UNIVERSITY OF RAJASTHAN
JAIPUR

FACULTY OF EDUCATION

SYLLABUS

INTEGRATED PROGRAMME OF

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

Annual Scheme

Academic Session 2020-21
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 University head quarter Jaipur only and not any other place.

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

SCHEME OF EXAMINATION

SYLLABUS

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

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

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

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

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

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

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

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

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

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

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

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

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

Duration of the Course - Four Years

Examinations after each session in theory papers

Scheme of Examination against each subject separately.

1. Compulsory Papers*:

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

*ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.
Group – A: - Subject Specialisation:

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

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

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

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

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

<table>
<thead>
<tr>
<th>Pedagogy of Hindi</th>
<th>Pedagogy of Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy of Sanskrit</td>
<td>Pedagogy of Social Studies</td>
</tr>
<tr>
<td>Pedagogy of English</td>
<td>Pedagogy of Home Science</td>
</tr>
<tr>
<td>Pedagogy of Urdu</td>
<td>Pedagogy of Drawing and Painting</td>
</tr>
</tbody>
</table>
In all the subjects the student has to study a minimum of 9 papers in 1st year, 9 Paper in IIInd Year. 9 Paper in IIIrd Year and 6 Paper in IVth Year (Total 33 Papers).

Each of the above papers will carry 100 marks.

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

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

### Four Years Integrated Course

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

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.B.Ed.</td>
<td>Gen. English (Compulsory)*</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>B.A.B.Ed.</td>
<td>Childhood and Growing Up</td>
<td>80</td>
<td>20</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>02</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>B.A.B.Ed.</td>
<td>Contemporary India and Education</td>
<td>80</td>
<td>20</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>03</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>IV</td>
<td>B.A.B.Ed.</td>
<td>Instructional System &amp; Educational Evaluation</td>
<td>80</td>
<td>20</td>
<td></td>
<td></td>
<td>100</td>
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<tr>
<td></td>
<td>04</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(G-A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>B.A.B.Ed.</td>
<td>Content (Select any Three)</td>
<td>100+100</td>
<td></td>
<td></td>
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<tr>
<td>VI</td>
<td>05,</td>
<td>1. Hindi Sahitya (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>06</td>
<td>2. Sanskrit (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>&amp;</td>
<td>3. English Literature (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>07</td>
<td>4. Urdu (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(G-B)</td>
<td>5. History (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Political Science/Pub. Adm (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Economics (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Sociology (I &amp; II)</td>
<td>100+100</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>9. Philosophy/ Psychology (I &amp; II)</td>
<td>100+100/75+75</td>
<td></td>
<td></td>
<td></td>
<td>50 (Psy.)</td>
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<td></td>
<td></td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td>90+20</td>
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<td></td>
<td></td>
<td>11. Geography (I &amp; II)</td>
<td>75+75</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
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<tr>
<td></td>
<td></td>
<td>12. Home Science (I &amp; II)</td>
<td>50+50</td>
<td></td>
<td></td>
<td></td>
<td>50+50</td>
</tr>
</tbody>
</table>

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Dy. Registrar (Acad.)

University of Rajasthan

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

### Scheme of B.A.B.Ed. IIInd Year

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.B.Ed. 01</td>
<td>Gen. Hindi (Compulsory)*</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>B.A.B.Ed. 02</td>
<td>Knowledge and curriculum</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>B.A.B.Ed. 03</td>
<td>Learning and Teaching</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.B.Ed. 04</td>
<td>Peace Education</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>V</td>
<td>B.A.B.Ed</td>
<td>Content (Select any Three)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>05, 06, 07</td>
<td>1. Hindi Sahitya (I &amp; II)</td>
<td>100+100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sanskrit (I &amp; II)</td>
<td>100+100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. English Literature (I &amp; II)</td>
<td>100+100</td>
<td>-</td>
<td>-</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>4. Urdu (I &amp; II)</td>
<td>100+100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. History (I &amp; II)</td>
<td>100+100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Political Science/Pub. Aid (I &amp; II)</td>
<td>100+100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Economics (I &amp; II)</td>
<td>100+100</td>
<td>-</td>
<td>-</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>8. Sociology (I &amp; II)</td>
<td>100+100</td>
<td>-</td>
<td>-</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>9. Philosophy/ Psychology (I &amp; II)</td>
<td>100+100/75+75</td>
<td>50 (Psy.)</td>
<td>90+20</td>
<td>600</td>
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<td></td>
<td></td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>90</td>
<td>90+20</td>
<td>-</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>11. Geography (I &amp; II)</td>
<td>75+25</td>
<td>50</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Home Science (I &amp; II)</td>
<td>50+50</td>
<td>50+50</td>
<td>-</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>13. Indian Music (I &amp; II)</td>
<td>40+40</td>
<td>120</td>
<td>-</td>
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</tbody>
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**VIII**  
**B.A.B.Ed Practicum**  
**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 CLEANLINESS)  

25  
25  
25  
25  

Grand Total 1000
## Scheme of B.A.B.Ed. IIIrd Year

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.B.Ed. 01</td>
<td>Elementary Computer Application (ICT) (Compulsory)*</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>II</td>
<td>B.A.B.Ed. 02</td>
<td>Language Across the Curriculum</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.B.Ed-04 (G-A)</td>
<td>Guidance and Counseling in School</td>
<td>80</td>
<td>20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>V</th>
<th>B.A.B.Ed</th>
<th>Content (Select any Three)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>05</td>
<td>14. Hindi Sahitya (I &amp; II)</td>
<td>100</td>
</tr>
<tr>
<td>&amp;</td>
<td>06</td>
<td>15. Sanskrit (I &amp; II)</td>
<td>100</td>
</tr>
<tr>
<td>VII</td>
<td>&amp; 07</td>
<td>16. English Literature (I &amp; II)</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(G-B)</td>
<td>17. Urdu (I &amp; II)</td>
<td>100</td>
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<td>18. History (I &amp; II)</td>
<td>100</td>
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<td>19. Political Science/Pub. Adm (I &amp; II)</td>
<td>100</td>
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<td></td>
<td>20. Economics (I &amp; II)</td>
<td>100</td>
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<td>21. Sociology (I &amp; II)</td>
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<td>22. Philosophy/ Psychology (I &amp; II)</td>
<td>100+100</td>
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<td>23. Drawing &amp; Painting (I &amp; II)</td>
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<td>24. Geography (I &amp; II)</td>
<td>75+75</td>
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<td></td>
<td>25. Home Science (I &amp; II)</td>
<td>50+50</td>
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<tr>
<td></td>
<td></td>
<td>26. Indian Music (I &amp; II)</td>
<td>40+40</td>
</tr>
</tbody>
</table>

| VIII         | 08(a/b)  | Pedagogy of a School Subject (Candidate should opt any two school subject from the following i.e. one school subject for Part - 3 and other school subject for Part - 4) | 80 | 20 | 100 |
|              |          | 1. Hindi | | |
|              |          | 2. Sanskrit | | |
|              |          | 3. English | | |
|              |          | 4. Urdu | | |
|              |          | 5. History | | |
|              |          | 6. Economics | | |
|              |          | 7. Civics | | |
|              |          | 8. Geography | | |
|              |          | 9. Social Studies | | |
|              |          | 10. Home Science | | |
|              |          | 11. Drawing and Painting | | |
|              |          | 12. Music | | |
|              |          | 13. Psychology | | |

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Special Training Programme</th>
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<tbody>
<tr>
<td></td>
<td>Micro Teaching</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Practice Lesson</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Observation Lesson</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Technology Based Lesson</td>
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**ELIGIBILITY CRITERION ON PASSING MARKS BUT MARKS SHALL NOT BE INCLUDED IN DIVISION.**

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

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>I</td>
<td>B.A.B.Ed. 01</td>
<td>Environmental Studies (Compulsory)*</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>B.A.B.Ed. 02</td>
<td>Creating and inclusive school</td>
<td>80</td>
</tr>
<tr>
<td>III</td>
<td>B.A.B.Ed. 03</td>
<td>Understanding Disciplines and Subject</td>
<td>80</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.B.Ed. 04(G-A)</td>
<td>Physical Education &amp; Yoga</td>
<td>80</td>
</tr>
<tr>
<td>V</td>
<td>B.A.B.Ed. 05</td>
<td>Gender, School and Society</td>
<td>80</td>
</tr>
<tr>
<td>VI</td>
<td>B.A.B.Ed. 06</td>
<td>Assessment for Learning</td>
<td>80</td>
</tr>
<tr>
<td>VIII</td>
<td>08(a/b)</td>
<td>Pedagogy of a School Subject (Candidate should opt any two school subject from the following i.e. one school subject for Part - 3 and other school subject for Part - 4) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography</td>
<td>80</td>
</tr>
</tbody>
</table>

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

800

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

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

Compulsory Papers*

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

Compulsory Paper

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>I&quot; Year</td>
<td>1. Childhood and Growing Up 2. Contemporary India and Education</td>
</tr>
<tr>
<td>II&quot; Year</td>
<td>3. Knowledge and curriculum 4. Learning and Teaching</td>
</tr>
</tbody>
</table>

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IIIrd Year
5. Language Across the Curriculum

IVth Year
6. Creating and inclusive school
7. Understanding Disciplines and Subject
8. Gender, School and Society
9. Assessment for Learning

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

**Group A: Subject Specialisation:**

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

<table>
<thead>
<tr>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi Sahitya (I &amp; II)</td>
</tr>
<tr>
<td>Sanskrit (I &amp; II)</td>
</tr>
<tr>
<td>English Literature (I &amp; II)</td>
</tr>
<tr>
<td>Urdu (I &amp; II)</td>
</tr>
<tr>
<td>History (I &amp; II)</td>
</tr>
<tr>
<td>Political Science/Pub. Admi. (I &amp; II)</td>
</tr>
<tr>
<td>Economics(I &amp; II)</td>
</tr>
<tr>
<td>Sociology (I &amp; II)</td>
</tr>
<tr>
<td>Philosophy/Psychology (I &amp; II)</td>
</tr>
<tr>
<td>Drawing &amp; Painting (I &amp; II)</td>
</tr>
<tr>
<td>Geography (I &amp; II)</td>
</tr>
<tr>
<td>Home Science (I &amp; II)</td>
</tr>
<tr>
<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>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy of Hindi</td>
</tr>
<tr>
<td>Pedagogy of Sanskrit</td>
</tr>
<tr>
<td>Pedagogy of English</td>
</tr>
<tr>
<td>Pedagogy of Urdu</td>
</tr>
<tr>
<td>Pedagogy of Geography</td>
</tr>
<tr>
<td>Pedagogy of Social Studies</td>
</tr>
<tr>
<td>Pedagogy of Home Science</td>
</tr>
<tr>
<td>Pedagogy of Drawing and Painting</td>
</tr>
</tbody>
</table>
O. 321 The objectives of the practical work prescribed for the Integrated Programme of B.A.B.Ed. Degree (Four Year) are follows:

**PART II**

**Practical Work**

**Objectives:**

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

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

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

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to the methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
15. Techniques of teaching in large classes.

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

Notes :-

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

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

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

iv. To maintain same sequence of papers (G.A. - IVth, G.B. 05/06/07 papers (1st, IIInd & IIIrd year) and 8 a/b IIIrd year and IVth year) in the four years B.A.B.Ed integrated course, paper no IIIrd in B.A.B.Ed IIIrd year and paper no VIIIth in B.A.B.Ed IVth year were skipped.

O.323 No candidate shall be allowed to appear in the Integrated B.A.B.Ed examination I,II,III & IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

O.324 The examination for Integrated B.A.B.Ed. for Four Year shall be in two parts- part 1st comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time.
O.325 Candidates who fail in Integrated B.A.B.Ed examination in part 1 or part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college. 
Provided that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

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

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

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

Regulation 42 :

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

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

**Part I-** Main theory papers at B.A.B.Ed. I, In Integrated B.A.B.Ed 1 Year Paper nos. are 02, 03, 04 (G-A) are of 3 hours carrying 100 marks (80 for the theory + 20 sessional) each.
Compulsory paper* 01 of 100 marks and optional papers 05, 06, 07 (G-B) are of 3 hours carrying 100 marks (I and II) each. Distribution of marks having practical such as psychology drawing and painting, Geography, Home science and Indian music are according to their marking scheme mention in page No. 7.

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

**Organization evaluation of practice teaching:**

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

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

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

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

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

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

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

8. The board of Examination will consist of:
   
   (a) The principal of the college concerned.
   
   (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
   
   (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
   
   (d) The board as far as possible will represent Social science, language and science.

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

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

Working out the result and awarding the division:

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

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

[Signature]

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

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

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

<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.

[Signature]

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Jaipur

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Elementary Computer Applications

Maximum Marks - 100 (Main University Examinations)
Theory : Max. Marks - 60
Practical : Max. Marks - 40

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

Question paper for Elementary Computer Applications, (Compulsory paper-
common for B.A. / B.Sc./ B.Com. Part-I) be so set that it has 120 multiple choice
questions (Bilingual) of 1/4 marks each. This question paper will be of duration of 2
hours. The examinees will have to give their answers on OMR Sheet only to be
provided by the University whose evaluation will be done based on OMR Scanning
Technology. Further the practical examination for this paper will be of 40 marks
and its duration will be of 2 hours.

Unit - I

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

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

Unit - II

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

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

Unit - III

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

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

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

Unit - V

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

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

Question Paper pattern for Main University Practical Examination

Max Marks: 40

Practical

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

The practical examination scheme should be as follows

- Three Practical Exercise (including Attendance & Record performance) 10 marks
  - Operating system
  - MS Word
  - MS Excel
  - MS PowerPoint
  - Internet
- Viva voce 10 marks

[Signature]

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B.A.B.Ed-02
Language across the curriculum

Objectives:
This course will enable the pupil teacher to-
1. Understand the language background of students as the direct or seen language users.
2. Create sensitivity to the language diversity that exists in the classroom.
3. Understand the nature of classroom discourse and develop strategies for using oral
language in classroom.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Understand interplay of language and society.
6. Understand functions of language.
7. Understand language and speech disorder and make remedial measure too.

Unit 1
Meaning, nature, scope, role, importance, functions of language, language background,
language and region, language and religion, language and class, role of literature in language

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

Unit-3
A)- Oral aptitude in language, theoretical speech of oral aptitude, development of oral
expression/speech in pupil teacher, classroom discourse, discussion as a tool of learning,
questioning in the class room, developing reading skill through text book, problems and
remedies to incorrect pronunciation.

B) - Language skills – (LSWR-Listening, speaking, writing, reading,) Meaning, concepts,
importance, co-relation, methods and techniques,
Language laboratory- Need, Importance, Advantage, Use in teacher’s training.

Unit-4
A) Listening skill - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude,
B) Speaking skill - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude

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C) **Writing skill** - Aspects of writing-shapes, Sounds, Meanings, Punctuation marks, Word, Sentence, Expression in writing, mechanics of writing, understanding and capacity to write correct logical summarizing and expanding thoughts and experiences, composition - essay story letter poetry, incidents, report articles etc

D) **Reading skill** - Consonants, Vowels, Words, Sentences, Recognition, Understanding, Silent reading, Imitation Reading, and Loud reading.

**Unit - 5**

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

**Test and Assignment:**

1. Class Test (10 marks)
2. Any One (10 marks)

- Discuss with students and find out the different language they speak, prepare a plan to use multilingualism as a teaching strategy.
- Identify speech defects of a primary level students and make remedial strategy.
- Organizing an activity based game to motivate students for creative questioning.
- Close and critical reading/discussion in small groups
- Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.
- Review of a text book of any language subject

**References:**

5. NCERT(2006) position paper national focus group on teaching of Indian language (NCF 2005) New Delhi

B.A.B.Ed—04 (G-A)

GUIDANCE AND COUNSELING

OBJECTIVES: -

M A R K S-100

The course will enable the student teachers to —

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

UNIT 1. GUIDANCE IN SCHOOL

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

UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

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

UNIT 3. COUNSELLING IN SCHOOL

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

UNIT 4. TOOLS AND TECHNIQUES IN COUNSELLING

- Individual counseling and Group counseling
- Lectures, discussions and Dramatics as techniques in counseling.

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- Importance of follow-up in counseling.
- Counseling for the children with special needs
- Counseling for parents.

UNIT 5 Guidance and Counseling for Special Needs Population Guidance of children with special needs
- problems and needs
- guidance of the gifted and creative students
- guidance of under achiever,
- slow learners and first generation learners
- guidance of learning disabled, Drug addicts and alcoholics
- De addiction centers, Career resource centre
- Evaluation of counseling,
- Need for research and reforms in guidance and counselling.

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

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

References:-
आयुर्मिक कथा

1. अयोध्या सिंह उपाध्याय हसिंद्व
   प्रथम प्रवास — सर्ग 6 प्रथम 40 छंद

2. मैथिलिशारण युग
   सत्केत — सर्ग सर्ग
   1. वेदने तु भी मली बनी ........ पार्श प्राण धनी
   2. निरखी सबूत ये खजन आये ........... अभु सूर्या कर काये
   3. पिरह संग अंतिमार भी ............. और एक संसार भी
   4. दोनों और प्रेम पलुदा है ............. मुझे यहीं खलाता हूँ
   5. आ आ मेरी सितिंया गुरुपी ............... में न्यौङ्गयर दूं जो तु मेरे
   6. कहती मैं, चालक फिर बोल ............. तर के कले-कुलीकले
   7. सख्त निर्ख नदी की धार ............... आगे नहीं साँझे
   1. सख्ते, दे मुझे कहकर जाले
   2. अव कहारे हो बजादादि ओ कुजुमादादि फुकुमारी
   3. हे मन आज परेरा तेरी

3. जयस्कर प्रसाद
   कामापनी — शंकुरस्त्र — प्रथम 20 छंद
   आंसू — से—रोकर सिसक—सिसक कर कहता.............. कृप्या सब्य सवं बना था:

4. सुमित्रानंदन पंत
   1. प्रथम सशिं
   2. मौन निनन्म्र
   3. हुए अरे

5. अंडय
   1. भक्ति भोरी
   2. भीतर जाए दाता
   3. भा
   4. कह दीप अकेला

6. गुविन्दोध
   1. जन जन का चेहरा एक
   2. दुः—तारा
   3. खोल आंचें

7. गुप्तिल
   1. प्रोढ़ शिखा
   2. मोदिराम

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8. दुःखत
1. इस नदी की धार में ठंडी हवा आती है, नाव जरूर ही सही, लहरों में टककती तो है।
2. खड़शहर बचे हुए हैं, इमारत नहीं रही, अबका हुआ कि सर पे कोई छा नहीं रहा।
3. परिवर्ते अब भी पर लोरे हुए हैं, इवा में सनसनी घोरे हुए हैं।
4. एक कबूत्र, चिदन्दी लेकर, पहली—पहली बार उड़ा, मीसम एक गुलेल लिये था पट से नीचे आन मिरा।
5. एक गुड़िया की कई कदुपुतलियों में जान है, आज शायर, ये तमाशा देखकर हैरान है।
6. होने लगी है जिम ने जुबिश तो देखिए, परकटे परिवर्ते की कोशिश तो देखिए।
7. अब किसी को भी नजर आती नहीं कोई दरार, घर की हर दीवार पर दिखते हैं इतने इस्तहार।
8. हो गई है पीर पर्वत—सी पिघलनी चाहिए, इस इण्टालय से कोई गंगा निकलनी चाहिए।
9. बाढ़ की संभावनाएँ सामने हैं, और नदियों के किनारे घर बने हैं।

खण्ड — 'व'
आदर्श हिंदी कविता की प्रमुख प्रतीतियों — राष्ट्रीय काव्यकार, छायावाद, प्रतिकावाद, प्रयोगवाद और नई कविता
अंक विभाजन
खण्ड — 'अ'
कुल चार व्याख्याएं (एक कवि से केवल एक व्याख्या) (आंतरिक विकल्प देय) 4 x 10 = 40 अंक
कुल तीन निबन्धात्मक प्रश्न — एक कवि से संबंधित एक ही प्रश्न (आंतरिक विकल्प देय)
3 x 15 = 45 अंक
खण्ड — 'ब' में से एक प्रश्न आंतरिक विकल्प देय 15 अंक
पूर्णांक 100

खण्ड - क

उपन्यास - निर्मला - प्रमचन्द

खण्ड - ब

एकांकी

बालकृष्ण भट्ट - साहित्य जन समूह के हृदय का विकास है
रामचन्द्र शुक्ल - शोध
हजारी प्रसाद द्विपेर्दी - भारतीय साहित्य की प्रणालीकरण
नानद दुलारे बाजपेयी - छायावाद
शामिलास शर्मा - संस साहित्य की ऐतिहासिक भूमिका
विद्यानिवास मिश्र - मेरे रम का मुकुट भीग रहा है

खण्ड - स

अलंकार - परिभाषा तथा महत्व
(अनुप्रास यमक, रलेश, उपमा, िघुक, उत्तेक, विमान, अपहृत)
छन्द - परिभाषा तथा महत्व
(दोहा, चीपाई, छचप, शोला, मालिकी, शिखरी, दुरंतविलित, हरिन्दित)
रस - परिभाषा, रस के अवयव और रस सिद्धान्त
गुण - माधुर्य, ओज, प्रसाद
शब्द शक्ति - अभिव्यक्त, लक्षण, व्यक्ति

अंक विभाजन

कुल चार व्याख्याएँ - दो व्याख्याएँ उपन्यास खण्ड से
दो व्याख्याएँ निबन्ध से (आत्मिक विकल्प दें)

09 × 04 = 36 अंक

चार आलोचनात्मक प्रश्न - (खण्ड अ व ब में से)
14 × 04 = 56 अंक
do हिपण्यां - (खण्ड स में से) (आत्मिक विकल्प दें)
02 × 04 = 08 अंक

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सामान्य निर्देश –
1. प्रश्नक परीक्षा में दो-दो प्रश्नपत्र होंगे।
2. प्रश्नक प्रश्नपत्र में न्यूनतम उत्तरीक्षक 36 तथा पूर्णक 100 होंगे और समय 3 घण्टे का होगा।
3. परीक्षा का माध्यम हिन्दी/अंग्रेजी होगा , परन्तु प्रश्नपत्र केवल हिन्दी में बनाया जायेगा।
4. प्रश्न परीक्षकेंद्र से छुट्टी नहीं। कि वह हिन्दी,संस्कृत अथवा अंग्रेजी में किसी एक भाषा में उत्तर दे सके। यदि परीक्षक ने किसी प्रश्न विषय के लिए भाषा का निर्देश नहीं दिया है तो उस प्रश्न का उत्तर उसी भाषा में देना अनिवार्य होगा।
5. संस्कृत केवल देवनागरी लिपि में ही लिखा जाना अपेक्षित है।
6. निर्धारित प्रमाण में से अनुवाद, व्याख्या, सरलधि एवं समायोजनात्मक प्रश्न पूछे जाएंगे।
7. प्रश्नक प्रश्नपत्र में दो भाग गोंगे, जिसमें प्रथम ‘अ’ भाग लघूतत्त्वात्मक प्रश्नों का होगा। ‘व’ भाग में निग्नतात्मक प्रश्न होंगे। ‘अ’ भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णक 30 होगा।

प्रथम प्रश्न-पत्र : भारतीय दर्शन एवं व्याकरण

1. श्रीमद्भगवदगीता – (2,3,4 अध्याय) 30 अंक
2. तर्कसंग्रह 30 अंक
3. तिकंगद्र-लघुसिद्धान्तमूलक के आधार पर ‘श्’ एवं एवं धातु की लट्ट लोटी, लुटी, लड़ एवं बिभिन्न इन पांच तत्कालिन एवं समस्त गर्वों की प्रथम धातुओं की बार लक्ष्य में स्पष्टता एवं सूत्रों की सूचाहरण व्याख्या 40 अंक

कुल योग 100 अंक

अंक – विभाजन

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<th>‘अ’ भाग प्रश्न संख्या</th>
<th>अंक</th>
<th>‘व’ भाग प्रश्न संख्या</th>
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29
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<td>1. श्रीमदमघंगद गीता</td>
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<td>04 अंक</td>
<td>2 रत्नकों में से 2 की सन्दर्भ व्याख्या (एक व्याख्या संस्कृत में) अपेक्षित है।</td>
<td>20 अंक</td>
<td>2 प्रश्नों में से एक प्रश्न प्रश्नव्यवस्था है।</td>
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<td>4 में से 2 की व्याख्या (एक व्याख्या संस्कृत में) अपेक्षित है।</td>
<td>18 अंक</td>
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<td>20 अंक</td>
<td>'ब' भाग</td>
<td>10 रत्न पुष्कर कितने 5 की सन्दर्भ व्याख्या अपेक्षित है। प्रश्न प्रश्नव्यवस्था 2 अंक निर्धारित।</td>
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<td>10 शब्द सिद्धि पुष्कर कितने 5 शब्दों की सूची निर्देशसूचक सिद्धि। प्रश्न सिद्धि हेतु 2 अंक</td>
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सहायक पुस्तकों
(क) तर्कसंग्रह - अध्यार् एवं कोडाचार, पूरा
(ख) गीता
(ग) व्याकरण

प्रमोक्षितों
1. लघुसिद्धान्त कौमुदी-तिथिन्त्र प्रकरण-डॉ. पुकार दत्त शर्मा, अजमेरा बुक कंपनी, जयपुर
2. लघुसिद्धान्त कौमुदी-पं. श्री हरेन्द्र निश्च, भारतीय विद्या प्रकाशन, दिल्ली
3. पाणिनीय व्याकरण का अनुवादन आर एस भट्टबाबू, इंडोलोजिकल बुक हाउस, बनारस
4. लघुसिद्धान्त कौमुदी-हिन्दी व्याख्या, डॉ. अर्कनाथ चौधरी, आयुर्वेद हिन्दी संस्कृत पुस्तक मंडळ, जयपुर
5. लघुसिद्धान्त कौमुदी- भीमसेन शास्त्री
6. लघुसिद्धान्त कौमुदी- मलेशरंग धुळबहादुर, चौधरी संस्कृत प्रतिस्थापन दल्ली।

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7. लघुसिद्धात्तकोपुदी-विलास प्रकरण, डॉ. पुष्प केदारलकार, अलकार प्रकाशन, जयपुर
8. तक्षसिद्ध- प्रस्तावक डॉ. डायनुद भाग, मोरिटान वनारसीदास, नई दिल्ली

द्वितीय प्रश्नपत्र- काव्य, धर्मशास्त्र, एवं निबंध

समय : 30 मिनट

द्वितीय प्रश्न पत्र के दो भाग होंगे, जिसमें 'अ' भाग बहुविकल्पीय (बहुस्पर्शी) एवं लघूतर प्रश्नों का होगा। 'ब' भाग में निविधात्मक प्रश्न होंगे। 'अ' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णांक 30 अंकों का होगा। इसके समापन हेतु एक प्रश्न का अवधि निर्धारित की गई है। 'ब' भाग का पूर्णांक 70 अंकों का होगा, जिसके लिए शेष दो पत्रों की अवधि निर्धारित है।

पाठ्यक्रम

1. रघुवंशम् - छठा सर्ग (ईंदुरति स्वयंवर) 20 अंक
2. महाभारत (व्यास) - उद्धोग पर्यंत, विदुर्नीति (34-35 अध्याय) 20 अंक
3. रामायण (वानिको) बालकाण्ड, प्रथम सर्ग 20 अंक
4. इतिहास, नामांकन प्रकरण, पं. महसूद ओझा 20 अंक
5. निबंधरचना - संस्कृत में कुल योग 100 अंक

अंक- विभाजन

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कुल योग 15 30 09 70 100

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प्रश्नपत्र निर्माता के लिए निर्देश

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<td>2 धर्म पूरकर उनमें से किसी 1 का उत्तर अपेक्षित।</td>
<td>06 अंक</td>
<td></td>
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<tr>
<td>3 रामायण</td>
<td>'अ' भाग</td>
<td>4 लघूतरत्क प्रश्न प्रति प्रश्न 2 अंक</td>
<td>08 अंक</td>
<td></td>
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<td>'ब' भाग</td>
<td>2 स्तोत्र पूरकर उनमें से किसी 1 की साप्ताङ्ग व्याख्या</td>
<td>06 अंक</td>
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<td>2 प्रश्न पूरकर उनमें से किसी 1 का उत्तर अपेक्षित।</td>
<td>06 अंक</td>
<td></td>
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<tr>
<td>4 हनुमान</td>
<td>'अ' भाग</td>
<td>03 लघूतरत्क प्रश्न प्रति प्रश्न 2 अंक</td>
<td>06 अंक</td>
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<tr>
<td></td>
<td>'ब' भाग</td>
<td>2 स्तोत्र पूरकर उनमें से किसी 1 की साप्ताङ्ग व्याख्या</td>
<td>06 अंक</td>
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<td>2 प्रश्न पूरकर उनमें से किसी 1 का उत्तर अपेक्षित।</td>
<td>06 अंक</td>
<td></td>
<td></td>
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<tr>
<td>5 निबन्ध</td>
<td>'ब' भाग</td>
<td>4 विषय देखकर उनमें से किसी 1 विषय पर संस्कृत में निबन्ध लेखन</td>
<td>20</td>
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</tbody>
</table>

कुल अंक योग 100 अंक

सहायक पुस्तकों—

रघुवंश—
1. रघुवंश—कालिदास, चौकम्बा संस्कृत प्रतिष्ठान, दिल्ली।

महाभारत—विदुर नीति—
1. विदुरनीति— डॉ. कृष्णकान्त शुक्ल, साहित्य भंडार, मेरठ।
2. विदुरनीति— श्री रेवतीरन्न शास्त्री, यूनिक टेक्स्ट्स जयपुर।

रामायण—
1. रामायण—वाल्मीकिकृत— गीताप्रेस, गोरखपुर।
2. रामायण—वाल्मीकिकृत — के. सी. पंत, निग्रेस्प्लेग्रेस प्रेस, मुंबई।
3. रामायणकालीन भारत— व्यास एवं पाण्डेय, आलमाराम एंट संस, दिल्ली।
4. लेखकस्त और रामायण— महासाहित्य अकादमी, मद्रास।

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Jaipur
इन्द्रजय

1. इन्द्रजय-व्याख्याकार पं. रामप्रपंश शर्मा, प्रकाशन जगदीश संस्कृत पुस्तकालय, जयपुर
2. इन्द्रजय-डॉ. श्रीकृष्ण ओझा, राजप्रकाशन मंदिर, चौड़ा प्रस्त, जयपुर

निर्देश रचना

1. प्रबन्ध रचनार, श्री आर सी शुक्ल
2. प्रस्ताव तरंगिनी-श्रीवासुदेव शास्त्री
3. संस्कृत निबन्धःरलाकार-रिविष्ठ प्रसाद भार्तूराज
4. संस्कृत निबन्धकला डॉ. रामजी उपाध्याय
5. संस्कृत निबन्ध दार्शनिक डॉ. रामप्रेम शर्मा
6. संस्कृत निबन्ध एवं व्याकरण - पं. चंद्रकिशोर
7. निबन्ध-चिन्तनकृति-कृष्णदेव उपाध्याय, चौरवा संस्कृत प्रतिष्ठान, दिल्ली
8. निबन्ध-निवेदन-शािक शर्मा, चौरवा विद्यासागर, वाराणसी
9. निबन्ध शास्त्र, कमलदेव द्विवेदी, चौरवा विद्यासागर, वाराणसी
10. निबन्धपंजी, डॉ. रामप्रेम आदार्श आगरा प्रकाशन, दिल्ली
11. निबन्ध आदर्श, म.स. श्रीधर शर्मा चंदूर्वेदी, चौरवा संस्कृत प्रतिष्ठान, दिल्ली
12. संस्कृत निबन्ध रचना, डॉ. श्रीकृष्ण ओझा, राज प्रकाशन मंदिर, जयपुर
13. संस्कृत निबन्ध पारिजात, डॉ. सुमाक वेदांतकर, अरकलंक प्रकाशन
14. संस्कृत निबन्ध, डॉ. नन्दकिशोर गौतम एवं श्रीकृष्ण विहारी भारतीय

अध्याय

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

समय : अवधि

अंक-100

इस प्रश्न पत्र के दो भाग होंगे, जिसमें 'अ' भाग, बहुविकल्पीय (वर्तुलिका) एवं लघुपत्र प्रश्नों का होगा। 'ब' भाग में निबंधवालक प्रश्न होंगे। 'अ' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णक 30 अंकों का होगा। इनके समाधान हेतु एक घनण्ड की अवधि निर्धारित की गई है। 'ब' भाग का पूर्णक 70 अंकों का होगा, जिसके लिये शैक्षिक उपाय दो घनण्ड की अवधि निर्धारित है। 10 अंक संस्कृत भाषा के ग्रंथि से उत्तर देने के लिए निरिक्त है।

पाद्यक्रम

1- भारतीय ज्योतिष के प्रारंभिक सिद्धान्तों का परिचय
   (क) श्रीघोष (काश्यप वेदवर्ण) — प्रथम प्रकरण (लतापालादि दस दोष परिलेख)
   (ख) फरीद प्रभृतिनी (विनोद शास्त्री)
2- तिथि-निर्णय के सामान्य सिद्धांत, प्रमुख प्रकरण तथा पंचांग का समाधान परिचय — 30 अंक
   काल के छ. मेव, वर्ष के पांच मेव, अमान, अंतु, ग्रह, व्यश, तिथि, व्यार्थि, इत्यादि संस्कृति
   निर्णय, दानादि, अधिकारिक-क्षेत्र में कर्मचारियों, मनोरंजन, कर्म के भेद एवं निर्णय,
   प्रतीतित, श्लोकांशुभ, समानवनी, नवरत्र स्थायन, महालय (श्री), दीपावली,
होलिका आदि का सामान्य ज्ञान अपेक्षित है। पंचांग परिचय में तिथि, दार, नक्षत्र, वार, योग, क्रण का ज्ञान तथा पंचांग की सहायता से गुण, मिलान, निवाद गुहर्ष निर्धारण, गृहर्ष व्रत प्रवेश आदि जानने की शीता का ज्ञान अपेक्षित है।

अंक-विद्यमान

<table>
<thead>
<tr>
<th>क्र. सं.</th>
<th>नाम पुस्तक</th>
<th>लघूतर्क्षक प्रश्न</th>
<th>अंक</th>
<th>निवादलक प्रश्न संख्या</th>
<th>अंक</th>
<th>कुल अंक</th>
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<td>05 (लघु.)</td>
<td>10</td>
<td>02</td>
<td>21</td>
<td>10+20 = 30</td>
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<td>(ख) फलित प्रशोधिता</td>
<td>04 (लघु.)</td>
<td>08</td>
<td>02</td>
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<td>तिथि-निर्धारण व पंचांग परिचय</td>
<td>06 (लघु.)</td>
<td>12</td>
<td>02</td>
<td>21</td>
<td>12+18 = 30</td>
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<td></td>
<td>15</td>
<td>30</td>
<td>70</td>
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प्रश्नपत्र निर्देश के लिए निर्देश–

1. भारतीय ज्योतिष 
   (क) शैवध्वेष
   5 लघूतर्क्षक प्रश्न प्रति प्रश्न 2 अंक।
   4 निवादलक प्रश्न पूछकर 2 प्रश्नों के उत्तर अभ्येद्य — प्रति प्रश्न 20 अंक
   10 अंक निर्धारित

(ख) फलित ज्योतिष
   4 लघूतर्क्षक प्रश्न प्रति प्रश्न 2 अंक।
   4 निवादलक प्रश्न पूछकर 2 प्रश्नों के उत्तर अभ्येद्य — प्रति प्रश्न 32 अंक
   16 अंक निर्धारित

2. तिथि-निर्धारण व पंचांग परिचय
   6 लघूतर्क्षक प्रश्न प्रति प्रश्न 2 अंक।
   4 निवादलक प्रश्न पूछकर 2 प्रश्न के उत्तर अभ्येद्य। (पंचांग परिचय संस्कृत में)
   18 अंक

सहायता पुस्तकों —
1. शैवध्वेष — पं. काशीनाथ देवदास, चौधर्म प्रकाशन, यादगार
2. फलित प्रशोधिता—इंग. विनोद शास्त्री, राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, जयपुर
3. तिथि-निर्धारण के प्रमुख सिद्धांत एवं विशिष्ट तिथि पर्य निर्धारण प्रकाशक—राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, जयपुर
4. पंचांग का सामान्य परिचय, पं. शिवचंद्र शास्त्री एवं विकास शास्त्र, प्रकाशक—राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, जयपुर
5. विभिन्न प्रकाशित पंचांगों की सहायता भी ग्राह्य है, जिसमें जयपुर पंचांग पं. दामोदर शास्त्र कृत ग्रंथ है।

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Jaipur
English Literature

Part III (2028)

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 String of Gold part III edited by Jasbir Jain (Macmillan):

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

SECTION B

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

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Jaipur
Syllabus B.A.–B.Ed.(Part-III)

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

SECTION C

Grish Karnad : Tughlaq
Eugene O’Neill : The Hairy Ape

Paper II: Prose and Fiction

Maximum Marks: 100
Min. Pass Marks: 36

Duration: 3 hrs

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

SECTION A

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

Foundation Books, 2005 :

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

SECTION B

Charlotte Bronte : Jane Eyre

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Jaipur

36
SECTION C

1. A Short Passage of about 10 simple sentences to be translated from Hindi to English.
2. Editing a short text (Grammaticality, Logicality, Cohesion, Coherence)

Recommended Reading:


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

Paper-I (Jadeed Asnafa Adab)

M.M. : 100 3 Hrs. Min. Pass Marks 36
1. Jadeed Nazam
2. Azad Nazam
3. Moarra Nazam
4. Nasri Nazam
5. Perody
6. Report Taaz Nigari
7. Khaka
8. Inshaiya
9. Khutoot Nigari
10. Savaneh Nigari

Division of Marks:

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

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

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

Paper-II

(History, Essay and Translation)

M.M. : 100 3 Hrs. Duration Min. Pass Marks 36
1. Urdu Adab Ka Aaghaaz -o-Irtiqa up to 1957.
2. Fort William College Ki Adabi Khidmat.

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

Books Prescribed for translation from Persian to Urdu:
1. Gulha-e-Farsi Published- By Kitabistan, 30 Chak Road, Allahabad.

Division of Marks:

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<th>Question</th>
<th>Marks</th>
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<td>Unit I</td>
<td>Ten Short Answer type question.</td>
<td>20</td>
</tr>
<tr>
<td>Unit II</td>
<td>Essay on a literary topic.</td>
<td>20</td>
</tr>
<tr>
<td>Unit III</td>
<td>Translation from English, Hindi &amp; Persian into Urdu</td>
<td>20</td>
</tr>
<tr>
<td>Unit IV</td>
<td>Urdu Adab Ka Aghaz-o-Irtiqa Dabistan-e-Delhi &amp; Dabistan-e-Lucknow.</td>
<td>20</td>
</tr>
<tr>
<td>Unit V</td>
<td>Question on Sir syed Tehreek, Fort William College.</td>
<td>20</td>
</tr>
</tbody>
</table>

Total 100

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

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

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University of Rajasthan
Jaipur
The scheme of examination will be as follows:

Scheme:

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<thead>
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<th>Paper</th>
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<tr>
<td>I</td>
<td>200</td>
<td>72</td>
</tr>
<tr>
<td>II</td>
<td>200</td>
<td>72</td>
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</tbody>
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Note: There shall be two papers in all in the subject of History, and each paper shall be of three hours duration and of 100 marks.

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

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

The second part of the question paper shall be divided into three sections comprising of 06 essay type questions, containing 02 questions from each section, of 20 marks each. Candidate will be required to answer 03 questions, selecting one question from each section. This part of the question paper shall be of 60 marks.
PAPER I: HISTORY OF MODERN INDIA (1761-1971 A.D.)

Section - A


Section - B

Section - C


प्रथम प्रश्नपत्र: आयुर्विज्ञान का प्रतिष्ठान (1761-1971) इस्वी

खण्ड - २

अध्याय ४ शास्त्री के सम्बन्ध में भारत। सहबाद विद्वान, इसकी रचना एवं दुर्भाग्य - अंग्रेजों द्वारा स्वामी एवं भारतीयों का पर्याय। विद्वान शासन का विवरण एवं अवधारणाएँ - बंगला, मैथिली, अंग्रेजी एवं पंजाबी
- सहायक संविधान एवं विशेष का रिकॉर्ड। इंडिया कंपनी पर संशोधन नियमानुसार की महत्व - पुरोहितों एवं अन्य परिवारों एवं पूर्वी प्रवासी के एवं प्राचीन। विद्वान शासन के प्रति जन प्रतिस्पर्धा: 1857 का विलाप - कांग्रेस, प्रृथ्वीराज एवं विरोध.

खण्ड - ३

1858 के बाद विद्रोही नीति - विद्रोही संगठन का स्थापना। अधिवेशन अवधारणा का स्वरूप - कृषि का यान-पाया जाता, कृषि उद्योगों का पतन, धन का निकालें एवं भारत की निर्भरता। भारतीय पुनर्जीवन - इसकी प्रकृति एवं क्षेत्र - सामाजिक-राजनीतिक, सूची आदेश, बेड़े समाज, आर्थिक समाज, राजकुमार रिहान। भारत का स्वातंत्र्य संग्राम - प्रथम दर्जन: भारतीय साबुनायक का उदय, भारतीय राष्ट्रवाद कौश्ल का लोगधन - नरसिंह एवं उपराधिक। आधिक साबुनायक, सप्तदीव आदेश, होम रूप आदेश। मुस्लिम सांख्यिकी का उदय एवं मुस्लिम लीग।

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गांधी के नेतृत्व में राष्ट्रवाद : गांधी की विचारधारा एवं पद्धतियाँ - असहयोग, सत्यन्यास, अमृत एवं भक्ति छोड़े आंदोलन। प्रारंभिक आंदोलन की अक्षरां राजनीति, प्रवक्ताओं (समाजवादी एवं सामाजिक), सुधार वह तो अंडर इंडियन नेताओं आगे। कुछ नए नए समूह द्वारा दिशित यह कार्य के आंदोलन। प्रारंभिक आंदोलन में नहीं रहे। वर्ष 1909, 1919 एवं 1935 के भारत सरकार अधिनियम वातावरण में सामाजिक राजनीति एवं भारत का विभाजन। स्वतंत्र भारत (1947-1971) की प्रगति एवं परिवर्तन : राजनीति का एकीकरण, कृषिपराक सुधार, नियोजित अर्थव्यवस्था की अवधारणा एवं औद्योगिकीकरण। स्वतंत्र भारत की विदेश नीति (1947-1971) - गुट नियंत्रण एवं पंतप्रधान।

Books Recommended (मुख्यांकित पुस्तकें):

C. A. Bayly : Indian Society and the Making of the British Empire,
Sumit Sarkar : Modern India, 1885-1947, Delhi, 1995 (also in Hindi)
Bipan Chandra : Nationalism and Colonialism in Modern India, Delhi, 1981
A. R. Desai : Peasant Struggles in India, Delhi, 1979
Kenneth Jones : Social and Religious Reform Movement in Modern India,
New Cambridge History, 1989
Ravindra Kumar (ed.) : Social History of Modern India, Delhi, 1983
Ranjit Guha & Gayatri C. Spivak (ed.) : Selected Subaltern Studies, Delhi, 1988
J. Krishnamurti (ed.) : Women in Colonial India, Oxford University Press, 1989
प्र. ए. जैन : आमूलक भारत के इतिहास,
अनुवादिक भारत : 1885-1947 (अनुवाद)
अमूलक भारत के इतिहास: ऊर्जाधारिय भारती: हिन्दी संस्कृत, लखनऊ 1998
बिंदु वेद एवं अन्य
आंध्र के बाद का भारत (1947-2000), दिल्ली, 2004
नाखुल (सं.) : आमूलक भारत का इतिहास: हिन्दी भाषा में काश्मीर के अन्देश, दिल्ली विश्वविद्यालय, दिल्ली.
PAPER II: HISTORY OF MODERN WORLD (1500-2000 A.D.)

Section - A


Section - B


Section - C

द्वितीय प्रस्तावः आधुनिक विश्व का इतिहास (1500-2000 ईसवी)

संधि - १

पुरातन एवं आधुनिक गुण का संशयः पुरातन और आधुनिक गुणों का संशय। आधुनिक विश्व की आत्मा - वातावरण, भूमि एवं विरोध। गांव की आत्मा - कला, नृत्य, साहित्य आदि एवं प्रमाण: पंजीकृत विद्वानों का प्रभावः आधुनिक कला - वातावरण, प्रत्यक्षः एवं प्रमाणः।

संधि - २

1917 समस्ती - ने राष्ट्रीय चार रत्न का घोषणा संबंधी संलग्न वाक्पद का संशयः गांवी एवं 1848 की आत्माः। साहित्यविद् एवं उपन्यासकार का विचारः - विश्व का संशय, युद्ध एवं मुलाकात के दौरान के दिनें एवं कालः। मूल संशयः एवं मुलाकात के लिए उसकी जानकारीः।

संधि - ३

1930 लाले को आत्मा - गांव नाम स्तंभ के विचारः। 1930 समस्ती - ने जानना का आक्रमणः। 

भूमिका

1917 की आत्माः आधुनिक नागरिकांश का समाधानः। इतिहास एवं जनता की आत्मा एवं गृहीतांश: नृत्य, साहित्य:।

Books Recommended (प्रमुख गृहीतांश)

A. C. Dickena : The Age of Humanism and Reformation, New Jersey, 1972
Christopher Hill : From Reformation to Industrial Revolution, Protection, 1970
Georges Lefebvre : Coming of the French Revolution, Princeton, 1989
C. D. Haas : Modern Europe to 1945, Indian Reprint, Delhi, 1977
David Thompson : Europe since Napoleon, Penguin, 1968
George Vernacki : A History of Russia, 1961
Harold M. Wiltuck : A History of the Far East in Modern Times, Indian Reprint, Ludhiana

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Raj Jha

45
A. J. P. Taylor
H. A. Davies
J. E. Swain

Louis L. Snyder

The Origins of the Second World War
Outside History of the World, 1968
An History of World Civilization, Indian Reprint.
New Delhi, 1994

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राजनीतिविज्ञान के दो प्रश्न--पत्र होंगे। प्रत्येक प्रश्न--पत्र 3 घण्टे की अवधि का होगा तथा प्रश्न--पत्र के अधिकतम 100 अंक होंगे। प्रत्येक प्रश्न--पत्र के तीन खण्ड होंगे। प्रथम खण्ड 20 अंकों का होगा। इस खण्ड में दो अंकों के 10 अनिवार्य प्रश्न होंगे। जिनमें से प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 20--25 शब्दों में देना होगा। द्वितीय खण्ड 20 अंकों का होगा। इस खण्ड में 05 अंकों के 04 अनिवार्य प्रश्न होंगे, जिनमें से प्रत्येक का उत्तर 150 शब्दों में अपेक्षित होगा। तृतीय खण्ड 60 अंकों का होगा। इस खण्ड में तीन भाग होंगे। जिनमें प्रत्येक में 20 अंकों के दो निबंधात्मक प्रश्न होंगे। परीक्षार्थी से प्रत्येक खण्ड में से एक प्रश्न का उत्तर अपेक्षित होगा। प्रत्येक खण्ड से एक प्रश्न का चयन करते हुए कुल 03 प्रश्नों का उत्तर अपेक्षित होगा।

Scheme of Question Papers

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

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

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

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

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Paper I: Representative Western Political Thinkers

Section-A

Plato, Aristotle and Aquinas.

Section-B


Section-C

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

Books recommended:

A. Hacker: Political Theory
G.H. Sabine: History of Political Theory
C.L. Wayper: Political Thought

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
द्वितीय प्रश्न— पत्र: द्वितीय विश्वयुद्धसत्र अंतरराष्ट्रीय संबंध एवं भारतीय विदेश नीति

खण्ड ‘क’

द्वितीय विश्वयुद्धसत्र अंतरराष्ट्रीय प्रवृत्तियों, शीत युद्ध, एवं इसके दिने चरण, संयुक्त राज्य संघ, संयुक्त, लाइनालो एवं भूमिका, संयुक्त राज्य अमेरिका एवं दूसरे विश्व, साम्प्रदायिक खेमे का विषय, गृहरोप का पुनरूपण।

खण्ड ‘ख’

भारत की विदेश नीति: निर्णयक तत्त्व, भारत एवं संयुक्त राज्य, गुट नियंत्रण अंदोलन एवं वर्तमान में प्रसंगित, पूर्व की ओर देशों नीति, भारत के पहली देश एवं प्रभुशक्तियों (अमेरिका, उत्तर, चीन) के साथ सम्बन्ध, समसामयिक बहुमुखीय विवाद में भारत।

खण्ड ‘ग’

अंतरराष्ट्रीय राजनीति में सम-सामाजिक प्रवृत्तियों यां गुट, परिस्थिति अंतरिक्ष की राजनीति, नवीन विश्व अर्थव्यवस्था, क्षेत्रीय सहयोग संगठन: आसियान (दक्षिण-पूर्वी एशिया संघ संगठन) एवं सार्क (दक्षिण एशिया क्षेत्रीय सहयोग संगठन) विषय, इस्लाम, संयुक्त राज्य में चुनाव की मांग एवं संयुक्त राज्य में भारत की स्थायी सदस्यता, समसामयिक वैश्विक गुट: मानव अविकार, पर्यावरणीय गुट, देशिक व्याप, आतंकवाद, परमाणु प्रसार।

अनुसंधित पुस्तकों:

लेखक एचड़ रोमनस्टन: फरेन पॉलिसी
जॉर्डन कोनेल सिद्धा: पेटर्स परस्पराधान ऑफ दी इंटरलिङ्ग सिंस 1982।
डेनियन एस.पी: सोवियत परस्पराधान ऑफ दी इंटरलिङ्ग वर्ल्ड इन 1980।
डोन म्युरालाल राम्श: अंतरराष्ट्रीय सम्बन्ध 1945 से अब तक।
महेंद्र कुमार: अंतरराष्ट्रीय राजनीति के सैद्धांतिक पक्ष (हिन्दी व अंग्रेजी)
पी.के. चड्ढा: अंतरराष्ट्रीय सम्बन्ध (आदर्श प्रकाशन, चौधरी रामजंतु)
बाबूलाल फाडियाल: अंतरराष्ट्रीय सम्बन्ध
पुरुषराम चौधरी: अंतरराष्ट्रीय सम्बन्ध
दीनानाथ दास्त: अंतरराष्ट्रीय सम्बन्ध
एसएम. बर्बर: इंटरनेशनल पॉलिटिक्स सिंस 1949
हरिकृत वेदान्त वक्त: इंटरनेशनल पॉलिटिक्स

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

Section-A


Section-B

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

Section-C

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

Books recommended:

Black & Thomas Foreign Policy
Jorden Connel Smith: Patterns of the post World War 1982
S.M. Dhar: International Problem & World Politics since 1949
Denil S. Papp: Soviet Perception of the Developing world in 1980
Haridutt Vedleanker: International Politics
Dr. Mathuralal Sharma: International Relation (since 1945)
Dinanath Verma: Antar Rashtriya Sambandha
Mahendra Kumar: Theoretical Aspects of International Politics
P.K Chaddha: Antar Rashtriya Sambandh (Adarsh Prakashan Choura Rasta, Jaipur)
Palmer and Perkins: International Relation
Hans Morgenthau: Politics among Nation
Babulal Fadiya: Antar Rashtriya Sambandh
Pukhray Jain: Antar Rashtriya Sambandh

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Jaipur
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<tr>
<td>Paper-II</td>
<td>90</td>
<td>36</td>
<td>3 Hours</td>
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Note: Each paper shall consist of two parts.

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

Part-II divided into three sections; each section contains 2 descriptive type questions of 20 marks each. The candidates are required to attempt three questions selecting one question from each section. Total Marks: 60

Paper - I: Comparative Administrative Systems

Section - A

Meaning, Nature, Scope and Significance of Comparative Public Administration

Structural Functional, Ecological and Developmental Approaches to the Study of Comparative Administration
Section - B
Parliamentary System in UK, Presidential System in USA and Presidential System in France. Salient Features of Administrative Systems of UK, USA, France and Nepal with particular Reference to Central Administration and Nature and Role of Civil Service

Section - C
British Home Office, Cabinet Secretariat in Great Britain, Independent Regulatory Commission in USA. The Office of Governor in the USA. French Council of State, Swedish Ombudsman, British Treasury

Core Readings:
1. Ferrel Heady: Public Administration: A Comparative Perspective
2. Ogg & Zink: Modern Foreign Government
3. V.D. Mahajan: Modern Select Governments
4. Vishnu Bhirgawat and Vidya Bhushan: World Constitutions
5. तुलनात्मक प्रशासनिक व्यवस्थाएँ
6. शी मी गैब्ल: तुलनात्मक राज्यशास्त्र
7. Gavin Drewry and Tony Butcher: The Civil Service Today
9. S.R. Maheshwari: Higher Civil Service in France
10. विशेष उपचार: वित्त के पुनर्विद्यालय
11. सूरेन्द्र कटरिया: तुलनात्मक प्रशासनिक व्यवस्थाएँ
प्रश्न-पत्र 1 : तुलनात्मक प्रशासनिक व्यवस्थाएँ

प्रश्न-अ:
तुलनात्मक लोक प्रशासन का अर्थ, प्रकृति, रोज़ा व बहस्य, तुलनात्मक लोक प्रशासन, अभ्यास के उपाय : सरकारी प्रत्यक्ष, पारिसंहिता, बिलकुल अनुप्रयोग। जी, प्रांग, संयुक्त राष्ट्र, अमेरिका तथा वेल्स ब्रिटेन के संबंधों के प्रमुख लक्षण।

प्रश्न-ब:
वेल्स ब्रिटेन में सरकारी व्यवस्था, संयुक्त राष्ट्र, अमेरिका में अध्यायी व्यवस्था, फास्ट में अध्यायी व्यवस्था।

ब्रिटेन, संयुक्त राष्ट्र, अमेरिका, फास्ट व नेपाल की प्रशासनिक व्यवस्थाओं की प्रमुख विशेषताएं, जानेवाली प्रशासन तथा लोक सेवाओं की प्रकृति एवं पूर्वकाल के विशेष रूप से।

प्रश्न-ब:
ब्रिटेन के एच.आई.एल., वेल्स ब्रिटेन में काठियावाड़ विश्वविद्यालय, संयुक्त राष्ट्र, अमेरिका में उत्तर नियामक, संयुक्त राष्ट्र, अमेरिका में गवर्नर का पद, प्रांग में राज-परिषद, वीडियो का औपचारिक, ब्रिटिश प्रकृति।

Core Readings:
1. Ferrel Hady : Public Administration A Comparative Perspect-
3. V.D. Mahajan : Modern Select Government.
5. एच.आई.एल. : तुलनात्मक प्रशासनिक व्यवस्थाएँ
6. एच.आई.एल. : तुलनात्मक राजनीति
10. एच.आई.एल. : विश्व के प्रमुख संबंध।
11. एच.आई.एल. : तुलनात्मक प्रशासनिक व्यवस्थाएँ

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Paper II: Local Administration

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<tr>
<td>Paper-II</td>
<td>72</td>
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</tbody>
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Section - A


Section - B


Section - C

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

State Control over Local Bodies, Urban and Rural Mechanism of control over Local Bodies at State Level. The Role of Directorate.
of Local Bodies and Gramin Vikas & Panchayati Raj Department

Books Recommended:
1. R. Argel: Municipal Government in India
2. S.R. Maheshwari: Local Government in India
3. M.V. Malhar: Panchayati Raj in Rajasthan
4. R.L. Khanna: Municipal Government and Administration in India
5. S.K. Bhogle: Local Government in India
6. Dr. A.M. Mehrotra: स्थानीय प्रशासन

Subsidiary Readings:
1. S.C. Jain: Community Development and Panchayati Raj
2. Govt. of Rajasthan: Sadiq Ali Report, 1964
3. Govt. of Rajasthan: Rajasthan Municipalities Act, 1964
4. Rajasthan Panchayat Raj Act, 1994
5. Govt. of India: Diwakar Committee Report, 1963

Journals:
1. Nagarlok, Delhi
2. Journal of Local Self Government, Bombay
3. Kurukshetra

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Jaipur
भाग-III

प्रश्न-प्रारंभिक प्रशासन अनुपयोगी गणना ने स्थानीय प्रशासन को अर्थ, प्रकृति तथा उद्देश्य प्राप्ति, परिपक्वता तथा अनुपयोगी भारत में स्थानीय प्रशासन का निर्माण, भारत में गणराज्य स्थानीय प्रशासन का आंकड़ा-निर्माण दोनों, विशेष प्रकाश के स्थानीय नियमों के सम्बंध, शासनता तथा भूमिका। प्रशासनों का स्थानीय प्रशासन: नया विषय तथा अभी राह उपलब्धि एवं उन्मलन द्वारा की समस्याएँ।

भाग-IV

भारत में लोकतंत्रिक विकासकीय कार्य का विद्यमान तथा अवसर, 73 विधि संबंधी संसदीय संशोधन के विशेष मंत्रालय में उपजाती राजी संबंधित: नवीन परिघात पंचायत सहित, ग्राम पंचायत तथा ग्राम राज्य का संबंध तथा कार्य।

प्रणीत तथा गणतंत्र शक्तियों में सोचकरणि प्रशासन, स्थानीय नियमों में भारी उपकरण, पत्रकारिता, प्रवृत्तियों तथा शैक्षणिक कार्य की उपस्थिताएँ।

भाग-V

भारत में स्थानीय नियमों का वित्तीय प्रशासन, स्थानीय राजस्व का सुधारकार। स्थानीय नियमों पर तंत्र-नियंत्रण, राज्य राजा पर स्थानीय नियमों (प्राकृतिक तथा नागरिक) पर नियंत्रण की ज्ञानी, स्थानीय नियम, निर्देशित तथा ग्रामीण नियम एवं पंचायती उप नियम की पूर्णता।

अनुसंधातित पुस्तकें:
1. अर.आर. अर्जेन : भूमिकासन पंचायत इन इंडिया
2. ए.आर. यासेंद्री : भारत में स्थानीय प्रशासन
3. ए.वी. पार्शु : पंचायत एवं इंडियन राज्य
4. ए. ए. एडवर्ड : भूमिकासन पंचायत इन इंडिया
5. ए.ए. के. ओवल : लोकतंत्र एवं इंडियन
6. ए. ए. ए. राम : भारत में स्थानीय प्रशासन

महाप्रवर्तक प्रदेश साम्प्रदायिक:
1. प्रव. वी. स्वामी : कृष्णदीप इंडियन एवं पंचायती राज
2. कृष्णदीप अर्चन राजस्व : सारिक अर्चन रिपोर्ट, 1964
3. कृष्णदीप अर्चन राजस्व : रायस्वाहा पंचायती रिपोर्ट, 1955, 1959 संस्करण
4. दिव्य कृष्ण रिपोर्ट, 1963
5. राजस्व संबंध : राजस्व राजस्व राजस्व राजस्व राजस्व राजस्व राजस्व राजस्व राजस्व
6. अर्जेन वी. स्वामी रिपोर्ट, 1957
7. कृष्णदीप अर्चन रिपोर्ट, 1964

[Signature]
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JAIPUR
# Syllabus: B.A. Part-III

## Economics

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

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

**ECNOMICS**  
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-X (Ten) question. The candidate is required to answer each question in 20 words. Part-B shall contain question No. 2 consisting of V (five) questions. The candidate is required to answer each question in 100 words. Part C shall contain three essay type questions (one from each section) with internal choice. A candidate will be required to attempt five questions in all. All questions of part A and part B are compulsory while rest 3 questions are to be attempted from parts C, selecting one question from each section. All question carry equal marks.

**Paper 1: Introduction To International Trade, Development And Public Economics**  
**Section – A**  
Features of International Trade, Gains from Trade, Trade Theories: Adam Smith, Ricardo, Harberler, Mill and H O Theory (Elementary treatment). Free Trade and Protection, foreign

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Section – B


Section – C


Books Recommended:


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

Section – A


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Section -B


Section-C


Note: Use of Non-programmable Calculator is permitted

Books Recommended:

2. RGD Allen: Mathematical Economics, McMillan

Paper- II (b): Environmental Economics

Section -A


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\[ \text{Page 59} \]
Section-B

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

Section-C

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

Recommended Books:


Paper-II (C): Economy of Rajasthan

Section-A


Section-B

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

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Section-C


Books Recommended:

1. Economic Review, Directorate of Economics And Statistics, Department of Planning, Rajasthan Jaipur. (Hindi & English.)
3. लक्ष्मीनारायण नाथूराम का राजस्थान की अर्थव्यवस्था, संस्कृत बुक डिपोजी, जयपुर.
Sociology
B.A.-B.Ed. Part-III (Pass Course) 2020-2021

Scheme:

<table>
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<tr>
<th></th>
<th>Min. Pass Marks</th>
<th>Max. Marks</th>
<th>Paper-I</th>
<th>3 hrs. duration</th>
<th>Marks</th>
<th>Paper-II</th>
<th>3 hrs. duration</th>
<th>Marks</th>
</tr>
</thead>
</table>

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

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

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

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

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

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Paper I: Sociological Thought

Max Marks: 100

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

Unit II: Contemporary Sociological Tradition
- Jurgen Habermas: Legitimation Crisis, Communicative Action
- Antonio. Gramsci: Hegemony, Civil Society
- Anthony Giddens: Modernity, Structuration

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

Essential Readings: (in English):

Essential Readings: (in Hindi)
1. दोषी, एस. एल., 2003: आधुनिकता बटर-आधुनिकता एवं नव-समाजशास्त्रीय सिद्धांत, जयपुर: रावत प्रकाशन
2. हुसैन, मुजतवा, 2010: समाजशास्त्रीय विचार, नई दिल्ली: ओरियंट ब्लॉकस्टॉन
3. दोषी, एस. एल., 2007, आधुनिक समाजशास्त्रीय विचार, जयपुर: रावत प्रकाशन
4. मुकणी, स्वीमन्ड्राथ, 2003, समाजिक विचारधारा, दिल्ली: विवेक प्रकाशन

Paper II: Introducing Sub Sociologies

Max Marks: 100

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

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

Unit III: Sociology of Globalization
- Concepts: Globalization, Glocalization, Globalism
- Issues: Marginalization: Digital Divide, Economic Divide, Identity Crisis

Essential Readings: (in English)


Essential Readings: (in Hindi)

1. सिंह, शिव बहाल, 2010: विकास का समाजशास्त्र, जयपुर: रावत पब्लिकेशन्स।
2. भागवत नरेश, 2014 : वैश्विकिकता : समाजशास्त्रीय परिप्रेक्ष्य, रावत पब्लिकेशन्स।
3. YMSOE-004, 2018, नगरीय समाजशास्त्र, गलीबाबा पब्लिशिंग हाउस प्राइवेट लिमिटेड।

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Jaipur
7. Philosophy
B.A.-B.Ed. Part III – 2020

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

General Instructions:
(1) The candidates shall opt for any two of the five electives. There shall be two
question papers: Paper I and Paper II, corresponding to the electives opted by
the candidate.
(2) Both the question papers will be in two parts: Part I & Part II
(3) Part I of the question paper will be of 40 marks in total. This part will consist
of twenty compulsory short questions, with 2 marks each. The word limit for
these questions shall be 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 required to
write detailed answer in the answer sheet only. If syllabus (course contents) of
a paper is divided into two units i.e. Unit A and Unit B, then in this part of the
question paper six questions will be asked in total: three questions from each
unit. Student will be asked to attempt three questions in total and at least one
question from each unit. Each question will be of 20 marks. If syllabus (course
contents) of a paper is divided into three Units i.e. Unit A, B & C then in the
Part II of the question paper, which consist of Essay type questions, six
questions will be asked in total: two questions from each Unit. Students will be
required to attempt three questions in total and one question from each Unit.
The ideal word limit for these questions is 500-600 words.

Paper I: Philosophy of Religion

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

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

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

Suggested Readings:
John Hick : Philosophy of Religion (Hindi Translation available).
John Hick(Ed) : Classical and Contemporary Readings in Philosophy of Religion.
Harendra Prasad Sinha : धर्मदर्शन की रूपरेखा, मौलिकता बनारसीदास, नई दिल्ली.
Yaqub Masih : Religious Philosophy (Hindi edition available).
H.N. Mishra : धर्मदर्शन का परिचय.
V.P. Verma : धर्मदर्शन की मूल समस्यायें.
L.N. Sharma : धर्मदर्शन.

Paper II: Samkhya Yoga

Unit A:
1. Isvarkrsna’s Samkhya Karika with Vaschaspati Mishra’s commentary Samkhya Tattva Kaumudi.

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

Books Prescribed:
Patanjali Yoga Sutra Pradeep, Geeta press, Gorakhpur, U.P.
(Hindi translation available) English Trans. by Prasad Ram Chaukhambha, Varan.

Paper III: Plato

Prescribed Reading : The Republic, Plato

Suggested Readings:

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Jaipur
Unit: A
1. Theories of inference in Nyaya: definition- constituents- process and types of anumana, Paramarsa, Vyapti, Types of Vyapti & Vyaptigrahopaya, Major Hetyabhasa.

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

Suggested Readings:
- Annambhatta: Tarkasangraha
- Dharmakirti: Nyayabindu.
- Yasovijaya: Jaina Tarka Bhasa.
- S.S. Barlingay: A Modern Introduction to Indian Logic.
- F.Th. Stchebatsky: Buddhist Logic, Vols. I & II.
- C. Bhattacharyya: Elements of Indian Logic & Epistemology.
- S. Chatterjee: Nyaya Theory of Knowledge.
- R. Prasad: Buddhist Logic.
- K.N. Tiwari: Bhartiya Tarkshastra, MLBD, New Delhi

Paper V: Socio- Political Philosophy
Section-A

1. Nature of Socio- political Philosophy
3. Democracy: Conceptual forms, Major theories and challenges
4. Political Ideologies: Fascism, Capitalism, Marxism and Socialism
Section-B

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

Suggested Readings :

O.P. Gauba : Social and Political Philosophy (Pub. Mayur Paperbacks)
O.P. Gauba : An Introduction Social Political Philosophy
हदय नारायण निश्च : समाज दर्शन साइडालिक एवं समस्तालक विवेचन
शिवमावु सिंह : समाज दर्शन का समक्षण
को.को. पाठक : समाज एवं राजनीतिक दर्शन (राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर)
डी. बी. एन. सिंह तथा प्रो. उदय शंकर : समाज दर्शन एवं राजनीतिक दर्शन (आशा प्रकाशन, इलाहाबाद)

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

SCHEME OF EXAMINATION:

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<th>Faculty</th>
<th>Max. Marks</th>
<th>Min. Passing Marks</th>
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<tr>
<td>Arts</td>
<td>200</td>
<td>72 (Th.54 Pr.18)</td>
</tr>
<tr>
<td>Science</td>
<td>150</td>
<td>54 (Th.36 Pr.18)</td>
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<table>
<thead>
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<th>Paper</th>
<th>Nomenclature</th>
<th>Duration</th>
<th>Max. Marks</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Arts</td>
</tr>
<tr>
<td>I</td>
<td>Positive Psychology</td>
<td>3 Hrs.</td>
<td>75</td>
</tr>
<tr>
<td>II</td>
<td>Psychological Testing and Assessment</td>
<td>3 Hrs.</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Practical</td>
<td>3 Hrs.</td>
<td>50</td>
</tr>
</tbody>
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NOTE:-

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

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

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

Section-C Will contain 3 long questions each with internal choice. Each question will be of 15 marks for Arts students and 10 marks for Science students. Thus, Part-C will be of 45 marks for Arts students and 30 marks for Science students.
For clarification the distribution of marks is tabulated as below:-

**Arts**

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<tr>
<th>Section</th>
<th>No. of Questions</th>
<th>Marks</th>
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<tr>
<td>A</td>
<td>10</td>
<td>1.5</td>
<td>15</td>
</tr>
<tr>
<td>B</td>
<td>5 (out of 7)</td>
<td>03</td>
<td>15</td>
</tr>
<tr>
<td>C</td>
<td>3 (with Internal Choice)</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td><strong>Total marks</strong></td>
<td></td>
<td><strong>75</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

**Paper I - Positive Psychology**

**Section A**

1. Introduction: Definition, Goals and Assumptions of Positive Psychology; Relationship with other Branches of Psychology
2. Happiness: Meaning; Hedonic and Eudaemonic Viewpoint; Positive and Negative Affect; Theoretical Viewpoints; Determinants and Sources; Authentic Happiness; Enhancement of Happiness and Wellbeing.

**Section B**

4. Virtues and Strengths of Character: Classification and Measures of Human Strengths,
   Gallup’s Clifton Strength Finder; VIA Classification; Identifying Personal Strengths.
5. Resilience: Meaning and Sources; Developmental and Clinical Perspective; Successful Aging and Growth through Trauma.

**Section C**

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
7. Mental Health and Well-Being: Subjective Well-Being and Life Satisfaction, Social Well-Being and Psychological Well-Being, Complete State Model.

8. Emotional Intelligence: Meaning, Components and Theories; Enhancement of Emotional Intelligence.


Books Recommended:


**Paper II - Psychological Testing and Assessment**

**Section-A**


**Section-B**

4. Reliability: Meaning, Types and Methods of Calculating Reliability.

5. Validity: Meaning, Types and Methods of Calculating Validity.


**Section-C**

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

[Dy. Registrar (Academic-I)]
University of Rajasthan
Jalpur

9. Assessment of Personality- Big Five, 16 PF, MMPI, TAT and Rorschach. Test. Assessment of Intelligence- Binet, WAIS, SPM.

Books Recommended:

- अरुण कुमार सिंह (2002) : नोविज्ञान में मापन एवं मूल्यांकन, नई दिल्ली मोतीलाल बनारसीदास।

Practical

1. Measurement of Subjective Wellbeing
2. Measurement of Forgiveness
3. Measurement of Emotional Intelligence
4. Measurement of Hope
5. Measurement of Resilience
6. Measurement of Intelligence (SPM)
7. Personality Assessment through HSPQ
8. Reaction Time
9. Mullar Lyer Illusion
10. Measurement of Level of Aspiration
Drawing & Painting
B.A.-B.Ed. Part – III

SCHEME :

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
<th>Marks</th>
<th>Min. Pass Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Paper I</td>
<td>3 hrs.</td>
<td>60</td>
<td>21</td>
</tr>
<tr>
<td>Post Independence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artists of India</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper II-Practical Paper I</td>
<td>5 hrs.</td>
<td>60</td>
<td>22</td>
</tr>
<tr>
<td>Study from Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper III-Practical Paper II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictorial Composition</td>
<td></td>
<td>60</td>
<td>22</td>
</tr>
<tr>
<td>Submission of Practical Works</td>
<td></td>
<td>20</td>
<td>07</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>200</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

Paper I: Post Independence Artists of India

Note: The paper consist of three parts:

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

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

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

Section – A

Section – B
Indian Sculptors – D.P. Roy Choudhary, Shankhoo Choudhary, Ram Kinkar Baij, Dhanraj Bhagat, Somnath Hore, Mrinalini Mukherjee, Himmat Shah.

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

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

1. Art of India (Feeling and Form) - Ajit Mukarjee
2. आधुनिक चित्रकला की पृष्ठभूमि - जी.के. अग्रवाल
3. भारतीय चित्रकला के आधार स्तम्भ - प्रेमचन्द गोस्वामी
4. भारत की सन्तानीन कला - प्राणनाथ मागो, नेशनल बुक हार्डवय, नई दिल्ली, 2006
5. आधुनिक कला कोश - विनोद भार्चाल, वाणी प्रकाशन, नई दिल्ली, 2006
6. आधुनिक चित्रकला का इतिहास - आर.बी. सांख्यकर, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
7. समकालीन कला - अशोक
8. कला विलास - आर.ए. अग्रवाल, डी.एस.ए. बुक्स इंटरनेशनल, गार्ड, 2015

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

Medium – Pencil/Charcoal/Soft Pencil

Duration : 5 hrs.

Size ½ Imperial

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

Books Recommended:

1. Anatomy and Drawing by Victor Perard, Publisher J.V. Navelkhi, Bombay.
2. Human figure by Vanderpol, Publisher J.V. Navelkhi, Bombay.

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

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

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

Medium – Acrylic, Tempera, Oil, Pastel etc.

Duration : 5 hrs.

Size ½ Imperial

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

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University of Rajasthan
Jaipur
Submission of Practical work:

Max. Marks : 20
Min. Pass Marks : 7

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

Instruction for submission:

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

Note:

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

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

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Min. Pass Mars</th>
<th>Max. Marks</th>
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</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>World Regional Geography</td>
<td>Arts 75</td>
</tr>
<tr>
<td></td>
<td>Geography of India</td>
<td>Science 50</td>
</tr>
<tr>
<td>Paper II</td>
<td></td>
<td>Science 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts 50</td>
</tr>
<tr>
<td>Practical</td>
<td>18</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 conducted 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 examinations.

By, Registrar
(Academic)
University of Rajasthan
Jaipur
Paper 1: World Regional Geography

Section A

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

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

Section B

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

Section C


Recommended Readings:
Paper II: Geography of India

Section A

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

Section B

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

Section C

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

Recommended Readings:

Khullar, D.R. 2006: India a comprehensive Geography; Kalyani Publishers, New Delhi

Practicals

Scheme of Examination

Min. Pass Marks: 18

<table>
<thead>
<tr>
<th>Written test</th>
<th>Bifurcation of Marks</th>
<th>Max. Marks: 50</th>
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<tbody>
<tr>
<td>24</td>
<td>24</td>
<td>Time</td>
</tr>
<tr>
<td>Field survey and viva voce</td>
<td>10+04</td>
<td>1 hr.</td>
</tr>
<tr>
<td>Essay and viva voce</td>
<td>08+04</td>
<td>2 1/2 hr.</td>
</tr>
</tbody>
</table>

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Dy. Registrar (Acad.)
University of Rajasthan
JAIPUR
SYLLABUS

Section A

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

Cylindrical projections:
1. Equidistant
2. Equal Area
3. Mercator's, Universal Transverse Mercator (UTM)
4. Gauß's Stereographic

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

Section B

Zenithal Projections: (Only Polar Case)
1. Equidistant
2. Equal Area
3. Gnomonic
4. Stereographic
5. Orthographic

Three-dimensional diagrams: sphere, block pile, cube.

Section C

Plane table surveying: Equipments, procedure, traversing - open and closed traverse, methods: radial and intersection, concept of resectioning.
Height calculation using Indian pattern clinometer.

Recommended Readings:

वीर, श्रीमान् 2005: प्रायोजिक भूगोल, राजस्थान प्रकाशन, जोधपुर।
Singh, L.R. 2006: Practical Geography. Prayag Pustak Publisher, Allahabad U.P.

[Signature]

Dy. Registrar
University of Rajasthan
Home Science
B.A.-B.Ed. Part-III

Examination Scheme:

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

BA Home Science Part III

<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 V</td>
<td>Mother and Child Care</td>
<td>3hrs</td>
<td>50</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Practical V</td>
<td>Mother and Child Care</td>
<td>3hrs</td>
<td>50</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Theory Paper VI</td>
<td>Extension education and Communication</td>
<td>3hrs</td>
<td>50</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Practical VI</td>
<td>Extension education and Communication*</td>
<td>3hrs</td>
<td>50</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>200</td>
<td>72</td>
<td>12</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
MOTHER AND CHILD CARE (THEORY PAPER V)

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

**Learning Outcomes:**

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

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

**Objectives:**

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

<table>
<thead>
<tr>
<th>Contents</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit – I</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health of the Mother</strong></td>
<td></td>
</tr>
<tr>
<td>1. Menstruation &amp; Fertility:</td>
<td></td>
</tr>
<tr>
<td>- Normal Menstrual Cycle</td>
<td>6</td>
</tr>
<tr>
<td>- Process of Reproduction</td>
<td></td>
</tr>
<tr>
<td>2. Pregnancy:</td>
<td></td>
</tr>
<tr>
<td>- Sign &amp; Symptoms</td>
<td>8</td>
</tr>
<tr>
<td>- Use of Pregnancy Kits</td>
<td></td>
</tr>
<tr>
<td>- Signs &amp; Symptoms</td>
<td></td>
</tr>
<tr>
<td>- Common Ailments</td>
<td></td>
</tr>
<tr>
<td>- Abortions –causes &amp; Care of Mother</td>
<td></td>
</tr>
<tr>
<td>3. Health &amp; nutritional care during Pregnancy &amp; lactation:</td>
<td></td>
</tr>
<tr>
<td>- Antenatal Care</td>
<td></td>
</tr>
</tbody>
</table>

Dy. Registrar (Academic-I)  
University of Rajasthan  
Jaipur
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>i.</td>
<td>Registration of Pregnancy</td>
</tr>
<tr>
<td>ii.</td>
<td>Sign &amp; Symptoms of Pregnancy</td>
</tr>
<tr>
<td>iii.</td>
<td>Use of Pregnancy Kits</td>
</tr>
<tr>
<td>iv.</td>
<td>Common ailments during pregnancy &amp; their management: morning sickness, heartburn, indigestion, constipation, piles, leg cramps, sleeplessness, frequency of micturition, edema, varicose veins</td>
</tr>
<tr>
<td>v.</td>
<td>Antenatal Checkups &amp; their importance</td>
</tr>
<tr>
<td>vi.</td>
<td>Danger signs during pregnancy &amp; management</td>
</tr>
</tbody>
</table>

- Intra natal care:
  - Birth preparedness for safe delivery
  - Danger signs during delivery & management & when to refer

- Post natal care:
  i. Complications during post partum period & their management
  ii. Post natal Checkups

### Unit II

#### Care of New Born

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>Use of Mother &amp; Child protection card</td>
</tr>
<tr>
<td>5.</td>
<td>Mother and Child Health Nutrition Programme</td>
</tr>
<tr>
<td></td>
<td>Janani Shishu Suraksha Yojana</td>
</tr>
<tr>
<td></td>
<td>Reproductive and Child Health</td>
</tr>
<tr>
<td>6.</td>
<td>Family Planning</td>
</tr>
<tr>
<td></td>
<td>Advantages &amp; importance</td>
</tr>
<tr>
<td></td>
<td>Methods of family planning</td>
</tr>
<tr>
<td>7.</td>
<td>Abortions-causes &amp; care of mother</td>
</tr>
<tr>
<td>8.</td>
<td>New born:</td>
</tr>
<tr>
<td></td>
<td>Nutritional care of New Born(referring to Integrated Management of Neonatal Childhood illness).</td>
</tr>
<tr>
<td></td>
<td>Identification of Danger Sign and when to refer</td>
</tr>
<tr>
<td></td>
<td>Common ailments of newborns and their management: diarrhea, constipation, flatulence, vomiting, colic, malnutrition, napkin rash, umbilical infection, acute respiratory infections</td>
</tr>
</tbody>
</table>

### Unit III

| 9. | Immunization & growth monitoring of infant and young child  |

---

Dy. Registrar (Academic-I)  
University of Rajasthan  
Jaipur
10. Nutritional care of infant & young child (referring to Infant and Young child nutrition guidelines)
   - Infancy
     i. Importance of breastfeeding, early intitluaion, colostrums
     ii. Exclusive breastfeeding – techniques of breastfeeding
   - Complementary feeding:
     i. Importance of complementary feeding
     ii. Time of introduction
     iii. Technique of complementary feeding
     iv. Points to be considered – FODU (Frequency, Adequacy, Density and Utilization.
     v. Homemade recipes, premixes, from family pot

References:
5. First Aid to the injured. Authorised Manual of St. John Ambulance. 1 cross road, New Delhi 110001
6. Module 1-8 developed for Asha Sahyoginis.

MOTHER AND CHILD CARE(PRACTICAL V)

Maximum marks: 50
Minimum marks: 18
Teaching workload: 1 practical/ week (2 hours/ practical)
Total teaching workload: 24 practical/ batch

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

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
emergency situations. Students will be able to manage home nursing of patients with simple illnesses.

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

<table>
<thead>
<tr>
<th>Content</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of Pregnancy kits</td>
<td></td>
</tr>
<tr>
<td>• Safe Days</td>
<td>1</td>
</tr>
<tr>
<td>• Menstrual Hygiene</td>
<td></td>
</tr>
<tr>
<td>• Hygienic use &amp; disposal of sanitary pads</td>
<td>1</td>
</tr>
<tr>
<td>2. Breastfeeding – Techniques &amp; Posture</td>
<td></td>
</tr>
<tr>
<td>3. Preparation of Complementary foods</td>
<td>6</td>
</tr>
<tr>
<td>• Premixes</td>
<td></td>
</tr>
<tr>
<td>• Guidelines for consistency for quality, preparing frequency, density &amp; variety premixes.</td>
<td></td>
</tr>
<tr>
<td>• Homemade recipes</td>
<td></td>
</tr>
<tr>
<td>• Adaptation from family pot C</td>
<td></td>
</tr>
<tr>
<td>4. Use of Mother &amp; Child Protection Card</td>
<td>5</td>
</tr>
<tr>
<td>• Registration &amp; personal details</td>
<td></td>
</tr>
<tr>
<td>• Antenatal care</td>
<td></td>
</tr>
<tr>
<td>• Danger signs of pregnancy</td>
<td></td>
</tr>
<tr>
<td>• Diet during pregnancy</td>
<td></td>
</tr>
<tr>
<td>• Planning of low-cost nutritious recipe for pregnant mother</td>
<td></td>
</tr>
<tr>
<td>• Internal care</td>
<td></td>
</tr>
<tr>
<td>• Post antenatal care</td>
<td></td>
</tr>
<tr>
<td>• Checkups planning of low-cost nutrition's recipes for lactating mother</td>
<td></td>
</tr>
<tr>
<td>• Danger signs of new born</td>
<td></td>
</tr>
<tr>
<td>• New born care</td>
<td></td>
</tr>
<tr>
<td>• Immunization</td>
<td></td>
</tr>
<tr>
<td>• Growth monitoring – Demonstration of weighting &amp; measurement of child</td>
<td></td>
</tr>
<tr>
<td>• Guidelines for child care</td>
<td></td>
</tr>
<tr>
<td>5. Management of Diarrhea</td>
<td></td>
</tr>
<tr>
<td>• Skin pinch test for identifying dehydration</td>
<td>2</td>
</tr>
</tbody>
</table>

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Dy. Registrar (Academic-I)  
University of Rajasthan  
Jaipur
- Feeding schedule.
- Preparation of oral rehydration solution

6. Management of fever
- Use of thermometer
- When to refer
- How to bring down fever (home based care)

7. First aid & home nursing
- First Aid during
  i. Burns & Scalds
  ii. Cuts & wounds (Tetanus Toxoid vaccine)
  iii. Sprains & fractures
  iv. Unconsciousness
  v. Electric shock
  vi. Animal bite – dog, monkey, snake (importance of vaccine)
  vii. Poisons
  viii. Heat stroke
- Care in infectious disease
  i. Isolation
  ii. Prevention of infection through fomites
  iii. Ventilation & Disinfection
  iv. Baby weighing scale, ARIT inner & thermometer, first aid box.
  v. Materials to be provided – from nearest Aanganwadi/Subcentre

Examination scheme

Major problem – 15 marks
Planning and preparation of low cost recipe for any one
- Pregnant/ Lactating mother
- Supplementary foods/ premixes

Minor Problem – 10 marks
Use of pregnancy kit
Management of diarrhea, care of infectious disease, use of Mother & child card,

Viva voce 5 marks

Internal -20 marks

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Jaipur
EXTENSION EDUCATION AND COMMUNICATION (THEORY PAPER VI)

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

Learning Outcomes –
The students will learn about followings –
□ Concept of education and its types, principle and objectives
□ Role of development initiatives of government of India in the progress of country
□ Concepts of communication, teaching methods and types
□ International, National and local support structure contributing to the development of country.

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

Contents

<table>
<thead>
<tr>
<th>Unit-I</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Education</td>
<td></td>
</tr>
<tr>
<td>2. History of Extension Education in India</td>
<td>3</td>
</tr>
<tr>
<td>3. Objectives and principles of Extension Education</td>
<td>4</td>
</tr>
<tr>
<td>4. Role and qualities of extension worker</td>
<td>2</td>
</tr>
<tr>
<td>5. Extension teaching methods- Personal, Group and mass approach</td>
<td>10</td>
</tr>
<tr>
<td>6. Basic knowledge of flagship development programmes of the Government of India in reference to objectives, target groups, activities, organizational structures and financial support</td>
<td>10</td>
</tr>
</tbody>
</table>

UNIT-II

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

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9. Classification of audio visual aids - Projected and non projected (visual, audio and audio visual aids)

10. Media
   - Basic concepts of traditional and modern methods of communication
   - Relative advantages and limitations of traditional and modern methods of communication

UNIT III

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

References:

5. हरपालचार बी.बी. 1998 : गृह विज्ञान में प्रसार शिक्षा , स्टार पब्लिकेशन , आगरा
6. श्री . संगीता पुप्प और श्री जामस शीला 2011 : प्रसार शिक्षा , श्री बिनोद पुस्तक मंडिर , आगरा–2

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

Vocation Oriented Practical* (in the form of training, internship, demonstration)
One practical to be selected by the institution based on the available infrastructure and facilities.
*One of the following six practicals to be selected by the institution
   - Family Event management
   - Nutrition Education activities

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

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

**FAMILY EVENT MANAGEMENT**

<table>
<thead>
<tr>
<th>Maximum marks: 50</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum marks: 18</td>
<td></td>
</tr>
</tbody>
</table>

Teaching workload: 2 practical/week (2 hours/practical)
Total teaching workload: 24 practical/batch

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

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

<table>
<thead>
<tr>
<th>Contents:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step of Event Management</td>
<td></td>
</tr>
<tr>
<td>1. Making a paper plan</td>
<td>1</td>
</tr>
<tr>
<td>• Guest List</td>
<td></td>
</tr>
<tr>
<td>• Making / Drafting / Finalizing/Invitation Card</td>
<td></td>
</tr>
<tr>
<td>• Infrastructure</td>
<td></td>
</tr>
<tr>
<td>i. Tents</td>
<td></td>
</tr>
<tr>
<td>ii. Furniture and Furnishing for areas:</td>
<td></td>
</tr>
<tr>
<td>o Reception,</td>
<td></td>
</tr>
<tr>
<td>o DJ’s/ Music,</td>
<td></td>
</tr>
<tr>
<td>o Games,</td>
<td></td>
</tr>
<tr>
<td>o Food serving (Based on numbers of persons and types of events)</td>
<td></td>
</tr>
<tr>
<td>i. Decoration (Theme etc.)</td>
<td></td>
</tr>
<tr>
<td>ii. Planning of games</td>
<td></td>
</tr>
<tr>
<td>iii. Transportation &amp; communication</td>
<td></td>
</tr>
<tr>
<td>iv. DJ’s/ Music</td>
<td></td>
</tr>
<tr>
<td>v. Planning and Management of food</td>
<td></td>
</tr>
<tr>
<td>o Welcome drink</td>
<td></td>
</tr>
<tr>
<td>o Welcome Snacks</td>
<td></td>
</tr>
<tr>
<td>o Main Course</td>
<td></td>
</tr>
<tr>
<td>o Deserts</td>
<td></td>
</tr>
<tr>
<td>o Mouth Fresheners</td>
<td></td>
</tr>
</tbody>
</table>

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Jaipur
vi. Return Gifts

2. Budget under different heads (Market survey can be done)
   - Food
   - Decoration
   - Invitation
   - Gifts
   - Transportation and communication
   - Games
   - Infrastructure tents, furniture, furnishing, etc.
   - DJ's / Music
   - Time schedule for major activities
   - Implementation of various activities
     - Finding out a leader and making groups
     - Work distribution among group members

3. Controlling the event activities

4. Feedback / evaluation

5. Variation in events in a family
   - Religious events
   - Entertainment and recreational events
   - Picnics, Other parties and events
   - College events: Fresher's day, Farewell, Annual function

6. Class rooms presentation

Note: Students will participate in events of institution.

<table>
<thead>
<tr>
<th>Examination scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major – 20 marks.</td>
</tr>
<tr>
<td>Making a party plan for any specific party.</td>
</tr>
<tr>
<td>Planning budget for the party in the specific amount</td>
</tr>
<tr>
<td>3. Internal – 20 marks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUTRITION EDUCATION ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum marks: 50</td>
</tr>
<tr>
<td>Minimum marks: 18</td>
</tr>
<tr>
<td>Teaching workload: 2 practical/week (2 hours/practical)</td>
</tr>
<tr>
<td>Total teaching workload: 24 practical/batch</td>
</tr>
</tbody>
</table>

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Jaipur
### Learning Outcomes

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

### Objectives:

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

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

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

**Suggested Topics:**

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

**Examination scheme:**

1. **Major problem:** 20 marks
   Plan any nutrition education activity for community on any one of the given topics.

2. **Minor problem** 10 marks
   Preparation of any one teaching aid.

3. **Internal:** 20 marks

**FOOD PRESERVATION**

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

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

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University of Rajasthan
Jaipur
Objectives:-
1. To enable the students to develop skills in food preservation.
2. To encourage the students to use these skills at small scale level.

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

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Jaipur
iv. Frozen vegetables
   * Peas
   * Carrots
   * Cauliflower
   * Mango Pulp

• Pastes & Purees
  i. Onion
  ii. Garlic
  iii. Ginger
  iv. Tomato Puree

• Pickles
  i. Mango
  ii. Mix Vegetables
  iii. Kair
  iv. Lasoda
  v. Chilli
  vi. Lemon

• Requirements to start a small scale unit
  i. Equipments
  ii. Finance
    * Loan options
    * Budgeting – calculation of selling price of the product
    * Book keeping

Examination scheme:

1. Major problem: 20 marks
   Planning and preparation of any one preserved food.

2. Minor problems: 10 marks
   Calculation of selling price of a given product.

3. Internal: 20 marks

Knowledge and skills based training for childhood educators

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

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Learning Outcomes

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

Objectives –

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

<table>
<thead>
<tr>
<th>Content</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Requisites:</strong></td>
<td></td>
</tr>
<tr>
<td>Identifying nearby crèches, preschool and day care centres.</td>
<td>(12 weeks)</td>
</tr>
<tr>
<td>• Preparation of activity calendar.</td>
<td></td>
</tr>
<tr>
<td>• Developing skills and characteristics of an ideal preschool teacher, using different teaching strategies – task analysis scaffolding, storytelling, do it signals, dramatization demo field trips songs environmental cues.</td>
<td></td>
</tr>
<tr>
<td>• Participation with children in crèches, preschool and day care centres</td>
<td>2</td>
</tr>
<tr>
<td><strong>Course Content:</strong></td>
<td></td>
</tr>
<tr>
<td>• Teaching strategies for early childhood care and education</td>
<td>2</td>
</tr>
<tr>
<td>• Characteristics and qualifications of an early childhood educator.</td>
<td></td>
</tr>
<tr>
<td>• Developing communication skills in dealing with young children.</td>
<td>2</td>
</tr>
<tr>
<td>• Working in crèches, preschool and day care centres to develop administrative, managerial and supervisory skills in students.</td>
<td></td>
</tr>
<tr>
<td>• Administration, management and supervision of crèches, preschool and day care centres.</td>
<td>2</td>
</tr>
<tr>
<td>• Planning and implementing developmentally appropriate activities in crèches, preschool and day care centres.</td>
<td></td>
</tr>
</tbody>
</table>

Examination scheme:

1. Major Problem : 20 marks
   Planning and preparation of ECE activities in preschools and day care centres.

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University of Rajasthan
Jaipur
Evaluation of crèches, preschool and day care centres.

2. Minor Problem: 10 marks
   Preparation of teaching aids – story books, songs poems, models, toys, aids etc.

3. Internal: 20 marks

DYEING AND PRINTING

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

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

<table>
<thead>
<tr>
<th>Contents</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a scrap book with following</td>
<td></td>
</tr>
<tr>
<td>1. Different types of motifs</td>
<td>4</td>
</tr>
<tr>
<td>• Floral – Natural and stylized</td>
<td></td>
</tr>
<tr>
<td>• Human - Natural and stylized</td>
<td></td>
</tr>
<tr>
<td>• Animal - Natural and stylized</td>
<td></td>
</tr>
<tr>
<td>• Abstract</td>
<td></td>
</tr>
<tr>
<td>• Geometrical</td>
<td></td>
</tr>
<tr>
<td>2. Make samples of different methods of printing and dying</td>
<td></td>
</tr>
<tr>
<td>• Tie &amp; Dye techniques (10 samples with different techniques)</td>
<td>8</td>
</tr>
<tr>
<td>i. Marbling</td>
<td></td>
</tr>
<tr>
<td>ii. Pleating &amp; binding</td>
<td></td>
</tr>
<tr>
<td>iii. Knotting</td>
<td></td>
</tr>
<tr>
<td>iv. Twisting and coiling</td>
<td></td>
</tr>
<tr>
<td>v. Bandhej</td>
<td></td>
</tr>
<tr>
<td>vi. Stitching (Shibori)</td>
<td></td>
</tr>
<tr>
<td>vii. Pegging, etc</td>
<td></td>
</tr>
<tr>
<td>Make any one Product – Table cloth with 6 napkins/Chunni/Saree/cushion &amp; bolster set</td>
<td></td>
</tr>
<tr>
<td>• Printing –</td>
<td>8</td>
</tr>
<tr>
<td>i. Block printing (samples)</td>
<td></td>
</tr>
<tr>
<td>o Butti block to create all over effect</td>
<td></td>
</tr>
<tr>
<td>o Borders &amp; corners</td>
<td></td>
</tr>
</tbody>
</table>
Make any one Product – Table Mats/Table Napkins/Runners
   ii. Screen printing (Samples)
Make any one Product – Table mat / 'T' shirt / Cushion cover

<table>
<thead>
<tr>
<th>Examination scheme :</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major Problem -20 Marks</td>
</tr>
<tr>
<td>Make a design for a product by combining any two techniques e.g. tie and dye, block and screen.</td>
</tr>
<tr>
<td>2. Minor -10 Marks</td>
</tr>
<tr>
<td>Make a sample of tie and dye using two colors and two techniques</td>
</tr>
<tr>
<td>3. Internal Marks -20 Marks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTENSION ACTIVITY MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum marks: 50</td>
</tr>
<tr>
<td>Minimum marks: 18</td>
</tr>
<tr>
<td>Teaching Workload: 2 practical/week (2 hours/practical)</td>
</tr>
<tr>
<td>Total teaching workload: 24 practical/batch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
</tr>
<tr>
<td>1. To impart knowledge regarding process of extension activity management.</td>
</tr>
<tr>
<td>2. To develop the skills in organizing extension activity at the community level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theoretical understanding of process of programme/extension activity management.</td>
</tr>
<tr>
<td>Organize following extension activities from the area of home science:</td>
</tr>
<tr>
<td>• Workshop/seminar</td>
</tr>
<tr>
<td>• Fair</td>
</tr>
<tr>
<td>• Exhibition</td>
</tr>
<tr>
<td>• Rally</td>
</tr>
<tr>
<td>could be taken up in rural/urban/slum community in a group on the basis of following steps-</td>
</tr>
<tr>
<td>• Identification of the activity - nature, duration, number of participants etc.</td>
</tr>
<tr>
<td>• Plan of the activity – selection of venue, resource management (men, material/infrastructure, and money), and delegation of responsibility.</td>
</tr>
<tr>
<td>• Scheduling of the activity</td>
</tr>
<tr>
<td>• Publicity of the activity</td>
</tr>
</tbody>
</table>

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University of Rajasthan
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Page 96
Syllabus B.A.-B.Ed. Part-III

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

Examination scheme:

Total Marks: 50 marks

Major Problem: 15 Marks

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

Minor Problem: 10 Marks

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

Viva: 5 Marks

Internal: 20 Marks

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Jaipur
INDIAN MUSIC (VOCAL)

B.A. PART - III

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

Teaching Hours

Practical

6 Hours Per Week

Theory

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

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

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

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

Principles of Indian Music (Vocal)

Section –A

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

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

Section –B

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

Section –C

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

[Signature]
Dy. Registrar
(Academic)
Paper – II

Vocal Music

3 hrs. Duration       Max. Marks 40       Min. Marks 15

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

History of Indian Music

Section – A

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

Section – B

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

Section – C

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

100
Max. Marks 120

There shall be one practical paper (conducted by two different Examiners: External and Internal)
(Non-collegiate candidates will have to attend a practical course of forty eight hours at university allotted centres)

Duration of Exam.: 1 hours per candidate.

Presentation of Ragas & Viva-voce

Max. Marks 120 Min. Marks 43

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

Detailed Course:

1. To sing given musical piece and to recognize the ragas & swaras when sung.

2. To show the difference of ragas through swarvistar in all the ragas.

3. To know orally the “Bol” with Dugun, Tugun and mark time on hand and to recognize the following talas when played on tabla- Dhamar, Tilwara, Ektal, Chautil, Rupak, Punjabi, Sooltal, Jhumra, Adachaultal, Tivra and Deepchandi.

4. To sing Aroh, Avroh, Pakad and Swar Vistar of the following ragas- Todi, Puriya-Dhanashree, Jaunpuri, Darbari Kanada, Bihag, Multani, Kafi, Adana, Durga, Puriya, Kamod and Chhayanat.

5. With the accompaniment of Tabla to sing slow- khayal and Fast Khayal with sufficient alaps, tanas, Bol-tanas and Sargam in following four ragas- (i) todi (ii) Bihag (iii) Jaunpuri (iv) Darbari Kanada

6. With the accompaniment of tabla to sing a Fast-Khayal with alaps and tanas and Tarana with its gayaki in any Six ragas of the following: (i) Kamod (ii) Multani (iii) Kafi (iv) Adana (v) Durga (vi) Puriya (vii) Chhayanat (viii) Puriyadhanashri.

7. With the accompaniment of Tabla or Pakhawaj to sing on Dhrupad and one Dhamar with all laykaris and Tihai, in any two different ragas prescribed under clause 4, but not selecte under clause 5 & 6.

Books Recommended:

1. Kramik Pustak Malika parts 2,3 and 4 Pt. V.N. Bhatkhande.
2. Tan Malika parts 2 & 3 by Raja Bhaiya Poochhwale.
3. Tan Sangrah by S.N. Ratanjankar.
5. Sitar Shiksha by B.N. Bhatt.
6. Sitar Parts 1 to 3 by B.N. Bhimpure.
7. Rag Vigyan by N.V. Patwardhan.
8. A Short survey of the Music of the Northern India by Pt. V.N. Bhatkhande.
9. संगीत के जीवन पृष्ठ by S.Rai.
10. Vadya Shastra by Shri Harish Chandra Srivastava.
12. Sangeet Visharad by Basant.
16. Bhartiya Sangeet ka Itihas-Umesh Joshi.
17. The Music of India by H.A. Popely.
18. Hindustani Sangeet Paddhati 1 to 4 by Pt. Bhatkhande
19. Pranav Bharti by Omkar Nath Thakur.
22. Sangeet Rasmanjari- Pt. Laxman Bhatt Tailang
23. Sangeet Mani Part-I,II- Maharani Sharma
24. Sangeet Swarit- Ramakant divedi
25. Panchashika Sangeet Vimal Manjari- Pt. Laxman Bhatt Tailang
27. Brihaddeshiaya by Matang.
28. Sangeet Ratnakar by Sharangdev.
29. Rag Tarangini by Lochan.
30. Sangeet Parijat by Ahobal.
Indian Music

INDIAN MUSIC (INSTRUMENTAL) SITAR

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

<table>
<thead>
<tr>
<th>Paper</th>
<th>Duration</th>
<th>Max. Marks</th>
<th>Min. Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper - I</td>
<td>3 hrs.</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Paper - II</td>
<td>3 hrs.</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Practical</td>
<td>1 hour per candidate</td>
<td>120</td>
<td>43</td>
</tr>
</tbody>
</table>

**Teaching Hours**

- **Practical**: 6 Hours Per Week
- **Theory**
  - Paper -I: 2 Hours Per Week
  - Paper -II: 2 Hours Per Week

**Total Teaching Hours for practical — 06, Theory 04 Hours Per Week**

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

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

**Paper I**

Principles of Indian Music (Instrumental)

**Section —A**

<table>
<thead>
<tr>
<th>Paper -I</th>
<th>Duration</th>
<th>Max. Marks</th>
<th>Min. Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 hrs.</td>
<td>40</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Brief study of Rag and Ras.
2. Comparative study of different Gharanas of Khayal and Sitar

**Section —B**

2. Folk instruments of Rajasthan.
4. Forms of Karnataka Music

---

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Jaipur

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Section –C

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

Paper –II

Instrumental Music (Sitar)

3 hrs. Duration Max.Marks 40 Min. Marks 15

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

History of Indian Music

Section –A

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

Section –B

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

Section –C

(1) General ideas of Rabindra Sangeet.
(2) General idea of Harmony and melody.
(3) Essay on General music interest.
Music Practical Instrumental (Sitar)

Max. Marks 120

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

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

Duration of Exam. : 1 hours per candidate.

Presentation of Ragas & Viva-voce

Max. Marks 120 Min. Marks 43

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

Detailed Course:

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

Books Recommended :

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

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Jaipur
(2) Tan Malika parts 2 & 3 by Raja Bhaiya Poochwale,
(3) Tan Sangrah by S.N. Ratanjankar.
(4) Sitar Marg by S.Bandopadhyaya.
(5) Sitar Shiksha by B.N. Bhatt.
(6) Sitar Parts 1 to 3 by B.N. Bhimpure.
(7) Rag Vigyan by N.V. Patwardhan.
(8) A Short survey of the Music of the Northern India by Pt. V.N. Bhatkhande.
(9) Laksh'r ds thou i"B by S.Rai.
(10) Vadya Shastra by Shri Harish Chandra Srivastava.
(11) Hamare Sangeet Ratna by Sangeet Karyalaya, Hathras.
(12) Sangeet Visharad by Basant.
(13) Sangeet Kaumudi by V.Nigam.
(14) Hindustani Music-its physics and Aesthetics by G.S. Ranade.
(15) Origin of Ragas – Bandopadhyaya.
(16) Bhartiya Sangeet ka Ithas-Umesh Joshi.
(18) Hindustani Sangeet Paddhati 1 to 4 by Pt. Bhatkhande
(19) Pranav Bharti by Omkar Nath Thakur.
(20) Karanataka Music-Ramchandran.
(21) South Indian Music by Sambamurti.
(22) Sangeet Rasmanjari- Pt. Laxman Bhatt Tailang
(23) Sangeet Mani Part-I,II- Maharani Sharma
(24) Sangeet Swarit- Ramakant divedi
(25) Panchashika Sangeet Vimal Manjari- Pt. Laxman Bhatt Tailang
(26) Natya Shastra by Bharat.
(27) Brihaddeshiya by Matang.
(28) Sangeet Ratnakar by Sharangdev.
(29) Rag Tarangini by Lochan.
(30) Sangeet Parijat by Ahobal.
प्रदेश वि.
1. भाषा संस्थान में हिंदी भाषा तत्वों का ज्ञान देना।
2. भाषा की पृथक्-पृथक् मूलिकाओं को जानना।
3. भाषा सीखने की सुधारपूर्वक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. शब्द, भाषा, मानव एवं लेखन सम्बन्धी भाषात्मक कौशलों का ज्ञान देना।
6. इकाई, दैनिक एवं सूचनापात योजनाओं के महत्व से अवश्य करना एवं निर्माण का ज्ञान देना।
7. हिंदी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिंदी के विधायों एवं उनके व्यावहारिक शिक्षण की संरचनाओं का ज्ञान देना।
9. पाठ्यवस्त्र, पाठ्यक्रम और पाठ्य पुस्तक का विस्तारण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार व्याख्या।
10. भाषा और साहित्य के समन्वय को जानना।
11. हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. शब्दों और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. भाषात्मक व्यवस्थाओं के प्रति संवेदनशील रहना।
14. हिंदी भाषा शिक्षण में दृष्ट-श्रद्धा उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिंदी शिक्षण में मूल्यांकन के महत्त्व, मूल्यांकन की संरचनाओं एवं विधायों का ज्ञान देना।
16. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।

इकाई - प्रश्न
भाषा की शृंखला
• भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शाब्दिक विचार एवं वाक्य विचार की दृष्टि से)
• भाषात्मक कौशलों के विकास –
  (क) शब्द, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (स्वच्छ व मौन)
(3) अभिव्यक्ति (गौर्जक व लिखित)

- हिन्दी के विषय सुझावलेन्न आयामों के अन्तर्गत विषय भाषा रूपों का अध्ययन
  (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी. (iii) कार्यालयी हिन्दी. (iv) विचार के क्षेत्र में हिन्दी
  (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी
  (vii) विज्ञान के क्षेत्र में हिन्दी

- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

इकाई — हितीय

- शिक्षण के प्रकार: गद्दी शिक्षण, पढ़ती शिक्षण, नाटकों शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सृजन शिक्षण, दैनिक पाठ योजना, इकाई योजना, सृजन पाठ योजना
- नवाचार और भाषाशिक्षण की प्रणाली
- विभिन्न जन संचार माध्यमों से हिन्दी शिक्षण परस्परागमन माध्यम — लोकगीत, लोकनृत्य, कलापतली, नौंदी, संगीतार्थ वक्तव्य, हरिकथा, कहानी
- संचार माध्यम —प्रिंट मीडिया — समाचार पत्र—पत्रकारिता, साहित्यिक पुस्तकां, विज्ञान, इलेक्ट्रॉनिक मीडिया—रेडियो, टेलीविजन, फिल्म एवं विज्ञान (स्लीडो गोल्ड) ई—कॉमर्स, मोबाइल, इंटरनेट, इन्टरनेट, ई—शॉपिंग, भाषा-शिक्षण

इकाई (पूर्वीय)

- भाषा शिक्षण की विधियाँ — भारतीय भाषाकारों की दृष्टि से — वाणिज्य, यासक, बनी, कांग्रेसपास गुरू, किशोरी दास बाजपेयी
- पाश्चात्य विद्वानों की दृष्टि से — जे.पे.जे, एल. रायगातकों, चौंकों, जॉन हुड्सिर
- वर्तमान में प्रभावित — प्रायोजना विधि (किलॉट्रिक), पय्यात्मक अध्ययन विधि एवं अभिन्नित्व अनुरेखा।

[Rajendra Singh
Dy. Registrar (Acad.)
University of Rajasthan
Jaipur]
• भाषा का स्वरूप — भाषा व्यवहार के विविध पद्धतियों के रूप में भाषा, भाषाओं के विविध परिवर्तनशीलता, उच्चारण के संदर्भ में हिंदी की बोलियाँ, वाक् तथा लेखन।
• भाषाओं का स्वरूप — सार्वजनिक व्याख्या की संकल्पना — अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान के मूलभूत संकल्पनाएँ। स्वयंवर्ति विज्ञान व रूप विज्ञान।

इकाई (पंचम)

• पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  (अ) पाठ्यक्रम — पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध
  (ब) सार्वजनिक परीक्षण एवं उपचारात्मक शिक्षण—अर्थ, स्वरूप नहर्व एवं उपयोग।
  (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण।

इकाई (सप्तम)

• हिंदी शिक्षण में मूल्यांकन —
  (अ) भाषा विकास की प्रगति का मूल्यांकन — सतत और समय राज्य मूल्यांकन आपसी—मूल्यांकन, स्व—मूल्यांकन, समूह मूल्यांकन, पोर्टल—फोलियो।
  (ब) प्रश्नों का स्वरूप — समस्या—समाधान सम्बन्धी प्रश्न, सुजाता में चिन्तन दाले प्रश्न, सामालोचनात्मक चिन्तन बाले प्रश्न, कल्पनाशीलता को लीजिए वाले प्रश्न, परिवेशी सजगता बाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बड़े प्रश्न)
  (स) पीडी बैक — (विद्यार्थी, अभिभासक और अध्यापक) और रिपोर्ट
  (ड) प्रश्न पत्र निर्माण एवं नीलगत्र

समसामयिक कार्य
1. कक्षा परीक्षा (टेस्ट) 10 अंक
2. निम्न में से कोई एक 10 अंक
    • संयोजन में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ई. द्वारा संस्थापित भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
    • अपने आस-पास के पूर्व दोस्तों के दौरे कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि निम्नांकण सूची की व्याख्या की जा सकती है?

�.ඖ. හෝ.ජ.  
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• छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
• पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र-पत्रिकाओं से पूरक सामग्री का चयन।
• आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
• सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियाँ तैयार करें।
• हिंदी की विधाओं पर स्वतंत्र पुस्तका तैयार करें।
• संस्कारात्मक रूप से प्रतिभा सम्पन्न बच्चों के विकास के लिए वर्तमान में कश्ता शिक्षण के अतिरिक्त किये गये उपाय और उनकी समस्याओं प्राप्ति सुचिक रिपोर्ट।
• आस-पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा संबंधित और उनकी समाजात्मी का अध्ययन।
• पत्र-पत्रिकाओं में प्रकाशित रचनाओं अध्ययन नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी सैलानिक समस्याऐँ।

सन्दर्भ प्रमाण सूत्रों —

1. गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ — साहित्य प्रकाशन, आगरा।
2. त्यागी, डॉ. एस.के. (2008) हिंदी भाषा शिक्षण अग्रवाल पत्रिकेशन्स, आगरा।
3. बाबू, डॉ. गुरुदास (2010) हिंदी शिक्षण—अन्य साधन आयाम’ विश्व भारती पत्रिकेशन्स, नई दिल्ली।
4. भाटिया, एम एम और नारायण सी.एल. 1987, आधुनिक हिंदी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
5. लाल रमो बिहारी, 1993, हिंदी शिक्षण, रसोगली पत्रिकेशन्स, नेवी.
6. शर्मा (डॉ.), अनुराधा (2012) “भाषा विज्ञान तथा सिद्धांत” विश्व भारती पत्रिकेशन्स, नई दिल्ली।
7. शर्मा रत्नाकर निर्मल (2007) हिंदी शिक्षण, साहित्यागार, जयपुर।
8. सिंह डॉ. लालित (2001) हिंदी शिक्षण, नेवी—1

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PEDAGOGY OF SCHOOL SUBJECT

PAPER:- VIII A / B

संस्कृत शिक्षण

100 अंक

उद्देश्य —

1. भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
2. भाषा संरचना की प्रकृति की समझ विकसित करना।
3. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धांत एवं उद्देश्यों का ज्ञान कराना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण करना।
5. संस्कृत की भूमिका व विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ उत्पन्न करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवधारण करना।
7. संस्कृत भाषा शिक्षण कौशल का अभ्यास करना।
8. विभिन्न विषयों के सफल अध्यापन हेतु विभिन्न विधियों एवं उपायों का प्रयोग करना।
9. कला—कला परिस्थिति में बहुभाषीय रूप में संस्कृत का सफल प्रयोग करना।
10. पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य संबंधों में समझ उत्पन्न करना।
11. संस्कृत भाषा शिक्षण में दृष्टि—श्रव्य सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन हेतु प्रयत्न—पत्र निर्माण की योग्यता विकसित करना।
13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विकसित करना।
14. कौशलात्मक संस्कृत अस्तिद्वियों के निदान व उपचार की योग्यता विकसित करना।
15. संस्कृत शिक्षण में भाषा प्रयोगशाला की आवश्यकता एवं संयोजन क्षमता विकसित करना।

इकाई — प्रथम

भाषा की भूमिका —

• संस्कृत भाषा शिक्षण के सिद्धांत, महत्व एवं प्रकार
• मनोवैज्ञानिक, भाषात्मा तथा शिक्षण विज्ञान साधनी सिद्धांत

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• संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाओं, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित सामग्रियाँ।
• विद्यालय में भाषा –
  1. सार्वभौमी एवं विद्यालयी भाषा
  2. पाद्यक्रम में भाषा
  3. अविभाज्य में भाषा का केंद्रीयकरण
  4. बहुभाषी भाषा - कक्षा
• भारत में संस्कृत भाषा की स्थिति
  (i) भाषा सिद्धांत का संवैधानिक प्राक्षेक्षन एवं नीतियाँ अनु. 343–351
  (ii) कोटारी रामचंद्रन (1964–1966)
  (iii) NPA (1986) (iv) POA (1992)
  (v) राष्ट्रीय पाद्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति
• संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

इकाई – द्वितीय
• संस्कृत शिक्षण के विभिन्न रूप
  i. गद्य शिक्षण
  ii. पद्य शिक्षण
  iii. व्याकरण शिक्षण
  iv. कहानी शिक्षण
  v. नाटक शिक्षण
  vi. उच्चारण शिक्षण
  vii. रचना शिक्षण
  viii. अनुवाद शिक्षण
• उपर्युक्त का सम्बन्ध, महत्त्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण–दोष
• स्कूल शिक्षण दैनिक पाठ योजना, इकाई योजना एवं स्कूल पाठ योजना
• नवाचार और भाषा शिक्षण की प्रणाली
• विभिन्न जन संचार माध्यमों से संस्कृत शिक्षण
  (a) परम्परागत – नाटक, अभिनय, कथा, सोमिनार, कार्यकार
  (b) संचार माध्यम – वेबसाइट, विकीपीडिया

[Signatures]
(i) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएं, साहित्यिक पुस्तिकाएं
(ii) इलेक्ट्रॉनिक मीडिया – रेडियो, टीवी, फिल्म एवं वहनाघम (मल्टी मीडिया), इंटरनेट, इंटरनेट, भाषा-प्रयोगशालाएँ

इकाई (लूटीय)
• संस्कृत शिक्षण की विधियाँ –
  (I) पाणिनी व यासु के अनुसार।
  (II) प्रबंधित अन्य विधियाँ – प्रायोजना विधि, पर्यावरण अध्ययन विधि, प्रश्न समाधान, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, संग्रहण उपागम, समग्र उपागम।
  (III) पाठ्यालय विद्यार्थियों के अनुसार – जै.प्याजे, एल. भाषागत की, चाँदी, जानवर यूकी।
• विधियों का अनुप्रयोग –
  (i) तृतीय भाषा अधिगम गतिविधियाँ
  (ii) कक्षा-कक्ष बालावरण और परिस्थितियाँ
  (iii) शिक्षक-छात्र पाठ्यपुस्तक व दृष्टिक श्रेणी सहायक सामग्री की भूमिका
  (iv) भाषा का व्यवहार में प्रयोग
  (v) अन्य समाधान के साथ संस्कृत का समन्वय
  (vi) जुंटीय व उपयोगकर्ता कार्य
  (vii) संस्कृत भाषा की चुनौतियाँ
  (viii) स्वयं विज्ञान व रूप विज्ञान के रूप में संस्कृत
  (ix) संस्कृत भाषा पश्चिम एवं मूल्यांकन

इकाई (चतुर्थ)
• पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  (अ) पाठ्यक्रम, पाठ्यक्रम एवं पाठ्यपुस्तकों का समन्वय
  (ब) संस्कृत में दस कार्य एवं क्रिया-कलाकृतियों का विकास।

[Signature]
(3) अधिग्रह में संस्कृत शिक्षण का महत्व विश्व परिदृश्य के सन्दर्भ में।
(4) निदानक परीक्षण एवं उपयोगात्मक शिक्षण—अर्थ, स्वस्थ महत्व एवं उपयोग।

इकाई (पंचम)

- संस्कृत शिक्षण में आकलन—
  1. संस्कृत भाषा विकास की प्रगति का आकलन—सत्ता और समग्र मूल्यांकन स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
  2. प्रश्नों का स्वरूप—समस्या-समाधान समक्षी प्रश्न, सुज्ञातत्त्व वित्तकालीन प्रश्न कल्याणीतता को जीतते साथ प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलान वाले प्रश्न)
  3. फीड बैक (विद्यार्थी, अभिमानक और अध्यापक) और रिपोर्ट
  4. प्रश्न-पत्र निर्माण एवं नील-पत्र

समसामयिक कार्य

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

- अपने प्रश्न के 05 विधानों का भ्रमण कर निभाए सूचना सूचना की सिद्धि की रिपोर्ट तैयार करना।
- संविधान में भारतीय भाषाओं समबाहु अनुशासन तथा राष्ट्रीय शिक्षा नीति फाँसी. बार संस्कृत भाषा समबाहु सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक संस्कृत कवि का विस्तृत परिचय देने हुए संस्कृत में उनके योगदान पर आलोक तैयार करना।
- किसी एक संस्कृत पत्रिका की समीक्षा।
- संवाद शिक्षण को प्रभावी बनाते हुए अधिग्रह सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
- छायाधारित्रिक शिक्षाप्रद कथा लेखन।

सन्दर्भ प्रणय—

1. लिपारी मोलनाथ एवं श्रीवास्तव श्रीमण्डल (1991) 'बायिको' दिल्ली।

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2. ट्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली -6, राजकाल प्रकाशन, प्राणिति. 7 फ़ैज़ बाजार।
3. नारायण वैश्य (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
4. सहाय, आर.एम. (1990) संस्कृत शिक्षण, सर्वोत्तम हरियाणा साहित्य अकादमी।
5. शर्मा, डॉ. रामबलास्त (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली।
6. शास्त्री, डॉ. सूर्यदेव, 1973, मनोभाविकी पतना बिहार हिन्दी ग्रुप अकादमी।

**PEDAGOGY OF SCHOOL SUBJECT**

**PAPER:-VIII A/B**

**English Teaching**

**Objectives**

The student-teachers will be able to-

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

**COURSE CONTENT**

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

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

UNIT - II - TEACHING OF ENGLISH LANGUAGE SKILLS

• Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent, Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening, Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening

• Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary. The phonetic elements involved in speaking at the receptive level, Technique of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation

• Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book

• Writing Skills: Concept of writing in first language and the second language, Types of composition- oral, written, controlled, guided, contextualized and integrated composition. Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, Paragraph, Developing Stories, Note making, Correction of Written Work.

UNIT - III - METHODOLOGY AND PLANNING OF ENGLISH LANGUAGE TEACHING
- Approaches, methods and techniques, Whole language approach, Structural-Situational approach, Communicative approach, Task based approach, Eclectic approach, Direct method, Bilingual Method, Audio-lingual method CALL (computer assisted language learning) and CALT (Computer assisted language teaching), Role play, Simulation, Group work and Drill technique. Study the above approaches & methods in the light of Psychological factors affecting second language learning - Nature of English language - Classroom environment and conditions - Language functions, Planning of English language teaching, Annual plan, unit plan and daily lesson plan - Prose lessons - Content analysis - Poetry lessons - Components of poetry - The place of poetry teaching in school curriculum. - Concept, aims and objectives of teaching poetry in second language, Grammar lessons Planning for teaching Grammar and usage - sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex), Verb-patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

UNIT - IV - RESOURCES IN ENGLISH LANGUAGE TEACHING

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

UNIT - V - ASSESSMENT AND EVALUATION IN ENGLISH


SESSIONAL WORK:

1. Class Test 10 marks

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2. One of the following 10 marks

- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
- Identification of learning difficulties experienced by student teachers during teaching practice
- Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
- Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

REFERENCES:


PEDAGOGY OF SCHOOL SUBJECT

PAPER:- VIII A / B

Urdu Teaching

Marks-100

OBJECTIVES:-

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

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

CONTENT:-

UNIT-I
• Concept of language (verbal & Nonverbal) Concept of language learning and Acquisition function of language, Communication, Transmission of culture and medium of instruction.
• Multilingualism as a resource.
• Origin and Development of urdu language.
• Language skills, Listening and Art of listening.

Speaking- Pronunciation, Recitation and Punctuation.

Reading- Aloud, silent, Intensive and Extensive.

Reading comprehension, Reading defects and their cure.

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

UNIT-II

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

UNIT-III

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

UNIT-IV

• Planning for teaching urdu: Need and importance of planning
• Content Analysis.
  Yearly plan, Unit plan and Daily lesson plan.
• Audio visual Aids-Need and importance of Audio-visual Aids, Types of Audio-visual aids.
• Appropriate use of Teaching aids.
• Planning of urdu lab and its use.
• Qualities of good urdu Teacher.

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

Assignments :-
1. Class Test 10 marks
2. Any one of the following: - 10 marks
• Analysis of one text book prescribed at the secondary stage.
• Writing knowledge, understanding and skill objectives of teaching prose and poetry with specification
  (5 each)
• Preparation of two teaching aids useful for Urdu teaching.
• Prepare activities for listening, speaking, reading and writing.(5 each)
• Preparation of objective Type Test.
• Prepare three activities to develop the writing skill of class VI student.

REFERENCES:-

[Signature]
Dy. Registrar (Acad.)
University of Rajasthan
Jaipur

PEDAGOGY OF SCHOOL SUBJECT
PAPER:-VIII A / B
HISTORY TEACHING
Marks-100

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

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

1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature

1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.


Unit – 2

2.1 Models of teaching :
   a. Discovery model
   b. Value Attainment model
   c. Enquiry model

2.2 Methods of teaching :
   a. Lecture method
   b. Project method
   c. Supervised study
   d. Story-Telling Method
   e. Biographical Method
   f. Source Method

2.3 Innovative Practices
   a. Brain-storming
   b. Dramatization
   g. Co-operative-Learning
   h. Experiential-Learning

2.4 Planning :
   a. Annual plan
   b. Unit plan
   c. Lesson plan

Unit – III

[Signature and Stamp]
3.1 a. Teacher as a transformer of cultural & Historical Heritage.
   b. Teacher as a facilitator
   c. Qualities and professional growth of a History teacher to face challenges of present era.
   d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources
   a. Print Media
   b. Electronic Media
   c. Multi Media
   d. Visuals

3.3 a. Use of community resources
   b. Field Trips
   c. History resources center
   d. Co-Scholastic activities based on school curriculum
   e. History club

UNIT – IV

4.1
(a) Indian Historiography: Brief introduction to Indian Historiography-Ancient, Medieval, and Modern. Problems of periodisation. Criteria of Historical criticism.
(b) Teaching of Controversial Issue: Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value-judgment in History.

4.2
(a) History and National Integration: Our National heritage, Unity in diversity. The role of History in promoting national integration.
(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3
(a) Content Analysis of History Textbooks at secondary level.
(b) Use of Library and other instructional materials & Source: Primary and Secondary.

UNIT V
5.1 Preparation of Challenging assignments.
5.2 Criteria for assessing written and practical work in History.

Test & Assignments:-

1. Class Test 10 Marks
2. Any one of the following :- 10 Marks
   • Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
   • Organization of History Circle: To include programmes such as reading of papers on Historical topics, Group Discussions, Preparation of reports, Organize excursions to place of Historical interest.
   • Preparation of History Practical Note Book :
     (a) Twelve Historical maps – six each from Indian and World History.
     (b) Time – Line Charts four each from Indian and World History.
     (c) A small project based on the study of a Historical event in the locality, personalities, movements, buildings or institutions.
     (d) Group Presentation for Critical appraisal of existing curriculum and text book at school level.

REFERENCES:-

PEDAGOGY OF SCHOOL SUBJECT
PAPER:- VIII A / B
ECONOMICS TEACHING

Marks-100

Objectives-
To enable student Teachers to:

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

COURSE CONTENT:-

UNIT I-Nature, Scope and objective.
- Importance of economics in school curriculum.
- Aims and objectives of teaching economics at different level.
- Bloom’s Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics.
- Correlation of economics with school subjects.

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

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

UNIT-IV Teacher, Text Book, Teaching Aids
- Text Book (Meaning, Importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources).
- Economics Room – Importance and Equipments.
- Teacher of Economics – Importance, Qualities and Competence.
- Teaching Aids – Meaning, Importance and Types:
  Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

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

Sessional Work (20 Marks)
1. One test of 10 Marks.
2. Any one of the following 10 Marks.
   - Content analysis and preparation of instructional material related to any unit of
     subject related to Economics.
   - Construction of objective type test items.
   - Prepare five slides related to economics teaching content at senior secondary level.
   - Critical appraisal of economics syllabus at senior secondary level.
   - Preparation of 10 frames of linear or branching type programmes on any topic
     of Economics.

REFERENCES:
2. Arithshastra shikshan : Rampalsingh prakashak-shabd sanchar, Ajmer
3. Arithshastra shikshan : Hamaran singh avum rajendra pal singh Prakash-
   Laxminarayan agarwal, Agra
   Publishers.
   Books.
   Books.
    Merrut: R. Lall Book Depot.
    Publication Pvt. Ltd.

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14. Teaching of social studies in secondary schools: Bining and Bining.


PEDAGOGY OF SCHOOL SUBJECT

PAPER:- VIII A / B

CIVICS TEACHING

MARKS-100

Objectives:-

The Pupil-Teacher will be able to

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

Unit- I

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

b. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of Civics with other subjects of Social and natural Science and Literature.


Unit - 2
a. Models of teaching: Concept Attainment model, Value Attainment model, Jurisprudential model
b. Methods of teaching: Lecture method, Discussion method, Project method, Supervised study method, Socialized recitation method, Problem-Solving method
c. Innovative practices: Brain-storming method, Co-operative-Learning, Experimental-Learning
d. Planning: Content Analysis, Annual plan, Unit plan, Lesson plan.

Unit – III

3.1 a. Teacher as an agent of social change in multicultural-multilingual Society.
   b. Teacher as a facilitator.
   c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
   d. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:
   a. Print Media
   b. Electronic Media
   c. Multi Media
   d. Visuals

3.3 a. Use of community resources
   b. Civics resources center
   c. Co-Scholastic activities based on school curriculum
   d. Civics club

Unit – IV

4.1 Local, State and National Political Structure in India:
   a. Education for Citizenship.
   b. Political science in the global context.
   c. Human right/Child right/Woman’s right.
   d. Peace and conflict resolution.
   e. Educational technology and political science (Civics).
   f. Gender issue in civics.
   g. Content Analysis of Civics Textbooks of secondary level.
4.2 Use of Library and other instructional materials.

UNIT V

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


Assignments :-

1. Class Test 10 marks
2. Any one of the following: - 10 marks
   1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.
   3. Group Presentation for critical appraisal of existing political science (Civics) curriculum and text books at school level.
   5. Study of a selected problem of community life related with the area of civics.
   6. Development and execution of a project of civics.
   7. Collection of source materials related with civics.
   8. Content analysis of the syllabus of the grade which has been taught by the student –
       teacher with special reference of:
       a. Identification of concept.
       b. Identification of life- skill.
       c. Identification of activities and experiments.

REFERENCES:


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PEDAGOGY OF SCHOOL SUBJECT
PAPER:- VIII A / B
GEOGRAPHY TEACHING

MARKS-100

Objectives :-
To enable the Pupil – Teachers to:

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

Unit – 1

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

Emerging concepts and trends in Geography:
(a) Geography as a description of the earth.
(b) Geography as a study of natural phenomena and their effect on man.
(c) Geography as a study of Landscape-Physical and cultural.
(d) Geography as a study of real difference.
(e) Geography as a study of spatial relationships.
(f) Geography as a study of unifying and integrating discipline.

1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature.

1.3 A study of instructional objectives with special reference of new bloom’s taxonomy and statement of objectives in behavioral terms.

Unit – II

2.1 Models of teaching in reference of Geography teaching:
   o Concept Attainment model
   o Value Attainment model
   o Inquire model
   o Discovery model

2.2 Methods of teaching:
   o Problem solving
   o Regional method
   o Project method
   o Supervised study
   o Laboratory method
   o Demonstration method
   o Inductive & Deductive method

2.3 Innovative Practices:
   o Brain-storming method
   o Co-operative-Learning
   o Experimental-Learning

2.4 Planning:
   o Content Analysis
   o Annual plan
   o Unit plan
   o Lesson plan

Unit – III

3.1
   o Role of a teacher for conservation of natural resources & environment.
   o Teacher as a facilitator
   o Qualities and professional growth of a geography teacher to face an ecological challenge of present era.
3.2 Learning Resources
   o Print Media
   o Electronic Media
   o Multi Media
   o Visuals

3.3
   o Use of community resources
   o Field Trips: Local & Regional
   o Geography resource center
   o Co-scholastic activities based on school curriculum
   o Geography club

Unit - IV
4.1  a. Local Geography: Its meaning significance and use as method of study.
    b. Regional Geography: Its meaning and significance, concept of regionalism.

4.2  a. Content Analysis of Textbooks of Geography at secondary level.
    b. Use of Library and other instructional materials related with Geography.

UNIT-V
5.1 Preparation of Challenging assignments.
5.2 Criteria for assessing written and practical work in civics.

Assignments:-
1. Class Test 10 marks
2. Any one of the following: - 10 marks
   - Each pupil teacher is required to conduct and prepare a brief report on anyone of the following:
     (i) Socio-Economic/Demographic survey of a village as a Geography.
     (ii) Land utilization survey of a village.
     (iii) Traffic survey of a town.
     (iv) Any other survey of a similar nature.

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- Geographic description of a place. Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of Geography and submit reports.
- Presentation of Geographic data through maps and diagrams. Students are required to prepare ten such exercises in the form of an album.

REFERENCES:
4. Charley, R.J. and P. Haggert (Eds), (1967), Frontiers in Geographical Teaching, Methuen Educational Ltd.

PEDAGOGY OF SCHOOL SUBJECT

PAPER: VIII A / B
SOCIAL STUDIES TEACHING

MARKS - 100

OBJECTIVES:
1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.

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

COURSE CONTENTS

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

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

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

UNIT- IV Methods and Techniques
1. Social studies teacher – Qualities and Role in Global Perspective
2. Methods of teaching of social studies— Lecture, Discussion, Socialized recitation, source and Project method
3. Devices and techniques of teaching social studies – Narration, Description, Illustration, Questioning, Assignment and Field trip.

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4. Social studies room – Need & Importance and Equipment.

UNIT –V Evaluation

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

Sessional Work (20 Marks)

1. One test 10-Marks

2. Any one of the following. 10 Marks

- Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.
- Construction of objective type test items.
- Prepare five slides related to Social Studies teaching content at senior secondary level.
- Critical appraisal for Social Studies syllabus at senior secondary level.
- Preparation of 10 frames of linear or branching type programmes on any topic of Social Studies.

REFERENCES:-


**PEDAGOGY OF SCHOOL SUBJECT**

**PAPER: VIII A / B**

*Home Science Teaching*  
100 Marks

**Objectives:**

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
5. Train the student teachers to use problem-solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.

**COURSE CONTENT:**

**UNIT-I**


**UNIT-II**

a) Micro teaching skills relevant in Home science.

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

UNIT-IV

UNIT-V

Assignments :-
1. Class Test 10 marks
2. Any one of the following :- 10 marks
   • Food – its constituents, functions and sources.
   • Care and maintenance of cotton, wool, silk and synthetics.
   • Importance of care of the child.
   • Cleaning and polishing of brass, silver, glass and plastic articles.
   • Guidelines for making flower arrangement and rangoli.
   • Immunization Schedule
   • Organisation of mid-day meals in schools

REFERENCES:


**PEDAGOGY OF SCHOOL SUBJECT**

**PAPER: VIII A / B**

**Drawing and Painting Teaching**

100 Marks

**Objectives:**

To enable student teacher to:

1. Develop the skill of using various teaching methods for teaching of Arts.

2. Develop the Aesthetic sense.

3. Acquaint the students with different techniques of painting.

4. Develop imagination and sense of appreciation of Arts and interest in teaching of art.

5. Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

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

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

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

UNIT-IV
- Qualities and functions of an Art-teacher.
- Methods of teaching art:
  Lecture cum Demonstration method.
  Direct Observation method.
  Method of Imagination and Free Expression.
• Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath Tagore and Satish Gujral

• Importance of art Room and its requirements.

UNIT-V
Micro teaching
Yearly, Unit & Lesson planning to teach:
Still life, Design, Landscape, Composition, Poster.

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

Practical work to be submitted by students during the session:
Size-\(\frac{1}{2}\) Imperial Size Sheet. One Canvas in size 18’X 22’ to be submitted along with the sheets.

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

REFERENCE
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
5. Lowenfeld Viktor. Creative and Mental Growth.
8. Read, Herbert. Education through art [paperback].

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

Marks - 100

[Signature]
Registrar (Acad.)
University of Rajasthan
Jodhpur
Objectives:
To enable student teacher:-

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

Unit - 1 Music: Brief Introduction
- A brief history of the development of various school of Indian music (Vocal and Instrumental) their characteristic and chief exponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior Secondary Level.
- Important branches of music and their forms: Brief comparative study of Northern and Southern Music.
- Correlation of music with other school subjects.

Unit - 2 Music in School Curriculum
- Importance of music in school curriculum
- Music classroom equipments and other instructional materials
- Voice training, ear training, correct posture of singing
- Role of music in personality development

Unit - 3 Micro-Teaching & Skills
- Methods of Teaching Music.
- Lesson development planning the lesson.
- Presenting, evaluating and reviewing the lesson.
- Helping musical growth at various grades through selection, organization and application of instructional material and adaption of local and regional motives suitable for.
- Audio-visual aids and their use in teaching of music.

Unit - 4 Biographies of following eminent musicians:
• Swami Haridas
• Tansen
• Pt. Vishnu Digambar Paluskar
• Pt. V.N. Bhatkhande

Unit - 5 Types of Tals & Ragas
• Knowledge of following Tals- Teen Tal, Rupak, Darda, Kehrwa, Jhaptal, Ektal, Chartal.
• Knowledge of different part of instruments Tanpura/Ektar/Tabla
• Concept of Raga and their lakshanes. Types of Ragas. Bilawal, Yaman, Khamaj, Kafi, Bhairav.

SESSIONALS:-
1. Class Test 10 marks
2. Any one 10 marks

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

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

REFERENCES:-
PEDAGOGY OF SCHOOL SUBJECT

PAPER:--VIII A / B
Psychology Teaching

100 marks

Objectives

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

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

UNIT I Introduction of Psychology

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

UNIT-2 Need of Psychology

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

UNIT-3 Aims and objectives of teaching Psychology

[Signature]
Dy. Registrar (Acad.)
University of Rajasthan
Jaipur.
• Cognitive – knowledge, understanding analysis, synthesis and evaluation of human
behaviour around
• Effective – development of right values, attitudes, interest and motivation related to
study of human behaviour
• Development of scientific outlook and skills towards human beings and in using
psychological methods and tools

UNIT-4 Teaching strategies
• Class – room based lecture, discussion, seminar, workshop, modelling
• Laboratory based – experimental studies
• Field based – survey, project, field visit of various form
• Observation
• Clinical – case study

UNIT-5 Pedagogical analysis of content
• A general overview and content analysis
• Determination of behavioural objectives
• Selection of teaching strategies
• Achievement Test construction

Assignments :
1. Class Test 10 marks
2. Any one of the following: - 10 marks
   • Case study of an adolescent learner
   • Case study of a learner with special needs
   • Plan and implementation of one lesson using constructivist approach/ 5 E/ Brain
   • Based Principles of learning
   • Administration & Experiment on i) Memory Retention, ii) Perception, iii) Imagination

REFERENCE
1. Advanced Educational Psychology : S. K. Mangal, Prentice Hall of India Pvt. Ltd.,
   New Delhi.
5. Dutt, N.K.: Psychological Foundation of Education (Doaba Publishing House)
6. Educational Psychology: Jitendra Mohan, Willey Eastern Limited
7. Educational Psychology - Shukla and Saffaya
10. Shiksha Manovigyan: P. D. Pathak, Vinod Pustak Mandir, Agra
11. Shiksha Manovigyan: Arun Kumar Singh (Bharti Bhawan)