FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of

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

Annual Scheme
Academic Session 2018-19
Examination B.A. B.Ed Part - II (2019)
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.

Dy. Registrar (Acad.)
University of Rajasthan
JAIPUR
B.A. B.Ed PART - II

CONTENTS

SCHEME OF EXAMINATION

SYLLABUS

1. GENERAL HINDI (COMPULSORY PAPER)*
2. KNOWLEDGE AND CURRICULUM (COMPULSORY PAPER)
3. LEARNING AND TEACHING (COMPULSORY PAPER)
4. PEACE EDUCATION (GROUP - A)
5. OPTIONAL PAPER (GROUP - B)
   HINDI SAHITYA
   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
   GEOGRAPHY
   XIV. HOME SCIENCE
   XV. INDIAN MUSIC
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 teaching.
- 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:
   i. Black board work
   ii. Preparing improvised apparatus
   iii. Preparing teaching aids and ICT.

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

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

i) First Year B.A.-B.Ed.

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

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

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

**Duration of the Course - Four Years**

Examination after each session in theory papers

Scheme of Examination against each subject separately.

1. Compulsory Papers* :

<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 two optional subjects (papers) from group B which two must be the school 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>
</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 and Painting</td>
</tr>
<tr>
<td>Theory Paper</td>
<td>Course Code</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>VI</td>
<td>05, &amp; 06</td>
</tr>
<tr>
<td>VII</td>
<td>07 (G-B)</td>
</tr>
<tr>
<td>B.A.-B.Ed.</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>

- Pedagogy of History
- Pedagogy of Economics
- Pedagogy of Civics
- Pedagogy of Music
- Pedagogy of Psychology

- 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

Detailed 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>I</td>
<td>B.A.-B.Ed.</td>
<td>Gen. English (Compulsory)*</td>
<td>100 Internal 20 Practical 0 Total 100</td>
</tr>
<tr>
<td>II</td>
<td>B.A-B.Ed.</td>
<td>Childhood and Growing Up</td>
<td>80 Internal 20 Total 100</td>
</tr>
<tr>
<td>III</td>
<td>B.A.-B.Ed.</td>
<td>Contemporary India and Education</td>
<td>80 Internal 20 Total 100</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed.</td>
<td>Instructional System &amp; Educational Evaluation</td>
<td>80 Internal 20 Total 100</td>
</tr>
</tbody>
</table>

<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>VI</td>
<td>05, &amp; 06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>07 (G-B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.-B.Ed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scheme of B.A. B.Ed. Hnd Year

<table>
<thead>
<tr>
<th>Theory Paper Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>I B.A-B. Ed. 01</td>
<td>Gen. Hindi (Compulsory)*</td>
<td>100</td>
</tr>
<tr>
<td>II B.A-B. Ed. 02</td>
<td>Knowledge and curriculum</td>
<td>80</td>
</tr>
<tr>
<td>III B.A-B. Ed. 03</td>
<td>Learning and Teaching</td>
<td>80</td>
</tr>
<tr>
<td>IV B.A.-B.Ed 04 (G-A)</td>
<td>Peace Education</td>
<td>80</td>
</tr>
<tr>
<td>V B.A.-B.Ed</td>
<td>Content (Select any Three)</td>
<td></td>
</tr>
<tr>
<td>VI 05, &amp; 06</td>
<td>1. Hindi Sahitya (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td>VII &amp; 07 (G-B)</td>
<td>2. Sanskrit (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td>3. English Literature (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td>4. Urdu (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td>5. History (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td>6. Political Science/Pub. Aid (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td>7. Economics (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td>8. Sociology (I &amp; II)</td>
<td>100+100</td>
</tr>
<tr>
<td></td>
<td>9. Philosophy/ Psychology (I &amp; II)</td>
<td>100+100/75+75</td>
</tr>
<tr>
<td></td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>11. Geography (I &amp; II)</td>
<td>75+75</td>
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<tr>
<td></td>
<td>12. Home Science (I &amp; II)</td>
<td>50+50</td>
</tr>
<tr>
<td></td>
<td>13. Indian Music (I &amp; II)</td>
<td>40+40</td>
</tr>
</tbody>
</table>

**OPEN AIR / SUPW CAMP**

1. Community Service
2. Survey (Based on social and educational events)
3. Co-Curricular Activities
4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)

<table>
<thead>
<tr>
<th></th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

**Grand Total** 1000

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

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University of Rajasthan
JAIPUR
*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>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.-B.Ed. 01</td>
<td>Information &amp; Communication Technology (ICT)(Compulsory)*</td>
<td>60</td>
</tr>
<tr>
<td>II</td>
<td>B.A.-B.Ed. 02</td>
<td>Language Across the Curriculum</td>
<td>80</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed. 03(A)</td>
<td>Guidance and Counseling in School</td>
<td>80</td>
</tr>
<tr>
<td>V</td>
<td>B.A.-B.Ed. 05, 06 &amp; 07 (G-B)</td>
<td>Content (Select any Three)</td>
<td>100</td>
</tr>
<tr>
<td>VI</td>
<td>05, 06 &amp; 07 (G-B)</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>
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<tr>
<td></td>
<td></td>
<td>5. History (I &amp; II)</td>
<td>100+100</td>
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<tr>
<td></td>
<td></td>
<td>6. Political Science/Pub. 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>
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<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>
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<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>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Home Science (I &amp; II)</td>
<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>VII</td>
<td>08(a/b)</td>
<td>Pedagogy of a School Subject (part-1) : 1st &amp; 11nd Year candidate shall be required to offer any two papers from the following for part-1 &amp; other for part-2.</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Hindi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sanskrit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Urdu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. History</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Civics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Home Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Drawing and Painting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**Practicum**

- Special Training Programme
  - Micro Teaching

* Dy. Registrar (Acad.)
* University of Rajasthan, Udaipur
<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 - - 100</td>
</tr>
<tr>
<td>II</td>
<td>B.A.-B.Ed. 02</td>
<td>Creating and inclusive school</td>
<td>80 20 - 100</td>
</tr>
<tr>
<td>III</td>
<td>B.A.-B.Ed. 03</td>
<td>Understanding Disciplines and Subject</td>
<td>80 20 - 100</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed. 04(G-A)</td>
<td>Physical Education &amp; Yoga</td>
<td>80 20 - 100</td>
</tr>
<tr>
<td>V</td>
<td>B.A.-B.Ed. 05</td>
<td>Gender, School and Society</td>
<td>80 20 - 100</td>
</tr>
<tr>
<td>VI</td>
<td>B.A.-B.Ed. 06</td>
<td>Assessment for Learning</td>
<td>80 20 - 100</td>
</tr>
<tr>
<td>VII</td>
<td>108(a/b)</td>
<td>Pedagogy of a School Subject (part-1)</td>
<td>80 20 - 100</td>
</tr>
</tbody>
</table>

1st & 2nd year (candidate shall be required to offer any two papers from the following for part-1 & other for part-2):
1. Hindi
2. Sanskrit
3. English
4. Urdu
5. History
6. Economics
7. Civics

*Eligibility criterion on passing marks but marks shall not be included in Division.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice teaching</td>
<td>50</td>
</tr>
<tr>
<td>2. Block Teaching (Participation in School Activities Social Participation in Group)</td>
<td>20</td>
</tr>
<tr>
<td>3. Report of any feature of school/case study/action research</td>
<td>10</td>
</tr>
<tr>
<td>4. Criticism Lesson</td>
<td>20</td>
</tr>
<tr>
<td>Final Lesson</td>
<td>100</td>
</tr>
</tbody>
</table>

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### 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>ISt Year</td>
<td>Gen. English</td>
</tr>
<tr>
<td>II Year</td>
<td>Gen. Hindi</td>
</tr>
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<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>
</table>
| ISt Year  | 1. Childhood and Growing Up  
|           | 2. Contemporary India and Education                     |
| IIrd Year | 3. Knowledge and curriculum  
|           | 4. Learning and Teaching                                 |
| IIIrd Year| 5. Language Across the Curriculum                        |
| IVth Year | 6. Creating and inclusive school                        
|           | 7. Understanding Disciplines and                         |
Group – A: Subject Specialisation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
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<tbody>
<tr>
<td>I\textsuperscript{1} Year</td>
<td>Instructional System &amp; Educational</td>
</tr>
<tr>
<td>I\textsuperscript{2}nd Year</td>
<td>Peace Education</td>
</tr>
<tr>
<td>I\textsuperscript{3}rd Year</td>
<td>Guidance and Counselling in School</td>
</tr>
<tr>
<td>I\textsuperscript{4}th Year</td>
<td>Physical Education &amp; Yoga</td>
</tr>
</tbody>
</table>

- 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>
</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>
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<tbody>
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<tr>
<td>Pedagogy of English</td>
<td>Pedagogy of Home Science</td>
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<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>
O. 321 The objectives of the practical work prescribed for the Integrated Programme of B.Ed. Degree (Four Year) are as 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 I 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...
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 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 :-

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

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

Part I: Main theory papers at B.A-B.Ed. H. In integrated B.A-B.Ed II 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. VIIIth paper Practicum carrying 100 marks.
Part II - Practice Teaching - Micro Teaching, Internship, Practice Teaching of 20 weeks (10 at B.A.-B.Ed Year III & 10 at B.A.-B.Ed Year IV) Block Teaching and Criticism and Final Lesson in III & IV Year per teaching subject.

Organization evaluation of practice teaching:

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

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

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

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).

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.
## पर्याय तर्क

नोट: 38 से कम अंक लाने पर छात्रों को उत्तीर्ण नहीं किया जाएगा। इस प्रश्न-पत्र में प्रश्न अंकों को श्रेणी निर्धारण हेतु नहीं जोड़ा जाएगा।

- प्रश्न: 1-2
- अंक: 50

| क | अंक | विलयन | विलयन के लिए 
|---|---|---|---
| 5 x 2 | 10 | अंक | 15

### प्रश्न-पत्र की मूलिकता प्रकाशित

1. कहानी
   - प्रमाण - वहे भाई साहब
   - विलयन देखा - सिंधुदुर्ग और कौशा
2. संस्करण
   - बिपत्तियाला मिश्र 'प्राणार्क' - व्यवहार के ज्ञान की जनलाहें में
3. रेखाग्रिहा
   - दसवीं हाई रेखा - रेखाग्रिहा
4. विज्ञान
   - पुरभारित पुस्ते - सब हिस्से सुनना मह घर
5. कला
   - श्रीरामपुर मठ - श्रीरामपुर की सांस्कृतिक घरोहर
6. कला
   - समस्त श्रीराम - आज भी खड़े हैं खालन
7. पद्धति
   - उपासना श्रीराम - आज भी खड़े हैं खालन

### प्रश्न-पत्र

<table>
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<tr>
<th>प्रश्न</th>
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<tr>
<td>1.</td>
<td>7.12.26.30</td>
<td>समस्त श्रीराम - 10.17.24.26</td>
<td>5.56</td>
</tr>
<tr>
<td>2.</td>
<td>21.33</td>
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<td>8.28</td>
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<td>3.</td>
<td>77.79</td>
<td>चंद्र उत्तर प-सं. = 87,89,156,158</td>
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<tr>
<td>4.</td>
<td>1.3,4,5,10</td>
<td>नसीम सेलाहर</td>
<td>186,191,211,212,214,218,219,220,223,224</td>
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</table>
प्रश्न - ३

प्रश्न/स्वागतिक हिंदी एवं

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<thead>
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<th>समय</th>
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<td>राज. देखा ३०० राज</td>
<td>३ अंक</td>
</tr>
<tr>
<td>२. कार्यालय लेख</td>
<td>निर्माण निर्माण संदर्भ, कार्यालय खाता, विषय एवं</td>
<td>५ अंक</td>
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<td></td>
<td>विशेष दस्तावेज, संदर्भ सूची, पृष्ठांक ४ x २ =</td>
<td>३ अंक</td>
</tr>
<tr>
<td>३. शासन</td>
<td>कार्यालय</td>
<td>४ अंक</td>
</tr>
<tr>
<td></td>
<td>निर्माण</td>
<td>५ अंक</td>
</tr>
<tr>
<td></td>
<td>निर्माण विशेष</td>
<td>६ अंक</td>
</tr>
<tr>
<td></td>
<td>विशेष</td>
<td>५ अंक</td>
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<tr>
<td></td>
<td>विशेष</td>
<td>५ अंक</td>
</tr>
</tbody>
</table>

जी. डी. रेगिस्ट्रेटर (कॉन्सिल) उन्नाव संस्थान
Objectives:

- To provide awareness and understanding towards knowledge and curriculum.
- To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
- To realize the importance of curriculum materialization.
- To examine the different sources of knowledge and their kinds.
- To familiarize students with the process of construction of knowledge.
- To form pupil-teacher's input to vibrant knowledge-based society.

Unit I - Concept And Facts Of Knowledge

- Meaning and Nature of knowledge
- Distinctions between: Knowledge and skill, Teaching and Training, Knowledge and information, Reason and belief.
- Different facts of knowledge and relationship such as - Local and universal, concrete and Abstract, Theoretical and Practical, School and out of school.

Unit II - Child’s Construction Of Knowledge

- Sources of knowledge: Empirical knowledge Vs Revealed knowledge.
- Different kinds of knowledge:
  a) Disciplinary knowledge: Concepts and Alternative concepts
  b) Course content knowledge: Criteria of Selection and concerns
  c) Indigenous knowledge Vs Global knowledge
  d) Scientific knowledge Vs Religious knowledge

Unit III: Concept Of Curriculum

- Difference between curriculum and syllabus
- Factors influencing curriculum
- Various types of curriculum - subject centered, Experience centered, Activity Center.
Unit IV: Curriculum Planning and Transaction

- Construction of Curriculum
- Models of curriculum development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson
- Curriculum Transaction: Role of a teacher in knowledge construction through Dialogue, challenge and feedback as a critical pedagogy.

Unit V: School: The Site of Curriculum Engagement

- Role of School Philosophy, Administration (as organization) in creating a context for enhancing the curriculum effectively.
- Infrastructural support in teaching and learning: Classroom seating Arrangement, Library, Laboratory, Playground, Canteen etc.
- School Culture and Organizational ethos as the context for Teachers' Work.
- Teacher's role and Support is "Developing Curriculum, Transactiong Curriculum and Researching Curriculum": realities and expectations.

Test and Assignment:

1. Class Test 10 Marks
2. Project (Any one of the following) 10 Marks
   - Seminars discussions, movie appraisals, group work, field works,
   - Projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.
   - Prepare a children's literature handbook.

References:

R. Lai Book Depot.


Knowledgecommission.gov.in

10. www.pone.omic.in

Objectives:

After completing the course the students will be able:

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.
3. To study the relationship between teaching and learning and the factors which influence learning.
4. To make use of modern information and communication technology to improve teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio-cultural factors influencing cognition and learning.
7. To study and understand learning in constructivist perspective.
8. To get acquainted with professional ethics of teaching profession.
9. To study the new trends and innovations involved in teaching learning process with professional ethics.

Unit I – Learning and Teaching Process


Source of Effective Teaching Learning

Effective teaching: Meaning component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander’s interaction analysis system)

- Instructional objectives in terms of bloom's taxonomy.
- Programming Learning: Concept, principles and types of programme learning.
- Concept of micro teaching, various teaching skills.

Unit III – Educational Technology
- Educational Technology: Meaning, Importance and Approaches.
- Model of teaching: Meaning, Assumptions and Fundamental elements of a model of a teaching suchman’s inquiry training model.
- Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication.

Unit IV – New Trends in teaching learning due to technological innovation
- Analysis and organisation learning in classroom issues and concerns.
- Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative Learning, Group discussion, Brainstorming- issues and concerns with respect to organise teaching and learning process in a classroom such as study habits, self learning, learning skills.

Unit V Teaching as profession:
- Ethics of teaching, professional growth of a teacher
- Hardships and strength of a teacher to face the challenges in present era.
- Importance of reorientation and training programmes for pre-service and In-service teachers.

Test and Assignment:
1. Class Test 10 MARKS
2. Any One 10 MARKS

- Preparation and practical implications of at least two technical learning resources (transparencies, Power Point Slides, Animated Videos)
- Identify the learning need of the teacher in diverse classroom with regard to their abilities, learning styles, socio-cultural difference, learning difficulties and their implication for classroom teaching.
- Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college and other agencies.
• Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

REFERENCES:
5. Loden Margaret (1996), "Emotional and Behavioral Disorders"; Allyn and Bacon, Boston.
9. Henson Kenneth (1999), "Educational Psychology For Effective Teaching"; Wadsworth Publishing Co. Belmont, California

OBJECTIVES:

The course will enable the student teachers –

- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

UNIT I Concept of Peace

- Negative peace and Positive peace,
- Negative Peace - Peace as absence of war and abolition of war, as minimization and elimination of violence, as removal of structural violence. Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.
- Positive peace: Positive Interpersonal relations, Peaceful resolution of Conflict.
  Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit -2: Introduction of Peace Education

- Meaning, Concept, need, aims and objectives of Peace Education.
- As a universal value
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

**Unit 3 - Basis of Peace Education**
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management, Conservation of Environment
- Challenges to Peace: Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education: Meditation, Yoga, Dramatization, Debate and etc.

**Unit 4. Effective Teaching of Peace**
- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence
- Model of integrated Learning - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis, Situation analysis,

**Unit 5 - Transacting Peace Education & Role of Social Agencies:**
- Integration of Peace Education through curricular and co-curricular activities
- Programmes for Promoting Peace Education – UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Great personalities in promoting Peace: Gautam Buddha, M.K. Gandhi, Nelson Mandela, Mother Teresa

**Tasks and Assignments**
1. Class Test 10 marks
2. Any one 10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

REFERENCES:
1. केशवदास
   रामचन्द्रिका — राम वनस्पति — उन पुराण अरुः
   सूर्यदय वर्णन — 1. अरुण माता अति प्रारंभिक
   — दिन भागिनी की माल का
   — परमाणु मुद्रा देवताएँ
   — तीर्थात्म तीर्थाकर हुई
   पंचवटी वर्णन — 1. प्रति फूल पूरे
   — रति मधु जाने
   2. संग जाता फटी
   — धूर जाति पंचवटी
   3. सांतात दंडक की रूढि
   — जनु मूर्ति लसे
   हनुमान लंका गान — 1. हरि केसी धान
   — हनुमान धल्यां लंक को।

2. बिहारी
   (20 दोहे)

3. भेव
4. सूक्ष्ण
- साहित्य चहुँदा माननी भंग्यामंग धारि सरज़ा लियाजी रंग जीतते हो ये है।
- चाहे फहराने भहराने घटा गणन के नाहीं ठहराने सावराने देसदेस के।
- बेड राखे बिदित पुनरं परसिद्ध राखे राम-नाम राखी उत्तर सुधर में।
- उतरे पत्ते से न दियो हैं धरा ये पप तेज संगम निसिदन चली जाती हैं।
- ढांढे घीर मंदे के अंदर रहनारी ढांढे घीर मंदे के अंदर रहतें हैं।
- अते गुलाब चोवा घड़न सुरंग सब सहज शरीर की सुबास विकसीती है।
- सोई की अयार किसिम जिनको अहार चार अंक-लक मुख चंदे समानो।
- आपस की फुट ही ते सारे हिंदू युद्ध दूते दूत युद्ध कुल प्रवा अनीति अति करते।
- गुज-भुजगन्द की बैल्सिनी भुजगन्दी सी खेद खेद खाती दीह दालन दलन के।
- अति सोई भरी सुखना नु खरी मुर ुकर आयसे अति।

5. धनान्द -
1. छवि की चदनन् मोदानित बजन-चंदन
2. भोरे ते सांझ लौ कानन खाल खिलाई लवरी नैक न हतकित
3. तोरे न सौंफो, जागे न जागे, अति मिले लागे सु अंखि लागी
4. नित द्वीप खरी, उर मुख बारी, छवि भरी-भरी मुरी चाहिन की
5. अस्तर उदेज-शाह, आकाश प्रजात-आकुकू
6. नैनेन में लागे जाद, जागे सु करो भीष
7. दिनाने के फेरे सारे, भय है हेर-फेर ऐंसी
8. कौन की रचन ज्यै आप त्यो काहूं पैये
9. जंग सीतित ताति निगराज सो निपट नेहूँ
10. शीत सुभान अनीति करी जिन, है न हृदरूप माहि अभि चि।

6. आलम
1. लिखिर चार बीमा चदन हरावि तुम्हि
2. आँखें भली जु ऐसे अंधुवन घरे, नातो,
3. चाहती सिक्ख तिनैं सिंगी को समाई कहा,
4. याहे ते न पलक लगत बिनु लोंगरे हे,
5. सीता रिपू भी गई छाँटी चारी ताती ताहि
6. लता प्रफुल्ल दोल बोल नकसी अंधा लीयांक
7. पालन खलत नस लौन छलन बलत,
8. बेदार भढ़ भूखं घरी बना गी शरी खेद,
9. नीके काँड गोड धारि पैदो नी के बेले ज्यान,
10. गंगासु रुद्रसी दिये संगु साखो गत दिये,
7. पद्मकर

1. कुलन में, कम्लिन, कछारन में, कुचार में, 
2. और भी लिंग कुलन में गुमज्जा भारी गार, 
3. चंचल चन्द्र थसे, शान्त थे, या—या—, 
4. आयी हो खेद पाई कुछ कुछ मानुपुरी ते सही संग तीने। 
5. सीजब्रज नंद दे चढ़ी यो मुखचंद जा को, 
6. ऐसी ह न देखी सुनी सजनी घनी बाढ़त जाता बियोग की बाधा। 
7. तीर पर तरनी—तनुजा के तमाल—तरे, 
8. फहरे निकान दिसानी जाहिर, धवल दल बक पांत से 
9. सिर कटहै, सिर कटहै धर कटहै, धर कटहै सुहाय कटि जात हैं 
10. किल किलकत चंद्री, तहि निज छंदी, बमड़ि, उमड़ी, हरसति है 

8. सेनापति

1. राखि न दोघे घोघे खंगल के लघुन को, 
2. बानी सू दहि सुषमन गौहर रहे जहँ 
3. करत कोले खुदि सुरध, अमोल, तोल, 
4. कातिली की धार विघार है अधर, पल। 
5. सीहि संग आहिर, री भूति दु जे उर रोलाईकह 
6. माली की माल तेरे तन को परसे घर 
7. मानू प्राचें इंदौ अंद ताल खान, केजी 
8. वरस वरस ततौ फूले उपवन 

अंक विभाजन

कुल चार व्याख्याएं (एक कवि से केवल एक व्याख्या) (आत्मरीक विकल्प देय) 4 X 10 = 40 अंक
कुल चार निबन्धालक प्रश्न — एक कवि से संबंधित एक ही प्रश्न (आत्मरीक विकल्प देय) 4 X 15 = 60 अंक
पुर्णक 100
खण्ड - ‘अ’

नाटक
- कोणाकुल गुप्त वर्मा चंद्र भादूर

खण्ड - ‘ब’

एकांकी
1. रामकुमार वर्मा
2. भूपनेश्वर
3. उष्णक नाथ अशक
4. विष्णु प्रभाकर
5. लक्ष्मी नारायण लाल
6. धर्मवीर भारती
7. सुप्रेम वर्मा

खण्ड - ‘स’

नाटक एवं एकांकी का उदभव एवं विकास

अंक विभाजन

कुल चार व्यक्त्यें - दो नाटक से, दो एकांकी से (अन्तरिक विकल्प देन) $9 \times 4 = 36$
कुल चार निबन्धात्मक प्रश्न

खण्ड ‘अ’ व ‘ब’ में से ‘नाटक पर दो प्रश्न, एकांकी पर दो प्रश्न’ (अन्तरिक विकल्प देन)

खण्ड ‘स’ में से एक टिपणी (अन्तरिक विकल्प देन)

8 अंक

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Dr. Registrars
University of JAIPEET
नामस्य निदेश -

1. प्रत्येक परीक्षा में दो-दो प्रश्नपत्र होंगे।
2. प्रत्येक प्रश्नपत्र में चूंतल मात्रा उत्तरांक 36 तथा पूर्णक 100 होंगे और समय 3 घण्टे का होगा।
3. परीक्षा का माध्यम हिंदी/अंग्रेजी होगा, परन्तु प्रश्नपत्र केवल हिंदी में बनाया जायेगा। परीक्षार्थी को घटा होगी कि वह हिंदी,संस्कृत अथवा अंग्रेजी में किसी एक भाषा में उत्तर दे सके। यदि परीक्षार्थी ने किसी प्रश्न विषय के लिए भाषा का निर्देश नहीं दिया है तो उस प्रश्न का उत्तर उसी भाषा में देना अनिवार्य होगा।
4. संस्कृत केवल देवनागरी लिपि में ही लिखा जाना अनिवार्य है।
5. निकायत स्तंभ में से अनुवाद, व्याख्या, सरलता एवं समालोचनात्मक प्रश्न पूछे जायेंगे।
6. प्रत्येक प्रश्नपत्र में 10 प्रश्न अंक संस्कृत भाषा में उत्तर के लिए निर्दिष्ट है।
7. प्रत्येक प्रश्नपत्र में दो भाग होंगे, जिनमें प्रश्न 'अ' भाग प्रश्नपत्र का होगा। 'ब' भाग में निकायत स्तंभ प्रश्न होंगे। ब' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णक 30 होगा।

परीक्षा योजना—

प्रथम प्रश्नपत्र

बैदिक साहित्य, गृह साहित्य एवं व्याकरण

समय : 3 घण्टे

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

प्रश्नावली

1. बैदिक साहित्य

(क) आचार्य के निम्नलिखित सूक्तों का अध्ययन—

20 अंक

अ. उपिनीसुक्त (१/१) वर्णसूक्त (१/२५) इन्द्रसूक्त (२/२५) कृष्णनिलोक (४/५७)

विष्णुवेर्यसूक्त (८/५९) जपातिसूक्त (२०/१२१) संहानसूक्त (१०/१९१)

Dy. Registrar (Acad.)
University of Rajasthan
Jaipur

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इन सूत्रों के मंजूर का अनुवाद, व्याकरणक किया गया वर्तन्तः देवताओं का वर्तन्तः
स्वरूप से समवेत सविक्षित प्रश्न निर्धारित हैं।
(ख) कठोपनीयत- प्रथम अध्याय- प्रथम वर्तन्तः
3. गद्य साहित्य- 
   शुक्लानादिपदेश (कादमची- बाणामाल से)
   25 अंक
3. वैदिक साहित्य का इतिहास
   (वेद तथा प्रमुख शास्त्रीय प्रमाणों का सामान्य परिचय)
   15 अंक
4. व्याकरण- 
   लघूसिद्धान्तकौमुदी- नामिक (अज्ञता एवं हलता)
   (क) अज्ञता प्रकरण -
   निम्नलिखित शब्दों की सूचितिद्वारा एवं इनमें प्रयुक्त होने वाले
   सूत्रों का अर्थांत- राम, सर्व, श्लो, गुण, रुप, नौदी, दान, बारि
   (ख) हलता प्रकरण -
   निम्नलिखित शब्दों की सूचितिद्वारा एवं इनमें प्रयुक्त होने वाले
   सूत्रों का अर्थांत- विश्वाव, राजन, भगवत, विजय, वृत्त, अन्तर्नक और चिहू, इदन।

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<td>कविपरिचय</td>
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<td>शुक्लानादिपदेश</td>
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<td>वैदिक साहित्य का इतिहास</td>
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<td>5.</td>
<td>लघूसिद्धांतकौमुदी के हलता</td>
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<tr>
<td></td>
<td>अज्ञता</td>
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</tbody>
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प्रश्न-पत्र का निर्माण निम्नानुसार होगा -
1. इसी प्रश्न अविचार हैं।
2. प्रश्नक्रम में लघूसिद्धांतकौमुदी व व्याकरणक प्रश्न पूछे जाएंगे।
लघूसिद्धांतकौमुदी प्रश्न के 2 अंक निर्धारित हैं।

निबंधालक के अनुसार

1. गद्य साहित्य
   कविपरिचय
   भाषा अं 2-2 अंक के दो लघूसिद्धांतकौमुदी प्रश्न पूछे जाएंगे।
   भाषा व
४ मन्त्र पूछकर उनम से किसी २ को साप्रसंग व्याख्या पूछी जायेगी।

deवताओं के स्वतंत्र सम्बन्धी प्रश्न में से किसी एक का उत्तर अपेक्षित है।

भाग A में २-२ अंक के दो लघूस्तरात्मक प्रश्न पूछे जायेंगे।
भाग B

२ मन्त्र पूछकर किसी एक की व्याख्या अपेक्षित है।

२. शुकनासोपदेश
भाग A में २-२ अंक के तीन लघूस्तरात्मक प्रश्न पूछे जायेंगे।
भाग B

४ गद्यांश पूछकर उनमें से किसी २ की साप्रसंग व्याख्या पूछी जायेगी।
दो विवेचनात्मक प्रश्न पूछकर किसी एक प्रश्न का उत्तर देय होगा।

३. वैदिक साहित्य का इतिहास
भाग A में २-२ अंक के दो लघूस्तरात्मक प्रश्न पूछे जायेंगे।
भाग B

२ विवेचनात्मक मन्त्र पूछकर १ प्रश्न का उत्तर देय होगा।

४. लघूस्तरात्मक कौमुदी

(क) अजनत
भाग A में २-२ अंक के तीन लघूस्तरात्मक प्रश्न पूछे जायेंगे।
भाग B

४ सूत्र पूछकर २ की व्याख्या अपेक्षित है।
४ सम्बन्धों की सिद्धि पूछकर २ की सिद्धि अपेक्षित है।

(क) हस्ताक्षर
भाग A में २-२ अंक के तीन लघूस्तरात्मक प्रश्न पूछे जायेंगे।
भाग B

४ सूत्र पूछकर २ की व्याख्या अपेक्षित है।
४ सम्बन्धों की सिद्धि पूछकर २ की सिद्धि अपेक्षित है।
सहायक पुस्तककर्ता
1. वैदिक सूत्र मुक्तावली— डॉ. सुभाष कुमार पुरी, हसा प्रकाशन, जयपुर।
2. अय्यकृतचाल नारायण— डॉ. सुभाष वेदांलकार, अलंकार प्रकाशन, जयपुर।
3. अय्यकृतचाल नारायण— एक. मैथसुरुल— चौंखाम्य प्रतिष्ठान दिल्ली।
4. अय्यकृतचाल नारायण— डॉ. शरद चंदनदीरी— चौंखाम्य प्रतिष्ठान दिल्ली।
5. अय्यकृतचाल नारायण— श्री के. शर्मा— चौंखाम्य प्रतिष्ठान दिल्ली।
6. कॉलोनियल— वैज्ञानिक पाण्डेय— मोहनलाल बनारसीदास, दिल्ली।
7. कॉलोनियल— डॉ. राजेन्द्रप्रसाद शर्मा— जगदीश संस्कृत पुस्तकालय, जयपुर।
8. कॉलोनियल— रघुनाथ प्रकाशन, जयपुर।
9. कॉलोनियल (प्रथम वर्ष)— डॉ. सुभाष वेदांलकार, अलंकार प्रकाशन, जयपुर।

गुरु— साहित्य :
1. शुकलासोपदेश— डॉ. सुभाष वेदांलकार, अलंकार बुक कम्पनी, जयपुर।
2. शुकलासोपदेश— महालखनी प्रकाशन, अलगुरा।
3. शुकलासोपदेश— डॉ. श्रीस्वरूप आचार्य, आदर्श प्रकाशन, जयपुर।
4. कादम्बी— चौंखाम्य संस्कृत प्रतिष्ठान, दिल्ली।

संस्कृत साहित्य का इतिहास :
1. संस्कृत साहित्य की उद्गार— हनुमानहरि पाण्डेय, मोहनलाल बनारसीदास, दिल्ली।
2. संस्कृत साहित्य का नवीन इतिहास— डॉ. पुकारदाता शर्मा।
3. संस्कृत साहित्य का समालोचनात्मक इतिहास— डॉ. शमीजी उपाध्याय, रामनारायण बनेश्वराचार, इलाहाबाद।
4. संस्कृत साहित्य का इतिहास— श्री संपादनारायण शास्त्री, आयुर्वेद विद्यापीठ, दिल्ली।
5. संस्कृत साहित्य का इतिहास— डॉ. बलदेव उपाध्याय, चौंखाम्य प्रकाशन, दारामगान।
6. संस्कृत साहित्य का इतिहास— मंगलदेव शास्त्री, मोहनलाल बनारसीदास, दिल्ली।
7. संस्कृत साहित्य का इतिहास— रामरक्षक शर्मा ओ. भी, चौंखाम्य प्रतिष्ठान दिल्ली।
8. संस्कृत साहित्य का इतिहास— डॉ. रामरक्षक रियासी चौंखाम्य प्रतिष्ठान दिल्ली।
9. वैदिक साहित्य एवं संस्कृत में यकीन ओम प्रकाशन पाण्डेय, विश्व प्रकाशन।

लघुसिद्धान्त कौमुदी:
1. लघुसिद्धान्त कौमुदी— डॉ. अर्जुनाध चौधरी, जगदीश संस्कृत पुस्तकालय, जयपुर।
2. लघुसिद्धान्त कौमुदी— महेशसिंह युवताबाद— प्रथम व दूसरी भाग, चौंखाम्य संस्कृत प्रतिष्ठान दिल्ली।
3. लघुसिद्धान्त कौमुदी— श्री श्रीलाल मोहनलाल पाण्डेय, दिल्ली।
4. लघुसिद्धान्त कौमुदी— विश्वनाथ शास्त्री, मोहनलाल बनारसीदास, दिल्ली।

Dy. Registrar
University of Rajasthan
JAIPUR
नाटक, छन्द, अलंकार एवं संस्कृत साहित्य का इतिहास

अंक-100
प्रथम प्रश्न में निर्धारित प्रश्न में से लघुपत्रालक्ष निबन्धालक्ष, अनुवाद, व्याख्या व समालोचनालक्ष प्रश्न पूछे जायेंगे।

पाठ्यक्रम
1. अभिज्ञानशाकुन्तलम- कालिदास 45 अंक
2. छन्द- अभिज्ञानशाकुन्तलम के आधार पर निम्नलिखित छन्दों के लक्षण एवं उदाहरण-अनुवाद, उपवाच, उपवाच प्रकरण, वस्तुकिल्का, शिखरिणी, मालिनी, शारीरिकविकोटिका, इत्रव्रजा, उपेन्द्रव्रजा, रथोधरा, हरिणी, सांभरा, मन्दाकिनी।
10 अंक
अलंकार- काव्यशिक्षिका(अद्व्यु शिखा) के आधार पर निम्नलिखित अलंकारों के लक्षण एवं उदाहरण-अनुवाद, धूपक, धूलिक, उपवाच, उपवाच, अतिशयोविक, अस्तुतिप्रकाश, विशालता, विशेषिक, असत्तप, समाहार, शृंगार, तीर्थोपिका, संदेह, भक्तिमान।
10 अंक
3. संस्कृत साहित्य का इतिहास 25 अंक
(क) वीरकाव्य : समायान तथा गहमासत
(ख) महाकाव्य -कालिदास, अनुक्षेप, नाग।
(ग) गीति काव्य- कालिदास, भरुहरि, पण्डिताराज जगनाथ।
(घ) गद्य काव्य- दण्डी, तुलसी, गणेशभक्त, अन्तिकाल व्यास।
(ङ) नाताल साहित्य- भास, कालिदास, नृद्व, विशाखदत।
(ह) आधुनिक संस्कृत साहित्य (राजस्थान प्रारंभ के विशेष संदर्भ में) पं. गणेशराज राम, पं. मथुरानूत ओझा, भट मथुरानाथ शास्त्री, पदमशास्त्री, श्री सुर्य नारायण शास्त्री।
4. अनुवाद (हिन्दी से संस्कृत) 10 अंक

अंक- विविधान

<table>
<thead>
<tr>
<th>क्र.स.</th>
<th>नाम पुस्तक</th>
<th>लघुपत्रालक्ष प्रश्न</th>
<th>अंक</th>
<th>निबन्धालक्ष प्रश्न संख्या</th>
<th>अंक</th>
<th>अंको का योग</th>
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<td>अभिज्ञानशाकुन्तलम</td>
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<td>03</td>
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<td>10+35=45</td>
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<td>छन्द (अभिज्ञानशाकुन्तलम के आधार पर)</td>
<td>लघुपत्रालक्ष 01</td>
<td>02</td>
<td>01</td>
<td>08</td>
<td>2+08=10</td>
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<tr>
<td>3.</td>
<td>अलंकार (काव्यशिक्षिका अद्व्यु शिखा के आधार पर)</td>
<td>लघुपत्रालक्ष 01</td>
<td>02</td>
<td>01</td>
<td>08</td>
<td>2+08=10</td>
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प्रश्न-पत्र का निर्माण निम्नानुसार होगा —
भाग ‘अ’
प्रश्न-पत्र का निर्माण निम्नानुसार होगा — 30 अंक

1. सभी प्रश्न अनिवार्य हैं।
2. प्रत्येक पुस्तक से लघूत्तरालम्ब ब निबन्धातिक, व्याख्यातिक प्रश्न पूछे जाएंगे।

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<th>प्रश्न नंबर</th>
<th>अंक</th>
<th>श्रेणी 1</th>
<th>श्रेणी 2</th>
<th>श्रेणी 3</th>
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<tr>
<td>1. अभिव्यक्ति प्रश्न</td>
<td>30</td>
<td>10</td>
<td>14</td>
<td>07</td>
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<td>बाग अ में 2—2 अंक के पॉर्च तथा सार्वजनिक प्रश्न पूछे जाएंगे। 1 की सार्वजनिक व्याख्या पूरी की जाएगी।</td>
<td>10 अंक</td>
<td>41</td>
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<td>5 से 7 अंकों में से 4 लोक पूछकर उनसे किसी 2 की समस्त सार्वजनिक व्याख्या की पूरी जाएगी।</td>
<td>14 अंक</td>
<td>42</td>
<td></td>
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<tr>
<td>8 से 10 अंकों में से 2 अंक की सार्वजनिक व्याख्या पूरी की जाएगी।</td>
<td>07 अंक</td>
<td>43</td>
<td></td>
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</tbody>
</table>

2. छन्द
भाग अ में 2 अंक के एक लघूत्तरालक प्रश्न पूछे जाएगा। 02 अंक

3. अनलक्ष
भाग अ में 2 अंक के एक लघूत्तरालक प्रश्न पूछे जाएगा। 02 अंक

4. छन्द पूछकर 2 के लक्षण एवं उदाहरण अपेक्षित है। 08 अंक

5. अनलक्ष
भाग अ में 2 अंक के एक लघूत्तरालक प्रश्न पूछे जाएगा। 02 अंक

6. छन्द पूछकर उनसे से 2 के लक्षण एवं उदाहरण अपेक्षित है। 08 अंक

7. ग्रंथाल्य और प्रश्न का इतिहास
भाग अ में 2—2 अंक के आद लघूत्तरालक प्रश्न पूछे जाएंगे। 16 अंक
भाग ब

5. अनुवाद (हिन्दी से संस्कृत)
10 वाक्यों में किसी 5 वाक्यों का संस्कृत में अनुवाद।

सहायक पुस्तकें

अभिज्ञानशाकुंतलम्
1. अभिज्ञानशाकुंतलम् डॉ. गंगासागर साय, चौकम्बा संस्कृत प्रतिष्ठान, दिल्ली
2. अभिज्ञानशाकुंतलम् जगदीशप्रसाद शर्मा— रचना प्रकाशन, जयपुर
3. अभिज्ञानशाकुंतलम् सुवोधनचंद्र पांदे— मोतीलाल बनारसी, दिल्ली
4. अभिज्ञानशाकुंतलम् जगदीशलाल शर्मा— मोतीलाल बनारसी दिल्ली
5. कायदापिका— परमेश्वरानन्द गुप्त, मोतीलाल बनारसी, दिल्ली

संस्कृत साहित्य का इतिहास—
1. संस्कृत साहित्य की रूपरेखा— चंद्रशेखर पाण्डेय एवं नानकेश्वर धामदास, चौकम्बा प्रकाशन,
2. संस्कृत साहित्य का नवीन इतिहास— डॉ. पुष्करदेव हसन, अमेरिका बुक कं., जयपुर
3. संस्कृत साहित्य का आलोचनात्मक इतिहास— डॉ. रामजी उपाध्याय, रामकान्तराम बेलमाणव, इलाहाबाद
4. संस्कृत साहित्य का इतिहास—मे. सत्यनारायण शास्त्री, आर्य बुक हिंदो, दिल्ली
5. संस्कृत साहित्य की प्रवृत्तियों— डॉ. जयकिशनप्रसाद खण्डेलवाल, दिनोद पुस्तक मंडल, आगरा
6. संस्कृत साहित्य का इतिहास— ए.ए. कीथ, अनु. मंगलदेव शास्त्री — दिल्ली
7. संस्कृत साहित्य का इतिहास— प्रो. राजवर सहाय हीरा चौकम्बा संस्कृत प्रतिष्ठान, दिल्ली
8. संस्कृत साहित्य का प्राचीन एवं अर्ब्बाह्य इतिहास— डॉ. रमासिंह चौहान, रिदू

प्रमोटर (प्रम.)
University of Rajasthan
JAIPUR

(41)
The Syllabus aims at achieving the following objectives:

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

**Paper I: Poetry and Drama**

Maximum Marks: 100
Min. Pass Marks: 36

Duration: 3 hrs

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

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

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

**SECTION A**

The following poems from *Strings of Gold Part II* ed. Jasbir Jaim (Macmillan)

William Blake: *London*

William Wordsworth: *The World is Too Much with Us*  
The Solitary Reaper
SECTION B

The following poems from *Ten Twentieth Century Poets* ed. R. Parthasarathy (O.U.P.):

Nissim Ezekiel:
- a. Enterprise
- b. Night of The Scorpion

Kamala Das:
- a. My Grandmother's House
- b. A Hot Noon in Malabar

Arun Kolatkar:
- a. An Old Woman
- b. The Bus
- c. Chaitanya

A.K. Ramanujan:
- a. Of Mothers, Among Other Things
- b. Obituary
- c. A River

SECTION C

Ibsen:  
- A Doll's House

Tagore:  
- Chaldai Badha

Paper II: Pronoun and Tense

Maximum Marks: 100
Min. Pass Marks: 36

Duration: 3 hrs

Question No. 1: References to Context from unit A only.
Candidate will be required to explain four (4) passages of Reference to Context of Eight (8) of five marks each, with a total of 20 Marks.
Question No. 7 will also be compulsory. The student will be required to attempt 2 questions out of 10, to be answered in about 3 lines each. Each question will carry 4 marks, i.e., a total of 20 marks.

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

SECTION A

The following essays from *An Anthology of English Essays* edited by R.P. Singh (O.U.P.)

S. Radhakrishnan: The Gandhian Outlook
R.K. Narayan: A Bookish Topic
J.B. Priestley: Making Writing Simple
Virginia Woolf: How Should We Read a Book?

The following short stories from *The Pointed Vision* edited by Usha Banerjea and Krishnan Gopal, (O.U.P.)

Leo Tolstoy: Three Questions
Pearl S. Buck: The Refugees
R.K. Narayan: Under the Banyan Tree
D.R. Sharma: That Pagli
Alice Walker: Am I Blue?

SECTION B

Rama Mehta: Inside the Haveli
Ernest Hemingway: *Old Man and The Sea*

SECTION C

Note Making, Summarising, Writing a Dialogue

Recommended Reading:
Vandana R. Singh: *The Written Word* (O.U.P.)
Max. Marks 100

Books Prescribed:

   The following arc prescribed from the text book
   A) Ghazalayat: Dard, Momin, Nasikh
   B) Qasida: Wali Wali Kya Motadil Hai Baghe Alan Ki Hawa Ki Zauq
   C) Marasiya: Namaake Khawame Takallum Hai Pasahat Meri of Meer Anis

   Division of Marks:
   Unit I: Ten short answer type questions
   Unit II: Explanation of Two Out of Three Ghazal/Qasida/Marasiya Passages
   Unit III: Critical Appreciation of Poet: Dard, Momin and Nasikh with Internal Choice
   Unit IV: General Questions on Zauq & Anis
   Unit V: General question on Ghazal, Qasida and Marasiya

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

Max. Marks 100

Books Prescribed:
1. Intikhabe Nasr-Part-II Edited By Dr. Shabihul Hasan & Others (1990 Edition)
   The following lessons are Omitted From the Text Book.
   A) Adab Ki Gharaz-o-Ghayat
   B) Natak

2. Afsana: I. Kafan: Premchand

   Division of Marks:
   Unit I: Ten short answer type questions
   Unit II: Explanation of Two Out of Three Prose Passages
   Unit III: Critical Appreciation of A Prose Writer with Internal Choice
   Unit IV: Summary of A Prose Lesson with Internal Choice
   Unit V: General Questions on Novel & Afsana

   Note: Attempt at least one question from each unit. All the short answer type questions of unit I are compulsory.
The scheme of examination will be as follows:

Scheme:

Maximum Marks 200

<table>
<thead>
<tr>
<th>Paper</th>
<th>Duration</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>3 hrs.</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>3 hrs.</td>
<td>100</td>
</tr>
</tbody>
</table>

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

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

The second compulsory question will be of 20 marks. It will comprise of 10 short answer type questions of 04 marks each, the candidate will be required to answer any 06 questions. The answer to each question should not exceed 50 words.

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

रचना योजना:

अधिकारम अक 200

प्रथम प्रश्नपत्र

डॉक्टोर प्रश्नपत्र

नोट: इतिहास विषय के कुल दो प्रश्नपत्र होंगे, प्रत्येक प्रश्नपत्र तीन घंटे की अवधि का एक 100 अंकों का होगा।

प्रश्नपत्र के दो भाग होंगे। प्रथम भाग 40 अंकों का होगा एवं इस भाग में दो अधिवश्यकार उत्तर होंगे।

20 अंकों के प्रथम अधिवश्यक प्रश्न में, दो–दो अंक के 10 अधिवश्यक अतिलघुतरलक प्रश्न होंगे। प्रश्नपत्र उत्तर की गद्दी सीमा 20 उत्तर।

20 अंकों के इतिहास अधिवश्यक प्रश्न में, चार–चार अंक के 10 अतिलघुतरलक प्रश्न होंगे। प्रश्नपत्र प्रश्नपत्र की गद्दी सीमा 60 प्रश्न।

प्रश्नपत्र के दूसरे भाग में, पद्धतिक तीन खंडों में होंगे, प्रत्येक खंड में दो–दो प्रश्नों का समावेश हुए। प्रश्न 06 विचारालक प्रश्न होंगे। प्रश्नपत्र प्रश्न 20 अंकों का होगा। प्रत्येक उत्तर की गद्दी सीमा 10 अंक। प्रश्नपत्र के एक प्रश्न का यथार्थ केस हुए 03 अंक होता है या 03 अंक को प्रश्नपत्र के यथार्थ केस की होगा।
PAPER I: HISTORY OF MEDIEVAL INDIA (c. 1200-1761 A.D)

Section - A


Section - B


Section - C

प्रथम प्रस्ताव: साध्यकालीन गार्ह की इतिहास (1200-1761 ई.सी.)

मुगल काल के खिलाफ का संबंध। मुगल साम्राज्य की स्थापना। मुगल साम्राज्य का विकास एवं सुधारकारण। मुगल साम्राज्य का विषय और समस्या। मुगल साम्राज्य का महत्त्व।

Books Recommended (अनुरुपतित पुस्तकें):

Hermann Kulke (ed.) : The State in India, 1000-1700 A.D., Delhi, 1997
A. Mahdi Husain : The Tughlaq Dynasty.
Satish Chandra : The Rise and Fall of Muhammad Bin Tughlaq
Satish Chandra : Medieval India - From Sultanate to the Mughals, Part I, Delhi Sultanate (1206-1526), Part II, Mughal Empire (1526-1748), Delhi, 1997 (also in Hindi).
K. M. Ashraf : Life and Conditions of the People of Hindustan (1200-1550 A.D.), Delhi, 1970.
R. P. Tripathi : Rise and Fall of the Mughal Empire (also in Hindi), Allahabad, 1963.

Some Aspects of Muslim Administration, Allahabad, 1964.
Section A


Section B


Section C


हिन्दी प्रस्तुति: भारत के सांस्कृतिक इतिहास की मुख्य धाराएँ.

संस्कृति का अर्थ। भारतीय संस्कृति का प्रसार तथा एवं विकास। धर्म एवं संस्कृति, बैद्याक धर्म, योद्ध धर्म एवं जैन धर्म, बौद्ध धर्म एवं शैव धर्म। ग्रंथित आदोलन। भारत के इस्लाम एवं सूफी मस्त। 18वीं एवं 19वीं संस्कृति उपनिवेश की विलन, भारतदर्पण।

राय 23/18

प्रेरित लेखक (आ.सिद्दीकी)
Books Recommended (अनुसारित पुस्तकें):

G. C. Pande  
*Foundations of Indian Culture, Vol. I and II*  
*Meaning and Process of Culture*

R. G. Bhandarkar  
*Vaishnavism, Saivism and other Minor Religious Systems*

Rajbali Pandey  
*Hindu Samskara (The Social and Religious Study of the Hindu Sacraments), (also in Hindi). Varanasi*

A. L. Srivastava  
*Medieval Indian Culture (also in Hindi). Indian Art. Varanasi*

Krishna Dev  
*Temples of North India (also in Hindi), NBT, New Delhi*

K. R. Srivivasan  
*Temples of South India (also in Hindi), NBT. New Delhi*

A. L. Basham  
*The Wonder that was India (also in Hindi)*  
*The Cultural History of India (ed.)*

नॉविन्दरनाथ पांडे  
*भारतीय परम्परा के मूल ध्यान नई दिल्ली, 1993*  
*भारतीय समाज – तात्त्विक और सामाजिक कीमत, नई दिल्ली, 1994*

एन. से. देवराज  
*भारतीय वर्णमाला, लखनऊ, 1963*  
*हिन्दू समाज के कार्यों*  
*नवाज़ सिद्धार्थ*  
*भारतीय धर्म र आधुनिक इतिहास*  
*उद्धव सूरत के गीत में रूपांतरण, नई दिल्ली, 1999*  
*कालेज भारतीय संस्कृति (अनुवाद)*

कृष्णादेव  
*भारतीय संस्कृति (अनुवाद)*  
*उद्भव भारत, उद्धव सूरत के गीत में रूपांतरण, नई दिल्ली, 2002*  
*करतार सिंह के आलय आधुनिकिता*  
*अधिकृत भारत (अनुवाद)*

एल. श्रीकांत  
*भारतीय संस्कृति (अनुवाद)*

न. श्रीमती  
*भारतीय संस्कृति (अनुवाद)*

न. श्रीमती  
*भारतीय संस्कृति (अनुवाद)*

न. श्रीमती  
*भारतीय संस्कृति (अनुवाद)*

न. श्रीमती  
*भारतीय संस्कृति (अनुवाद)*
PART II

POLITICAL SCIENCE

Scheme of Question Papers

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

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

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

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

विद्याधिकारियों से अप्राप्तिक देशों की राजनीतिक प्रणालियों के महत्वपूर्ण पहलू—विद्याधिकारियों,
कार्यालयों, न्यायालयों, राजनीतिक दलों, प्रमुख राजनीतिक प्रतिद्वंद्वियों का विश्लेषणात्मक और
tुलनात्मक वृद्धिकोण से अध्ययन करने की अवसर का जानने।

खण्डः A

संयुक्त राज्य अमेरिका।

खण्डः B

चीन, जापान, फ्रांस, जर्मनी।

खण्डः C

अनुसंधाित दुस्तरों—

इक्बाल नायादय : विश्व के संविधान।

प्रमुख शर्मा : संविधानों की शुरुआत।

बाबूलल फाझिया : विश्व के प्रमुख संविधान।

श्री. तुलसी : विश्व के प्रमुख संविधान।

पुरुषोत्तम जैन : विश्व के प्रमुख संविधान।

30. कृष्ण : नेपाल कान्स्रीटफ्लॉयर्स।

20. एल.कमल : चीन का संविधान एवं राजनीति

B.A PART (II)

Paper-I: Selected Political System

Student will be expected to study the salient aspects—Legislature, Executive, Judiciary, Political Parties of the political systems of the following countries with an analytical and comparative perspective.

Section - A

Britain

Section - B

U.S.A.

Section - C

Peoples Republic of China, Japan and Switzerland.

Suggested readings:

- Ogg & Zink: Modern Foreign Governments.
- Babulel Fadis: Vishwa Ke Pramukha Samvidhan.
- Iqbal Herain: Vishwa ke Samvidhan.
- R C Agarwal: World Constitutions.
भारत में राष्ट्रीय आंदोलन— भारत में राज्यवाद का उदय, भारतीय राष्ट्रीय कांग्रेस एवं मुसलमान लीग की स्थापना, उदरस्वादी और उपमायारी, नागी व राष्ट्रीय आंदोलन, भारत में संवैधानिक विकास— भारत में शासन अधिनियम, 1919 (धिक शासन के विशिष्ट संदर्भ में), भारत शासन अधिनियम, 1935 (श्रीती स्थापना के विशिष्ट संदर्भ में), संविधान मान्यता समा।

खण्ड ख

संविधान का प्रश्नावना, संघीय यथार्थता, मौलिक अधिकार, राज्य नीति के निर्देशक तत्त्व, संघीय कार्यालयक: राष्ट्रपति, प्रधानमंत्री व मंत्रिपरिषद्, संघीय संसद, उच्चतम न्यायालय व न्यायिक पुनरावलंबन, न्यायिक सहकारता, जनहित यथार्थता, संविधान संरक्षण की प्रक्रिया, संघ— राज्य संबंध, संवैधानिक एवं विशिष्ट आयोग—निर्देशन आयोग, संघ लोक सेवा आयोग, राष्ट्रीय मान्यतावादीकर आयोग।

खण्ड ग

राज्यों का शासन: राज्य यथार्थता, राज्य कार्यालयक: राज्यपाल, नुक्सानमंत्री एवं मंत्री परिषद्, कालिपय राज्यों का विशेष दर्जा और उसके प्रभाव, दलित यथार्थता, भारत में पंथनिरपेक्षता की प्रकृति, भारतीय राजनीतिक यथार्थता के अनुसार, निर्वाचित चुनावी निर्देशकों के सम्बन्ध, जातिवाद, सामाजिकिकाता, नवस्तवाद, आंतकबाद, पंथायती राज एवं अंग्रेज निकाय, 73 वें व 74 वें संविधान संरक्षण की महता।

अनुशंसित पुस्तकें—

N. D. Palmer: The Indian Political System, Houghton Miffling, Boston, 1971
Basu, D. D.: Introduction to Constitution of India
Kanishq Subash: Our Parliament
Jaya Neesan, E. B. Dharma, R. Sudarshan (Editors): India's Living Constitution, Permanent Black, New Delhi, 2000
राजनीतिक धाराएँ: भारत में राजनीति, ओपियोल लॉन्गमेस, नई दिल्ली, 1972
मोहिनी शर्मा: भारतीय राज्य यथार्थता
म. ए. फालक: भारतीय राज्य यथार्थता
ए. एम. सहाय: भारतीय राज्य यथार्थता
म. स. दर: भारतीय संविधान
क. दार: महत्व: भारतीय राजनीतिक प्रणाली, आदर्श प्रकाशन, गोलांग शास्त्री, जयपुर
d. रानी: यथार्थता: भारतीय शासन एवं राजनीति, ओपियोल, टोन्सर्स, नई दिल्ली, 2011

(54)
Section - A


Section - B

Preamble of the Constitution, Federal system, Fundamental Rights, Directive Principles of State Policy, Union Executive President, Prime Minister and the Council of Ministers, Union Parliament, Supreme Court and Judicial Review, Judicial Activism, PIL, Method of Amendment in the Constitution, Centre - State Relation, Constitutional/Statutory commission-ECI, UPSC, NHRC.

Section - C


Suggested Reading:

N.D. Palmer: The Indian Political System, Houghton Miffling, Boston, 1971
Basu, D.O.: Introduction to Constitution of India
Kashyap, Subash: Our Parliament
Zoya Hasnain, E. Sridhara, R. Sudarshan (Editors): India's Living Constitution, Permanent Black, New Delhi, 2006

मान दिस्ती: भारत में राजनीति, ओरिएंट लॉगसेंस, नई दिल्ली, 1972
गोविन्द राव: भारतीय राज्य व्यवस्था
श्री. एस. फकिया: भारतीय राज्य व्यवस्था
श्री. एस. साईद: भारतीय राज्य व्यवस्था
श्री. एस. शान्ति भारतीय संविधान
श्री. एस. बच्चन: भारतीय राजनीतिक प्रणाली, आदर्श प्रकाशन, दिल्ली, जयपुर
श्री. एस. चंद्र: भारतीय शासन एवं राजनीति, ओरिएंट, दिल्ली, 2011
Subject - Public Administration

<table>
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<th>Time</th>
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<td>Two Papers</td>
<td>200</td>
<td>72</td>
<td>3 Hrs.</td>
</tr>
<tr>
<td>Paper - I</td>
<td>100</td>
<td></td>
<td>3 Hrs.</td>
</tr>
<tr>
<td>Paper - II</td>
<td>100</td>
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</table>

Note: Each Paper shall consist of two parts.

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

Part-II divided into three sections - each section contains 2 descriptive type question of 20 marks each. The candidates are required to answer three questions selecting one question from each section. Total Marks:


ddabus

Paper-I: Administrative Institutions in India

Section - A


Organization of Government: Legislature - its role and reasons for decline in modern times; Executive: Types and Relationship with Legislature.

Try. Registrar (Acad.)
University of Rajasthan
Jaipur
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:


Books Recommended:

A. Core Books:
1. Waldo : Administrative State.
5. जियाउद्दीन खूँ एवं अंतर सिहे प्रशासनिक सर्वेक्षण.
6. Dr. H.C. Sharma : Prashasak Sansthayen.

B. Books for Reference:

C. Journal:
1. Indian Journal of Public Administration, New Delhi.
प्रथम खण्ड
प्रशस्तिक तथा समाजवादी सम्बन्ध में प्रशस्तिक श्रमण, अहसत्यस्तवादी श्रमण, तथा राजनीतिक राजनीतिक प्रवक्ता की अवधारणाएं, समाज का संगठन अवस्थापिका—इसकी वृद्धि तथा प्रशस्तिक लक्ष्य में इसके हस्त के द्वारा, राजनीतिक राजनीतिक का कार्य तथा भूमिका, अवस्थापिका की सहित के विशेष बांटे बेहोशिक सक्रियता।

दूसरी खण्ड
राजनीतिक तथा प्रशस्तिक, लोकतात्त्विक प्रशस्तिक के लक्षण, नौकरीय अवधारणाएं।
राजनीतिक दल तथा दलों एवं समूह तथा उनकी पारस्परिक अन्तरिक्षा, भारत में वित्त आयोग, नियंत्रण आयोग तथा सर्वसूची विचार की संगठन व प्रशस्तिक कार्य प्रगति। निर्माण आयोग तथा भारत में निर्माण का प्रशस्तिक।

तीसरी खण्ड
मित्रांकित प्रशस्तिक श्रमणों का संगठन तथा कार्य प्रणाली : 1. विश्वविद्यालय अनुशंसा आयोग, 2. सर्वोच्च लोक सेवा आयोग, 3. रेल बोर्ड, 4. भारतीय बैंक, 5. मंत्री समाज कल्याण बोर्ड।
अनुशंसित पुस्तकें : (अ) मुख्य पुस्तकें :
1. कारों : 2. एड्निस्ट्रेटिव स्टेर
2. सिल्वर : गवर्नर इन गवर्नर लॉकामेडल
3. रेनेड : लॉकामेडल
4. फाइन अफ राइटरी ऑफ इन्फोर्मेशन ऑफ इन्फोर्मेशन
Paper-II: State Administration in India

Section - A

Present Status of State Administration in India. General background of State Administration in India. States 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, Importance of the Office, Relationship with Council of Ministers.

Organization of the State Secretariat. Organization and working of the Departments 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, Organisation and Functions of State Training Institutes in Rajasthan, Rajasthan Civil Service, Appellate Tribunal.

District Administration: Organization of District Administration, District Collector, Functions and Position.
Books Recommended:

A. Core Books:
1. S.R. Maheshwari: Indian Administration
2. S.S. Khera: District Administration in India
3. M.V. Pylee: Indian Constitution (Hindi also)
4. A.R.C.: Report on State Administration
6. Dr. H.C. Sharma: Bharat Mein Rajya Prashasan.
7. सी.एन. सिंह एवं अन्य: राजस्थान में राज्य प्रशासन.

B. Reference Books:
1. D.P. Singh: Readings in Indian Administration.
2. S.L. Verma: Revenue Board in Rajasthan.
9. J.D. Shukla: State and District Administration in India.
10. B. Mehta: Dynamics of State Administration.

C. Journals:
1. Indian Journal of Public Administration (New Delhi).

प्राद्यमान:
द्वितीय ध्वनि पत्र: भारत में राज्य प्रशासन
प्रथम खण्ड
भारत में राज्य प्रशासन की तत्त्वात्मक स्थिति, विषय-विशेष द्वारा भारत में
राज्य सचिवालय के संचालन, राज्य सरकार के उप, वित्त तथा कृषि-विभाग का संगठन तथा कार्यवाही, पुम्ब सचिव : राज्य प्रशासन में इसकी भूमिका तथा महत्व।

(द) प्रशिक्षा निदेशालय

राज्य संचालन में भिन्न-भिन्न मण्डल, कम्युनिटी तथा निदेशालय का संगठन एवं कार्यवाही:

(अ) राज्य मण्डल
(ब) राज्य संचालन निदेशालय कम्युनिटी
(स) कृषि निदेशालय

पुष्पकविय किताबें

(अ) प्रथम पुस्तक—
1. एस.एस. साहेब, इंडियन एड्मिनिस्ट्रेशन
2. एस.एस. जेनसन : डिग्री एड्मिनिस्ट्रेशन इन इंडिया
3. एस.एस. वायले : इंडियन स्टेट्स ओफिसियल (हिंदी संस्करण भी)
4. ए.एस.एस. : डिग्री एड्मिनिस्ट्रेशन
5. ए.एस. जेनसन : उच्च स्तर सरकार का संगठन
6. डा. एस.एस. शामी : फाइल्स में राज्य प्रशासन
7. डा. एस.एस. बहादुर एवं अनंत : राज्य संचालन में राज्य प्रशासन
8. राजीव, एस.एस. बहादुर : राज्य प्रशासन
9. उपद्रव कार्यवाही : राज्य प्रशासन

(ब) द्वितीय पुस्तक—
1. डा. एस.एस. बहादुर : इंडियन एड्मिनिस्ट्रेशन
2. एस.एस. एडवर्ड : इंडियन एड्मिनिस्ट्रेशन
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<thead>
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<tr>
<td>Arts</td>
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<td>100</td>
</tr>
<tr>
<td>Science</td>
<td>54</td>
<td>150</td>
</tr>
</tbody>
</table>

Each paper shall be of three hour duration and of 100 marks for Arts students and of 75 marks for Science students.

Paper I: Introductory Macroeconomics

Paper II: (a) Elements of Statistics and Mathematics
(b) History of Economic Thought

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

A candidate will be required to attempt five questions in all. All questions of Part A and Part B are compulsory while rest 3 questions are to be attempted from parts C selecting one question from each section. All questions carry equal marks. Each question will carry 20 marks for Arts students and 15 marks for Science students.

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Paper I: Introductory Macroeconomics

Section A

Section B


Section C


Recommended Books:
5. Sunil B. Gupta: Monetary Economics, S. Chand and Co. Ltd.
Section - A

Surds, Indices, Quadratic Equation, Logarithms, Permutation and combination, Binomial Theorem, Arithmetic Progression, Geometric Progression and Harmonic Progression, Analytical Geometry: Straight Line, Parabola and Hyperbola, Matrices and Determination, Solution of Simultaneous equations by Cramer’s rule and Matrix inverse. Simple differentiation, Partial differentiation (Involving two independent variables). Maxima, minima point of inflexion, simple integration involving one independent variable, Application in Economics (Elasticity, Average, Marginal concepts)

Statistics-definition, nature and importance, Uses and relevance of statistical methods, Census and Sample survey, Methods of data collection and tabulation, Diagrammatic and Graphical representation of data; Measures of Central Tendency: Arithmetic Mean, Mode, Median, Geometric Mean, Harmonic Mean. Concept and Measures of Dispersion and Skewness.

Section - C

Simple Correlation: Karl Pearson’s and Rank Correlation, Regression analysis, Fitting of linear Regression lines using Least Square Method, Analysis of Time Series, Determination of trend by straight line trend equation, Index numbers, Interpolation (Binomial Expansion and Newton’s method), Association of Attributes.

(Note: Use of non-programmable calculator is permitted)
Paper II (b) History of Economic Thought

Section - A

Mercantilism: Views on Trade, Money, Prices, Wages and Employment, Physiocracy

Natural Order: Priority of Agriculture, Net Product and Circulation of Wealth, Theory of

Taxation and role of government. Classical School: Adam Smith: Views on Divisia

Labour, Theory of value, Capital accumulation, Distribution, International trade. Economic


Development and Theory of Rent

Section - B


Accumulation and Crisis. Distribution. German Historical School and the Development of


Surplus, Costs and Economics. Rent and Profit
Books Recommended:
1. Louise Haney, History of Economic Thought, Surjit Publications, New Delhi
2. Eric Roll, History of Economic Thought, Faber and Faber (Rus.)
3. Ulah and Risti, History of Economic Doctrine
SOCIOLOGY

Scheme:

Min. Pass Marks 72
Max. Marks 200

Paper-I
3 hrs. duration
Marks 100

Paper-II
3 hrs. duration
Marks 100

Note: The following scheme is for the academic session.

SOCIOLOGY

Scheme:

Min. Pass Marks 72
Max. Marks 200

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 4 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 1 question selecting one question from each section. This part of the question paper shall be of 60 marks.

Dy. Registrar (Acad.)
University of Rajasthan
Jaipur
Scientific Study of Social Phenomena

The scientific method, Steps in Social Research, Objectivity and subjectivity in social science
Hypothesis; Sources & Types

Types of Research: Basic and Applied; Historical and Empirical
Descriptive, Exploratory, Explanatory, Experimental

Unit II: Research Methods and Techniques

Quantitative and Qualitative methods
Qualitative techniques: Observation, Case Study, Content Analysis
Quantitative techniques: Survey, Questionnaire, Schedule and Interview Guide

Unit III: Classification and presentation of data

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

References

Nation - Mrs. A.F. Sheikh For Valsi, Bombay, Tenth Republic.

d V. 1988. Scientific Social Surveys and Research

Dr. Registrar (Acad.)
University of Rajasthan
JAIPUR

69
Paper II - Rural Sociology

Unit I: Introduction to Rural Sociology
- Scope and subject matter of Rural Sociology. Importance of the study of rural society.
- Concepts: Peasant Society, Agrarian Society, Parochilization, Urbanization, little and great tradition, Rural-Urban Continuum

Unit II: Social Structure of Rural India
- Family, Caste, Kinship, Religion
- Power relation and rural polity
- Caste Panchayats

Unit III: Rural Transformation in India
- Panchayati Raj, 73rd Amendment, Community Development Programme, Green Revolution and its Impact
- Globalization & its impact on agriculture

SUGGESTED READINGS:
- Gai 1959 Rural Sociology India, Popular Prakashan, Bombay.

Sociology 31
- Alfred D' Souza 1978 The Indian City; Poverty, Ecology and Urban Development, Munohar, New Delhi.
- Unakrishna Mukarjee The dynamics of rural society, Berlin A C, Mukherjee 1957
(1) There shall be two question papers: Paper I and Paper II.

(2) Both the question papers will be in two parts: Part I & Part II

(3) Part I of the question paper will be of 40 marks in total. This part will consist of twenty compulsory short questions, with 2 marks each. The word limit for these questions shall be up to 50 words. These questions will cover the entire units and there will be no unit wise division of the questions asked in this part.

(4) Part II of the question paper will be of 60 marks and students will be required to write detailed answers in the answer sheet only. If syllabus (course contents) of a paper is divided into two units i.e. Unit A and Unit B, then in this part of the question paper six questions will be asked in total: three questions from each unit. Student will be asked to attempt three questions in total and at least one question from each unit. Each question will be of 20 marks. If syllabus (course contents) of a paper is divided into three units i.e. Unit A, B & C then in the Part II of the question paper, which consist of Essay type questions, six questions will be asked in total: two questions from each Unit. Students will be required to attempt three questions in total one question from each Unit. The ideal word limit for these questions is 400-600 words.

Paper I: Logic (Western)

Unit: A
1. Nature of Logic
2. Deduction and induction
3. Sentence and proposition
4. Truth and validity
5. Uses of language
6. Informal Fallacies
7. Laws of thought

Unit: B
1. Aristotelian classification of categorical propositions, square of opposition and the question of existential import, conversion, observation, contraposition.
2. Categorical syllogism, figures and modes, rules of validity, fallacies.
Unit: C
1. Truth-functions: negation, conjunction, disjunction, implications and equivalence.
2. Arguments and argument-forms, truth-table technique for testing the validity of
arguments form and classification of statements forms.
3. Mill’s methods of experimental enquiry
4. The method of deduction in propositional logic introduction of rules & simple
   derivation.

Suggested Reading:
1. M. Copi : *Introduction to logic* (Hindi Translation by Pandey and Mishra
   and another translation available from Pearson)
2. S.K. Seth and Nilima Mishra : *Tarkashastra*. Lokabharti, Allahabad

Unit: A
1. Introduction: Concerns and presuppositions, theory of karma.
2. Dharma: its meaning, definition, classification; vidhi, nisedha & Arthavada: Purva
   Mīmāṁsā
3. Niskama Karma Yoga, Sūtrāprajña, Lokasamgraha
5. Buddhist ethics: the four noble truths and the eight-fold path. Brahmaviharas
6. Jaina ethics : anuvaraṇas and mahāvaraṇas, Tri ratna

Unit: B
1. Nature and scope of ethics
2. Introduction: concerns and presuppositions: free will.
3. Teleological ethics: egoism, utilitarianism; utilitarianism.
4. Deontological ethics: Kant.
5. Intuitionism : Butler
7. Theories of punishment.

Suggested Readings:
1. C. Sharma : *Ethical Philosophies of India*
4. M. Hiriyanna : *The Indian Conception of Values.*
5. P.V. Kane : *The History of Dharmasastras Vol I* (Hindi translation available)
**SCHEME OF EXAMINATION:**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Max. Marks</th>
<th>Min. Passing Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>200</td>
<td>72 (Th.54 Pr.18)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper</th>
<th>Nomenclature</th>
<th>Duration</th>
<th>Max. Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Psychopathology</td>
<td>3 Hrs.</td>
<td>75</td>
</tr>
<tr>
<td>II</td>
<td>Psychological Statistics</td>
<td>3 Hrs.</td>
<td>75</td>
</tr>
<tr>
<td>III</td>
<td>Practicals</td>
<td>3 Hrs.</td>
<td>50</td>
</tr>
</tbody>
</table>

**NOTE:**

1. There will be three papers in Psychology. It will be common for Arts. Each paper will be of 3 hours and would contain the entire course content of the paper.

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

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

   **Section-C** will contain 3 long questions each with internal choice. Each question will be of 15 marks for Arts students. Thus, Part-C will be of 45 marks for Arts students.
For clarification, the distribution of marks is tabulated as below:

<table>
<thead>
<tr>
<th>Section</th>
<th>No. of Questions</th>
<th>Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>1.5</td>
<td>15</td>
</tr>
<tr>
<td>B</td>
<td>5 (Out of 7)</td>
<td>0.3</td>
<td>15</td>
</tr>
<tr>
<td>C</td>
<td>3 (with internal choice)</td>
<td>1.5</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td><strong>Total Marks</strong></td>
<td></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

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

**Paper I**

**Psychopathology**

Section A:

1. Introduction: Meaning of Normality and Abnormality, Characteristics of Abnormal Behaviour; Latest ICD and DSM Classification Systems.

2. Psychological Assessment: Clinical Interview; Diagnostic Tests: Intelligence, Neuropsychological, Personality; Behavioural and Bodily Assessment.

3. Symptomatology and Biology of Abnormal Behaviour: Cognitive, Conative and Affective Symptoms; Biological, Psycho-Social, Socio-Cultural Causes.
Section-B


Somatoform and Mood Disorders: Nature, Clinical Picture and Types of Somatoform Disorders: Conversion Disorder and Hypochondriasis; Mood Disorders: Depression and Bipolar Disorder.

Substance-Related Disorders: Substance Use and Substance-Induced Disorders; Alcohol-Related, Nicotine-Related and Sedative-Hypnotic/Anxiolytics-Related Disorders.

Section-C


9. Mental Health: Meaning and Components; Factors Influencing Mental Health; Measures for Promoting Mental Health.

As Recommended:


- अरुण थुगर सिंह (2002) आधुनिक असामान्य मनोविज्ञान. दिल्ली, मोटलाल पुराने बनारसीदास।
Psychological Statistics

Section-A


3. Measurement of Central Tendency: Purpose and Types; Characteristics and Computation of Mean, Median and Mode.

Section-B

4. Measures of Variability: Concept and Uses; Characteristics and Computation of Range, Quartile Deviation, Average Deviation and Standard Deviation.

5. Correlation: Concept and Types - Pearson's Product Moment Correlation (for Ungrouped Data by Assumed Mean and Actual Mean); Spearman's Rank Order Correlation.

Hypothesis Testing and Inference Making: Population and Sample, Types of Sampling, Standard Error of Mean, 't' test (Independent group), Interpretation of 't' Value, Levels of Significance.

Section-C


3. ANOVA: Purpose and Assumptions of ANOVA, One way ANOVA

Computer Analysis: Preparation of Data, Uses of SPSS.
Works Recommended:


Paper-III:
Practicals

1. Assessment of Mental Health.
2. Assessment of State and Trait Anxiety.
5. Assessment of Family Pathology.
6. Word – Association Test
7. Eight-State Questionnaire
8. Psychological Assessment
9. Stress: Measurement and Analysis of Group Data (Mean and Median)
10. Stress: Measurement and Analysis of Group Data (t test)
B.A B.Ed., 07\% + 07\% (G.B.)

B.A. B.Ed (Part II) DRAWING & PAINTING

SCHEME:

<table>
<thead>
<tr>
<th>Theory Paper I</th>
<th>History of Indian Painting and Sculpture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>M.M. 90</td>
</tr>
<tr>
<td>M.M. Pass Marks</td>
<td>32%</td>
</tr>
</tbody>
</table>

Practical Paper II

| Part A: Study from Bust (Portrait) | 1 hrs. | 45 | 32\% |
| Part B: Creative Portrait (Random) | 1 hrs. | 45 | 07   |
| Submission of Practical Works     | Total  | 400| 22   |

Prehistoric Rock Paintings, Art of Indus Valley Civilization, Jogimara, Ajanta, Bagh, Sigirya Cave Paintings.
Pal and Aparthanthi Painting.
Jataokshini School - Mevar, Kishangarh, Jajpur and Bundi style of painting.
Pahari School - Basohali and Kangra style of painting.

Section A

Company School
Raja Ravi Varma, Bengal School - Abolfirnath Tagore, Nandlal Bose
Other Indian Artist - Yamin Roy, Rabindranath Tagore and Amrita Shergil

History of Indian Sculpture - Maurya Period - Ashoka Pillars, Yakshi of Didarganj and Yaksha Murthas.
Sunga Period - Sanchi
Kushan Period, Gandhara and Mathura Sculptures.
Sculptures of Gupta Period.

Books Recommended:
1. Studies in Indian Art - Dr. Agarwal, Vamanlal, 1965
2. History of Fine Arts in India & Ceylon - Vincent A. Smith (edited by K. Khosmalwalla), Bombay, 1930
4. Indian Painting - Percy Brown, Calcutta, 1918
5. Survey of Indian Sculpture - S.K. Sadasivam, Calcutta, 1937
7. भारतीय मृदुलका - एक कला राज, नागरी स्मितिति लक्ष, भारती
10. Fundamental of Indian Arts - S. Das Gupta.
11. भारतीय विश्वास - एक राज, साहित्यादि मृदुलका, 1966 (न.स.)

Dr. Registrar (M.A.)
University of Rajasthan
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Paper-II Part-A: Study from Bust (Portrait)

Medium: Water Oil Colour

Duration: 4 hrs.

Max. Marks: 45

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

Part-B: Creative Portrait (Rendering)

Two Dimensional Creative Portrait should be rendered with emphasis on stylization, colour scheme and textures etc.

Medium: Any Medium

Duration: 2 hrs.

Max. Marks: 45

Books Recommended:
1. Anatomy and Drawing by Victor Parad, Publisher J.V. Naviakli, Bombay.
2. Human figure by Parad, Publisher J.V. Naviakli, Bombay.

Note: Life Model will sit in front of the candidate for four hours with a rest of 10 minutes when required by the model. First session of four hours should be devoted for the study of portrait. There will be a break of one hour after first session. Second session will be of two hours for practical of Creative Portrait (Rendering). Both the parts should be completed on the same day. The student should be allowed to use any style of composition in the examination.

Submission of Practical work:

Max. Marks: 20
Min. Pass Marks: 7

(a) Five plates from bust study in colour and three plates form bust study in pencil or charcoal.

(b) Five Plates form creative portrait in colour and three plates form creative portrait in pencil or charcoal.

(c) A sketch book of not less than 50 sketches.

Instruction for submission:

Note: Submission work will be submitted to the Head of the Department of Drawing and Painting of the College fifteen days before the commencement of examination. The marks in the submission will be awarded by the subject teacher (Internal). However, the external examiner shall be empowered to review the work of the submission in case there is a notable difference between the marks of the examination and submission. Submission work is not to be retained till the declaration of the result and returned to the Candidate from the Department thereafter. If no claim is made within two months of the declaration of the result, the submission will be destroyed.

Note:

(a) Candidate should pass in theory as well as in practical paper separately.

(b) There should be minimum 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, Khujrao, Mahabalipuram etc. once a year.

(e) Practical examination will be conducted at the centres and the practical work will be examined like the practical paper of Music or Home Science which means that an external examiner will examine the answer books in consultation with 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.
# Scheme of Examination

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Min. Pass Marks</th>
<th>Max. Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/Social Science</td>
<td>72</td>
<td>200</td>
</tr>
<tr>
<td>Science</td>
<td>54</td>
<td>150</td>
</tr>
<tr>
<td>Paper I</td>
<td>Resources Geography</td>
<td>Arts 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science 50</td>
</tr>
<tr>
<td>Paper II</td>
<td>Human Geography</td>
<td>Arts 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science 50</td>
</tr>
<tr>
<td>Practical</td>
<td>18</td>
<td>Arts 50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science 50</td>
</tr>
</tbody>
</table>

**Notes**

1. Students are permitted to use the stencils, simple calculator and log tables wherever needed in both theory and practical examinations.

2. There will be a common paper for Arts and Science.

3. Q.1 will be compulsory and will cover the entire course of the paper.

   Q. No. 1 of 20% marks of the maximum marks be set in two parts.

   (a) Part (a) will have 10 items for locating on a map (to be supplied by examination centre) carrying 10% marks of the maximum marks and candidates shall attempt any five items.

   (b) Part (b) will have 10 short answer questions carrying 10% marks of the maximum marks and candidates shall attempt any five items.

4. Remaining 9 questions carrying equal marks will be set with three questions from each section of the syllabus.

5. Candidate will attempt 5 questions in all including question No. 1 selecting at least one question from each section.

6. Practical examination will be graded by the board of examiners.

7. The candidate will have to pass in theory and practical separately.

8. The non-collegiate candidates will have to attend a practical training camp of 48 hours at a college affiliated to the University of Rajasthan, Jaipur notified by the University from time to time in which Geography subject is taught on payment of fee fixed by the University. The candidates appearing at examination from any examination centre located in Jaipur City will attend the practical camp at the University Post Graduate Department on payment of fee fixed by the University. The candidate will procure Certificate of successful completion of practical training camp from the (College/Department of Geography and produce the same at the time of practical examination.)

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Raj [Signature]

Registrar (Add.)

University of Rajasthan

Jaipur
Paper I: Resources Geography

Section A

Nature, scope and significance of resources geography, definition and classification of resources: renewable and non-renewable resources, resource classification of Zimmermann. Natural Resources: Distribution, exploitation, uses and conservation of forest, water, soils, fisheries, mineral resources, energy resources (coal, petroleum, natural gas and non-conventional energy resources).

Section B

Human resources: Population growth, distribution and density, causes of inequalities, population-resource relationship and problems, Agricultural resources: fisheries and cereal grains: rice, wheat, millet and barley; beverages: tea, coffee and tobacco; commercial crops: cotton, rubber, jute, jute, silk and artificial fibres. Agricultural regions of the world.

Section C

Concepts of Resources utilization, their conservation, environmental and cultural constraints in resource utilization, water conservation and rainwater harvesting, soil and forest resources conservation, land capability classes, resources regions of the world, resources regions of the India, economic regions of the India, sustainable development.

Recommended Readings:

कृषिज्ञान, 2010: संसाधन पूरोपूर्ण। राष्ट्रीय परिकल्पना, नैतिक।
भ्रमण सी. 1998: संसाधन पूरोपूर्ण। राष्ट्रीय प्रणाली, नैतिक।

Paper II: Human Geography

Section A

according to Brumfit and Huntington, schools of man-environment relations: determinism, possibilism and neo determinism

Section 3


Section 4

Migration of population: causes, types and impact; population regions and population policies in India. Rural settlements: factors affecting development of rural settlement, types and patterns of rural settlements, building materials and house types, urban settlements: process of urbanization, urban problems in India, impact of human activities on environment.

Recommended Readings:

Husain, M. 2012: Human Geography, Kawai Publications, Jaipur.

Practicals

Scheme of examination

Min. Pass Marks: 18

Max. Marks: 50

Dissertation of Marks

Written test

Field survey and viva voce:

Record and viva voce

Time

24 hrs

10 hrs

8 hrs

Marks

18

12

8

Total: 48

Examining Authority

Registrar (Acad.)

University of Rajasthan

JAIJFJR

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

Section A

Definition of cartography, types of cartographic symbols and their uses, drawing instruments and materials, classification and representation of data with the help of squares, rectangles, circles, spheres, rings, pyramids, wheel diagrams, traffic flow diagram, isochronic chart.

Section B

Classification and uses of maps, drawing of isopleths, choropleth, chorochromatic, choroschematic and dot maps (simple, multiple and multi colour), measures of central tendency and dispersion: mean, median, mode, quartiles, standard deviation.

Section C


Recommended Readings:

### Home Science Part II

<table>
<thead>
<tr>
<th>Paper</th>
<th>Subjects</th>
<th>Duration of exam</th>
<th>Maximum marks</th>
<th>Minimum marks</th>
<th>No. of hrs/wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Paper III</td>
<td>Human Development</td>
<td>3hrs</td>
<td>50</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Practical III</td>
<td>Human Development</td>
<td>3hrs</td>
<td>50</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Theory Paper IV</td>
<td>Textiles and Clothing</td>
<td>3hrs</td>
<td>50</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Practical IV</td>
<td>Textiles and Clothing</td>
<td>3hrs</td>
<td>50</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>200</strong></td>
<td><strong>72</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### HUMAN DEVELOPMENT (THEORY PAPER III)

- **Maximum Marks:** 50
- **Minimum marks:** 18
- **Teaching workload:** 3 hrs/week
- **Total teaching workload:** 72 hours/year

**Objectives:**
1. To acquaint the student with the scope and foundation of human development.
2. To understand development through different life span stages.
3. To learn regarding the significant developmental tasks of each stage.

**Contents**

**Unit I**
1. Definition and scope of Human Development as a field
of study.
2. Principles of development
3. Role of Heredity and environment and learning and maturation in development.
4. Factors affecting development

<table>
<thead>
<tr>
<th>UNIT II</th>
<th>Development from conception to adolescence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Physical development</td>
</tr>
<tr>
<td>6.</td>
<td>Motor development</td>
</tr>
<tr>
<td>7.</td>
<td>Socio-emotional development</td>
</tr>
<tr>
<td>8.</td>
<td>Language and cognitive development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Importance and objectives of early childhood education; impact of deprivation and early stimulation</td>
</tr>
<tr>
<td>10.</td>
<td>Definitions, functions and types of families; changing roles and challenges faced by Indian Families</td>
</tr>
<tr>
<td>11.</td>
<td>Understanding differently abled children; definitions, meaning and classification</td>
</tr>
</tbody>
</table>

References:

HUMAN DEVELOPMENT – PRACTICAL III

Maximum marks: 50
Minimum marks: 18
Teaching workload: 2 practicals/week (2 hours/practical)
Total teaching workload: 24 practicals/batch

[Signature] [Stamp]
Objectives:
1. Students will gain insight into the growth patterns, developmental characteristics and activities of children in a practical situation.
2. They will also learn to understand significant issues related to adolescents, adults and ageing people.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anthropometric measurement of children from birth to 6 years. Plotting and interpretation of data as per WHO norms.</td>
<td>4</td>
</tr>
<tr>
<td>2. Interviewing mothers of young infants regarding breast feeding schedules, supplementary foods and weaning practices.</td>
<td>3</td>
</tr>
<tr>
<td>3. Organizing and conducting play and creative activities of children in a nursery school.</td>
<td>3</td>
</tr>
<tr>
<td>4. Preparation and conduction of various activities to enhance overall development of children: physical, motor, language, cognitive, social and emotional.</td>
<td>4</td>
</tr>
<tr>
<td>5. Focus group discussion with adolescents to understand their aspirations, educational and career choices.</td>
<td>3</td>
</tr>
<tr>
<td>6. Market survey of story books and toys for children. Assessment of the above in terms of quality, cost, durability, safety, attractiveness and developmental appropriateness.</td>
<td>2</td>
</tr>
<tr>
<td>7. Preparation of a brief questionnaire to identify the problems faced by adults and aging people in communities. Report the information as individual case profile.</td>
<td>3</td>
</tr>
<tr>
<td>8. Preparation of a scrap book on relevant issues of human development.</td>
<td>2</td>
</tr>
</tbody>
</table>

Examination scheme:
1. Major problem - 25 Marks
   Planning and preparation of various activities to enhance overall development.
   Preparation of interview schedule of feeding for interviewing’s mothers of infants.
   Organizing and conducting play.
2. Minor Problem – 15 Marks
   FGD
   Preparation of a brief questionnaire to identify problems of ageing peoples.
   Plotting of graph on the basis of anthropometric measurements of children from 02-06 years and its interpretations
3. Internal - 10 Marks

**TEXTILES & CLOTHING (THEORY PAPER IV)**

Maximum Marks: 50
Minimum Marks: 18
Teaching workload: 4 hrs /week
Total teaching workload: 96 hours/year

Objectives:
The course will lead to:
1. Acquaint students with basic knowledge of textiles and clothing.
2. Familiarize the students to make purchase decisions in selection of clothing.
3. Update the students with the recent innovations in the field.
4. Import knowledge regarding traditional textiles and embroideries of India.
Textile Study

1. Fiber
   - Classification
   - Properties and their importance to the consumer with special reference to the care.
   - Natural Fibers
     (a) Cotton
     (b) Wool
     (c) Silk
     (d) Jute
   - Manmade Fibers
     (a) Polyester
     (b) Polyamide
     (c) Rayon

2. Yarn
   - Simple Yarn
   - Novelty yarn
   - Textured yarns
   - Different construction methods:
     - Weaving
     - Parts of loom
     - Steps in weaving
     - Types of weaves: Plain
       Twill
       Satin
     - Knitting
     - Felting
     - Lacing
     - Braiding

3. Finishing
   - Basic Finishes
     - Bleaching
     - Sizing
     - Desizing
     - Singeing
     - Tentering
   - Functional finishes
     - Wash and wear

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>
### Principles of development

1. Heredity and environment and learning and maturation in development.
2. Factors affecting development.

### UNIT II

**Development from conception to adolescence:**

- 5. Physical development
- 6. Motor development
- 7. Socio-emotional development
- 8. Language and cognitive development

### UNIT III

9. Importance and objectives of early childhood education; impact of deprivation and early stimulation.
10. Definitions, functions and types of families; changing roles and challenges faced by families.
11. Understanding different disabled children; definitions, screening and classification.

### References


**HUMAN DEVELOPMENT – PRACTICAL III**

- Exam marks: 50
- Lab marks: 18
- Teaching workload: 2 practicals/week (2 hours/practical)
-teilpworkload: 34 practicals/batch
<table>
<thead>
<tr>
<th>Unit II</th>
<th>Selection of suitable fabrics and garments for different ages - infants, toddlers, pre-school children, school going children, adolescents, adults, old people, aged, maternity and lactation, work women.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Cost &amp; Fitting</td>
</tr>
<tr>
<td>15.</td>
<td>Workmanship - Cutting, sewing and finishing</td>
</tr>
<tr>
<td>14.</td>
<td>Fabric - Durability, ease of care, appearance - size, design, line and colours, properties of readymade garments</td>
</tr>
<tr>
<td>13.</td>
<td>Coding for people with special needs - maternity and lactation, old, age and</td>
</tr>
<tr>
<td>12.</td>
<td>Classification of dyes, natural, synthetic, Direct, Discharge, Azo, Procion, Mordant</td>
</tr>
<tr>
<td>11.</td>
<td>Selection of suitable fabrics and garments for different ages - infants, toddlers, pre-school children, school going children, adolescents, adults, old people, aged, maternity and lactation, work women.</td>
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<tr>
<td>10.</td>
<td>Labelling</td>
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<tr>
<td>9.</td>
<td>Textile fiber symbols, Care labelling symbols</td>
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<tr>
<td>8.</td>
<td>Mercerising - Sanforizing, Flame retardant, Water resistant</td>
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<tr>
<td>7.</td>
<td>Selection of suitable fabrics and garments for different ages - infants, toddlers, pre-school children, school going children, adolescents, adults, old people, aged, maternity and lactation, work women.</td>
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<tr>
<td>6.</td>
<td>Technical textiles, Categories and use in daily life</td>
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<tr>
<td>5.</td>
<td>Dyeing and Printing</td>
</tr>
<tr>
<td>4.</td>
<td>Classification of dyes, natural, synthetic, Direct, Discharge, Azo, Procion, Mordant</td>
</tr>
<tr>
<td>3.</td>
<td>Selection of suitable fabrics and garments for different ages - infants, toddlers, pre-school children, school going children, adolescents, adults, old people, aged, maternity and lactation, work women.</td>
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</tr>
</tbody>
</table>
### Care and storage of Textiles
- Cotton
- Silk
- Wool

### Unit III
#### Designing & Traditional Textiles
14. Principle of design – Proportion, Harmony, Balance and Emphasis

#### Traditional Textiles
- Woven: Brocade
- Printed: Sanganer, Bagru, Kalamkari
- Dyed: Bandhani, Patola
- Embroidered: Kasuti, Kantha, Phulkari, Chikankari, Kutch

### References:

### Textiles AND CLOTHING (PRACTICAL IV)
- Maximum marks: 50
- Minimum marks: 18
- Weekly workload: 2 practical/week (2 hours/practical)
- Total practical workload: 24 practical/batch

<table>
<thead>
<tr>
<th>Textiles</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Make a Scrap book of the following: 1. Fiber samples</td>
<td>5</td>
</tr>
<tr>
<td>• Cotton fiber from - (Muslin, 2x2 Rubia, 2x1 poplin, Khadi)</td>
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<tr>
<td>• Silk fiber from - (Georgette, Chiffon, Crepe, Tussar, Mulberry)</td>
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<tr>
<td>• Wool fiber from - Felt (wool)</td>
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<tr>
<td>• Jute fibre from Gunny Bags &amp; Ropes</td>
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<tr>
<td>• Nylon fibre from Plastic Cord</td>
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<tr>
<td>• Polyester fibre from Sewing Thread</td>
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<tr>
<td>• Rayon fibre from Artificial Silk Dupatta</td>
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<tr>
<td>• Yarn: Silk, textured and metallic yarn</td>
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</tr>
</tbody>
</table>

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Fabric Samples: Woven, Knitted and Non woven - Felt (wool)
Collection of care labels: washing, ironing, dry-cleaning, bleaching
Fiber symbols (cotton, wool, silk)
Technical textiles: Bandages & Scotch Brite

Clothing
7. Clothing techniques (sample of each)
   - Simple stitches - hemming and tacking
   - Seam - plain, French and run and fell
   - Dart - straight and curve
   - Tucks - Pin tucks
   - Pleat - knife, box
   - Gathers - simple gathers
   - Finishing of curve - piping and facing
   - Placket opening - single strip, wrap & two piece placket
   - Garment construction 'A' line frock with any sleeve and collar
   - Embroider the frock using few basic stitches
8. Tie & dye prepare two sample through any 2 techniques
9. Product design - construction of any one product
   - Two cushion covers
   - Shoulder Bag with any fastener
   - Pouch with zip

Examination Scheme
Total Marks: 50 marks
1. Major problem - 25 marks
   Construct any one garment
   Drafting and cutting of a garment
   Stitching and finishing of a garment
2. Minor Problem - 15 marks
   Identification of textile yarn / fabrics
   Tie and dye one sample using two colours and two different techniques / two samples of any clothing techniques
   Internal - 10 marks
Paper - I Theory
Max. Marks 40  Min. Marks 15
3 hrs duration

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

Practical
1 hour per candidate  Max. Marks 120  Min. Marks 43

Teaching Hours
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: (1) Each theory paper shall contain nine questions having three questions in each section. Candidates are required to attempt five questions in all and answering at least one question from each section.

(2) Candidates must pass separately in each of the theory and practical.

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

**Principles of Indian Music**

**Section - A**

(a) Definitions and explanations of the following terms: Ragalap, Roopakalaap, Alpat, Bahuta and Alapti Avirbhav and Tirobhav Swaśthan Niyam & Aadhunik aalap gayan.

(b) Shruti and Swara classification according to Bharat and Pt. Bhatkhande.

(c) Placement of Sudha swaras on the wire of veena according to Pt. Ahobal, Pt. Bhatkhande.

(d) Comparative study of the swaras of North and South Indian Music.

**Section - B**

(a) To write the thekas of the following talas: Dhamar, Tilwada, Ektal, Chautal, Rupak, Punjabi, Sooltal, Jhumra, Tivra.

(b) To write the following talas in Dugun, Tigun and Chaugun.

(c) Critical and comparative study of the ragas prescribed for practical course: Malkouns, Vrindavani-Sarang, Miya Malhar, Bahar, Bhairav, Ramkali, Shuddha-Kalyan, Jaijaivanti, Khamaj.

**Section - C**

(a) Definitions of Gat, Jhala, Ghasit Jod-alap, Zamzama, Krintan, Meend and Ghatvaka.

(b) Notation writing in prescribed ragas.

(c) Writing Alaps and Tanas/Todas in different Ragas.

(d) Recognition of Ragas from given notes and writing of Alaps showing: ’Nyas’ on some given Swaras.
Paper - II: Theory

History of Indian Music

Paper - II: Theory  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.

N.B. Candidate must state separately in each of the theory and practical syllabus.

Section - A

(a) Study of Gran Moorchana.
(b) Modern Shudha Scales of Karnatak and Hindustani Music.
(c) Major and Minor Scales of Western Music.
(d) Staff Notation.

Section - B

(a) Frequencies of the Musical notes.
(b) Classification of Ragas according to Raga-Ragini Paddhati.
(c) Life sketches, contribution and style of the following musicians: Allauddin Khan, Amjad Ali Khan, Kesari Bai Kerkar, Pt. Omkar Nath Thakur, Heerabai Barodekar.

Section - C

(a) Theory of Mela and Janya ragas and 72 Melas of Pt. Vyankeatmakhi, 10 Thatas of Bhatkhande, 32 Thatas according to the Swaras of Hindustani Music.
(b) Use and description of the following instruments pakhawaj, Veena and flute.
(c) A short essay on any subject of general musical interest.
Practical (Vocal and Instrumental)
There shall be one practical paper. (conducted by two different External Examiners)

Duration of Exam.: 1 hour per candidates.

Presentation of Ragas & Viva-voce     Max. Marks 120 Min. M. 43
(Critical and Comparative study of Ragas & Tala and to sing or play all the Ragas according to syllabus).

Detailed Course:

Vocal Music
1. To sing given musical piece and to recognize the ragas & swaras when sing.
2. To show the difference of ragas through swarvistaras 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, Ektaal, Chautal, Roopak, Dadra, Punjabi, Sooltal, Jhumra, Titra and Kahrwa.
4. To sing Arohi, Avrohi, Pakad and Swar Vistar of the following ragas- Malkouns, Vrindavani-Sarang, Miya Malhar, Bahar, Bhairav, Ramkali, Shuddha-Kalyan, Jaijivanti, Khamaj, Tilak-Kamod.
5. With the accompaniment of table to sing slow khayal and fast khayal with sufficient alaps, tanas Bol-tanas and Sargam in following four ragas- (i) Malkouns (ii) Vrindavani Sarang (iii) Bhairav (iv) Miya Malhar.
6. With the accompaniment of table to sing a fast khayal or Tarana with sufficient Tanas in any four ragas of the following - (i) Khamaj (ii) Bahar (iii) Tilak-Kamod (iv) Ramkali (v) Shuddha Kalyan (vi) Jaijivanti
7. With the accompaniment of table (vi) Khamaj to sing one Duupad with Dugun, Chaugun and one Dhamar with Dugun, Chaugun in any two different ragas prescribed under clause...
Instrumental Music

Candidate can offer any one of the following instruments:

(1) Sitar, Violin, Sarod, Flute, Israj or Dilruha Clause 1, 2 and 4 same as Vocal Music, singing may be replaced by playing.

(2) With the accompaniment of Tabla to play Vilambitgt (विलम्बितगत) and a Drutgit (दृष्टगत) with sufficient varieties of Todas and Jhalas, in the following four ragas: Malkouns, Vrindavani-Sarang, Bhairav, Miya-Malher.

(3) With the accompaniment of Tabla to play Drutgit with tans and Jhalas in any four ragas of the following.
   (i) Khamaj  (ii) Banar (iii) Tilak-Kamod (iv) Ramkali (v) Shuddha Kalyan (vi) Jaijaivanti.

(4) With the accompaniment of Tabla to play a composition, composed in other than Trityal with Todas, in any two ragas mentioned in clause 4, but not selected under clause 5 & 6.

(5) To play a Dhun in any Raga.

Books Recommended:

(1) Kramik Pustak Malika parts 2,3 and 4 Sangeet Karyalaya, Hathras.

(2) Tan Malika parts 2 and 3 (Purvvardh) by Raja Bhaiya Poonchwal, Sangeet Karyalaya, Hathras.

(3) Tan Sangrah by S.N. Ratanjankar.

(4) Sitar Marg by S Bandopadhyaya.

(5) Sitar Siksha by B.N. Bhatt.

(6) Sitar Parts 1 to 3 by S.D. Ghimpure.

(7) Saral Violin Parichaya by G.N. Goswami, Goswami Printers, Naraha, Lucknow.


(9) A Short survey of the Music of the Northern India by Pt. V.N. Bhatkhande.

(10) सन्तर के जीवन पुस्तक by S.Rai.

(11) Vadya Shastra by Shri Harish Chandra Srivastava.

(12) Hamare Sangeet Ratna, Sangeet Karyalaya, Hathras.

(13) Sangeet Visharad by Basant.

(14) Comparative study of the Music of the 15th, 16th and 17th Centuries by Pt. V.N. Bhatkhande Sangeet Karyalaya, Hathras.

(15) Sangeet Kaumadi Vikramaditya, Singh Nigam.

(16) Tan Malika Pt. III (Nirayan Vuttardha) by Raja Bhaiya Poonchwal.

(18) Music of Hindustan - Four Strang ways.

(19) Origin of Ragas - Bandopadhyaya.

(20) The Music of India by H.A. Popley.