FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of

B.A.-B.Ed. Degree (Four Year)

Annual Scheme
Academic Session 2018-19
NOTICE

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

2. All court cases shall be subject to the jurisdiction of Rajasthan Univeristy head quarter Jaipur only and not any other place.
B.A. B.Ed PART - I

CONTENTS

SCHEME OF EXAMINATION

SYLLABUS

1. GENERAL ENGLISH (COMPULSORY PAPER)*
2. CHILDHOOD AND GROWING UP (COMPULSORY PAPER)
3. CONTEMPORARY INDIA AND EDUCATION (COMPULSORY PAPER)
4. INSTRUCTIONAL SYSTEM AND EDUCATIONAL EVALUATION (GROUP - A)
5. OPTIONAL PAPER (GROUP - B)
   I. HINDI SAHITYA
   II. SANSKRIT
   III. ENGLISH LITERATURE
   IV. URDU
   V. HISTORY
   VI. POLITICAL SCIENCE
   VII. PUBLIC ADMINISTRATION
   VIII. ECONOMICS
   IX. SOCIOLOGY
   X. PHILOSOPHY
   XI. PSYCHOLOGY
   XII. DRAWING AND PAINTING
   XIII. GEOGRAPHY
   XIV. HOME SCIENCE
   XV. INDIAN MUSIC

(Handwritten annotations and signatures at the bottom of the page)
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.
8. Equipment for diagnosis pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.

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

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

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

12. Ability to 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.

ii) Second Year B.A.-B.Ed.

iii) Third Year B.A.-B.Ed.

iv) Final Year B.A.-B.Ed.

**Duration of the Course - Four Years**

**Examinations after each session in theory papers**

Scheme of Examination against each subject separately.

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 CRITERION 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 evaluation</td>
</tr>
<tr>
<td>II Year</td>
<td>Peace Education</td>
</tr>
<tr>
<td>III Year</td>
<td>Guidance and Counselling in School</td>
</tr>
<tr>
<td>IV Year</td>
<td>Physical Education &amp; Yoga</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Hindi Sahitya (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 Literature (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. Admi. (I &amp; II)</td>
<td>Indian Music (I &amp; II)</td>
</tr>
<tr>
<td>Economics(I &amp; II)</td>
<td></td>
</tr>
</tbody>
</table>

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

<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 &amp; Painting</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 Course**

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

### Four Years Integrated Course

**Scheme of B.A.-B.Ed. 1st Year**

<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 (Compulsory)*</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>B.A.-B.Ed.</td>
<td>Childhood and Growing Up</td>
<td>80</td>
</tr>
<tr>
<td>III</td>
<td>B.A.-B.Ed.</td>
<td>Contemporary India and Education</td>
<td>80</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>V</td>
<td>B.A.-B.Ed.</td>
<td>Content (Select any Three)</td>
<td></td>
</tr>
<tr>
<td>VI &amp; VII</td>
<td></td>
<td>1. Hindi Sahitya (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sanskrit (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. English Literature (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Urdu (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. History (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Political Science/Pub. Adm (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Economics(I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Sociology(I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Philosophy/ Psychology (I &amp; II)</td>
<td>100+100/75+75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Geography (I &amp; II)</td>
<td>75+75</td>
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<tr>
<td></td>
<td></td>
<td>12. Home Science (I &amp; II)</td>
<td>50+50</td>
</tr>
<tr>
<td>Theory Paper</td>
<td>Course Code</td>
<td>Title of the Paper</td>
<td>Evaluation</td>
</tr>
<tr>
<td>--------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>External</td>
</tr>
<tr>
<td>I</td>
<td>B.A.-B.Ed. 01</td>
<td>Gen. Hindi (Compulsory)*</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>B.A.-B.Ed. 02</td>
<td>Knowledge and curriculum</td>
<td>80</td>
</tr>
<tr>
<td>III</td>
<td>B.A.-B.Ed. 03</td>
<td>Learning and Teaching</td>
<td>80</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed. 04 (G-A)</td>
<td>Peace Education</td>
<td>80</td>
</tr>
<tr>
<td>V</td>
<td>B.A.-B.Ed. 05, &amp; 06</td>
<td>Content (Select any Three)</td>
<td>100+100</td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td>1. Hindi Sahitya (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td>&amp;</td>
<td></td>
<td>2. Sanskrit (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td>3. English Literature (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td>&amp;</td>
<td></td>
<td>4. Urdu (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td>07</td>
<td></td>
<td>5. History (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td>(G-B)</td>
<td></td>
<td>6. Political Science/Pub. Aid (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Economics (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>9. Philosophy/ Psychology (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>90</td>
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<tr>
<td></td>
<td></td>
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<td>50+50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Indian Music (I &amp; II)</td>
<td>40+40</td>
</tr>
<tr>
<td>VIII</td>
<td>B. A. - B.Ed Practicum</td>
<td>OPEN AIR / SUPW CAMP</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1. Community Service</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>2. Survey (Based on social and educational events)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Co-Curricular Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANLINESS)</td>
<td>25</td>
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<tr>
<td></td>
<td></td>
<td>Grand Total</td>
<td>1000</td>
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</tbody>
</table>

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

**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>
<th></th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.-B.Ed.</td>
<td>Information &amp; Comm.</td>
<td>External 60</td>
<td>Internal 0</td>
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<tr>
<td></td>
<td>01</td>
<td>Technology (ICT) (Compulsory)*</td>
<td>40 (30+10)</td>
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<tr>
<td>II</td>
<td>B.A.B.Ed.</td>
<td>Language Across the</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed-</td>
<td>Guidance &amp; Counseling</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>04 (G-A)</td>
<td>in School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>B.A.-B.Ed</td>
<td>Content (Select any</td>
<td>100+100</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>05,</td>
<td>Three)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp;</td>
<td>06</td>
<td>1. Hindi Sahitya (I &amp; II)</td>
<td>100+100</td>
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</tr>
<tr>
<td>VII</td>
<td>&amp;</td>
<td>2. Sanskrit (I &amp; II)</td>
<td>100+100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>07</td>
<td>3. English Literature (I &amp; II)</td>
<td>100+100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(G-B)</td>
<td>4. Urdu (I &amp; II)</td>
<td>100+100</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. History (I &amp; II)</td>
<td>100+100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Political Science/Adm (I &amp; II)</td>
<td>100+100</td>
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<tr>
<td></td>
<td></td>
<td>7. Economics (I &amp; II)</td>
<td>100+100</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>8. Sociology (I &amp; II)</td>
<td>100+100</td>
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<tr>
<td></td>
<td></td>
<td>9. Philosophy/ Psychology (I &amp; II)</td>
<td>50 (Psy.)</td>
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<td></td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
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<td>11. Geography (I &amp; II)</td>
<td>75+75</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>12. Home Science (I &amp; II)</td>
<td>50+50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Indian Music (I &amp; II)</td>
<td>40+40</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>08(a/b)</td>
<td>Pedagogy of a School</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject (part-1) , 1st &amp; Ind Year(candidate shall be required to offer any two papers from the following for part-1 &amp; other for part-2).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Hindi</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Sanskrit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. English</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. Urdu</td>
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<td></td>
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<td></td>
<td></td>
<td>5. History</td>
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<tr>
<td></td>
<td></td>
<td>6. Economics</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>7. Civics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>8. Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Social Studies</td>
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</tr>
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<td></td>
<td></td>
<td>10. Home Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Drawing &amp; Painting</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>12. Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum</td>
<td>Special Training Programme</td>
<td>Micro Teaching</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
- Practice Lesson
- Observation Lesson
- Technology Based Lesson
- Criticism Lesson
- Attendance/Seminar/Workshop

<table>
<thead>
<tr>
<th>Final Lesson</th>
<th>100</th>
<th>100</th>
</tr>
</thead>
</table>

*ELIGIBILITY CRITERION 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>I</td>
<td>B.A.-B.Ed. 01</td>
<td>Environmental Education (Compulsory)*</td>
<td>100</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>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>Hindi</td>
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<td>Sanskrit</td>
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<td>English</td>
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<tr>
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<td>Civics</td>
<td>7</td>
</tr>
<tr>
<td>Practicum</td>
<td>1. Practice teaching</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Block Teaching (Participation in School Activities Social Participation in Group)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Report of any feature of school / case study/action research</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Criticism Lesson</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Lesson</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

800

*ELIGIBILITY CRITERION 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>

Compulsory Paper

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>1. Childhood and Growing Up</td>
</tr>
<tr>
<td></td>
<td>2. Contemporary India and Education</td>
</tr>
<tr>
<td>II Year</td>
<td>3. Knowledge and curriculum</td>
</tr>
<tr>
<td></td>
<td>4. Learning and Teaching</td>
</tr>
<tr>
<td>III Year</td>
<td>5. Language Across the Curriculum</td>
</tr>
<tr>
<td>IV Year</td>
<td>6. Creating and inclusive school</td>
</tr>
<tr>
<td></td>
<td>7. Understanding Disciplines and</td>
</tr>
</tbody>
</table>

.py. Registrar (Acad.)
University of Rajasthan

11
Group - A: Subject Specialisation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>I\textsuperscript{st} Year</td>
<td>Instructional System &amp; Educational</td>
</tr>
<tr>
<td>II\textsuperscript{nd} Year</td>
<td>Peace Education</td>
</tr>
<tr>
<td>III\textsuperscript{rd} Year</td>
<td>Guidance and Counselling in School</td>
</tr>
<tr>
<td>IV\textsuperscript{th} Year</td>
<td>Physical Education &amp; Yoga</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Hindi Sahitya (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 Literature (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. Admi. (I &amp; II)</td>
<td>Indian Music (I &amp; II)</td>
</tr>
<tr>
<td>Economics(I &amp; II)</td>
<td></td>
</tr>
</tbody>
</table>

Group C: Pedagogy of School Subject 08 A/B: Pedagogy of a School Subject III\textsuperscript{rd} Year and IV\textsuperscript{th} 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>
</tbody>
</table>
Pedagogy of Economics  
Pedagogy of Psychology  
Pedagogy of Civics

<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 are the following:**

1. Observation of lesson delivered by experienced teachers and staff of the college.

2. Planning units and lessons.

3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)

4. Organization and participation in co-curricular activities.

5. Setting follows up assignment.

6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.

7. Black-board work.

8. Practical work connected with school subjects.

9. Preparation and use of audio visual aids related to the methods of teaching.

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

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

12. Observation and assistance in the health education programme.

13. Observation and assistance in the guidance programme.

15. Techniques of teaching in large classes.

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

**Notes** :-

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

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

iii. A candidate who has studied political or public administration as one of the subject in two years shall be offered civics as a teaching subject in B.A. B.Ed Integrated.

**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)

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

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

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

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

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

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

Regulation 42 :

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

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

**Part I-** Main theory papers at B.A-B.Ed. I, In Integrated B.A.-B.Ed I Year Paper nos. are 02, 03, 04 (G-A) are of 3 hours carrying 100 marks (80 for the theory + 20 sessional) each. Compulsory paper* 01 of 100 marks and optional papers 05, 06, 07 (G-B) are of 3 hours carrying 100 marks (I and II) each. Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No. 7.
Part II- Practice Teaching - Micro Teaching, Internship, Practice Teaching of 20 weeks (10 at B.A.-B.Ed Year III & 10 at B.A.-B.Ed Year IV) Block Teaching and Criticism and Final Lesson in III & IV Year per teaching subject.

Organization evaluation of practice teaching:
1. Every candidate will teach at-least 40 lessons (20 in III Year & 20 in IV Year) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lessons at the final practical examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.

[Signature]
De. Registrar (Acad.)
University of Rajasthan
Jaipur
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).

8. The board of Examination will consist of:

(a) The principal of the college concerned.

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

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

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

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

Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No.7.

**Working out the result and awarding the division:**

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

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

(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.
The syllabus aims at achieving the following objectives:

1. Introducing students to phonetics and enabling them to consult dictionaries for correct pronunciation (sounds 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 the Question Paper will be as follows:

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

1. Phonetic Symbols and Transcription of Words (05)
2. Translation of 5 Simple sentences from Hindi to English from English to Hindi (05) (05)
3. Translation of 05 Words from Hindi to English from English to Hindi (2.5) (2.5)

**Unit B: Grammar and Usage** (25 marks)
(10 periods)

1. Elements of a Sentence (05)
2. Transformation of Sentences (05)
3. Direct and Indirect Narration

---

Max. Marks: 100
Minimum Pass Marks: 36
II Modals
III Tense
IV Punctuation of a Short Passage with 10 Punctuation Marks

(As discussed in Quirk and Greenbaum)

Unit C: Comprehension

(25 marks)

Candidates will be required to answer 5 questions out of ten questions from the prescribed texts. Each question will be of two (2) marks.

(10)

Sujata Bhatt
Ruskin Bond
M.K. Gandhi
J.L. Nehru
A.P.J. Abdul Kalam
Voice of the Unwanted Girl
Night Train for Deoli
The Birth of Khadi
A Tryst with Destiny
Vision for 2020

The candidates will be required to answer 5 questions from an unseen passage.

(10)

One vocabulary question of 10 words from the given passage.

(5)

Unit D: Compositional Skills

(30 marks)

(15 periods)

I Letters-Formal and Informal
II CV's Resume and Job Applications and Report
III Paragraph Writing

(10)

(10)

(10)
Singh, R.P. Professional Communication. OUP. 2004
Judith Leigh. CVs and Job Applications. OUP. 2004
Quirk and Greenbaum: A University Grammar of English. Longman, 1973
B.A. - B.Ed - 02
Childhood and Growing up

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
  d) Linguistic development
  e) Kohlberys' gilligan's moral development
  f) Bandura's social developments
  g) Gessel's maturation theory

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.
- Stress: meaning, types and coping strategies with special reference to personality of adolescent.

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, Multi-Culturalism, Changing roles and responsibilities in contemporary Indian society with regarding educational psychology.

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

B.A.- B.Ed. 03
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.


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
   • 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. अनिधिहोमी, रवीन्द्र: 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
7. अनिवार्य, रवीन्द्र : आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिंदी ग्रंथ अकादमी।
10. J.P. 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

26. अलेक्स, अ.स.० : प्राचीन भारतीय शिक्षा पत्रिका।

27. ओंड, एल. के : शिक्षा के नूतन आयाम, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।

28. गुप्ता, एस. पी एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद।

29. राजत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा।

30. जोशी, सुनील : भारत में शिक्षा प्रणाली का विकास एवं समस्याएँ, शारदा पुस्तक प्रकाशन, इलाहाबाद।

31. लाल रमण बिहारी : भारतीय शिक्षा और उसकी समस्याएँ, रस्तोगी पुस्तकेश्वर, नगर।
   साधन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर।

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 psycho motor)
- 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 over come 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 b) Guidance purpose c) 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 ...
<table>
<thead>
<tr>
<th>पुर्णक 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>संपादक: नरेन्द्र दास स्वामी</td>
</tr>
<tr>
<td>दोहा संख्या: 119 से 133 तक</td>
</tr>
<tr>
<td>विद्यापति: संपादक</td>
</tr>
<tr>
<td>शिवप्रसाद सिंह</td>
</tr>
<tr>
<td>नन्दन नन्दन: विद्यापति पदावली</td>
</tr>
<tr>
<td>सुन जसिम ऽवन बजाउँ बिपिन बलिया</td>
</tr>
<tr>
<td>बिरह ब्यावहूल मुदुल तस्त्तर</td>
</tr>
<tr>
<td>कुंज भवन से चल मेहता हे</td>
</tr>
<tr>
<td>सखि हे कताहु न देख मदाई</td>
</tr>
<tr>
<td>चन्दबदराई: संपादक</td>
</tr>
<tr>
<td>पृथ्वीराज राजपूत, संपादक</td>
</tr>
<tr>
<td>हजारी प्रसाद द्विवेदी, नामवर सिंह</td>
</tr>
<tr>
<td>कौमार करनाठी प्रसंग: 1 से 5 छाद</td>
</tr>
<tr>
<td>कबीर दास: संपादक</td>
</tr>
<tr>
<td>कबीर ग्रामज्ञानी संपादक</td>
</tr>
<tr>
<td>श्रामसुंदर दास</td>
</tr>
<tr>
<td>विभाग को अंग साखी सं. 7,8,9,11,12,13,14,15,16,17</td>
</tr>
<tr>
<td>पद: दुलतन गावहु मंगल चार</td>
</tr>
<tr>
<td>गोविन्द हम ऐसे अपरापी</td>
</tr>
<tr>
<td>पंडित वाद वरदन्त तूहा</td>
</tr>
<tr>
<td>कोई जापीगी जापनारार</td>
</tr>
<tr>
<td>न जाने मिलन गोपालवा</td>
</tr>
<tr>
<td>सूरदास: पद</td>
</tr>
<tr>
<td>सूरसागर सार - सं. पौ. धीरेन्द्र वर्मा</td>
</tr>
<tr>
<td>केघो अखियां अति अनुरागी</td>
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<tr>
<td>उपभा एक न मैं गही</td>
</tr>
<tr>
<td>केघो मन नाही दस-बीस</td>
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<tr>
<td>निःसृण कौन देस को वासी</td>
</tr>
<tr>
<td>हमारे हरि हारिल की लकरी</td>
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<tr>
<td>उर में मारवन चोर गड़े</td>
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<tr>
<td>मदुकुर श्राम हमारे चोर</td>
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<tr>
<td>केघो भली करी बज आए</td>
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<tr>
<td>बिन गोपाल बैसिन भई कुजे</td>
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<td>लखियाम कालिन्दी अति करी</td>
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<tr>
<td>तुलसीदास: छाद</td>
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<td>कवितावली - गंगा प्रसार गोस्वामी</td>
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<tr>
<td>पुर्य निकासी रघुनारायण कुर्ट</td>
</tr>
<tr>
<td>जल को गए लक्ष्मण है लरिका</td>
</tr>
<tr>
<td>सानी में जानि अजानी महा</td>
</tr>
<tr>
<td>सुन शुंदर बैन सुभास झारने</td>
</tr>
<tr>
<td>कोपि दशाकंध तव प्रलय प्योध बोले</td>
</tr>
<tr>
<td>पावक पवन, पानी मानु हिम कालु जामु</td>
</tr>
<tr>
<td>गजबात्रि घटा, भैंसे भूरी वर्मा</td>
</tr>
</tbody>
</table>

(33)
7. जावसी
- जावसी प्रथावती, सं. - रामचन्द्र शुक्ल
- सिङ्गलीवी वर्णन खड़, प्रारंभ के 5 अंश
- सिहल दीप कथा अब गाई दे सकते हैं………. भासा तेरहे दई कर नामु

8. मीरा
- मीरा मुक्तावली सं. - नरेश द्वारकी
- पद संख्या - 14, 15, 16, 20, 23, 28, 31, 32

9. रसेनाली
- रसेनाली रचनावली सं. - विद्यानिवास गिलब
- सुगन्ध्यं रसेनाली अंश से प्रथम ८ छंद

अंक विभाजन
- कुल चार व्याख्याएं विकल्प देय
  एक कवि से एक ही
- आलोचनात्मक प्रश्न 3 (विकल्प देय)
  एक प्रश्न टिप्पणी पर
  किन्हीं दो विषयों पर संक्षिप्त टिप्पणी (विकल्प देय) (आदिकाल तथा भक्तिकाल की प्रवृत्तियों से संबंधित)

10 x 4 = 40

16 x 3 = 48

6 x 2 = 12
बी.ए. वर्ष प्रथम — हिंदी साहित्य
हिंदी प्रश्न पत्र — (कहानी एवं उपन्यास)

पूर्णक 100

खण्ड — अ

1. उपन्यास — पचपन खंभे लाल दीवारें (उषा प्रियंवदा)

2. कहानी

चन्द्रधर शर्मा गुलेरी — उसने कहा था
प्रेंचुंद — नमक का दरोगा
जय संकर प्रसाद — महुवा
जैनेन्द्र — पाजेब
यशपाल — खच्चर और आदमी
मोहन राकेश — मलबे का मालिक
मन्नू भण्डारी — सन्ता
शेखर जोशी — दाज्यू
रामेय राघव — गदल

खण्ड — ब

3. गद्य की विघाण

डायरी — हरिवंश राय बच्चन — प्रवास की डायरी : कुछ पने
संस्मरण — अड़ोय — बसंत के अग्रदूत : निशाला
यात्रा — धर्मीर भारती — ठेले पर हिमालय
आदर्श — शानी — गर्दिश के दिन
रेखाचित्र — महादेवी वर्मा — सोना

4. खण्ड — 'स'

हिंदी उपन्यास और कहानी स्वरूप और परिभाषा
हिंदी उपन्यास और हिंदी कहानी का विकास
हिंदी गद्य का विकास, गद्य की विघाण विघाण

अंक विभाजन

कुल चार व्याख्याएं (खण्ड 'अ' व 'ब' से) (आंतरिक विकल्प दें) 10 x 4 = 40 अंक

कुल चार निबन्धात्मक प्रश्न

15 x 4 = 60 अंक

खण्ड 'अ' दो प्रश्न — एक उपन्यास पर, एक कहानी पर (आंतरिक विकल्प दें)
खण्ड 'ब' से एक प्रश्न — (आंतरिक विकल्प दें)
खण्ड 'स' से एक प्रश्न — (आंतरिक विकल्प दें)

35
सामान्य निर्देश —

1. प्रत्येक परीक्षा में दो—दो प्रश्नपत्र होंगे।
2. प्रत्येक प्रश्नपत्र में न्यूनतम उत्तीर्णक 36 तथा पूर्णक 100 होंगे और समय 3 घण्टे का होगा।
3. परीक्षा का माध्यम हिंदी/अंग्रेजी होगा, परंतु प्रश्नपत्र केवल हिंदी में बनाया जायेगा।
   परीक्षार्थियों को छूट होगी कि वह हिंदी,संस्कृत अथवा अंग्रेजी में किसी एक भाषा में उत्तर दे सके। यदि परीक्षा ने किसी प्रश्न विशेष के लिए भाषा का निर्देश कर दिया है तो उस प्रश्न का उत्तर उसी भाषा में देना अनिवार्य होगा।
4. संस्कृत केवल देवनागरी लिपि में ही लिखा जाना अपेक्षित है।
5. निर्धारित ग्रन्थ में से अनुवाद, व्याख्या, सर्लार्थ एवं समालोचनात्मक प्रश्न पूछे जाएंगे।
6. प्रत्येक प्रश्नपत्र में 10 प्रश्न विशेष अंक संस्कृत भाषा में उत्तर के लिए निर्धारित है।
7. प्रत्येक प्रश्नपत्र में दो भाग होंगे, जिसमें प्रथम 'अ' भाग लघूतरात्मक प्रश्नों का होगा।
   'ब' भाग में निबन्धात्मक प्रश्न होंगे। 'अ' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णक 30 होगा।

परीक्षा योजना—

<table>
<thead>
<tr>
<th>प्रथम भाग</th>
<th>पूर्णक 100</th>
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</thead>
<tbody>
<tr>
<td>न्यूनतम उत्तीर्णक</td>
<td>72</td>
</tr>
<tr>
<td>पूर्णक</td>
<td>200</td>
</tr>
<tr>
<td>अंक</td>
<td>100</td>
</tr>
<tr>
<td>निर्धारित ग्रन्थ में से अनुवाद, व्याख्या, सर्लार्थ एवं समालोचनात्मक प्रश्न पूछे जाएंगे।</td>
<td></td>
</tr>
</tbody>
</table>

प्रथम प्रश्नपत्र

दृष्ट्य एवं श्रव्य काव्य

समय : 3 घण्टे

प्रथम प्रश्न में निर्धारित ग्रन्थ में से लघूतरात्मक निबन्धात्मक, अनुवाद, व्याख्या व समालोचनात्मक प्रश्न पूछे जाएंगे। 15 प्रश्न लघूतरात्मक होंगे जिनमें से प्रथम 5 प्रश्नों का उत्तर संस्कृत भाषा के माध्यम से देना होगा, प्रत्येक प्रश्न के लिए 2 अंक निर्धारित है। जिस प्रश्नपत्र में संस्कृत अनुवाद/निबन्ध पूछे गए हैं वहाँ संस्कृत में उत्तर अपेक्षित नहीं है।

भाषाक्रम

1. स्वप्नवासवदत्तम (भाषा) 25 अंक
2. नीतिशिकारकम (भूत्वहरि) 30 अंक
3. रघुवंशम प्रथम सर्ग 25 अंक
4. अनुवाद—संस्कृत से हिंदी—कारक संबंधित पांच श्लोक 10 अंक
प्रश्न—पत्र का निर्माण निम्नानुसार होगा —

1. सभी प्रश्न अनिवार्य हैं।
2. प्रश्न के पूर्व लघूतरात्मक और निवेदनात्मक प्रश्न पूर्ण जानेगे।
   लघूतरात्मक प्रश्न के 2 अंक निर्धारित हैं।

निवेदनात्मक / व्याख्यात्मक प्रश्न

स्वनवासवदत्म

भाग अ में 2-2 अंक के पाँच लघूतरात्मक प्रश्न पूर्ण जानेगे।
भाग ब

1. 4 श्लोक पूर्णकर उनमें से किसी 2 की सप्रसंग व्याख्या पूरी जानेगी।
2. दो विवेचनात्मक प्रश्न पूर्णकर किसी एक प्रश्न का उत्तर देय है।

नीतिशास्त्रकम

भाग अ में 2-2 अंक के पाँच लघूतरात्मक प्रश्न पूर्ण जानेगे।
भाग ब

प्रश्न के पूर्णात्मक उत्तर का उत्तर देनेवाले विद्यार्थी को 3 अंक दिये जाते हैं।

प्रश्न के अनिवार्य उत्तर का उत्तर देनेवाले विद्यार्थी को 2 अंक दिये जाते हैं।

रघुवंशम (प्रथम सग्र)

भाग अ में 2-2 अंक के पाँच लघूतरात्मक प्रश्न पूर्ण जानेगे।
भाग ब

1. 4 श्लोक पूर्णकर उनमें से किसी 2 श्लोकों की सप्रसंग व्याख्या पूरी जानेगी।
2. दो विवेचनात्मक प्रश्न पूर्णकर किसी एक प्रश्न का उत्तर देय होगा।

रज. जैन

By Registrar (Acad.)
University of Rajasthan
संपूर्णता
1. संस्कृत से हिंदी— कारक संबंधी पाँच वाक्यों का अनुवाद अपेक्षित है।
2. हिंदी से संस्कृत— दस वाक्य देकर पाँच वाक्यों का अनुवाद अपेक्षित है।

सहायक पुस्तकें—
1. स्नातकाध्यापक—डॉ. कृष्णेश्वर प्रसाद—जगदीश संस्कृत पुस्तकालय, शालान्यास का रास्ता, जयपुर।
2. स्नातकाध्यापक—डॉ. सुपरसार्यन प्रियापी—रचना प्रकाशन, जयपुर।
3. स्नातकाध्यापक—डॉ. सुभाष वेदांतकार—अलकार प्रकाशन, जयपुर।
4. स्नातकाध्यापक—डॉ. श्यामशंकर ओझा—भारतीय प्रकाशन, बीड़ा रास्ता, जयपुर।
5. मुख्य पाठक—डॉ. गोपाल शर्मा—हंसा प्रकाशन, जयपुर।
6. मुख्य पाठक—डॉ. श्यामशंकर ओझा—राज प्रकाशन मंडिर, जयपुर।
7. मुख्य पाठक—डॉ. सुभाष वेदांतकार—हंसा प्रकाशन, जयपुर।
8. पुस्तकालय (प्रथम संस्करण)
9. संस्कृत व्याकरण— श्री निवास शास्त्री।
10. पुस्तक अनुवाद चन्द्रका — चक्रवर्ती हंस नीतियाल
11.

द्वितीय प्रश्नपत्र

समय : 3 घण्टे अंक—100

भारतीय संस्कृति के तत्त्व, पद्ध साहित्य, व्याकरण

प्रश्नपत्र योजना— प्रथम प्रश्न में निर्धारित विषय में से लघूतरतमक निबन्धात्मक, अनुवाद,
व्याख्या व भाषावल्लाम्बक प्रश्न पूछे जायेंगे।

पाठ्यक्रम

1. भारतीय संस्कृति के तत्त्व—
   क— भारतीय संस्कृति—विषय, पृष्ठभूमि, विशेषताएँ।
  ख— भारतीय संस्कृति के विकास की सुसंगठित काल, वैदिककाल, मध्यकाल
     एवं आधुनिक काल।
   ग— प्राचीनकाल— राजनीतिक, सामाजिक एवं आर्थिक स्थिति।
   घ— वर्ण, आचार, एवं संस्कार।
   ङ— शिक्षा (वैदिककाल से लेकर 7वीं शताब्दी तक)
   च— लेख-कला की उत्पत्ति।
   छ— भारतीय दर्शन की प्रमुख विचारांगाएं।
   ज— भारतीय संस्कृति का मानव-कल्याण में योगदान।

2. किरातार्जुनीवाक्य (प्रथम संस्करण)—भाविकृत
3. करण—लघूसिद्धान्तकौमुदी—संज्ञा, एवं संधि प्रकरण
   क—संज्ञा प्रकरण— 10 अंक
   ख—अच्छ संधि— 10 अंक
   ग— हल संधि— 10 अंक
   घ— विस्तर संधि— 05 अंक

4. निम्नलिखित कुछ प्रत्ययों से वाक्य निर्माण सम्बन्धी प्रश्न—
   तत्त्व, अनुप्रयोग, तत्त्वसमानीय:
   यत्— अन्यो यत्, ईद्धि, पोरुपधार
   कोः— एवंसुशास्त्रवृद्धज्ञ: कोः, हस्तर्थ पिति कृति तुक: शासु इददहलो:
   ग्यत्— ऋहलोभ्यत्
   मातृ, शानच— लद: शतुशानचावायथासमानाध्यायाः, आने मुक्
   क्तः, क्तमुः— क्तत्तवेऽन्नित्य, ददाम्र्य निष्कास्य २: पूर्वस्य च ्
   ब्रजाकोः— समानकरूपधारोऽ पुरुष्यकाले
   ल्याः— समांशेऽन्नुः पूर्व चक्षः ल्याः
   तुषुः— तुषुण्युलाक्रियायिनी क्रियाधरायाः

अंक— विभाजन

<table>
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<tr>
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<td>30</td>
<td>10</td>
<td>70</td>
<td>100</td>
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प्रश्न—पत्र का निर्माण निम्नानुसार होगा—

1. सभी प्रश्न अनिवार्य हैं।
2. प्रत्येक पुस्तक से लघूसिद्धात्रज्ञान न निब्धात्मक, व्याख्यात्मक प्रश्न पूछे जायेंगे।

निब्धात्मक/ व्याख्यात्मक प्रश्न

भारतीय संस्कृति के तत्त्व

शाखा अ में 2—2 अंक के तीन लघूसिद्धात्रज्ञान प्रश्न पूछे जायेंगे।

शाखा ब ने 1. दो निब्धात्मक प्रश्न पूछकर किसी एक का उत्तर अभीष्ट है। 10 अंक
2. दो विश्लेषण पूछकर किसी एक का उत्तर अभीष्ट है। 04 अंक
किरानाजीम (प्रथम सत्ता)
भाग अ में 2-2 अंक के चार लघूत्तरालम्ब प्रश्न पूछे जायेंगे।

भाग ब
1. 4 स्लोक पूछकर उनमें से किन्हीं 2 स्लोकों की साप्रसंग व्याख्या पूछी जायेगी। 12 अंक
2. दो विवेचनालग प्रश्न पूछकर किसी एक प्रश्न का उत्तर दें। 5 अंक

व्याकरण-साधारण कौमुदी
भाग अ में 2-2 अंक के चार लघूत्तरालम्ब प्रश्न पूछे जायेंगे।
भाग ब

क. संक्षेप प्रकरण
4 चार पूछकर किन्हीं 2 सूत्रों की साप्रसंग व्याख्या अपेक्षित है।
प्रत्येक व्याख्या के लिये 2 अंक निर्धारित हैं। 04 अंक

ख. अचूक संधि–
4 चार पूछकर किन्हीं 2 सूत्रों की साप्रसंग व्याख्या अपेक्षित है।
प्रत्येक व्याख्या के लिये 2 अंक निर्धारित हैं। 04 अंक

4 शब्दसिद्धि पूछकर किन्हीं 2 शब्दों की सूचनिर्देश पूर्वक सिद्धि
अपेक्षित है। प्रत्येक सिद्धि के लिये 2 अंक निर्धारित हैं। 04 अंक

ग. हल्ल संधि–
4 चार पूछकर किन्हीं 2 सूत्रों की साप्रसंग व्याख्या अपेक्षित है।
प्रत्येक व्याख्या के लिये 2 अंक निर्धारित हैं। 04 अंक

4 शब्दसिद्धि पूछकर किन्हीं 2 शब्दों की सूचनिर्देश पूर्वक सिद्धि
अपेक्षित है। प्रत्येक सिद्धि के लिये 2 अंक निर्धारित हैं। 04 अंक

घ. विसर्ग संधि–
2 सूत्र पूछकर किसी 1 सूत्र की साप्रसंग व्याख्या अपेक्षित है।
02 अंक
2 शब्दसिद्धि पूछकर किसी 1 शब्द की सूचनिर्देश पूर्वक सिद्धि अपेक्षित है।
03 अंक

ञ कृपा प्रतिल–
भाग अ में 2-2 अंक के तीन लघूत्तरालम्ब प्रश्न पूछे जायेंगे।
भाग ब

(कृपया की प्रयोग पूर्वक संस्कृत में चार वाक्यों का निर्माण अपेक्षित है।
14 अंक

कुल योग– 100 अंक

सहायक पुस्तकें– भारतीय संस्कृति
1. भारतीय सांस्कृतिक सिद्धि– डॉ. रामजी उपाध्याय, महामनुषी, वाराणसी।
2. भारतीय सांस्कृति– ब्राह्मण राहु, श्री उपाध्याय ग्राम, राजस्थान, जयपुर।
3. भारतीय संस्कृति– वाई.एस.समेत– राजस्थान, जयपुर।

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4. भारतीय संस्कृति—डॉ. रामजी उपाध्याय, महामनपुरे, वाराणसी।
5. भारतीय दर्शन—डॉ. बलदेव उपाध्याय, चौखंड़ा प्रकाशन, वाराणसी।

किरातामुणीयम्
1. किरातामुणीयम् (प्रथम संस्करण)—आचार्य नवल किशोर कारकर, विद्या दैवत्व भवन, जयपुर।
2. किरातामुणीयम् (प्रथम संस्करण)—डॉ. विवेकनाथ सरमा, आदर्श प्रकाशन, जयपुर।
3. किरातामुणीयम् (प्रथम संस्करण)—डॉ. सुभाष वेदांकन, अलंकार प्रकाशन, जयपुर।

अनुवाद के लिए:
1. संस्कृत रचनानुवाद संजय शास्त्री, अजमेरा बुक कंपनी, श्रीनगर बाजार, जयपुर।
2. रचनानुवाद कौमुदी—डॉ. कपिलदेव द्विवेदी, वाराणसी।
3. रचनानुवाद प्रभा—डॉ. श्रीनिवास शास्त्री, कुकुर्क्षेत्र।

आकर्षण के लिए:
1. लघुसिद्धान्त कौमुदी—डॉ. राजेश कुमार, जयपुर।
2. लघुसिद्धान्त कौमुदी— श्रीमहेश सिंह कुशवाहा, चौखंड़ा संस्कृत प्रतिष्ठान, दिल्ली।
3. लघुसिद्धान्त कौमुदी— श्री धरानद शास्त्री, मोतिलाल बनारसीदास, दिल्ली।
4. लघुसिद्धान्त कौमुदी— भीमसेन शास्त्री।
5. संस्कृत आकर्षण— श्री निवास शास्त्री।
6. इतिहास अनुवाद चन्द्रिका—चक्रधर हस्त नोटियाल

[Signature]
The Syllabus aims at achieving the following objectives:

Interpretation and appreciation of selected texts from the genres of poetry, 
prose and fiction;

Strengthening skills of note making, summarizing and dialogue writing;

Understanding texts with specific reference to genres, forms and literary 
terms.

**Paper I: Poetry and Drama**

Maximum Marks: 100

Min. Pass Marks: 36

Duration: 3 hrs

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

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

Knowledge of Literary Terms and Poetry Appreciation and usages of drama is 
required.

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**

W. Shakespeare:

Shall I Compare Thee

Not Mere, nor the Gilded Monuments

Remembrance

3. J. Donne: Death be not Proud.
Reference Books-

Strings of Gold Part I Ed. Jasbir Jain (Macmillan)

The Golden Treasury by Francis Turner Palgrave (OUP)

Poet's Part An Anthology of English Verse Paperback - by Dustoor
P.E. (Author), Homai P. Dustoor (Author). Oxford University Press


SECTION B

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

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

2. Rabindra Nath Tagore
   Where The Mind is Without Fear

3. Toru Dutt
   The Lotus
   Our Casuarina Tree

4. Sarojini Naidu
   Indian Weavers
   Song of Radha, The Milkmaid

Reference Books-

Strings of Gold Part I Ed. Jasbir Jain (Macmillan)

Indian Writing in English by K.R.Srinivasa Iyengar. Sterling Publishers Pvt Ltd

A History of Indian English Literature by M.K.Naik Sahitya Akademi

The Golden Treasury of Indo-Anglian Poetry, 1828-1965 by Vinnay Venkadesan

Gokak (Editor) Sahitya Akademi
SECTION C

Reference Books:


- "History of English Literature" by Hudson

- "Pelican Guide to English Literature" by Boris Ford ed:

Paper II: Prose and Fiction

Maximum Marks: 100
Min. Pass Marks: 36

Duration: 3 hrs

Question No. 1: References to Context from unit A & B only. The candidate will be required to explain four (4) passages of Reference to Context out of Eight (8) of five marks each, with a total of 20 Marks.

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

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

SECTION A

1. Bacon
2. B. Russell
3. Leigh Hunt
4. M.K. Gandhi
5. Lucas
6. S. Radhakrishnan
7. H. Belloe

Of Studies
Knowledge and Wisdom
On Getting Up on Cold Mornings
Fearlessness
Third Thought
Democracy
On Educational Reform
SECTION B

K. Mansfield
R. Tagore
H. H. Munro (Saki)
R. K. Narayan
E. Hemingway
George Orwell

A Cup of Tea
Living or Dead
The Open Window
An Astrologer's Day
Old Man at the Bridge
Animal Farm

Reference Books

Popular Short Stories ed. By Board of Editors (O.U.P.)
Mehrukh Days by R. K. Narayan Inman Thought Publications

SECTION C

1. Prose Appreciation
2. Formal Communication
3. Report Writing
4. Presentations Skills

Reference Books


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


English at the Workplace eds. Sawhney Panja and Varma (Macmillan)
Scheme:

Max marks : 100

Books prescribed:
1. Meyar-e-blas-e-nazar-Published by educational book house, Alligarh (U.P.)
2. Darwaaz e idol do by Krishna Chander (Drama)

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

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

Paper-II : Poetry and Rhetoric's

Max Marks 100

Books Prescribed:
1. Shehpare (Nazm) Published by Idare Nashr-o-allahabad University, Allahabad, (1991 edition) The following are prescribed from the book:
   (a) Ghazaliat : Meer, Ataish & Ghaliib
   (b) Nazman: Iqbal, Nazir & Josh.
2. Jadd-o Ilmul Balaghah by abdul Majid 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
Unit 3 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 rhetoric's with Internal choice. Marks 20

Note: Attempt at least one question from each unit. All the short answer type questions of unit-I are compulsory.
B.A.- B.Ed. 05 AB. 06 AB. 07 AB
URDU

PAPER I: Prose and Drama

Scheme:
Max marks: 100
3 Hrs. Duration
Min pass marks 72
Min pass marks 36

Books prescribed:

- e- hissa-e -
  1. Moyar-e adeb balsey nase-Published by educational book house, Aligarh (U.P)
  2. Darwaza khol do-by Krishna chandar (Drama)

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. Shehpar (Nazm) Published by Idare Nasir-o-allahbad University-Allahbad, (1991 edition)
The following are prescribed from the book:
(a) Ghazaliyat : Meer, Atish & Ghalib
(b) Nazmen: iqbal, Nazir & Josh.

2. Jadedd nayam balaght by abdul manjeed khan
The following rheotics (Senaya) only: hiss-e-
    Isaiahq. a sigaqatalaadid 10, Tanseeequs Sigat 1-e-mursal

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
Unit 3 Appreciation of Ghzal writer with internal choice Marks 20
Unit 4  Appreciation of Nazm writer with internal choice  
Unit 5  Meaning and definition of four rheotics with internal choice.

Marks 20  
Marks 20  
Total marks 100

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

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

Section - A


Section - B


Section - C

प्रथम प्रसन्नपत्र : भारत का इतिहास (आरम्भ से 1200 ईसी तक)

लड़ाकू – 

1200 ईसी तक भारत के इतिहास के मुख्य घटों। भारत की प्राचीनकालिक संस्कृति का संक्षिप्त सर्वांग, शिल्प-सर्वस्थिति स्थल, प्रदेश विवरण, प्रमुख प्रोफेसर, पाठ्य विवरण, विविध साहित्य, राजस्व, समय, आंदोलन, एवं खंड। भारत का नीचेदारिणी संस्कृति का संक्षिप्त सर्वांग। जन्म, उदय, विपन्न, विजय अन्धि, एवं नामः। नेता तंत्र तथा प्रारंभ सामाजिकता का परिवर्तन। पूर्व भारत एवं दक्षिण भारत एवं उत्तर, 

नई श्रेणी सामाजिक शासन बोलता। शाति का नया नया जनता अनुभव। असंयंत्र का राज्य – इसकी प्रकृति एवं प्रदेश। शासनकालीन सामाजिक एवं राजकृत, समस्याएँ एवं विस्तार एवं स्वातंत्र्य। पौराणिक काल (लगभग 2000 ई), ख्रिस्तपूर्व से 300 ई) – पुराण, वास्तविक, राजपूत एवं बुद्धाधिकृत।

नूतन काल में सामाजिक, सांस्कृतिक एवं आधिक जीवन, तथा साहित्य एवं कला का विकास, सन्त बुद्ध, समय, अभियंताः एवं संस्कृति।

संस्कृत – 

पुरा सामाजिक शासन एवं ऐतिहासिक स्मृतियाँ। शासन एवं सामाजिक संस्थाएँ। सामाजिक एवं आधिक जीवन। साहित्य, कला एवं विज्ञान का विकास। 750 ईसी तक गुप्त शासन एवं एक अतिप्राचीन शासन। साहित्यकालीन घोष एवं उसके परिकल्पनाः। 750 से 1200 ईसी के शासन समय में सामाजिक एवं आधिक परिवर्तन का अध्ययन प्रायः सांस्कृतिक जीवन का संक्षिप्त सर्वांग।

Books Recommended (स्मृतिसंग्रह पुस्तकें)

H. D. Sankalia : Prehistory of India, Munshiram Manoharlal, New Delhi, 1977
Dilip K. Chakrabarti : India : An Archaeological History (Pleistocene Beginnings to Early Historic Foundation), Oxford University Press, New Delhi, 1999
R.K. Mookherji : Chandra Gupta Maurya and His Times, Delhi, 1952
B. N. Puri : India under the Kushanas, Bombay, 1963
PAPER II: HISTORY OF RAJASTHAN (FROM EARLIEST TIMES TO 1956 A.D.)

Section - A

Section-B

Section-C

विद्वंत महानगर : राजस्थान का इतिहास (आरंभिक काल से 1956 ईसे तक)

खंड - ए
राजस्थान के इतिहास के बारों का सर्वक्षण। राजस्थान में पुरापाणीकालीन एवं मध्यपाणीकालीन संस्कृतियाँ। ताम्रपाणिन के समय संस्कृतियाँ का विस्तार एवं विशेषताएं (आड़ाद, चालापल, गणेश)। कालीयाँ संस्कृति की विकासता। राजस्थान में भारत जनपद एवं गणनाशील जनित्व। राजपूत लोग का छदम। मूर्तियाँ, गुदर-प्रतिकायें एवं वंडनाओं का उल्लक्ष्य एवं विस्तार।

खंड - ब
राजस्थान में मुसलमान आक्रमण का राजमूल प्रतिरोध। भारतीय शैली एवं सागर के अधीन प्रवाह। महाराजा प्रताप का स्वाभाविक स्नेह एवं संस्थान की गठनत महत्व। स्वर्गीय ज्योतिष का वोधान। राजस्थान में समय एवं संस्कृति की मुख्य विविधताओं का सर्वक्षण (1200-1750 ईसे)। गौतम एवं दाकु। कला एवं स्वास्थ्य - उर्मि स्वास्थ्य, मन्दिर।

खंड - ग
राजस्थान में नशा आक्रमण एवं उनका प्रभाव। विजय गुलाम का सीकर एवं इंसानी परिवर्तन। 1818 ईसे के पश्चात प्रशासनिक एवं सामाजिक परिवर्तन। सामाजिक परिवर्तन -- कर्म-शिक्षा का एवं साती पर प्रभाव। आधिकारिक परिवर्तन -- मूर्त राजस्थान बंधनों। मराठे एवं अंग्रेज व्यापार पूर्व अंग्रेज़ एकबारकर। राजस्थान में 1857 का किल्ला। राजस्थान में आर्थिक प्रगति का प्रभाव। कुछ आदिवासियों एवं जनजातियों का एक संधियाँ सर्वक्षण। राजस्थान में सम्रापतियों का गठन एवं स्वतंत्रता संघर्ष। राजस्थान के साधन का विकास।
Recommended

Dasarnath Sharma: Rajasthan through the Ages, Vol. I Bikaner, 1966

G. N. Sharma: Rajasthan through the Ages, Vol. II

M. S. Jain: Rajasthan through the Ages, Vol. III

D.C. Shukla: Early History of Rajasthan, Delhi, 1978

B. N. Puri: The History of the Gaurjans-Prahladas, Delhi, 1975

Shanta Rani Sharma: Society and Culture in Rajasthan c. A.D. 700-900, Delhi, 1996

V. S. Bhatnagar: Life & Times of Sawai Jai Singh (also in Hindi)


गोपीनाथ शर्मा: राजस्थान का इतिहास, जयपुर

माधव पाटक: राजस्थान का प्राचीन इतिहास हिंदी रंग

विजयनाथ जैन: राजस्थान के इतिहास के तौर पर राजस्थान हिंदी ग्रंथ अकादमी, जयपुर

प्रभुदास जैन: राजस्थान का इतिहास अकादमी, जयपुर

रामप्रसाद भार: राजस्थान का इतिहास एवं राजस्थान हिंदी एवं अकादमी, जयपुर
प्रश्न-पत्रों के लिए रजिस्टर के स्वतंत्र दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र 3 घण्टे की अवधि का होगा तथा प्रश्न का अधिकतम 100 अंक होंगे।

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

द्वितीय खण्ड 20 अंकों का होगा। इस खण्ड में 05 अंकों के 04 अनिवार्य प्रश्न होंगे, जिनमें से प्रत्येक का उत्तर 150 शब्दों में अपेक्षित होगा।

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

**Schematic Question Papers**

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

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

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

Part III of the question paper shall carry 80 marks. This part shall be divided into 3 sections each comprising of 2 essay-type questions of 20 marks each. Candidates will be required to attempt one question from each section. (3 questions in all, one from each section)
प्रथम प्रश्न- पत्र राजनीतिक विज्ञान के मूल आधार

खण्ड 'क'
राजनीतिक विज्ञान: परम्परागत और आधुनिक दृष्टिकोण, धार्मिक विज्ञान व उच्च धार्मिक विज्ञान, अतिरिक्त अनुसारनाल्मक दृष्टिकोण, राजनीतिक विज्ञान का अन्य समाज विज्ञानों से संबंध, अवधारणाएँ: राजकृति, सत्ता व नैतिकता।

खण्ड 'ख'
राजनीतिक व्यवस्था, राजनीतिक आधुनिकीकरण, राजनीतिक विकास, लोकतंत्र, निरंतरता, राजनीतिक दल व दलवाद समूह, प्रतिनिधित्व के सिद्धांत, विद्या का शासन व संविधानवाद, शासन के अंग व उसके कार्य (आधुनिक दृष्टिकोण के विशिष्ट संदर्भ में)।

खण्ड 'गः'
राजनीतिक विख्यातियों: उत्तराखंड, प्रत्याख्यान, मार्क्सवाद, लोकतंत्रिक समाजवाद, अराजकतावाद व नारीवाद।

Paper-1: Foundations of Political Science

Section-‘A’
Traditional and Contemporary Perspective of Political Science, 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 Dictatorships, Political Parties, Pressure Groups, Theories of Representations, Rule of Law and Constitutionalism, organs of Government and their Functions (with reference to recent trends.)

Section-‘C’
Political Ideologies: Liberalism, Idealism, Marxism, Democratic Socialism, Anarchism and Feminism.

Books recommended:
1. अवतारम्: राजनीतिक विज्ञान (Hindi and English editions)
2. मस्ते: द्वितीय राजनीति (Hindi and English editions)
3. सयदी-सूत्रधारी राजनीति (Hindi and English editions)
4. व्यवस्था: राजनीतिक विज्ञान (Hindi and English editions)
5. विभिन्न समाज विज्ञान (Hindi and English editions)
6. बिरला सिंह: राजनीति विज्ञान (Hindi and English editions)
7. जोशी: राजनीतिक विज्ञान (Hindi and English editions)
8. चंद्रशेखर प्रसाद: राजनीति विज्ञान (Hindi and English editions)
9. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
10. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
11. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
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15. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
16. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
17. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
18. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
19. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
20. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
21. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
22. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
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49. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
50. एस.ए.ए. पूजा: राजनीतिक विज्ञान (Hindi and English editions)
द्वितीय प्रश्न—प्रतिनिधि भारतीय राजनीतिक विचारक

खण्ड क

मनु, कौटिल्य व युध।

खण्ड ख

राजा राममोहन राय, द्वारका श्रीमान दयानंद सरस्वती, गोपाल कृष्ण गोकुलेश्वर व बाल गंगाधर तिलक, स्वामी विवेकानंद।

खण्ड ग

मोहनदास कर्मचंद गांधी, जवाहर लाल नेहरू, बी.अर. अमृतकर, एम.एन. राय, जयप्रकाश नारायण व दीनदयाल उपाध्याय।

Paper- II: Representative Indian Political Thinkers

Section- A

Mama, Keshtyshukra.

Section- B


Section- C


Books recommended-

Awasethi and Awasethi: Pratinidhand Bhartiya Rajnitik Chintan
V.P Verma: Aadhunik Bhartiya Rajnitik Avam Samajik Chintan
Purushotam Nagar: Aadhunik Bhartiya Chintan.
Vishnoo Bhagavat: Pramukh Bhartiya Rajnitik Vicharak (Adarch Prakashan, Chaura Rasata, Jaipur)
N.P. Verma: Indian Political Thought Vol. 1811
J.P. Sand: Main Currents of Indian Political Thought.

परमाणु शरणः प्राचीन भारत में राजनीतिक विचार व संस्कृताः
जे.पी. शूद्रः मेन कर्लस ऑफ इंडियन पोलिटिकल थोट (हिंदी व अंग्रेजी)
एस.एल.वर्मा व बी.एम. शर्मा : प्रमुख भारतीय राजनीतिक विचारक
बी.पी. भर्मा : भारतीय राजनीतिक व सामाजिक विचारण।
अ.पी.वाबा : प्रमुख भारतीय राजनीतिक विचारक.
अ.पी.वाबा : बी.एम. शर्मा : प्रमुख भारतीय राजनीतिक विचारक
बी.एम. वर्मा : प्रमुख भारतीय राजनीतिक विचारक
बी.एम. चटुबेदी : प्रमुख भारतीय राजनीतिक विचारक

५६
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.
Elements of Public Administration

SECTION A


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
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


Page 59
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.


Section C

Organization and working of following Administrative Institutions:
(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.

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 background 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 in Rajasthan. Chief Secretary - its Role and Significance in 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 District Collector: Functions and Position.

Revenue Administration at the block 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 Prashan.
4. A.R.C. : Report on State Administration
5. सी. एम. सिंह एवं अन्य : राजस्थान में राज्य प्रशासन
Exm. 2019

PAPER I - MICRO ECONOMIC THEORY

Section - A

Introduction: Concept of Economics, Methodology: Micro and Macro Economics. Static and Dynamic analysis. Positive and Normative Economics.


Section - B


Section - C


Books Recommended:
5. B.L. Ahuja: Advanced Economic Theory, S. Chand and Company, New Delhi (English & Hindi)

Reference Books
Section A


Section B


Section C


Books Recommended:
1. R.C. Dutt and K.P.M. Sundaram: Indian Economy (Hindi & English), S. Chand, New Delhi.
B.A. B.Ed I Year
05/06/07

SOCIIOLOGY 2019

Scheme:

<table>
<thead>
<tr>
<th>Min. Pass Marks</th>
<th>Max. Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>200</td>
</tr>
</tbody>
</table>

Paper-I
3 hrs. duration
Marks 100

Paper-II
3 hrs. duration
Marks 100

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

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

Unit I: Understanding Sociology

Unit II: Basic Concepts in Sociology.
Society, Community, Social Group, Institution, Social Structure, Social System, Status and Role, Social Action, Culture, Norms and Values, Associative and Dissociative Social Processes.

Unit III: Dynamics in Sociology
Social Stratification: Concept, Forms and Theories (Functionalist 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)

Essential Readings: (in English):


Kasefer, Richard T. and Robe (P. Lamm) 1990.
Paper II: Society in India

Unit I: Sociological Understanding of Indian Society
Textual and Field-View Traditions: G.S. Ghurye and M.N. Srinivas, Civilization and the Marxian Tradition: N.K. Bose and D.P. Mukerji

Unit II: Basic Institutions of Indian Society:
Family, Marriage and Kinship: Meaning and Forms Issues: Continuity and Change. Caste and Class: Meaning and Forms Issues: Continuity and Change

Unit III: Challenges & Problems Before Indian Society:
Casteism, Communalism, Regionalism, Corruption, Crime Against Women and Children, Drug Abuse, Problems of Ageing

Essential Readings: (in English):
Mandelbaum, D.G., 1970: Society in India, Bombay: Popular Prakashan
Singh, Yogendra, 1994: Modernization of Indian Tradition, Jaipur: Rawat Publications
Essential Readings: (in Hindi):
1. सिद्धी, नरेन्द्र कुमार एवं गोरवाली, वसुधाकर, 2007, समाजशास्त्र विवेचन, जयपुर: राजस्थान हिन्दी प्रकाशन अकादमी
2. आहूजा, राम एवं आहूजा, मुकेश, 2008, समाजशास्त्र विवेचना एवं परिप्रेक्ष्य, जयपुर: साइंट्रल पब्लिकेअॅनस्ट
3. दोषी, एस. एल. एवं जैन पी. सी., 2006, समाजशास्त्र नई दिशाएँ, जयपुर: रानत पब्लिकेअॅनस्ट
4. सिंह, जे. पी., 2008, समाजशास्त्र: अवधारणाएँ एवं सिद्धांत, नई दिल्ली: प्रेटिस हाल ऑफ इन्डिया प्राइवेट लिमिटेड
5. सिंह, जे. पी., 2008, आधुनिक भारत में सामाजिक परिवर्तन, नई दिल्ली: प्रेटिस हाल ऑफ इन्डिया प्राइवेट लिमिटेड
6. मैकाइवर, आर. एम. एवं पेज चार्ल्स एच. 1992: समाज (एक परिचयात्मक विश्लेषण), आगरा: रतन प्रकाशन मंदिर (अनुवादक जी. विश्वेश्वरराय एवं समपाल सिंह गौड़)

[Signature]

By: [Name]
(Profesor Emeritus, Acad.)
University of Rajasthan
Jodhpur

**Essential Readings: (in Hindi):**

1. आहूजा, राम, 2009, भारतीय सामाजिक अर्थशास्त्र, जयपुर: राजस्थान प्रकाशन
2. भोषी, एस. एल. 2009, भारतीय सामाजिक विचारक, जयपुर: राजस्थान प्रकाशन
3. शर्मा, के. एल. 2006, भारतीय सामाजिक संस्कृति एवं परिवर्तन, जयपुर: राजस्थान प्रकाशन
4. दोषी, एस. एल. एवं जैन पी. सी., 2002, भारतीय समाज, जयपुर: नेशनल प्रकाशन हाउस
5. पटेल, दुलसी, 2011, भारत में परिवार: संस्कृति एवं व्यवहार, जयपुर: राजस्थान प्रकाशन
6. जैन, सोपिता, 2008, भारत में परिवार, विवाह और नातेदारी, जयपुर: राजस्थान प्रकाशन

Raj Jain

University of Rajasthan
Jaipur
### Philosophy

**(Total Teaching Hrs.: 90)**

**Unit A:**

<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 Upanisadic world-view: Rta (the cosmic order); the divine and the human realms; the centrality of the institution of yajña (sacrifice); Kśa (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 sat, dravya, guṇa, paryaya, jīva, ajīva, anekāntavada, syādvada and nayyāvada; pramanas; ahimsa; bondage and liberation.</td>
<td>8</td>
</tr>
<tr>
<td>5. Buddhism: theory of pramanas. Theory of dependent origination; the Four Noble Truths; doctrine of momentariness; theory of Nosoul. The interpretation of these theories in schools of Buddhism: Vaibhāṣika, Saṃmatīka, Yogacara, Madhyamika.</td>
<td>9</td>
</tr>
</tbody>
</table>

**Unit B:**

<table>
<thead>
<tr>
<th>Teaching Hrs.: 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nyāya: theory of pramanas; the individual self and its liberation; the idea of God and proofs for his existence.</td>
</tr>
<tr>
<td>2. Vaiṣeṣika: padartha: dravya, guṇa, kārma, samanya, sanāta vaya, vīsa, abha; causation; aṣṭakāravada; kārana; sanāvayi, asamāvayi, nimitta; pramanuvada; adṛṣṭa; निक्ष्रेयस.</td>
</tr>
<tr>
<td>3. Saṅkhya: causation: sākāravada; prakṛti: its constituents, nature, evolves and arguments for its existence; puruṣa: nature arguments for its existence; plurality of puruṣas; relationship between prakṛti and puruṣa; kaivalya; atheism.</td>
</tr>
<tr>
<td>4. Yoga: citta and citta-vṛtti; eightfold path, God.</td>
</tr>
</tbody>
</table>

**Unit C:**

<table>
<thead>
<tr>
<th>Teaching Hrs.: 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Advaita: origina, Brahman; adhyātma; of levels vivartavada; maya; three grades of sanāta jīva; jīva-muktī.</td>
</tr>
<tr>
<td>3. Vedāntavada; saṃya Brahman; refutation of maya; purāṇamāvada; aparākāśa-dhūri; jīva; bhakti and upāsana; rejection of jīva-muktī.</td>
</tr>
</tbody>
</table>

**Suggested Readings:**

M. Hṛtyana: Outlines of Indian Philosophy (Hindi, translation available).
Unit A:
Teaching Hrs.: 25

Topics

1. Introduction: Early Greek Philosophy - Sophists & Socrates. 9

2. Plato: theory of knowledge; knowledge (episteme) and opinion (doxa); theory of Forms; soul; Idea of the Good. 8

3. Aristotle: critique of Plato's theory of Forms; theory of causation; form and matter; potentiality and actuality; soul; God. 8

Unit B:
Teaching Hrs.: 30

1. St. Thomas Aquinas: faith and reason; essence and existence; proofs for the existence of God. 6

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 proof. 8
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. Stace: A Critical History of Greek Philosophy
J.S. Srivastava:

1. प्राचीन दर्शन का वैज्ञानिक इतिहास, विश्वबीमहान, इलाहाबाद
2. मध्ययुगीन दर्शन का इतिहास, विश्वबीमहान, इलाहाबाद
3. आधुनिक दर्शन का इतिहास, विश्वबीमहान, इलाहाबाद

याकुब पसीह: पश्चात्य दर्शन का सम्पूर्ण अध्ययन, मोहनदास, बुधगढ़ (English Translation available)

दयाक्रमण: पश्चात्य दर्शन का इतिहास (संकलन), हिंदी प्रयोग अकादमी, जयपुर

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

For calculation of summation of marks is tabulated as below.

<table>
<thead>
<tr>
<th>ARTS</th>
<th>No. of Questions</th>
<th>Marks</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>10</td>
<td></td>
<td>1.5</td>
<td>15</td>
</tr>
<tr>
<td>B</td>
<td>5 (Out of 7)</td>
<td>02</td>
<td>15</td>
</tr>
<tr>
<td>C</td>
<td>3 (with internal choice)</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Total Marks</td>
<td></td>
<td>75</td>
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</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>No. of Questions</th>
<th>Marks</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>A</td>
<td>10</td>
<td>01</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>5 (Out of 7)</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>C</td>
<td>3 (with internal choice)</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total Marks</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

2. 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 Psychoanalysis; Modern Perspectives- Biological, Psychodynamic; Behaviour, Cognitive, Humanistic, Evolutionary and Socio-cultural; Methods- Observation, Case Study, Surveys and Experimental.


Section-B


Section-C

Cognition: Thinking - Mental Imagery and Concepts; Problem Solving: Trial and Error, Algorithms, Heuristics, Insight; Barriers to Problem Solving.

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

Personality: Definitions; Type Theories and Trait Theories - Allport, Cattell, McCle and Costa; Personality Assessment: Self-report Inventories, Projective Tests and Behavioral Assessments.

Books Recommended:

- तिंग, अरुणकुमार (2002). अध्यात्म राजसागर मलदिविसागर नई दिल्ली, मोटी साल वन्दारानीदास।
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 Contingency Approaches.

Section C


Books Recommended:

- अरुण कुमार सिंह (2002): समाज मनोविज्ञान की सुरंग 'मोतीलोल बजारसीदास, दिल्ली।

Paper-III

Practicals

1. Human Maze Learning

2. Measurement of Intelligence (Performance Test)

3. Experiment of Memory (Meaningful and Non-sense Syllables through Memory Drum)

4. Experiment on Figure Ground Reversal

5. Measurement of Emotions by Facial Expression

6. Measurement of Attitude

7. Measurement of leadership

8. Measurement of Aggression

9. Measurement of Altruism

10. Assessment of Social Support
Drawing & Painting

SCHME:

Theory Paper I
- Fundamentals of Art
  - Duration: 3 hrs.
  - Marks: 90

Practical Paper II
- Part A: Study from object
  - Duration: 3 hrs.
  - Marks: 45
- Part B: Creative Design
  - Duration: 3 hrs.
  - Marks: 45
- Submission of Works
  - Duration: 20

Total: 180

Paper I: Fundamentals of Art

Note: The paper consists of two parts:

Part I: Carries 60 marks and consists of 15 short type questions of 2 marks each.
Part II: Carries 60 marks divided into three sections 4 questions of 15 marks each with internal choice. Candidates are required to attempt four questions selecting one question from each section. Each answer should be limited to 700-800 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, Boro and Sissoo, Wash and Water, Graphic Art - Linocut, Woodcut, Etching, Colograph, Lithograph etc., Colour/Media and Technique - Oil, Water, Acrylic, Tempera, Pastel.

Books Recommended:

2. Bharata MurtiKala by B. Radhakrishna Das.
3. Bharata MurtiKala by Banabasi Prasad.
5. Studies in Indian Art by V.S. Agrawal.
7. Roop Prad Kala Ke MukayShya by Shri Kumar Sarnas, R.A. Agrawal.
10. Learning with Colour by the meaning and magic of an art.
11. Basic Design by the Emotions of Visual Form by ordre-de-Samany.
Paper - II Practical

Part-A

Study from Objects
Medium water colour
size ½ imp
3 hrs. duration

A group of objects (not more than four) should be arranged against drapery background with a flat foreground. The objects should include common articles of daily use with fruits and vegetables etc.

Part-B

Creative design
Medium any medium
size ½ imp
3 hrs. duration

Two dimensional design should be made giving stress on stylisation, colour-scheme and texture etc.

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 colours.
(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 examination. The marks in the submission will be awarded by the subject teacher (internal). However, the external examiner shall be empowered to review the work of the submission in case there is a drastic difference between the marks of the examination and submission.

Submission work will be retained till the declaration of the result and returned to the Candidate by the Department thereafter. If no claim is made within two months of the declaration of the result, the submission will be destroyed.

Note:
(a) Candidate should pass in theory as well as a 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 Ajanta, Ellora, Elephanta, Khajuraho, Mahabodhi etc. once a year.
(e) Practical examination will be conducted at the centres and the practical work will be examined like the practical paper of Music or Home Science which means that an external examiner will examine the answer books in consultation with and internal examiner who is the subject teacher of the Department of Drawing and Painting, University may centralize the practical examinations at few well equipped Departments to hold examination economically.
Geography

SYLLABUS

Paper I: Physical Geography

Section A

Definition, scope and development of physical geography, geological history of the Earth, zoning of Earth's interior, rocks, origin of continents and oceans, continental drift theory and plate tectonics; concept of isostasy; views of Airy, Flett, Jeffreys and Holmes; Earth movements: pre-orogenic and orogenic, mountain building theories; Kohler,Jeffreys, Daly, and histories and plate tectonics; sedimentary cycle of erosion; views of W.M. Davis and H. Rack, erosional and depositional topographies: river, under groundwater, glacier, wind and oceanic waves.

Section B

Composition and structure of the atmosphere, involution, air temperature, air pressure, atmospheric pressure and planetary winds, monsoon and local winds, humidity, classification of kinds and precipitation, air masses, fronts and cyclones, tropical and temperate climate, classification of climate zones: Koppen and Thornthwaite general climate classification.

Section C

Surface 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 origin; views of Darwin and Dana, W.M. Davis, Murchy, classification of marine resources, biosphere and its components, ecosystems, plant communities and animal kingdom, biomes: equatorial rainforest, montane, savanna and temperate grasslands.

Recommended Readings:

Pandit, M. 2005, Physical Geography (पृथ्वी भौगोलिक), राजस्थानी पुस्तकोंकार, जयपुर।
Dhawan, M. 2012, Physical Geography (पृथ्वी भौगोलिक) राजस्थानी पुस्तकोंकार, जयपुर।
Geography of Rajasthan

Section A


Section B

Material resources: distribution and production; Power and energy resources: distribution and production (hydro-electricity, coal, petroleum, solar energy and bio-energy) irrigation sources, irrigation intensity, crop wise irrigation, quality of irrigation, water problems, irrigation projects: detailed study of Indira Gandhi canal project, Chambal valley project, Main barrage Sagar projects on physical and socio-economic aspects, agriculture: development under five year plans, problems of agriculture development, general land use, live-stock and dairy development, minerals.

Industries: textile, sugar, cement, marble and granite, fertilizer, zinc and copper smelting. Transport & trade, development of tourism, desert development programme, tribal areas development programme, Aravali hill development programme.

Section C

Cultural and development aspects: population-number, growth, distribution and density, rural and urban, male and female population, literacy status, occupational structure, schedule castes and schedule tribes, population problems, study of bhil, meena and gariyas. Settlement pattern: types of settlements, building materials and house types in Rajasthan with examples, factors affecting settlement.

Recommended Readings:


Nayak, S. 2012.13: राजस्थान की आर्थिकवस्था। तौलिज दुक्कू हीराबाबा, जयपुर।

साईकल, सेह 2012: राजस्थान का मूर्तिगृह। तौलिज दुक्कू हीराबाबा, जयपुर।

Sing, R.L. 1971 (ed.): India A Regional Geography NGSI. Varanasi.


सलवस्त्र, ए.प. 2012: राजस्थान का मूर्ति। राजस्थान हिंदी प्रथम अक्षादगी, जयपुर।

(81)
Practicals Examination

Max. Marks: 50

<table>
<thead>
<tr>
<th>Time</th>
<th>Bifurcation of Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hrs.</td>
<td>24</td>
</tr>
<tr>
<td>2½ hrs.</td>
<td>10½</td>
</tr>
<tr>
<td>08½ hrs.</td>
<td>08½</td>
</tr>
</tbody>
</table>

Students are required to attempt 3 questions selecting 1 question from each section. All questions carry equal marks. Each practical batch of 30 students will complete a teaching of 4 hours per week for practicals.

SYLLABUS

Section A

- Panel and types of scale: simple, comparative, diagonal.
- Line graph, bar graph, combined line and bar graph, hythergraph and eliograph;
- Graph, water budget graph, wind rose.
- Weather maps: weather symbols, representation of atmospheric features, interpretation of
- Weather daily weather maps (July and January), weather instruments.

Section B

Methods of showing different relief features: hachures, hill shading, bench mark, spot heights, formlines, contours and drawing of cross sections (conical hill and plateau, types of slopes, valley, ridge and saddle, gorge, waterfall and rapids, escarpment, lake, spur, col, meanders and cliff).

Profiles: serial, superimposed, projected and composite.

Section C

Surveying: meaning, classification and significance.
Chain and tape surveying: open and closed traverse.

Recommended Readings:

Shah, M.I. 2006: Operational Geography [वृतांतिक प्रकाशित], Sagar, Bhopal.
Singh, L.R. 2006: Practical Geography. Prayag Pustak Publisher, Allahabad U.P.
Sharma, K. S. 2011: Practical Geography की रचना [रचना पुस्तकों], New Delhi.

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Scheme:

Number of Student –

| Max.- 15          |
| Min. – 04         |

| Paper I          | 3 hrs. duration | Max. Marks 40 | Min. Marks 15 |
| Paper II         | 3 hrs. duration | Max. Marks 40 | Min. Marks 15 |
| Practical        |                 | Max. Marks 120| Min. Marks 43 |

**Teaching Hours**

**Practical**

6 Hours Per Week

**Theory**

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

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

Note: 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

Section –A

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

1. Definition and explanations of the Following: Naad, Shruti, Swar Saptak, That, Raga, Mukhra, Sthai, Antara, Vadi, Samvadi, Anuvadi, Vivadi, Taal, Laya, Mat'a, Sam, Khali, Avartan, Theka, Alap, Taan, Bol-alap, Bol-taan, Sargam. (Tihai, Maseetkhani Gat and Rajakhani 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, Jhatpal, Ektal, Chautal, Dadra.

Section –C

5. Classification of Indian instrument.

6. Notation writing of Composition Gats in the prescribed Ragas.

Raj [Signature]

D.V. M. (First class) (Hons.)
University of Allahabad
Paper II

History of Indian Music

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

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

Section - A


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

Section - B

3. Contribution of the following:
   Jaideo, Swami Haridas, Amir Khusro, Tansen.


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.

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

Duration of Exam. : 1 hour per candidates.

**Presentation of Ragas & Viva-voce**

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

Max. Marks 120

**Detailed Course:**

**Vical Music**

1. To sing given musical piece and to recognize the ragas & swaras when sing.
2. To show the difference of ragas by means of characteristics swarvistaras and to sing swar-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-Dhamar, Tilwara, Tital, Jhaptal, Ektal, Chautal, Kharva and Dadra.
4. To sing Arobi, Avrohi, Pakad and Swar Vistar of the following ragas- Yaman, Bageshree, Alhaiya, Bhupali, Bhimplasi, Bilawal, 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 Tanas in any three ragas of the following -(i) Alahaiya-bilawal (ii) Hindole (iii) Hameer (iv) Bhupali (v) Des.
7. With the accompaniment of table or pakhawaj to sing one drupad with Dugun and one Dhamar with Dugun in any two ragas prescribed, under clause 4 but not selected under clause 5&6.
8. To sing light classical/Bhajan composition in the ragas 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) Alahaiya-bilawal (ii) Hindole (iii) Hameer (iv) Bhupali
(v) Des.

7. With to play a composition composed in other than trital in any of the ragas mentioned in clause 4 but not selected under
clause 5 & 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. Sangeet Visharad by Basant.

6. Comparative Study of the Music of the 15th 16th and 17th
Centuries, By Pt. V.N. Bhatkhande (Sangeet Karyalaya,
Hathras.)


8. Tan Malika, Pt. III (Uttararadha) by Raja Bhaya Poonchhwale.

9. Hindustani Music : Its Physics and Aesthetics by G.S. Rasade,
Sangeet Karyalaya, Hathras.


13. Hindustani Sangeet Paddyaati (Shastra) by Pt. Bhatkhande
5. Sangeet 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, Nigam

12. Tan Malika Pt III (Uttarardha) by Raja Bhaiya Poochwale


14. Music of Hindustan - Fox Strang Ways

15. Origin of Ragas - Bandopadhayaya

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

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

18. Swaraswad - L. Adsule


20. संगीत विश्लेषण दर्शनकाते - एन एल गुण

21. अतिन्द्र गीतात्मक -(Part I-4) - Ramashray Jha

22. संगीत रसमिरळी - त्यामण भट्ट तैलग, कालिक पक्षीसार, दिल्ली

23. पचाशिका विमल मंज़री - त्यामण भट्ट तैलग, राज बुस्स पक्षीसार, राजापांक, जयपुर।

24. गण विश्लेषण भाग (1-2) - प्रशस्त कवितकळ

25. संगीतात्मक -(भाग 1-2 ) ओकारनाथ ढाकुर

26. हस्ताक्षर संगीत धारा - प्रस्तावना सिद्ध

27. संगीतात्मक विश्लेषण - पत्नालाल

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