Manohar Lal, New Delhi, 1977
Dilip K. Chakrabarti : Prehistory of India, An Archaeological History (Pleistocene Beginnings to Early Historic Foundations), Oxford University Press, New Delhi, 1999
R.K. Mookerji : Chanakya Nitiya and His Times, Delhi, 1952
B. N. Puri : India Under the Kushanas, Bombay, 1965

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PAPER II: HISTORY OF RAJASTHAN (FROM EARLIEST TIMES TO 1956 A.D.)

Section - A

Section - B


Section - C


निर्देश अभ्यास - साजिद्धान्त का अविश्वसनीय भाग से 1958 ईसवी तक

दिनक शासन के इतिहास के वृत्त का संवेदनशील। राजस्थान में भुमिपालता जातियों एवं मध्यपालता जातियों की संस्कृतियाँ। ताम्रपत्रिकाएँ एवं ताम्रपत्रिकाएँ का विस्तार एवं विस्तार। राजस्थान में भारतीय जनजातियों एवं गणना प्रारम्भिक जातियों। राजस्थान के उदय। गृहस्थ, गृहस्थ-परिवार एवं गृहस्थों का उदय एवं विकास।

दिनक शासन ने गृहस्थ आकाशों का अविश्वसनीय प्रबन्ध। महाशय के एवं सांग के अभिनव ग़मान। महाशय का प्रबन्ध का संवेदनशील करने के लिए गृहस्थों के लिए प्रबन्धन के प्रयास। सांग जनजातियों का दौरान। साजिद्धान्त में सात प्रमुख नवीन विदेशी कर स्वतंत्रता साजिद्धान्त (1200-1750 ईसवी)। नीति एवं दायें। नीति एवं व्यवस्थाएँ।

दिनक शासन ने भारत आकाशों एवं उनके प्रयास। भ्रमित प्रस्तुत का सीधार एवं इसके परिवर्त। 1818 ईसवी के पश्चात् प्रस्तुत के ज्ञान और प्रस्तुत। संस्कृतिक परिवर्तन – मन्त्र-मिठाई का एवं सात र भविष्यक। अर्थिक परिवर्तन – पूर्व नृत्य के बदले। नृत्य एवं अभिनव व्यापार पूर्व भ्रमित एकाधिक। साजिद्धान्त ने 1857 का विवाद। साजिद्धान्त में भारत साजिद्ध का प्रबन्ध। कुछ अन्य नवीनों एवं अन्य जनजातियों आकाशों का एक नवीन विकास। साजिद्धान्त में प्रसंगितों का गठन एवं स्वातंत्रता संरक्ष। राजस्थान के राज्यों का एकाधिकार।

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<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher/Year</th>
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<tbody>
<tr>
<td>Dasharath Sharma</td>
<td>Rajasthan through the Ages, Vol. I: Bikaner, 1966</td>
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<td></td>
<td>Early Chauhan Dynasties, Delhi, 1975</td>
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<td>G. N. Sharma</td>
<td>Rajasthan through the Ages, Vol. II</td>
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<td>Mewar and the Mughal Emperors</td>
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<td>Social Life in Medieval Rajasthan</td>
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<td>M. S. Jain</td>
<td>Rajasthan through the Ages, Vol. III</td>
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<td>Surplus to Subsistence, Delhi, 1994</td>
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<td>D.C. Shukla</td>
<td>Concise History of Modern Rajasthan</td>
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<td>Early History of Rajasthan, Delhi, 1978</td>
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<td>B. N. Puri</td>
<td>The History of the Gurjara-Pratihara, Delhi, 1975</td>
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<td>Shanta Rani Sharma</td>
<td>Society and Culture in Rajasthan c. A.D. 700-900, Delhi, 1996</td>
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<tr>
<td>V.S. Bhatnagar</td>
<td>Life &amp; Times of Siyahi Jai Singh (also in Hindi)</td>
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<td>Aryan (2007)</td>
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<tr>
<td>H. D. Sankalia et al</td>
<td>Excavations at Amber (Tambavati), 1961-62, Deccan College, 1969</td>
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<tr>
<td>Rima Hooja</td>
<td>A History of Rajasthan, Rupa &amp; Co., New Delhi, 2006</td>
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<td>The Ahar Culture and Beyond, Oxford, 1988</td>
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<td>नाथानाथ शास्त्री</td>
<td>राजस्थान का इतिहास, आगरा</td>
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<td>बिलादनन्द पाण्डेय</td>
<td>राजस्थान का सांस्कृतिक इतिहास, राजस्थान दर्शन विभाग, जयपुर</td>
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<td>रामप्रसाद व्यास</td>
<td>अमृतगृह वर्तमान का सांस्कृतिक इतिहास, जयपुर</td>
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Political Science

Paper – I

Foundation of Political science

Objectives :-

To enable the students to :

1. To understand the traditional & contemporary perspectives of political science.
2. To understand the relation of political science with other Social Sciences.
3. To understand the political system, parties, groups & theories.
4. To study the organization & their function (of Govt.) with reference to recent trends.
5. To study the political ideologies.

Part – II

The students will study & acquaint themselves with the philosophies of Indian political thankless like Mince Tautly, Raja Ram Mohan Roy & J.L. Nehru.

Section - A

Traditional and Contemporary Perspective of Political Sconce, Behaviouralism and Post-Behaviouralism, Inter- disciplinary Approach, Relation of Political Science with other Social Science, Concept : Power, Authority, Legitimacy.

Section - B

Political System, Political Development , Political Modernization, Democracy and Dictatorship, Political Parties , Pressure Groups , Theories of Representation , Rule of Law and Constitutionalism, Organs of Government and their Functions (with reference to recent trends.)

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Section –C

Political Ideologies: Liberalism, Marxism, Democratic Socialism, Anarchism and Feminism.

Books recommended:

1. Asirvatham: Political theory (Hindi and English editions)
2. V.K. Arora Rajniti Vigayan (Gandodia Pustak Bhandar, Bikaner)
3. J.C. Johori: Principles of Political Science

Political Science

Paper – II

Objectives:

To enable the students to:

The students will study & acquaint themselves with the philosophies of Indian political thinkers like Manu, Kautilya, Raja Ram Mohan Roy & J.L. Nehru, etc.

Representative Indian Political Thinkers

Section – A

Manu, Kautilya, Shukra.

Section B


Section C


Books recommended:

1. V.P. Verma: Adhunik Bhartiya Rajnitik Chintan

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2. Awasthi and Awasthi: Pratintidhi Bhartiya Rajnitik Chintan
3. N.P. Verma: Indian Political Thought: Vol. I & II
4. J.P. Sood: Main Currents of Indian Political Thought.

Political Science

Part -II

Objectives :-

To enable the students to:

1. To enable the students to study the salient features of political system of Britain, China, USA etc with reference to analytical & comparative perspective.

Paper –I Selected Political System

Section -A

Britain

Section -B

U.S.A.

Section –C

Peoples Republic of China, Japan and Switzerland

Books recommended :-

2. Babulal fadia: Vishwa Ke Pramukha sawvidhan
3. A.C. Kapoor: Major Constitutions
Objectives:

To enable the students to:

1. To study the different National movements in India.
2. To have the knowledge of constitutional development in India.
3. To understand the concept of preamble of the constitution, fundamental rights, directive principles, amendments in the constitution.
4. To have knowledge about the governance of state like state legislative, state executive and major challenges faced by the Indian Political System.
5. To study the panchayati Raj System in India.

Indian Political System

Section A

National Movement in India, Rise of Nationalism in India, Foundation of the Indian National Congress and Muslims League, Moderates and Extremists, Gandhi and National Movement.


Section B


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Section - C

Governance of States: State Legislature, State Executive, Governor, Chief Minister, Council of Minister. Special status to certain states and its implications, Party System, Nature of Secularism in India, Major challenges before the Indian Political System: Regionalism, Casteism, Communalism, Naxalism and Terrorism, Panchayati Raj and Municipalities, significance of 73rd and 74th constitutional amendment acts.

Books recommended:

3. N.D. Palmer: The Indian Political System, Houghton Mifiling, 1971

B.A.- B.Ed. 05 AB, 06 AB, 07 AB

Public Administration

Part - I

Paper - I

Objectives:

To enable the students to:

1. To know the meaning, nature & scope of public administration its importance in modern society, relationship with other social sciences and its approaches.
2. To acquaint them with the meaning, types and principles of organization.
3. To have basic knowledge of budget its forms principles.
4. To understand the concept of personnel administration in relation to its importance and role in a developing society.

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Elements of Public Administration

SECTION A

Meaning, Nature of Public Administration, Importance of Public Administration in Modern Society, Public and Private Administration. Evolution of the study of Public Administration. Public administration as a social science, relationship with other social Science-Political science economics, Sociology, Law and Psychology, Approaches to the study of Public administration- Classical and Humanistic.

Section B


Section C

Budget, Meaning and forms, Principles of Budgeting, Budget as a tool of Socio eco Policy, Personnel Administration: Meaning Nature and Importance, Nature of Bureaucracy, Civil Service and its Role in a developing Society, Classification, Recruitment, Training, Promotion of Civil Servants, Morale and Motivation in Public Administration.

Books Recommended

1. A. Awasthi, S.R. Maheshwari, Public Administration.
2. Rumki Basu: Public Administration
3. Ravindra Sharma, Lok Prashashan Ke Tatav

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Public Administration

Part – I

Paper – II

Objectives :-

To enable the students to :

1. To have knowledge of Indian administration with perspective to historical background.
2. To study the Organization and working of Home Ministry & Ministry of Personnel.
3. To acquaint with the concept of personnel administration.
4. To have knowledge about the administrative reforms.

Public Administration in India

Section - A

Historical Background of Indian Administration with special reference in influence of British period, salient features of Indian Administration. The Union Executive: President, Prime Minister and council of Ministers. The Organization and working of the Central Secretariat and Cabinet Secretariat.

Section - B

Organization of Working of Ministry of Home and Ministry of Personnel, pensions and Public Grievances, Major Forms of Public Enterprises- Departments, Corporations and Companies, Budget Enactment and Budget Execution, Controller and Auditor General of India, Public Accounts Committee, Estimates Committee.

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Section - C


Books Recommended:

1. S.R. Maheshwari : Indian Administration
2. Hoshiar Singh and Mohinder Singh : Public Administration in India Theory and Practice
3. P. Sharan : Public Administration in India
4. Avasthi and Avasthi : India Public Administration

Public Administration

Part II

Paper- I

Objectives:

To enable the students to:

1. To understand the concept of Democratic, Socialist society.
2. To know about the organization of government.
3. To study about Democracy, its features & role in Administration.
4. To understand about the Administrative working and Organization of Various Commissions.
5. To have knowledge and Understanding about the Administrative Institutions like UPSC, RBI, UGC, etc.
Administrative Institution in India

Section A

Administrative institution in a Democratic and Socialist society. The Concepts of Loissez Faire, Welfare state and Administrative state.

Organization of Government: Legislature – its role and reasons of decline in modern times Executive: Types and Relations with Legislature.


Section B

Democracy and Administration, Features of Democratic Administration, Role of Bureaucracy, Political Parties and Pressure Groups and their interaction with each other.

Organization and Administrative working of Finance Commission, Planning Commission of India and the National Development Council, Election Commission and the administration of election in India.

Section C

Organization and working of following Administrative Institution:
(1) University Grants Commission (2) U.P.S.C (3) Railway Board (4) Reserve Bank of India, (5) Central Social welfare Board.

Books Recommended -

1. Waldo: Administrative State.
Public Administration

Part – II

Paper – II

Objectives :-

To enable the students to :

1. To develop the knowledge of State Administration in India.
2. To know the concept of organization of state secretariat.
3. Develop the ability to understand the working of Boards, Companies & Directorates in Rajasthan.
4. To Understand the Organization, working & Role of RPSC.
5. Acquaint them with District Administration.

State Administration in India

Section – A

Present State of State Administration in India. General back ground of State Administration in India. State with special reference to the State of Rajasthan.

The Office of the Governor-Powers, Functions and Role in State Administration, Relationship with Council of Ministers.

The Office of the Chief Minister-Powers, Functions, Role and Importance of the Office, Relationship with Council of Ministers.

Organization of the State Secretariat; Organization and working of the Department of Home, Finance and Agriculture I Rajasthan. Chief Secretary- its Role and Significance state Administration.
Section - B

Organization and working of the following Boards Companies and Directorates in the State of Rajasthan:

(a) Revenue Board
(b) Rajasthan State Electricity: Companies
(c) Directorate of Agriculture
(d) Directorate of Education.

Section - C

Personnel Administration : Role of the State Civil Services in Rajasthan (R.A.S, R.P.S. etc), Organization and working of the Rajasthan Public Service Commission, Training of State Civil Services, Organization and Functions of State Training Institutes in Rajasthan, Rajasthan Civil Service, Appellate Tribunal.

District Administration : Organization of District Administration Distric Collector : Functions and Position.

Revenue Administration at the below level, the Role of S.D.O., Tehsildar and Patwaris.

Books Recommended:

1. S.R. Maheshwari : Indian Administration.
2. S.S. Khera : District Administration in India
3. Dr. H.C. Sharma : Bharat Mein Rajya Prashsan.
4. A.R.C. : Report on State Administration
5. सी. एम. सिंह एवं अन्य : राजस्थान में राज्य प्रशासन
Objectives:
To enable the students to:
1. To know the meaning, nature, importance of economics.
2. To make the students know the methods to analyze the variables.
3. To develop the skill to use evaluation techniques and to interpret the results.
4. To enable the students to learn the theories effecting the economy.

Micro Economics Theory

Section – A


Section – B

Section - C


Books and References:
6. एच. एल. आहूजा: उच्चतर आर्थिक सिद्धान्त, एस. चांद एण्ड कॉम्पनी, नई दिल्ली।
7. लक्ष्मीनारायण नाथूरामकाँ: व्यस्ति अर्थशास्त्र, कॉलेज बुक हाउस, जयपुर।

Economics

Objectives:

Paper - II

To enable the students to:
1. To understand the basic characteristics of Indian economy and natural resources.
2. To understand Indian economy & foreign trade economy & compare contract the two.
3. To analyze the five year plan of government in relation to Indian economy.
Indian Economy

Section - A


Section - B


Section – C


Books and References :
1. Rudra Datt and K.P.M. Sundaram: Indian Economy (Hindi & English), S. Chand, New Delhi.
5. Government of India: Five Year Plan (Latest).
Economics

Objectives :-

To enable the students to:

1. To understand the meaning, nature & importance of macro economics related to classical, Keynesian, new classical & new Keynesian economics.
2. To make the students understand the importance of money and theories related to it.
3. Students will be able to understand models related to income & employment.
4. To determine the law of consumption.
5. To understand the functioning & organizational setup of central bank, Commercial Bank with special reference to RBI.

Introduction Macro Economics

Section – A

Section – B


Section – B


Recommended Books:

Elements of Statistics and Mathematics

Objectives:

To enable the students to:

1. To understand the equations to determine the economics factors.
2. To understand the meaning, nature & importance of statistics and enable them to understand the methods of data collection & tabulation.
3. To understand the concept theories of co-relation.

Section – A

Surds, Indices, Quadratic equations, Logarithms, AP, GP, HP, Matrices and Determinants, Solution of simultaneous equations by Cramer’s rule and Matrix inverse method. Differentiation: simple and Partial (involving two independent variables), Applications in Economics (Elasticity, average, marginal concepts).

Section – B


Section – C


Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR
Recommended Books:

2. S.P. Gupta, Statistical Methods, Sultan Chand and Sons, New Delhi.
Paper – II (B)

History of Economic Thought

Objectives :-

To enable the students to:

1. To understand the Mercantilism, Natural Order, Theory of Taxation.

2. To understand the meaning, nature & Concept of Classical School with reference and Critiques of Adam smith.

3. To understand the concept, theories of J.S. Mill, Karl Marx,

4. To Understand the concept of Economic Thinkers; Kautilya, Mahatma Gandhi etc.

Section – A


Section – B


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(Academic)
University of Rajasthan
JAIPUR
Section – C

Economic ideas of Kautilya in the field of Consumption, Production, Exchange, Distribution and public Finance. Economic thought of Dadabhai Naoroji, Mahatma Gandhi, J.K. Mehta, and Deendayal Upadhyaya.

Recommended Books:

1. Louise Haney of Economic Thought, Surjit publication, New Delhi.
5. Eric Roll, History of Economic Thought, Faber and Faber (Rupa)
Objectives :-

To enable the students to:

1. To know and understand the meaning, nature & scope of sociology.
2. To study sociology in relation to society, community & groups.
3. To study the concept, form & theories of social stratification, mobility, social change & social theories.

Introduction of Sociology

Unit I: Understanding Sociology


Unit II: Basic Concepts in Sociology.

Society, Community, Social Group, Institution, Social Structure, Social System, Status and Roll, Social Action, Culture, Norms and Values, Associative and Dissociative Social Processes.

Unit III: Dynamics in Sociology.

Social Stratification: Concept, Forms and Theories (Functional and Marxist), Social Mobility: Concept and Forms, Social Control: Concept and Forms, Social Change: Concept, Forms (Linear and Cyclical), Socialization: Concept, Stages and Theories (Sigmund Freud, G.H. Mead and C.H. Cooley)
Books References:


Books References: (In Hindi)

1. सिंधी, नरेन्द्र कुमार एवं गोसवामीए वसुधाकर, 2007, समाजशास्त्र विवेचन एवं जयपुर।
2. आहुजा, राम एवं आहूजा, मुकेश, 2008, समाजशास्त्र विवेचन एवं परिपेक्ष, जयपुर।

Paper – I

Sociology

Part – II

Objectives:

To enable the students to:

1. To enable the students to have understanding of Indian society & basic institutions of India society.
2. To know about the challenges & problems before India society.

Society of India

Unit I: Sociological Understanding of Indian Society

Unit II: Basic Institutions of Indian Society:


Unit III: Dynamics in Sociology.


Books References:


Books References: (In Hindi)

1. शार्मा के. एल., 2006, भारतीय सामाजिक संरचना एवं परिवर्तनए जयपुर रावत पब्लिकेशन।
2. आहूजा, राम, 2009, भारतीय सामाजिक व्यवस्था, जयपुर: रावत पब्लिकेशन।
3. पटेल, तुलसी, 2011, भारत में परिवार: संरचना एवं व्यवहार, जयपुर: रावत पब्लिकेशन।
Sociology

Part - I

Objectives:-

To enable the students to:

1. To understand the scientific study of social phenomena with reference to objectivity & subjectivity in social science.
2. To have knowledge about different type of researches.
3. To develop the ability to understand different research methods & techniques.
4. To have knowledge about classification & presentation of data.

Social Research Methods


The Scientific method, Steps in Social Research, Objectivity and subjectivity in social science.
Hypothesis; Sources & Types
Types of Research: Basis and Applied; Historical and Empirical
Descriptive, Exploratory, Explanatory, Experimental

Unit – II: Research Methods and Techniques:

Quantitative and Qualitative methods
Qualitative techniques: Observation; Survey, Questionnaire, Schedule and Interview Guide

Unit – III: Classification and presentation of data:

Sources of data: Primary and Secondary.
Tables, Graphs, Histograms, Measures of central tendency

Reference:


**Sociology**

Part – II

**Objectives:**

To enable the students to:

1. To understand the nature, scope and importance of rural sociology and its social structure in rural India.
2. To acquaint the students with its rural transformation in India.

**Rural Sociology**

**Unit – I : Introduction to Rural Sociology.**

Nature, Scope and subject matter of Sociology, Importance of the study of Rural Society.
Basic concepts: Peasant Society, Agrarian Society, Parochilization, Universalization, Littlie and great tradition, Rural-Urban Continuum.

**Unit – II : Social Structure of Rural India:**

Family, Caste, Kinship, Religion
Power relation and rural policy
Caste Panchayats

**Unit – III : Rural Transformation in India:**

Panchayati Raj, 73rd Ammendment, Community Development Programme, Green Revolution and its Impact.
Globalization & its impact on agriculture

**Reference:**


**B.A. – B.Ed. – 05 , 06, 07**

**Philosophy**

[Signature]

Dy. Registrar (Academic)
University of Rajasthan
Jaipur
### Unit A: Teaching Hrs.: 32

<table>
<thead>
<tr>
<th>Topics</th>
<th>Division of Teaching hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nature of Indian philosophy: plurality as well as common concern.</td>
<td>5</td>
</tr>
<tr>
<td>2. Basic concepts of the Vedic and the Upanishadic world: Rta (the cosmic order), the divine and the human realm, the centrality of the institution of yajna (sacrifice); Rta (duty/obligation)</td>
<td>5</td>
</tr>
<tr>
<td>3. Carvaka school: its epistemology, metaphysics, and ethics.</td>
<td>5</td>
</tr>
<tr>
<td>4. Jainism: Concepts of the dravya, guna, parvaya, jiva, ajiva; anekanantavada, syadvada, mayadvada; pramanas; shiuma; bondage and liberation.</td>
<td>5</td>
</tr>
<tr>
<td>5. Buddhism: theory of pramanas: Theory of dependent origination; the Four Noble Truths; doctrine of momentariness; theory of Nidma; The interpretation of these theories in schools of Buddhism: Mahasakà, Sautramnikà, yoga, Mahayana.</td>
<td>9</td>
</tr>
</tbody>
</table>

### Unit B: Teaching Hrs.: 35

1. Nyaya: theory of pramanas: the individual self and its liberation; the ideas of God and proofs for his existence.
2. Vaisesika: padarthas: dravya, guna, karma, samanya, sajña, vyaya, visesa, abhava, causation; asatkaryavada; karana; samavaya; asamavaya; nimita; paramanuvada; adrista; nihshreya.
3. Sankhya: causation: asatkaryavada; prakriti: its constituents; nature, evolves and arguments for its existence; purusa: nature arguments for its existence; plurality of purusas; relationship between prakriti and purusa; sauvakavada; atheism.
4. Yoga: citta and citta-vritti; eightfold path, God.

### Unit C: Teaching Hrs.: 23

2. Advaita: nirguna Brahman; adhyasa; of levels; vivartha; maya; three grades of sattva; jiva; jiva mukti.
3. Visistadvaita: saguna Brahman; refutation of maya; parinama; asadhaksiddhi; jiva; bhakti and prapatti; rejection of jiva mukti.

**Suggested Readings:**
M. Hariyana: Outlines of Indian Philosophy (Hindi translation available)
### Paper II: History of Western Philosophy
(Total Teaching Hrs.: 90)

#### Unit A:
Teaching Hrs.: 35

<table>
<thead>
<tr>
<th>Topics</th>
<th>Divisions of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Early Greek Philosophy: Sophists &amp; Socrates</td>
<td>9</td>
</tr>
<tr>
<td>2. Plato: theory of knowledge, knowledge (episteme) and opinion (doxa); Theory of Forms; soul; Idea of the Good</td>
<td>8</td>
</tr>
<tr>
<td>3. Aristotle: critique of Plato’s theory of Forms; theory of causation; form and matter; potentiality and actuality; soul; God</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Unit B:
Teaching Hrs.: 30

1. St. Thomas Aquinas: faith and reason; essence and existence; proofs for the existence of God.

2. Descartes: method and the need for method in philosophy; method of doubt; cogito ergo sum, types of ideas; mind and matter; mind-body interactionism; God: nature and proofs.
for His existence.

3. Spinoza: substance, attributes and modes; the concept of 'God or Nature'; pantheism, mind-body problem.

4. Leibniz: monadology; doctrine of pre-established harmony; truths of reason and truths of fact; innateness of all ideas; principles of non-contradiction, sufficient reason and identity of the indiscernibles; God nature and proofs for His existence.

Unit C:
Teaching Hrs.: 35

1. Locke: ideas and their classification; refutation of innate ideas; knowledge and its kinds; substance; qualities; primary and secondary.

2. Berkeley: rejection of abstract ideas; rejection of the distinction between primary and secondary qualities; immaterialism; esse est percipi; the problem of solipsism. Subjective idealism.

3. Hume: impressions and ideas; judgments concerning relations of ideas and judgements concerning matters of fact; causality; external world; self and personal identity; rejection of metaphysics; scepticism.

4. Kant: conception of critical philosophy; classification of judgements; analytic, synthetic, a priori, a posteriori; possibility of synthetic a priori judgements; the forms of sensibility; categories of the understanding; the metaphysical and the transcendental deduction of categories, schematism of the categories; phenomena and noumena.

Suggested Readings:

W.T. Stance: A Critical History of Greek Philosophy

J.S. Srivastava: 1. ग्रीक दर्शन का वैज्ञानिक इतिहास, किताब पहले, इलाहाबाद
   2. मध्ययुगीन दर्शन का इतिहास, किताब पहले, इलाहाबाद
   3. आधुनिक दर्शन का इतिहास, किताब पहले, इलाहाबाद

वासुदेव मालिक: पारंपारिक दर्शन का समीक्षात्मक अध्ययन, मोतिलाल बनर्जी प्रकाशन, बिल्ली (English Translation available)

दयाकृष्ण: पारंपारिक दर्शन का इतिहास (संकलन), हिन्दी प्रयोग, अकादमी, जयपुर

F. Thilly: History of Western Philosophy.
B.A. – B.Ed. – 05, 06, 07
Psychology

For clarification the distribution of marks is stated as below:

<table>
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<tr>
<th>Section</th>
<th>No. of Questions</th>
<th>Marks</th>
<th>Total</th>
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<tr>
<td>A</td>
<td>10</td>
<td>1.5</td>
<td>15</td>
</tr>
<tr>
<td>B</td>
<td>5 (Out of 10)</td>
<td>1.0</td>
<td>15</td>
</tr>
<tr>
<td>C</td>
<td>2 (with internal choice)</td>
<td>0.5</td>
<td>4.5</td>
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<tbody>
<tr>
<td>D</td>
<td>2</td>
<td>0.5</td>
<td>10</td>
</tr>
<tr>
<td>E</td>
<td>1 (Out of 10)</td>
<td>1.0</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>2 (with internal choice)</td>
<td>0.5</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Marks 30</td>
</tr>
</tbody>
</table>

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

Paper I

Basic Psychological Processes

Section A

1. Introduction: Definition and Goals of Psychology; History: Structuralism, Functionalism, Behaviourism; Gestalt and Psychoanalytic; Modern Perspectives: Biological, Psychodynamic, Behavioural, Cognitive, Humanistic, Evolutionary and Socio-cultural; Methods: Observation, Case Study, Surveys and Experimental.


Section II


Section C

6. Cognitive Abilities: Intelligence, Problem Solving, Trial and Error, Algorithmic, Heuristic, Insight, and Barriers to Problem Solving.

7. Intelligence: Definition and Theories. Spearman, Guilford, Cattell, Sternberg, Gardner; Meaning of IQ, Intelligence Tests.


Books Recommended:


- सिंह, अनुपाल (2002). आधुनिक सामाजिक मनोविज्ञान. नई दिल्ली, मेरोला वस्त्रसीदास.

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Section A


Section B


5. Interpersonal Attraction: Proximity and Affective basis, Acquaintance and Need to Affiliate: Effects of Observable Characteristics, Similarity and Mutual liking.

6. Leadership: Definition and Functions; Types of Leadership. Trait, Situational and Contingent Approaches.

Section C


Books Recommended

3. (2002). सामाजिक अनुभव के लिए अलगतंत्र व्याख्याता, विवादों.

Design Learning

1. Measurement of Intelligence (Performance Test)
2. Experiment of Memory (Meaningful and Non- sense Syllables through Memory Drum)
3. Experiment on Figure Ground Reversal
4. Measurement of Emotions by Facial Expression
5. Measurement of Attitude
6. Measurement of Leadership
7. Measurement of Aggression
8. Measurement of Altruism
9. Assessment of Social Support

B.A. – B.Ed. 05, 06, 07

Drawing & Painting

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Jaipur
SCHEME:

<table>
<thead>
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<th>Component</th>
<th>Duration</th>
<th>Max.</th>
<th>Min. Pass Marks</th>
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<tbody>
<tr>
<td>Theory Paper I</td>
<td>3 hrs</td>
<td>700</td>
<td>32</td>
</tr>
<tr>
<td>Fundamentals of Arts</td>
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<td></td>
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<tr>
<td>Practical Paper II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A: Study From Object</td>
<td>3 hrs</td>
<td>45</td>
<td>35</td>
</tr>
<tr>
<td>Part B: Creative Design</td>
<td>3 hrs</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Submission of Works</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>200</td>
<td>72</td>
</tr>
</tbody>
</table>

Paper I: Fundamentals of Art

- The paper consists of two parts.
- Part A consists of 10 marks and consists of 15 short type questions of 2 marks each.
- Part B consists of 50 marks and consists of three sections of questions of 10 marks each with internal choices. Candidates are required to answer five questions selecting one question from each section. Each answer should be limited to 200-300 words.

Section A

- Meaning and Definition of Art, Importance of Art, Visual and Performing Arts (Painting, Sculpture, Music, Dance and Drama), Various Art Styles — Tribal and Folk Art, Child Art, Classical and Modern Art.
- Creative Process — Observation, Perception, Imagination and Creative Expression.

Section B

- Elements of Painting — Line, Form, Colour, Tone, Texture, Space.
- Principles of Composition — Unity, Harmony, Balance, Rhythm, Dominance, Proportion.
- Perspective, Drawing and Rendering.

Section C

- Art Techniques and Materials — Fresco, Rome and Secco, Wash and Wash, Graphic Art — Linocut, Woodcut, Etching, Collograph, Lithograph, etc.; Colour Media and Techniques — Oil, Water, Acrylic, Tempera, Pastel.

Books Recommended:

2. Bharatiya Murtikala by Rani Krishna Das.
5. Studies in Indian Art by V.S. Agarwal.
7. Roop Prat Kala Ke Moodabhar by Shri Kumar Sharma, R.A. Agrawal.
10. Learning with Colour by the meaning and magic of art.
11. Basic Design by the Dynamics of Visual Form Haundee de Samunary.

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Paper II Practical

Part A

Study from Objects
size 4 in.
3 hrs duration
A group of objects (not more than four) should be arranged against a grey background with a flat foreground. The objects should include common articles of daily use with fruits and vegetables etc.

Part B

Creative design
size 6 in.
3 hrs duration
Two dimensional design should be made giving stress on utilisation, colour scheme and finish
Practical paper shall have two sessions of three hours each excluding break of one hour.
Submission of practical work Max. Marks 20 Min. Pass Marks 7.
(a) 3 plates of pencil shading and 3 plates of study from objects with water colour,
(b) 2 plates of creative design,
(c) A sketch book of not less than 50 sketches.

Note:
Submission of work will be submitted to the Head of the Department of Drawing and Painting of the College fifteen days before the commencement of examinations. The marks in the submission will be awarded by the Subject Teacher (Internal). However, the external examiner shall be nominated to review the work of the submission in case there is a notable difference between the marks of the examination and submission.

Submission Work will be considered the declaration of the result and returned to the Candidate by the Department Head. If any claim is made within two months of the declaration of the result, the submission will be destroyed.

Note:
(a) Candidate should pass in theory as well as in practical paper separately.
(b) There should be minimum 10 hours for the regular study including two hours for sketching.
(c) Minimum three demonstrations should be arranged by the subject expert during the session for each practical paper.
(d) The Department should also arrange for an Educational tour to Ancient Art centres like Ahar, Bharora, Elephants, Khajuraho, Mahabalipuram etc. once a year.
(e) Practical examination will be conducted at the centre and the practical work will be examined like the practical paper of Music or Home Science which means that external examiner will examine the answer books in consultation with the internal examiner who is the subject teacher of the Department of Drawing and Painting.
University may centralize the practical examinations at few well equipped Departments to hold examinations economically.
B.A. - B.Ed. 05, 06, 07

Geography

SYLLABUS

Paper I: Physical Geography

Section A

Definition, scope and development of physical geography, geological history of the Earth, zoning of Earth's surface, rocks, origin of continents and oceans, continental drift theory and plate tectonics, concepts of Isostasy, views of Alcy, Praeger, and Holmes, Earth movement, phenomena, and orogenesis, mountain building theories, Hutton, Jeffreys, Daly, Daly, Jeffreys and Holmes, and plate tectonics, metamorphism cycle of crustal rocks, views of W.M. Davis and W.P. Krumbein, and depositional topographies, river, underground water, glacier, wind and coastal waters.

Section B

Composition and structure of the atmosphere, insolation, air temperature, air pressure, pressure belts, and planetary winds, monsoon and local winds, humidity, classification of climate and formation, air masses, fronts, and cyclones, tropical and temperate, classification of the world climates, Koppen and Thottukay, general climatic classification.

Section C

Seafarers' configuration of oceans bottom: Pacific, Atlantic and Indian oceans, ocean deposits, horizontal and vertical temperature of oceans, oceanic salinity, tides, oceanic waves and currents, coral reefs, and their ocean views of Darwin and Dana, W.M. Davis, Murray. Classification of marine resources, biosphere, and its components, ecosystems, plant community and animal kingdom, biomes, equatorial rainforest, monsoon, savannah and temperate grasslands.

Recommended Reading

7. Singh, S.K. 2005: भौगोलिक विज्ञान। शेखर पालिकायन, श्रीगंगानगर।
8. Singh, S.K. 2011: भौगोलिक विज्ञान का स्वरूप। प्रभांत पुस्तक, इलाहाबाद।
Section A

Physical aspects: climate, relief, vegetation, agriculture, irrigation, soil conservation, rainwater harvesting, and water resources.

Section B

Mineral resources: production of petroleum, coal, iron, limestone, and granite. Irrigation projects: Kishan Sagar, Dholpur, and Central Valley projects. Agriculture: cultivation of various crops, livestock development, and the development of tribal areas.

Section C

Cultural and development aspects: population distribution, literacy rate, economic status, and employment. Settlement patterns: types of settlements, building materials, and urbanization patterns in Rajasthan.

Recommended Readings:


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(Academic)
University of Rajasthan
Jaipur
Methods of showing different relief features include following techniques:

1. Map and Diagrams: Maps and diagrams are used to show the spatial distribution of different natural features. They can be used to show the location of mountains, rivers, lakes, forests, and other natural features.

2. Profiles and Section Plans: Profiles and section plans are used to show the elevation changes along a line. They are often used to show the cross-section of a river valley or a mountain ridge.

3. Relief Maps: Relief maps are used to show the physical relief of an area. They use different colors and shading to show the elevation changes.

4. Oblique Aerial Photographs: Oblique aerial photographs are used to show the relief of an area from an oblique angle. They can be used to show the shape of a mountain or a river valley.

5. Satellite Images: Satellite images are used to show the relief of an area from space. They can be used to show the shape of a mountain or a river valley.

6. Topographic Maps: Topographic maps are used to show the relief of an area. They use contour lines to show the elevation changes.

7. Orthophoto Maps: Orthophoto maps are used to show the relief of an area. They are created by taking aerial photographs and then using computer software to remove the warping caused by the curvature of the Earth.

Section A

Section B

Section C

Section D

Section E

Section F

Section G

Section H

Section I

Section J

Section K

Section L

Section M

Section N

Section O

Section P

Section Q

Section R

Section S

Section T

Section U

Section V

Section W

Section X

Section Y

Section Z

Section AA

Section BB

Section CC

Section DD

Section EE

Section FF

Section GG

Section HH

Section II

Section JJ

Section KK

Section LL

Section MM

Section NN

Section OO

Section PP

Section QQ

Section RR

Section SS

Section TT

Section UU

Section VV

Section WW

Section XX

Section YY

Section ZZ

Section AAA

Section BBB

Section CCC

Section DDD

Section EEE

Section FFF

Section GGG

Section HHH

Section III

Section JJJ

Section KKK

Section LLL

Section MMM

Section NNN

Section OOO

Section PPP

Section QQQ

Section RRR

Section SSS

Section TTT

Section UUU

Section VVV

Section WWW

Section XXX

Section YYY

Section ZZZ
**FAMILY RESOURCE MANAGEMENT (THEORY PAPER)**

Maximum Marks: 50
Minimum Marks: 18
Teaching Workload: 72 l.e./yr

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT-I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Function &amp; Family use of Housing</td>
</tr>
<tr>
<td>2</td>
<td>Principles of house planning (appearance, prospective grouping of rooms, comfort, privacy, orientation, circulation, flexibility, spaciousness, aesthetics, economy, ventilation, services)</td>
</tr>
<tr>
<td>3</td>
<td>Site selection</td>
</tr>
<tr>
<td></td>
<td>Vegetation:</td>
</tr>
<tr>
<td></td>
<td>i. size</td>
</tr>
<tr>
<td></td>
<td>ii. soil types drainage</td>
</tr>
<tr>
<td></td>
<td>iii. contour (slope)</td>
</tr>
<tr>
<td></td>
<td>iv. Orientation</td>
</tr>
<tr>
<td>4</td>
<td>Elements and principles of fine art and design related to interior decoration with specific reference to color and light</td>
</tr>
<tr>
<td>5</td>
<td>Laws of decoration with use of elementary art</td>
</tr>
<tr>
<td>6</td>
<td>Table setting, etiquette</td>
</tr>
</tbody>
</table>

| UNIT-II |

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Room arrangement and decoration - Arrangement of furniture, furnishings and accessories in various rooms</td>
</tr>
<tr>
<td>8</td>
<td>Kitchen planning, importance of counter storage, principles, working heights</td>
</tr>
<tr>
<td>9</td>
<td>Selection and care of household equipment (without reference to any specific equipment)</td>
</tr>
<tr>
<td>10</td>
<td>Household waste &amp; its management by 10</td>
</tr>
<tr>
<td>11</td>
<td>Flower decoration</td>
</tr>
<tr>
<td></td>
<td>i. Glass equipment</td>
</tr>
<tr>
<td></td>
<td>ii. Vases and containers</td>
</tr>
<tr>
<td></td>
<td>iii. Preparing plant material</td>
</tr>
<tr>
<td></td>
<td>iv. Shaping an arrangement</td>
</tr>
<tr>
<td>12</td>
<td>Furniture</td>
</tr>
<tr>
<td></td>
<td>i. Types of furniture</td>
</tr>
<tr>
<td></td>
<td>ii. Selection use &amp; care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
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<td>1</td>
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<td>3</td>
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<td>5</td>
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<tr>
<td>4</td>
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<tr>
<td>3</td>
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</tbody>
</table>
UNIT III
Resource Management

12. Meaning, definition and importance of resource management.
   - Planning
   - Organization
   - Implementation
   - Controlling and evaluation

13. Introduction to motivational factors (meaning and types)
   - Values
   - Goals
   - Standards
   - Decision Making
   - Resources

14. Time Management
   - Tools in time management
     i. Time chart
     ii. Time table
     iii. PERT chart
     iv. Work-curve and Gantt charts

15. Financial Management
   - Process of financial management
   - Finance
   - Some.listen
   - Works simplification: Meaning change of gear
   - Ergonomical breaking: Importance of its components

16. Money Management
   - Family Income: Source & types
   - Budget: Definition & Process of budget making
   - Savings, Investment and making housing loan
     i. Definition & objectives
     ii. Citizens: bank, insurance, post office

17. Consumer problems, rights & responsibilities

18. Seeking redressal to consumer problems with special reference to consumer courts

NOTES: 
- Seminar presentation on selected topics from unit I and unit II

References:
4. David H. Bangs Jr. The market planning policies. Gougher's Publishing. 3rd Ed

**FAMILY RESOURCE MANAGEMENT (PRACTICAL I)**

<table>
<thead>
<tr>
<th>Maximum marks: 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm marks: 18</td>
</tr>
<tr>
<td>Teaching workload: 2 practical week (3 hour practical)</td>
</tr>
<tr>
<td>Total teaching workload: 24 practical hours</td>
</tr>
</tbody>
</table>

**Objectives**

1. To help students understand various cooking procedures.
2. To help students understand house planning and interior decoration.

**Contents**

\[ \text{\textbf{Dy. Registrar}} \]

\[ \text{\textbf{(Academic)}} \]

\[ \text{\textbf{University of Rajasthan}} \]

\[ \text{\textbf{TAIPUR}} \]
1. Project work on money management:
   - How to open various accounts in the bank.
   - Filling up of slips/forms of bank and post office.
   - Application for draft
   - Cheque
   - Withdrawal slip
   - Money order form
   - Application for housing loan
2. Floor decoration: Alpha, Kargil, & Matsuri
3. Flower arrangements: fresh and dry arrangements
4. Table setting
5. Breakout of vatsa (one setting)
6. Cleaning of wood, stone, tiles, metal & glass
7. House plans:
   - For various income groups (LUMINO)
   - Drawing of architectural symbols for house plans
   - Architectural symbols of electrical plan
   - Room symbols
   - Rooms (making any one plan model)
   - Drawing room
   - Dining and leaving room
   - Children's study room
   - Bed rooms
   - Bath rooms
   - Kitchen planning (making any one plan model)
   - One wall
   - Two wall
   - L shape
   - U shape

**Examination Scheme:**

<table>
<thead>
<tr>
<th>Total Marks 50 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major house plan/paper plan of room/paper plan of kitchen: 10 marks</td>
</tr>
<tr>
<td>2. Minor: i. Table setting/flowers arrangement: 10 marks</td>
</tr>
<tr>
<td>Minor II: Floor decoration/kitchen/setting of furniture: 10 marks</td>
</tr>
<tr>
<td>3. Internal: 10 marks</td>
</tr>
</tbody>
</table>

**FOODS & NUTRITION (THEORY PAPER II)**

Maximum Marks 50
Minimum marks: 18
Teaching workload: 3 hr./week
Total teaching workload: 72 hours/week

Objectives:
1. To give knowledge about basics of addition, nutrients and metabolism.
2. To give knowledge about food planning, for families and individuals.
3. To give knowledge about Normal & Therapeutic nutrition.
4. To give knowledge about National problems of public importance.

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University of Rajasthan
JAIPUR
<table>
<thead>
<tr>
<th>Contents</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit I</strong></td>
<td></td>
</tr>
<tr>
<td>1. Definition of Food and Nutrition, 5 Basic Food groups, Balanced diet</td>
<td></td>
</tr>
<tr>
<td>2. Functions of food</td>
<td></td>
</tr>
<tr>
<td>- Physiological: Hunger, Appetite, Satiety</td>
<td>1</td>
</tr>
<tr>
<td>- Psychological</td>
<td></td>
</tr>
<tr>
<td>- Social, Economy; Cultural</td>
<td></td>
</tr>
<tr>
<td>3. Functions, sources, Effect of deficiency, Daily allowances of:</td>
<td></td>
</tr>
<tr>
<td>- Macro Nutrients</td>
<td></td>
</tr>
<tr>
<td>i. Carbohydrates</td>
<td>6</td>
</tr>
<tr>
<td>ii. Proteins</td>
<td></td>
</tr>
<tr>
<td>iii. Fats</td>
<td></td>
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<tr>
<td>- Micro Nutrients</td>
<td></td>
</tr>
<tr>
<td>i. Minerals: Calcium, Iron, Iodine, Fluorine</td>
<td>12</td>
</tr>
<tr>
<td>ii. Vitamins</td>
<td></td>
</tr>
<tr>
<td>Water Soluble: B complex vitamins, Vitamin C</td>
<td></td>
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<tr>
<td>Fat soluble: A, D, B, K</td>
<td></td>
</tr>
<tr>
<td>4. Water Balance</td>
<td>1</td>
</tr>
<tr>
<td>5. Energy Metabolism</td>
<td>4</td>
</tr>
<tr>
<td>i. Unit of measurement of energy, definition of calorie, Kcalories</td>
<td></td>
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<tr>
<td>ii. Growth &amp; physiological value of food</td>
<td></td>
</tr>
<tr>
<td>iii. DHR and its application, RMR, Energy requirement (RDA) and</td>
<td></td>
</tr>
<tr>
<td>method for energy requirement</td>
<td></td>
</tr>
<tr>
<td><strong>Unit II</strong></td>
<td></td>
</tr>
<tr>
<td>1. Meal Planning</td>
<td>8</td>
</tr>
<tr>
<td>- Advantages &amp; importance of meal planning</td>
<td></td>
</tr>
<tr>
<td>- Goals of meal planning</td>
<td></td>
</tr>
<tr>
<td>- Food budget, factors, testing, food, budget, budget for low/moderate/upper incomes</td>
<td></td>
</tr>
<tr>
<td>- Matching meals to time &amp; energy</td>
<td></td>
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<tr>
<td>- Other factors: taste, aroma, texture, colour, temperature, moods, likes &amp; dislikes</td>
<td></td>
</tr>
<tr>
<td>- Factors affecting meal planning</td>
<td></td>
</tr>
<tr>
<td>- Factors affecting food intake</td>
<td></td>
</tr>
<tr>
<td>- Normal Nutrition = Nutritional requirements, physiological demands, problems, dietary guidelines, etc.</td>
<td>16</td>
</tr>
<tr>
<td>- Pregnancy</td>
<td></td>
</tr>
<tr>
<td>- Lactation</td>
<td></td>
</tr>
<tr>
<td>- Infancy (with special emphasis on breastfeeding &amp; complementary feeding)</td>
<td></td>
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<tr>
<td>- Pre-school child</td>
<td></td>
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<tr>
<td>- School going child</td>
<td></td>
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<tr>
<td>- Adolescent</td>
<td></td>
</tr>
<tr>
<td>- Adult</td>
<td></td>
</tr>
<tr>
<td>- Elderly person</td>
<td></td>
</tr>
</tbody>
</table>
6. Therapeutic Nutrition

- Modification of normal diet to therapeutic diet
- Dietary management of the following:
  I. Obesity
  II. Underweight
  III. Diabetes
  IV. Liver Jaundice
  V. Hypertension

7. Nutritional Problems of Public Health Importance and their management:
- Protein Energy Malnutrition
- Anemia
- Pneumonia
- Vitamin A deficiency
- Zinc Deficiency Disorders

References:
2. Swamraj B (Food Science) New Age International (P) Ltd. Publishers, New Delhi, 2011

FOODS AND NUTRITION (PRACTICAL II)

Maximum marks: 50
Minimum marks: 19
Teaching method: 2 practical week (1 hour practical)
Practical work load: 2 practical diets

1. Methods of cooking - Preparation of any four dishes using the following methods of cooking:
   - Boiling - Br, eg. RLG, Tea, Coffee
   - Steaming - idli, Dholiya, Methia
   - Stewing - theke, khatia, laddoo,muttra, mango, apple & pear

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1. Frying
   i. Shallow – cheela, paratha, tikki
   ii. Deep – pakoda, mathri, sunosa, kofta etc.

   • Baking – cake, biscuit, maa khatta

   • Roasting – papad, moadphali (groundnuts)

2. Preparation of Beverages – Tea (Hot &iced), Coffee (Hot & cold), chulachi, beetroot shakes, fruit punch (using squashes, fresh fruits), lemonade, paani, meetha paani, shikanji (with mint), mishda shake.

3. Chinese Snacks – spring roll, pork (plain & mixed), paratha (stuffed, plain), chesa, chaat, shami kebab, chaat, pakora, sweet, khichdi, dalvaya, upma, halwa, bhaati, phulka roti (varied menu, makor paro), chowmein, pizza, sandwiches (with vegetables or meat).


5. Vegetables: Dry Vegetables (for e.g. aalu gobhi, methi sali, arbi, bhindi), stuffed vegetables (bhide, capsicum), vegetables with gravy (dahi aalu, malai kofta, garam, dum aalu, kadhai panner, panji paneer), baked vegetables.


7. Soups, chow & cream – including Indian soups – palak, tomato, mixed veg, minestrone, sweet corn, pea soup, lentil, raabri.

8. Salads – tosses, fruit salad, sprout salad, koshambi, corn, chana, pasta salad, salad dressing (mayonnaise, lemon, vinegar).

9. Savory food preparation – dosa, utthapam, mixed veg cutlets, hari bhara kabab, burger, samosa, kofta, kebabs, spring rolls, yada puv bhaji, sago khichdi, bihupuri

10. Sweets – jalebi, sandesh, gulab jamun, laddu, coconut barfi, gujiya, peitha roll.

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11. Meal planning for:
- Pregnant woman
- Lactating woman
- Packed lunch for school going child / adult man / woman
- Elderly

12. Plan dishes rich in:
- Energy
- Protein
- Calcium
- Iron
- Vitamins / Minerals

Examination Scheme

Total Marks: 50 marks

1. Major Problems:
   Preparation and presentation of menu / diet for all of the following:
   - Pregnant woman
   - Lactating woman
   - Packed lunch for school going child / adult man / woman
   - Elderly

2. Minor Problem:
   Preparation of one dish (15 marks):
   - Any one meat / gravy
   - Any one food group (grains, legumes, milk etc.)

3. Interview: 10 marks
B.A. – B.Ed. 05, 06, 07

INDIAN MUSIC

SCHEME:

Number of Student -

Max. - 15

Min. - 04

<table>
<thead>
<tr>
<th>Paper I</th>
<th>3 Hrs. duration</th>
<th>Max. Marks 50</th>
<th>Min Marks 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper II</td>
<td>3 Hrs. duration</td>
<td>Max. Marks 50</td>
<td>Min Marks 18</td>
</tr>
<tr>
<td>Practical</td>
<td></td>
<td>Max. Marks 100</td>
<td>Min marks 40</td>
</tr>
</tbody>
</table>

Teaching Hours

Practical

6 Hours per Week

Theory

Paper I 2 Hours per Week

Paper II 2 Hours per Week

Total Teaching Hours for practical - 06, Theory 04 Hours per week

Note:

- Each theory paper will contain nine questions having three questions in each section. Candidates are required to attempt five questions in all selecting at least one question from each section.

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

Principles of Indian Music

Paper: I 3 hrs. duration  Max. Marks 50 (40+10) Min. Marks 18

Objectives:

1. To develop the concept of Principles of Indian music.
2. To develop the skill of different types of Ragas.
3. To develop the concept of basic rules of music.
4. To develop the skill to use the instruments -Tabla, sitar and Tanpura etc.
5. To develop the skill of classical music.

Section - A

1. Definition and explanation of the Following : Naad, Shruti, Swar Saptak, That, Raga, Mukhra, Sthai, Antara, Vadi, Samvadi, Anuvadi, Vivadi, Taal, Laya, Matra, Sam, Khali, Avartan, Theka, Alap, Taan, Bol-alap, Bol-taan, sargam. (Tihai, Maseetkhani Gat and Rajakhanu Gat)

2. Critical Study of all the Ragas, Identification and development of Raga through Alaps : Yaman, Bageshwari, Alhaiya Bilawal, Bhupali, Hindol, Hameer and Desh.

Section - B

3. Important and Basic rules regarding Hindustani Music
4. Writing of the prescribed Talas, with Dugun, Dhamar, Kharva, Trital, Jhaptal, Ektal, Chautal, Dadra.

Section - C

5. Classification of Indian instrument.
6. Notation writing of Composition Gats in the prescribed Ragas.

Assignments:

1. Class test - 10 Marks
Paper - II

History of Indian Music

Paper II 3 hrs. duration Max. Marks 50 (40+10) Min Marks. 15

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

Objectives:

1. To develop the concept of History of Indian music.
2. To develop the skill of detailed study of Indian musicians.
3. To develop the skill of General and Religions music.
4. To develop the skill to use the instruments - Tabla, sitar and Tanpura etc.
5. To develop the skill of classical music.

Section - A

2. Detailed study of the Notation system of Pt. Vishnu Digamber and Bhatkhande.

Section - B

3. Contribution of the following:
   I. Jaideo
   II. Swami Haridas
   III. Amir Khusro
   IV. Tansen
4. General study: Development of Music from 13th to 18th Century with special reference to:
   (a) Religion Music (b) Musical Compositions (c) Musical Instruments.

Section - C

5. Use and description of the following instruments: Tabla, Sitar and Tanpura
6. Elementary knowledge of the following dances: Kathak, Bharat Natyam, Kathakali and Manipuri.

Assignments:

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1. Class test - 10 Marks

Practical (Vocal and Instrumental)

- There shall be one practical paper (conducted by two different External Examiners)

Presentation of Ragas and Viva-voce

- Pertaining to general questions on Raga, Laya and Tal and to sing or play all the Ragas according to syllabus

Detailed Course:

Vocal Music

1. To sing given music piece and to recognize the ragas and swaras when sing.

2. To show the difference of ragas by means of characteristics swarvistaras and to sing vistaras in all the ragas

3. To know orally the "bol" with Dugun and Mark time on hand and to recognize the following talas when played on table- Dhammar, Tilwara, Tital, Jhaptal, Ektal, Chautal, Kaharwa and Dadra.

4. To sing Arohi, Avrohi, Pakad and swar vistar of the following ragas- Yaman, Bageshree, Alhaiya-Bilawal, Bhupali, Bhimplasi, Hindole, Hameer and Des.

5. With the accompaniment of table to sing slow khayal and fast khayal with sufficient alaps and tanas of different varieties in the following four ragas-
   I. Yaman
   II. Bageshree
   III. Bhimplasi

6. To sing a fast khayal or Tarana with sufficient Tamas in any three ragas of the following-
   I. Alhaiya-bilawal
   II. Hindole
   III. Hameer
   IV. Bhupali
   V. Des

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7. With the accompaniment of tabla or pakhawaj to sing one drupad with Dugan and one Dhamar with Dugun in any two ragas prescribed, under clause 4 but not selected under clause 5 and 6.

8. To sing light classical/Bhajan composition in the rags mentioned in clause 4

9. One Lakshan Geet/Sargam

**Instrumental Music**

Candidate can offer any one of the following instruments:

Sitar, Violin, sarod, Flute, Israj or Dilruba.

Clause 1, 2, 3 and 4 same as Vocal Music singing may be replaced by playing.

5. To Play a vilambit Gat (विलम्बितगत) and Fastgat (दुर्गत) with sufficient varieties of Todas and Jhalas in the following Three ragas.

   I. Yaman
   II. Bageshree
   III. Bhimplasi

6. With the accompaniment of tabla to play a Fastgat (दुर्गत) with Todas and Jhalas in any Three ragas of the following

   I. Alamaiya-bilawal
   II. Hindole
   III. Hameer
   IV. Bhupali
   V. Des

7. With to play a composition composed in orther than trital in any of the ragas mentioned in clause 4 but not selected under clause 5 and 6

8. To play a dhun in any Raga

**Books Recommended:**

1. A short Historical survey of the Music of Northern India by pt. V.N. Bhatkhande

2. संगीत के जीवन पृष्ठ — एस.एन. राय |

3. Vadya Shastra - Shri Harish Chandra Srivastava

5. Sanganer Visharad by Basant.


10. Comparative study of the music of the 15, 16 and 17-centuries, by Pt. V.N. Bhatkhande (Sangeet karyalaya, Hathras)

11. Sangeet Kaumudi - Vikramaditya Singh, V. Nigam

12. Tan Malika Pt III (Uttararadha) by Raja Bhaya Poonchwale


14. Music of Hindustan - Fox Staug Ways

15. Origin of Ragas - Bandopadhayaya

16. The Music of India by H.A. Popley

17. Hindustani Sangeet Paddyati (Shastra) by Pt. Bhatkhande