FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of
B.A.B.Ed. Degree (Four Year)

Annual Scheme
Academic Session 2019-20
Examination B.A. B.Ed Part - III (2020)

Dy. Registrar(Academic-I)
University of Rajasthan
Jaipur
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 headquarter Jaipur only and not any other place.

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B.A. B.Ed PART - III

CONTENTS

SCHEME OF EXAMINATION

SYLLABUS

1. COMPUTER APPLICATION (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 Sahitya (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) OR Indian Music (Instrumental Sitar)

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

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

Objectives:

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

Learning outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Duration of the Course - Four Years**

Examinination after each session in theory papers

Scheme of Examination against each subject separately.

1. **Compulsory Papers :**

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

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

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Group – A: - Subject Specialisation:

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

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

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

<table>
<thead>
<tr>
<th>Hindi Sahitya (I &amp; II)</th>
<th>Sociology (I &amp; II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanskrit (I &amp; II)</td>
<td>Philosophy/Psychology (I &amp; II)</td>
</tr>
<tr>
<td>English Literature (I &amp; II)</td>
<td>Drawing &amp; Painting (I &amp; II)</td>
</tr>
<tr>
<td>Urdu (I &amp; II)</td>
<td>Geography (I &amp; II)</td>
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<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>
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<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>
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<tbody>
<tr>
<td>Pedagogy of Sanskrit</td>
<td>Pedagogy of Social Studies</td>
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<tr>
<td>Pedagogy of English</td>
<td>Pedagogy of Home Science</td>
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<tr>
<td>Pedagogy of Urdu</td>
<td>Pedagogy of Drawing and Painting</td>
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<tr>
<td>Pedagogy of History</td>
<td>Pedagogy of Music</td>
</tr>
<tr>
<td>Pedagogy of Economics</td>
<td>Pedagogy of Psychology</td>
</tr>
</tbody>
</table>
| Pedagogy of Civics | }
In all the subjects the student has to study a minimum of 9 papers in 1st year, 9 Paper in IIInd Year, 9 Paper in IIIrd Year and 6 Paper in IVth Year (Total 33 Papers).

Each of the above papers will carry 100 marks.

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

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

**Four Years Integrated Course**

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

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.- B.Ed. 01</td>
<td>Gen. English (Compulsory)*</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>B.A-B.Ed. 02</td>
<td>Childhood and Growing Up</td>
<td>80 20</td>
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<tr>
<td>III</td>
<td>B.A.-B.Ed. 03</td>
<td>Contemporary India and Education</td>
<td>80 20</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed. 04 (G-A)</td>
<td>Instructional System &amp; Educational Evaluation</td>
<td>80 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V</th>
<th>B.A.-B.Ed 05, 06 &amp; 07 (G-B)</th>
<th>Content (Select any Three)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Hindi Sahitya (I &amp; II)</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>2. Sanskrit (I &amp; II)</td>
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<td>3. English Literature (I &amp; II)</td>
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<td>4. Urdu (I &amp; II)</td>
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<td>5. History (I &amp; II)</td>
<td>100</td>
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<td>6. Political Science/Pub. Adm (I &amp; II)</td>
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<td></td>
<td>7. Economics(I &amp; II)</td>
<td>100</td>
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<td>8. Sociology(I &amp; II)</td>
<td>100</td>
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<td></td>
<td></td>
<td>9. Philosophy/Psychology (I &amp; II)</td>
<td>100+100/75+75</td>
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<td></td>
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<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>90</td>
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<td>11. Geography (I &amp; II)</td>
<td>75+75</td>
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<td>12. Home Science (I &amp; II)</td>
<td>50+50</td>
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<td>13. Indian Music(Vocal) OR Indian Music</td>
<td>40+40</td>
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### Scheme of B.A.-B.Ed. IIInd Year

<table>
<thead>
<tr>
<th>Theory Paper</th>
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<th>Title of the Paper</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.-B.Ed. 01</td>
<td>Gen. Hindi (Compulsory)*</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>B.A.-B.Ed. 02</td>
<td>Knowledge and curriculum</td>
<td>80</td>
</tr>
<tr>
<td>III</td>
<td>B.A.-B.Ed. 03</td>
<td>Learning and Teaching</td>
<td>80</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed 04 (G-A)</td>
<td>Peace Education</td>
<td>80</td>
</tr>
<tr>
<td>V</td>
<td>B.A.-B.Ed</td>
<td>Content (Select any Three)</td>
<td>100</td>
</tr>
<tr>
<td>VI &amp; VII</td>
<td>05 &amp; 06 &amp; 07 (G-B)</td>
<td>Hindi Sahitya (I &amp; II)</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>Sanskrit (I &amp; II)</td>
<td>100</td>
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<td>History (I &amp; II)</td>
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<td>Political Science/Pub. Aid (I &amp; II)</td>
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<td>Economics (I &amp; II)</td>
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<td>Sociology (I &amp; II)</td>
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<td></td>
<td>Philosophy/ Psychology (I &amp; II)</td>
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<td>Drawing &amp; Painting (I &amp; II)</td>
<td>100</td>
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<td>Geography (I &amp; II)</td>
<td>100</td>
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<td></td>
<td></td>
<td>Home Science (I &amp; II)</td>
<td>90</td>
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<td></td>
<td></td>
<td>Indian Music (Voice) OR Indian Music (Instrumental Sitar)</td>
<td>75+75</td>
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<td>50+50</td>
<td>50+50</td>
</tr>
</tbody>
</table>

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 CLEANINESS)

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<td>25</td>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Theory Paper</th>
<th>Course Code</th>
<th>Title of the Paper</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.-B.Ed. 01</td>
<td>Computer Application (Compulsory)*</td>
<td>60</td>
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</tbody>
</table>

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### Syllabus of B.A.-B.Ed (Pt-III)

<table>
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<tr>
<th></th>
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<th>Language Across the Curriculum</th>
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<tr>
<td>II</td>
<td>B.A.-B.Ed</td>
<td>02</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>100</td>
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<tr>
<td>IV</td>
<td>B.A.-B.Ed04 (G-A)</td>
<td>05, 06, 07</td>
<td>Guidance and Counseling in School</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>100</td>
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<td>V</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>Content (Select any Three)</td>
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<td>VI</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>1. Hindi Sahitya (I &amp; II)</td>
<td>100</td>
<td>100</td>
<td>-</td>
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</tr>
<tr>
<td>&amp;</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>2. Sanskrit (I &amp; II)</td>
<td>100</td>
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<td>-</td>
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<td>VII</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>3. English Literature (I &amp; II)</td>
<td>100</td>
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<td>&amp;</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>4. Urdu (I &amp; II)</td>
<td>100</td>
<td>100</td>
<td>-</td>
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<td>VII</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>5. History (I &amp; II)</td>
<td>100</td>
<td>100</td>
<td>-</td>
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<td>&amp;</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>6. Political Science/Pub. Adm (I &amp; II)</td>
<td>100</td>
<td>100</td>
<td>-</td>
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<tr>
<td>VII</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>7. Economics (I &amp; II)</td>
<td>100</td>
<td>100</td>
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<td>&amp;</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>8. Sociology (I &amp; II)</td>
<td>100</td>
<td>100</td>
<td>-</td>
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<tr>
<td>VII</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>9. Philosophy/ Psychology (I &amp; II)</td>
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<td>100</td>
<td>75</td>
<td>75</td>
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<tr>
<td>&amp;</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>10. Drawing &amp; Painting (I &amp; II)</td>
<td>90</td>
<td>90</td>
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<tr>
<td>VII</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>11. Geography (I &amp; II)</td>
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<td>75</td>
<td>50</td>
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<td>&amp;</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>12. Home Science (I &amp; II)</td>
<td>50</td>
<td>50</td>
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<tr>
<td>VII</td>
<td>B.A.-B.Ed</td>
<td>05, 06, 07</td>
<td>13. Indian Music (Vocal) OR Indian Music (Instrumental Sitar)</td>
<td>40</td>
<td>40</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>B.A.-B.Ed</td>
<td>08(a/b)</td>
<td>Pedagogy of a School Subject (part-3), Ist &amp; IInd Year (candidate shall be required to offer any two papers from the following for part-3 &amp; other for part-4).</td>
<td>80</td>
<td>20</td>
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<tr>
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<td></td>
<td></td>
<td>1. Hindi</td>
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<td></td>
<td>2. Sanskrit</td>
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<td>3. English</td>
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<td>4. Urdu</td>
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<td>5. History</td>
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<td>6. Economics</td>
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<td>7. Civics</td>
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<td>8. Geography</td>
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<td></td>
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<td>9. Social Studies</td>
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<td>10. Home Science</td>
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<td>11. Drawing and Painting</td>
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<td></td>
<td>12. Music</td>
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<td></td>
<td>13. Psychology</td>
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</tbody>
</table>

### Special Training Programme
- Micro Teaching
- Practice Lesson
- Observation Lesson
- Technology Based Lesson
- Criticism Lesson
- Attendance/Seminar/Workshop

### Final Lesson
- 100

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**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>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>B.A.-B.Ed. 01</td>
<td>Environmental Education(Compulsory)*</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>B.A.-B.Ed. 02</td>
<td>Creating and inclusive school</td>
<td>80 20 -</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>B.A.-B.Ed. 03</td>
<td>Understanding Disciplines and Subject</td>
<td>80 20 -</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>B.A.-B.Ed. 04(G-A)</td>
<td>Physical Education &amp; Yoga</td>
<td>80 20 -</td>
<td>100</td>
</tr>
<tr>
<td>V</td>
<td>B.A.-B.Ed. 05</td>
<td>Gender, School and Society</td>
<td>80 20 -</td>
<td>100</td>
</tr>
<tr>
<td>VI</td>
<td>B.A.-B.Ed. 06</td>
<td>Assessment for Learning</td>
<td>80 20 -</td>
<td>100</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td></td>
<td>50 20 10 20</td>
<td>100</td>
</tr>
<tr>
<td>Final Lesson</td>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Compulsory Papers*

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

Compulsory Paper

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>I³ Year</td>
<td>1. Childhood and Growing Up</td>
</tr>
<tr>
<td></td>
<td>2. Contemporary India and Education</td>
</tr>
<tr>
<td>II³ Year</td>
<td>3. Knowledge and curriculum</td>
</tr>
<tr>
<td></td>
<td>4. Learning and Teaching</td>
</tr>
<tr>
<td>III³ Year</td>
<td>5. Language Across the Curriculum</td>
</tr>
<tr>
<td>IV³ Year</td>
<td>6. Creating and inclusive school</td>
</tr>
<tr>
<td></td>
<td>7. Understanding Disciplines and Subject</td>
</tr>
<tr>
<td></td>
<td>8. Gender, School and Society</td>
</tr>
<tr>
<td></td>
<td>9. Assessment for Learning</td>
</tr>
</tbody>
</table>

Group – A: - Subject Specialisation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>I³ Year</td>
<td>Instructional System &amp; Educational</td>
</tr>
<tr>
<td>II³ Year</td>
<td>Peace Education</td>
</tr>
<tr>
<td>III³ Year</td>
<td>Guidance and Counselling in School</td>
</tr>
<tr>
<td>IV³ Year</td>
<td>Physical Education &amp; Yoga</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi Sahitya (I &amp; II)</td>
<td>Sociology(I &amp; II)</td>
</tr>
<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>

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

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

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

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

**PART II**

**Practical Work**

Objectives:

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

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.

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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 blackboard 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.

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Jaipur
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, IInd & 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 VIIth 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)

\[\text{Signature}\]

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

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

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

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

O.326 B: No candidate shall be permitted to appear as an Ex-student at more than one
subsequent examination. The Integrated B.A-B.Ed programme shall be of
duration of four academic years, which can be completed in a maximum of five
years from the date of admission to the Integrated B.A.-B.Ed Degree.
Regulation 42 -

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

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

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

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

Organization evaluation of practice teaching:

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

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

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

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

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

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Jaipur
6. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lesson 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.

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University of Rajasthan
Jaipur
(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.
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 papercommon for B.A. / B.Sc./ B.Com. Part-I) be so set that it has 120 multiple choice questions (Bilingual) of ½ marks each. The 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, mini, 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


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 spreadsheet like spell check and auto correct setup the page.
Unit - IV


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

Unit - V


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 computer and the utilization in 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) 30 marks
  - Operating system
  - MS Word
  - MS Excel
  - MS Power Point
  - Internet
- Viva-voce 10 marks
B.A.B.Ed-02 PART-III

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 class room.
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
A)- Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion, language and class, role of literature in language

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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
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:-

(15 MARKS)

1. Class Test (5 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.

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• 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.

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) PART- III

GUIDANCE AND COUNSELING

OBJECTIVES: - MARKS-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.

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

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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:-


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आयुष्मक काव्य

1. अयोध्या सिंह उपाध्याय हरीोध ग्राम प्रवास - सर्ग 6 प्रथम 40 छंद

2. मैथिलीशरण घुपा साकेत - नवम सर्ग

3. जयसंकर प्रसाद कामायनी - शंखासर्ग - प्रथम 20 छंद

4. सुभिज्ञानन्दन पंत
1. प्रथम रशिम
2. मौन निमन्त्रण
3. हृद झरो

5. अजीब
1. बाबरा अहरी
2. भौर जागा दाता
3. संप
4. यह दीप अकेला

6. मुक्तिवध
1. जन जन का चेहरा एक
2. दूर-तारा
3. सिंह आंखें

7. धूमिल
1. प्रीति शिशा
2. मोचीराग

पृष्ठ 100
कृपा - 'अ'

नयनतम उत्तीर्णक 35

आयुष्मक काव्य

1. वेदने तु भी भली बनी ........... पाक्ष प्राण गनि
2. निरखी सखी ये खजन आये ........... अशु सूखा कर लाये
3. विरह संग अभिसार भी ........... और एक संसार भी
4. दोनों और प्रेम पल्ता है ........... मुझे यहीं खलता है;
5. आ आ मेरी जिंदिया गुंगी ........... मे न्यौछावर हूं जो;
6. कहती मैं, चातकि फिर बोल ........... उर के केल-केलीलीक;
7. सबक निरखी नदी की धार ........... आगे नहीं सहाने

यसोधरा

1. सखी, वे मुझसे कहकर जाते
2. सब करो हो बजादीप ओ सुयमादपि सुकुमारी
3. हे भज आज परीक्षा तेरी
8. दुष्यन्त
   1. इस नदी की धार में ठंडी हवा आती है, नाब जरजर ही सही, लहरों में टकराती होती है।
   2. बूंदहर बचे हुए हैं, इमारत नहीं रही, अच्छा हुआ कि तर पे कोई छात्र नहीं रही।
   3. परिस्थिति अब भी पर तोले हुए हैं, हवा में सनसनी घोले हुए हैं।
   4. एक कबूतर, बिटली लेकर, पहली-पहली बार उड़ा, मौसम एक गुलाल लिये था पट से नीचे आन गिरा।
   5. एक गुड़िया की कई कठोरताओं में जान है, आज शायर, ये तमाशा देखकर हैरान है।
   6. होने लगी है जिसमें जुबिश तो देखिए, परिपटे परिपटे की कोशिश तो देखिए।
   7. अब किसी को भी नजर आती नहीं कोई दरार, घर की हर दीवार पर चिपके हैं इतने इतने।
   8. हो गई है पीर पर्वत-सी पिघलनी चाहिए, इस हिमालय से कोई गंगा निकलनी चाहिए।
   9. बाढ़ की संभावनाएं सामने हैं, और नदियों के किनारे घर बने हैं।

खण्ड - 'ब'

आधुनिक हिंदी कविता की प्रमुख प्रवृतियाँ - राष्ट्रीय काव्याचार, छायावाद, प्रगतिवाद, प्रयोगवाद और नई कविता

अंक विभाजन

खण्ड - 'अ'

कुल चार व्याख्याएं (एक कवि से केवल एक व्याख्या) (आन्तरिक विकल्प देय) 4 x 10 = 40 अंक
कुल तीन निबन्धाल्पक प्रश्न - एक कवि से संबंधित एक ही प्रश्न (आन्तरिक विकल्प देय) 3 x 15 = 45 अंक

खण्ड - 'ब' में से एक प्रश्न आंतरिक विकल्प देय 15 अंक
पूर्णांक 100

खण्ड - क

उपन्यास - निम्ला - प्रभुचन्द

खण्ड - ब
एकाँकी

बालकृष्ण भट्ट - साहित्य जन समूह के हृदय का विकास है
रामचंद्र शुक्ल - क्रोध
हजारी प्रसाद ढिवेरी - भारतीय साहित्य की प्राणशक्ति
नंदु दलारे बाजपेयी - छायावाद
रामदेवलाल शर्मा - संत साहित्य की ऐतिहासिक भूमिका
विद्यानिवास मिश्र - मेरे राम का मुकुट भीग रहा है

खण्ड - स

अलंकार - परिमाण तथा महत्व
(अनुप्रास यमक, श्लोक, उपमा, रूपक, उत्तंक, विभावना, अपर्णुति)
छन्द - परिमाण तथा महत्व
(दोहा, चौराहा, छप्पय, रोला, मालिनी, शिखरणी, दृतविलयत, हरिगीतिका)
रस - परिमाण, रस के अवयव और रस सिद्धांत
गुण - माधुर्य, ओज, प्रसाद
शब्द शक्ति - अभिधा, लक्षण, व्यंजना

अंक विभाजन

कुल चार व्याक्यां - दो व्याख्याएँ उपन्यास खण्ड से
दो व्याख्याएँ निबंध से (आंतरिक विकल्प देय)
09 × 04 = 36 अंक

चार आलोचनात्मक प्रश्न - (खण्ड अ ब ब में से)
14 × 04 = 56 अंक

do टिप्पणियाँ - (खण्ड c में से) (आंतरिक विकल्प देय)
02 × 04 = 08 अंक

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Academi
University of Rajasthan

[Signature]
Sanskrit

सामान्य निर्देश –

1. प्रत्येक परीक्षा में दो-दो प्रश्नपत्र होंगे।
2. प्रत्येक प्रश्नपत्र में नूनतम उत्तरीणक 36 तथा पूर्णांक 100 होंगे और समय 3 घण्टे का होगा।
3. परीक्षा का माध्यम हिंदी/अंग्रेजी होगा, परन्तु प्रश्नपत्र केवल हिंदी में बनाया जायेगा। परीक्षार्थी को छूट होगी कि वह हिंदी,संस्कृत अथवा अंग्रेजी में किसी एक भाषा में उत्तर दे सके। यदि परीक्षा ने किसी प्रश्न विशेष के लिए भाषा का निर्देश कर दिया है तो उस प्रश्न का उत्तर उसी भाषा में देना अनिवार्य होगा।
4. संस्कृत केवल देवनागरी लिपि में ही लिखा जाना अप्रेर्यित है।
5. निर्धारित ग्रन्थ में से अनुवाद, व्याख्या, सरलार्थ एवं समालोचनात्मक प्रश्न पूछें जाएंगे।
6. प्रत्येक प्रश्नपत्र में 10 प्रतिशत अंक संस्कृत भाषा में उत्तर के लिए निर्धारित है।
7. प्रत्येक प्रश्नपत्र में दो भाग होंगे, जिसमें प्रथम ‘अ’ भाग लघूतर्कन प्रश्नों का होगा। ‘ब’ भाग में निविद्यालय प्रश्न होंगे। ‘अ’ भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णांक 30 होगा।

प्रथम प्रश्न-पत्र : भारतीय दर्शन एवं व्याकरण

1. श्रीमद्भगवद्गीता – (2,3,4 अध्याय) 30 अंक
2. तर्कसंग्रह 30 अंक
3. तिडंत-लघूतर्कन कौमुदी के आधार पर ‘बृृं’, एवं एघ धातु की लघू, लघू, लघू एवं विभिन्न संरचनाओं में एवं समस्त गणों की प्रथम धातुओं की लघू लघू रूपसिद्धि एवं सूक्तों की सोदाहरण व्याख्या 40 अंक
कुल योग 100 अंक

अंक—विभाजन

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<th>क्र.स.</th>
<th>पाठ्यपुस्तक</th>
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<td>15</td>
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<td>67</td>
<td>67+30=100</td>
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प्रश्नपत्र निर्देश के लिए निर्देश

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<td>20 अंक</td>
<td>10 अंक</td>
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सहायक पुस्तकें

(क) तर्कसंग्रह – अथत्व एवं कोडास, पुना
(ख) गीता भगवदगीता– गीताप्रेस, गोरखपुर
(ग) व्याकरण तीर्थकर धर्म भाषा प्रविभु, आगर

(घ) गीता

1. लघुप्रसंस्करण कोष्मूड़ी–तिलक प्रकाश, भारतीय विद्या प्रकाश, दिल्ली
2. लघुप्रसंस्करण कोष्मूड़ी–पं. श्री हरेकारण मिश्री, भारतीय विद्या प्रकाश, दिल्ली
3. पाणिनीय व्याकरण का अनुवादन आर.एस. शहादत्यार, इंडियालिकल बुक हाउस, अनारस
4. लघुसंस्करण कोष्मूड़ी–हिंदी व्याख्या, दो. अर्कनाथ चौधरी, आयुर्वेद हिंदी संस्कृत पुस्तक मंडल, जयपुर
5. लघुसंस्करण कोष्मूड़ी– भीमसेन शाहस्त्री
6. लघुसंस्करण कोष्मूड़ी– महेशचंद्र कुशवाह, चौधरी विद्या प्रतिष्ठान दिल्ली।

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7. लघुसिद्धान्तकौमुदी—तिलक्ष्न प्रकरण, डॉ. सुभाष वेदालंकार, अलंकार प्रकाशन, जयपुर
8. तर्कसंग्रह— व्याक्याकार डॉ. दयानंद भार्गव, मोतीलाल बनासप्रसाद, नई दिल्ली

द्वितीय प्रश्नपत्र— काव्य, धर्मशास्त्र, एवं निबंध

समय : अघण्टे

अंक—100

द्वितीय प्रश्न पत्र के दो भाग होंगे, जिसमें ‘अ’ भाग बहुविकल्पीय (वस्तुनिष्ठ) एवं लघूतर्क प्रश्नों का होगा। ‘ब’ भाग में निबंधात्मक प्रश्न होंगे। ‘अ’ भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णांक 30 अंकों का होगा। इनके समाधान हेतु एक घण्टा की अवधि निर्धारित की गई है। ‘ब’ भाग का पूर्णांक 70 अंकों का होगा, जिसके लिये शेष दो घण्टे की अवधि निर्धारित है।

पाद्यक्रम

1. रघुवंशम् — छठा सर्ग (इदुर्गति स्वयंवर)
2. महाभारत (व्यास) —उधोग पर्व, विदुर्गति (३४—३५ अध्याय)
3. रामायण (वाल्मीकि) बालकाण्ड, प्रथम सर्ग
4. इण्ड्रविजय, नामचय प्रकरण, पं. महत्सूदन ओझा
5. निबंधचर्चा —संस्कृत में

कुल योग

अंक— विनियम

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### प्रश्नपत्र निर्माता के लिए निर्देश

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<tr>
<td></td>
</tr>
<tr>
<td><strong>5 निबन्ध</strong></td>
</tr>
</tbody>
</table>

### कुल अंक योग

| कुल अंक योग | 100 अंक |

### सहायक पुस्तकें—

#### रघुवंशम्—

1. रघुवंश—कालिदास, चौखंड राजपाल, दिल्ली।

#### महाभारत—विदुर नीति

1. विदुरनीति— डॉ. कृष्णकांत शुक्ल, साहित्य भंडार, मेरठ।
2. विदुरनीति— श्री रामबाबू रामसार, यूनिक टेंडर्स जयपुर।

#### रामायण

1. रामायण—वाणीकृत— गोपालप्रेस, गोरखपुर।
2. रामायण—वाणीकृत— के. सी. पप्पा, निर्माणसागर प्रेस, दिल्ली।
3. रामायणकालिन भारत— वाणी बिल्लॉक्स, आत्माराम ओंड संस, दिल्ली।
4. लेखकों और रामायण— मद्रास साहित्य अकादमी, मद्रास।

**Dy. Registrar (Academic-I)**

University of Rajasthan

Jaipur
इन्द्रविजय

1. इन्द्रविजय—वायुवाकार  पं. रामप्रसाद शर्मा, प्रकाशन जगदीश संस्कृत पुस्तकालय, जयपुर
2. इन्द्रविजय—धृ. श्रीकृष्ण ओझा, राजप्रकाशन मंदिर, चौड़ा सास्ता, जयपुर

निबन्ध रचना

1. प्रवचन रचना, श्री आर सी शुक्ल
2. प्रस्ताव परमेश्वर श्रीवासुदेव शास्त्री
3. संस्कृत निबन्धालंकार—शिवप्रसाद माधवाज
4. संस्कृत निबन्धकलिका धृ. रामचंद्र उपाध्याय
5. संस्कृत निबन्धादर्श धृ. राममुहूर्त शर्मा
6. संस्कृत निबन्ध एवं व्याकरण — पं. चण्डीप्रसाद
7. निबन्ध–चन्द्रशेखर–कृष्णदेव उपाध्याय, चौकेश्वर संस्कृत प्रतिष्ठान, दिल्ली
8. निबन्ध–निजेदित्त–रामभाष्य शारस्त्री, चौकेश्वर विद्याभेषण, वाराणसी
9. निबन्ध शतकम्, कंपल्डेव द्विवेदी, चौकेश्वर विद्याभेषण, वाराणसी
10. निबन्धमंजरी, धृ. राममुहूर्त आचार्य आरारा प्रकाशन, दिल्ली
11. निबन्ध आदर्श, म.म. श्री गंगेश्वर शर्मा चुतुर्वरी, चौकेश्वर संस्कृत प्रतिष्ठान, दिल्ली
12. संस्कृत निबन्ध रचना, धृ. श्रीकृष्ण ओझा, राज प्रकाशन मंदिर, जयपुर
13. संस्कृत निबन्ध पारिजात, धृ. सुभाष वेदांकर, अलंकार प्रकाशन
14. संस्कृत निबन्ध, धृ. नद्दिकिशर गोतम एवं श्रीकृष्ण विहारी भारतीय

अध्ययन

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

समय : 3घण्टे

अंक—100

इस प्रश्न पत्र के दो भाग होंगे, जिसमें 'अ' भाग बहुविकल्पीय (वर्तुनिश्चित) एवं लघूतर प्रश्नों का होगा। 'ब' भाग में निबन्धालंकार प्रश्न होंगे। 'अ' भाग में कुल 15 प्रश्न होंगे, जिनका पूर्णांक 30 अंकों का होगा। इनके समाधान हेतु एक घण्टा की अवधि निर्धारित की गई है। 'ब' भाग का पूर्णांक 70 अंकों का होगा, जिसके लिए शेष दो घण्टे की अवधि निर्धारित है। 10 अंक संस्कृत भाषा के माध्यम से उत्तर देने के लिए निर्धारित है?

पादयुक्त

1— भारतीय ज्योतिष के प्रारम्भिक सिद्धान्तों का परिचय
(क) श्रीभगवंश (काशीनाथ देवेश्वर) — प्रथम प्रकरण (लतापालादि दस दोष रहित)
(ख) शैलभा (विनोद शास्त्री)

2— तिथि—निर्णय के सामान्य सिद्धांत, प्रमुख प्रश्न पूजन संख्या व संपीकरण का सामान्य परिचय —
काल के छ: भद्र, वशंक, पारंग, अयम, ठाणु, मास, पक्ष, तिथि, क्षण, दृष्टि, संकालित
निर्णय, दानादि, अध्यात्मार्थ—अध्यात्मार्थ में व्यंजनों, मनोक्रमन, कर्म के भेद एवं निर्णय,
प्रदोष, जनमाश्च, गणेशचन्द्र, रामनाथ, नवरात्र स्थापना, महालय (आदि), दीपावली,

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हेलिका आदि का सामान्य ज्ञान अपेक्षित है। पंचांग परिचय में तिथि, दर, नक्षत्र, आर, योग, करण का ज्ञान तथा पंचांग की सहायता से गुण मिलान, विवाह मुहूर्त निर्णय, गुहारम्भ, ग्रहप्रवेश आदि जानने की रीति का ज्ञान अपेक्षित है।

अंक—विभाजन

<table>
<thead>
<tr>
<th>क्र. सं.</th>
<th>नाम पुस्तक</th>
<th>लघूतर्फ़त्तक प्रश्न</th>
<th>अंक</th>
<th>नवन्धात्मक प्रश्न संख्या</th>
<th>अंक</th>
<th>कुल अंक</th>
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<tr>
<td>1</td>
<td>(क) सीघ्रबोध</td>
<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 प्रवृत्तिनी</td>
<td>04 (लघु)</td>
<td>08</td>
<td>02</td>
<td>28</td>
<td>08+32 =40</td>
</tr>
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<td>2</td>
<td>तिथि—निर्णय व पंचांग परिचय</td>
<td>06 (लघु)</td>
<td>12</td>
<td>02</td>
<td>21</td>
<td>12+18 =30</td>
</tr>
</tbody>
</table>

प्रश्नपत्र निर्माता के लिए निर्देश—

1. भारतीय ज्योतिष (क) सीघ्रबोध

<table>
<thead>
<tr>
<th>5 लघूतर्फ़त्तक प्रश्न प्रति प्रश्न 2 अंक।</th>
<th>10 अंक</th>
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</thead>
<tbody>
<tr>
<td>4 नवन्धात्मक प्रश्न पूछकर 2 प्रश्नों के उत्तर अभीष्ट - प्रति प्रश्न 10 अंक निर्धारित</td>
<td>20 अंक</td>
</tr>
<tr>
<td>(ख) फलित ज्योतिष</td>
<td>08 अंक</td>
</tr>
</tbody>
</table>

| 4 लघूतर्फ़त्तक प्रश्न प्रति प्रश्न 2 अंक। | 16 अंक निर्धारित |
|----------------------------------------|-----------------
| 4 नवन्धात्मक प्रश्न पूछकर 2 प्रश्नों के उत्तर अभीष्ट - प्रति प्रश्न 16 अंक निर्धारित | 32 अंक |

2. तिथि—निर्णय व पंचांग परिचय

<table>
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<tr>
<th>6 लघूतर्फ़त्तक प्रश्न प्रति प्रश्न 2 अंक।</th>
<th>12 अंक</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 नवन्धात्मक प्रश्न पूछकर 2 प्रश्न का उत्तर अभीष्ट। (पंचांग परिचय संकृत में)</td>
<td>18 अंक</td>
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</tbody>
</table>

सहायक पुस्तकों—

1. सीघ्रबोध — पं. काशीनाथ देवधर, चौखम्मा प्रकाशन, वाराणसी
2. फलित प्रवृत्तिनी—डॉ. विनोद शास्त्री, राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, जयपुर
3. तिथि—निर्णय के प्रमुख सिद्धान्त एवं विशिष्ट तिथि पर्व निर्णय प्रकाशक—राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, जयपुर
4. पंचांग का सामान्य परिचय, पं. शिववरण शास्त्री एवं विकास शर्मा, प्रकाशक—राजस्थान ज्योतिष परिषद् एवं शोध संस्थान, जयपुर
5. विभिन्न प्रकाशित पंचांगों की सहायता भी योग्य है, जिसमें जयपुर पंचांग पं. दामोदर शर्मा कृत प्राप्त है।

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University of Rajasthan
Jaipur
English Literature
BA Part III (2020)

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.
Kalidas, Bhavabhuti, Bhartrahari : Is Poetry Always Worthy when its Old?
Syed Amanuddin : Don't Call Me Indo-Anglian
R. Parthasarathy : From Homecoming
Agyeya : Hiroshima
M. Gopalkrishna Adiga : Do Something, Brother
Eunice 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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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
Urdu
B.A. Part-III

Paper-I (Jadeed Asnafe Adab)

M.M. : 100  3 Hrs.  Min. Pass  Marks 36
7. Khaka  8. Inshaiya

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 & Savaneh 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.

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Question</th>
<th>Marks</th>
</tr>
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<tr>
<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>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

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 Hasn 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

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
HISTORY

The scheme of examination will be as follows:

<table>
<thead>
<tr>
<th>Paper</th>
<th>Maximum Marks</th>
<th>Minimum Pass Marks</th>
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</thead>
<tbody>
<tr>
<td>Paper I</td>
<td>100</td>
<td>72</td>
</tr>
<tr>
<td>Paper II</td>
<td>100</td>
<td>72</td>
</tr>
</tbody>
</table>

**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.

परीक्षा योजना

अधिकारम अंक 200

प्रथम प्रश्नांक समय 3 घंटे अंक 100

द्वितीय प्रश्नांक समय 3 घंटे अंक 100

नोट : इतिहास विषय में कुल दो प्रश्नांक होंगे, प्रत्येक प्रश्नांक तीन घंटे की अन्तिम का एवं 100 अंकों का होगा।

प्रत्येक प्रश्नांक के दो भाग होंगे। प्रथम भाग 40 अंकों का होगा एवं इस भाग में दो अनिवार्य प्रश्न होंगे।

20 अंकों के प्रथम अनिवार्य प्रश्न में, दो—दो अंक के 10 अनिवार्य अतिलघुमहत्त्वक प्रश्न होंगे। प्रत्येक उत्तर की श्रेणी 20 शब्द।

20 अंकों के द्वितीय अनिवार्य प्रश्न में, चार—चार अंक के 10 लघुमहत्त्वक प्रश्न होंगे जिनमें से 05 प्रश्न करने होंगे। प्रत्येक उत्तर की श्रेणी 50 शब्द।

प्रश्नांक के द्वितीय भाग में, पाद्यक्रम के तीन खण्डों में से, प्रत्येक खण्ड से दो—दो प्रश्नों का प्रश्न करते हुए, कुल 06 अनिवार्य प्रश्न होंगे। प्रत्येक प्रश्न 20 अंकों का होगा। परीक्षार्थियों को प्रत्येक खण्ड में से कम से कम एक प्रश्न व्यतीत करने हुए कुल 03 प्रश्न हल करने होंगे। प्रश्नांक का यह भाग 60 अंक का होगा;
PAPER I: HISTORY OF MODERN INDIA (1761 - 1971 A.D)

Section - A


Section - B


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Jaipur
**Section – C**


**प्रथम प्रस्तुति : आधुनिक भारत का इतिहास (1761-1971 ई.)**

**खण्ड - A**

अग्रहर्षि शताब्दी के अग्रणी में भारत। नवाब, परिसंघ, औसतनी शाक्ति एवं हिंदूआलिया अंग्रेजों से हार एवं जीतों का पतन। ब्रिटिश सरकार का निर्माण एवं सुधारनकरण – बंगाल, मैंसुर, अल्प, रियास एवं पंजाब - सहायक संस्थाएं एवं विदेश का सिन्धुता। इसे भारत और अन्य देशों के संस्कृति की स्थापना – कमीशन एवं मिलियन एवं इंडियाएक्ट। भू-राजस्थान वन्देमाता: स्थापना, रक्षतार्क एवं महत्त्वाधी। ब्रिटिश शासन के प्रति जन प्रतिरोध : 1857 का बिल्ला – कांग्रेस, क्रूरता एवं परिवर्तन।

**खण्ड - B**

1858 के बाद ब्रिटिश नीति – ब्रिटिश सर्वप्रथित निर्मित अवसर, आपूर्वविशेषक अर्थव्यवस्था का स्वरूप – शिक्षा का व्यवस्थापन, कृषि उद्योगों का पतन, धन का निर्भरता एवं भारत की निर्वाचन। भारतीय पुनर्जीवन : इसंकी प्रकृति एवं क्षेत्र - सामाजिक-राजकिय-सूचना आंदोलन – ब्रिटीश समाज, सामुदायिक लोकन, भारत का स्थापत्य संरचना – आंदोलन: भारतीय धार्मिक कौशल की धुनाई - नगरिकता एवं उपयोग – निश्चलता एवं तिलक | आर्थिक राष्ट्रवाद, स्वदेशी आंदोलन | हम रूप आंदोलन। मुस्लिम सामाजिकता का उदय, एवं लोकसभा लोग।

*Dy. Registrar (Acad.)
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गांधी के नेतृत्व में राष्ट्रवाद : गांधी की विचारधारा एवं पद्धतियाँ – असहयोग, सत्यनिर्वाण एवं भारत छोड़ो आंदोलन। राष्ट्रीय आंदोलन की अन्य धाराएँ : कालिकायोग, वामसंघ (समाजवादी एवं समाजवादी), सुभाष चंद्र बोस एवं इंडियन नेशनल आर्मी। कुलदीpta महादेवी एवं दंकित वर्ग के आंदोलन। राष्ट्रीय आंदोलन में नहिं। वर्ष 1909, 1919 एवं 1935 के भारत सरकार अद्वितीय। सामाजिक राजनीति एवं भारत का विभाजन। स्वतंत्र भारत (1947-1971) की प्रगति एवं परिवर्तन : राज्यों का एकीकरण, कृषिराष्ट्र सुधार, नियंत्रित अर्थव्यवस्था की अवधारणा एवं आधुनिकीकरण। स्वतंत्र भारत की विदेश नीति (1947-1971) – पुष्ट निर्देशित एवं परंपरी।

Books Recommended (अनुसूचित पुस्तकें):

C. A. Bayly : Indian Society and the Making of the British Empire,
Sunil 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 (कवि) : Social History of Modern India, Delhi, 1983
Anil Seal : Emergence of Indian Nationalism, Cambridge University
Press, 1971
Ranjit Guha & Gayatri C. Spivak (ed.) : Selected Subaltern Studies, Delhi, 1988
J. Krishnamurti (ed.) : Women in Colonial India, Oxford University Press, 1989
एम.एस.जैन : आर्थिक भवन्त का इतिहास
सुभाष सरकार : आर्थिक भवन्त : 1885-1947 (अनुसूचित)
जगन्नाथ प्रसाद मिश्र : आर्थिक भवन्त का इतिहास इंटरप्रेटेशन हिंदी संस्कार, लखनऊ
गिरि चंद्र एवं अन्य : भारत का स्वतंत्रता संग्राम , दिल्ली, 1998
बाबाजी के बाद का भारत (1947-2000), दिल्ली, 2004
अंतिम शुक्ल (सं.) : आर्थिक भवन्त का इतिहास हिंदी भाषा में कार्यान्वयन, दिल्ली विश्वविद्यालय, दिल्ली
Section A


Section B


Section C

द्वितीय प्रस्ताव : आधुनिक विश्व का इतिहास (1500-2000ईसवी)

लख - ख

पुनर्जीवन एवं आधुनिक युग का प्रसार। धर्मार्थ आंदोलन एवं प्रति-पर्यावरण आंदोलन। आधुनिक परिवर्तन - सामाजिक, राजनैतिक एवं अर्थव्यवस्थाओं। विज्ञान की क्रान्ति - नागरिक, परिवार, लाभदायक। प्रमुख पंजीयन सेना, जनशक्ति एवं प्रमुख। नेपोलियन युद्ध का पुनर्जीवन। आधुनिक तंत्री - कारण, प्रक्रियाएं एवं प्रगति।

लख - ग

1916 सतासी में राजस्थान का उदय। जर्मनी एवं इटली का संघीय एवं लोकतंत्र। संविधान का पूरुण एवं ग्रीष्मकाल में 1830 एवं 1848 की क्रांतियाँ। साम्राज्यवाद एवं राजवंशीयवाद का विकास - नव विश्व का रोमांच, पूर्व एवं उत्तर भागों की राजवंशीय रोमांचों में। पूर्वोत्तर एवं दक्षिण भागों के लिए उत्तर प्रदेश। चीन में मुगलीय साम्राज्यवाद की क्रांति। यूरोप में 1911 की क्रांति - गन संगठन के निर्माण। 1918 सतासी में जापान का असंतोषीकरण। भारत विदेश गूढ़ - बालक एवं विविधता। राजस्थान।

लख - घ

1917 की सच्ची क्रांति। आधुनिक नवरत्रों एवं संवर्तन। इटली में कार्यवाहक एवं 'जीवन' में ग्रामीण।

द्वितीय विश्व-युद्ध। संयुक्त संघ संघ - युद्धस्थल, विरासत, चीन। 1949 की चीनी क्रांति। युद्ध-गूढ़। इटली विश्व का अनुसरण एवं गूढ़-दिलोंदर। अर्जुन चौधरी (अंतर्राष्ट्रीय), अकबर - राजनीति से संबंधित की ओर। संविधान दिनकर एवं दक्षिणी विश्व। पूर्ववर्तीकरण एवं इसका प्रगति।

Books Recommended

A. G. Dickens : The Age of Humanism and Reformation, New Jersey, 1972
Christopher Hill : From Reformation to Industrial Revolution, Penguin, 1970
Georges Lefebvre : Coming of the French Revolution, Princeton, 1989
C. B. Hazen : Modern Europe to 1450, Indian Reprint, Delhi, 1977
David J. Thorpaston : Europe since Napoleon, Penguin, 1965
George Vernadsky : A History of Russia, 1961
Harold M. Widerman : A History of the Far East in Modern Times, Indian Reprint, Ludhiana

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A. J. P. Taylor

H. A. Davies

J. E. Swain

Louis L. Snyder

The Origins of the Second World War

Outline History of the World, 1968

A History of World Civilisation, Indian Reprint, New Delhi, 1994

The Making of Modern Man, Princeton, 1967

Outlines of Modern History

The American Image of History, 1972

अंतर्राष्ट्रीय नृत्य का इतिहास (अनुवाद), भारत

मुग्घल का इतिहास (1526-1857), बोपात, 1995

प्रथम ब्रिटिश राज्य का इतिहास (अनुवाद), भोपाल, 1971

पुर्तगाल का अर्थात इतिहास (1500-1790), भोपाल, 1971

हिंदुस्तान का इतिहास (1500-1790), भोपाल, 1971

प्रथम जापान का इतिहास (1853-1970), भोपाल, 1974

प्रथम जापान का इतिहास : 1868-1970,

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Political Science
B.A.-B.Ed. Part – III Examination, 2020

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)
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

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Jaipur
ज्ञान के

d्वितीय विश्वयुद्ध के तत्कालीन अंतरराष्ट्रीय संबंधों एवं भारतीय विदेशी नीति

भारत की विदेशी नीति: निर्याकरण तत्त्व, भारत एवं संयुक्त राज्य, गुट नियंत्रण अंदोलन एवं वर्तमान में प्रायोगिकता, पूर्व की ओर देखने की नीति, भारत के पड़ोसी देश एवं प्रमुख शक्तियों (अमेरिका, रूस, चीन) के साथ सम्बन्ध, समसामयिक बहुलुकीय विश्व में भारत।

खण्ड 'ग'

अंतरराष्ट्रीय राजनीति में सम-सामाजिक प्रकृतियों व मुद्दों, परिचीती एशिया की राजनीति, नवीन विश्व अर्थव्यवस्था, क्षेत्रीय सहयोग संगठन: आसिया (दक्षिण-पूर्वी एशिया राष्ट्र संगठन) एवं सार्क (दक्षिण एशियाई क्षेत्रीय सहयोग संगठन) भ्रमण, इतिहास, संयुक्त राज्य में सुधार की मांग एवं संयुक्त राज्य में भारत की स्थायी सदस्यता, समसामयिक वैश्विक मुद्दों: मानव अधिकार, परिवर्तनीय मुद्दों, नैविक न्याय, आंतरिक वाद, परमाणु प्रसार।

अनुशंसित पुस्तकों:

व्यक्तिक एप्फ धार्मिक: कारेन पॉलिसी
जोर्डन कॉनेल सिथ: वेन्ट्स परसेशन ऑव टी दबलिंग सिंस 1982।
डेविन एस.पप: सोवियत परसेशन ऑव टी दबलिंग वर्ल्ड इन 1980।
डॉ माधुरालिल मार्म: अंतरराष्ट्रीय सम्बन्ध 1945 से अब तक।
महेन्द्र कुमार: अंतरराष्ट्रीय राजनीति के सैद्धांतिक पक्ष (हिन्दी एवं अंग्रेजी)
ी.के.बड़ा: अंतरराष्ट्रीय सम्बन्ध (आदर्श प्रकाशन, चौड़ा रास्ता जयपुर)
बाबूलाल कांडिया: अंतरराष्ट्रीय सम्बन्ध
पुरखराज जैन: अंतरराष्ट्रीय सम्बन्ध
दीनानाथ (वर्मा: अंतरराष्ट्रीय सम्बन्ध
एस.एम. घर: इंटरनेशनल पॉलिटिक्स सिंस 1999
हरिदत्त वेदान्तकार: इंटरनेशनल पॉलिटिक्स

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

Pukhraj Jain: Antar Rashtriya Sambandh
Public Administration

Scheme : Max. Marks Mini. Marks Time

Two Papers
Paper-I 100 36 3 Hours
Paper-II 100 36 3 Hours

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 these 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 Public Administration.

[Signature]
Section - B
Parliamentary System in UK, Presidential System in USA and Presidentialist 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:
3. V.D. Mahajan: Modern Select Governments
5. रवि शर्मा: तुलनात्मक प्रशासनिक अवस्थाएँ
6. श्याम गौड़ा: तुलनात्मक राजनीति
7. Gavin Drewry and Tony Butcher: The Civil Service Today
10. भूतील एलियोट: विश्व के प्रमुख सरकार.
11. गौरवेन्द्र कटारिया: तुलनात्मक प्रशासनिक अवस्थाएँ
प्रश्न-पत्र 1 : तुलनात्मक प्रशासनिक व्यवस्थाएँ

भाग-अ

तुलनात्मक लोक प्रशासन का अर्थ, प्रकृति, स्था व महत्व, तुलनात्मक लोक प्रशासन, अध्ययन के उपरान्त : संस्कृति-प्रवाहित, राजनीतिक, विकासात्मक उपरान्त। चीन, चीन, संगुठ्ठ उन्नत अमेरिका तथा अर्थ-ब्रिटेन के संविधानों के प्रमुख लक्षण;

भाग-ब

रेट ब्रिटेन में संस्कृति व्यवस्था, संगुठ्ठ उन्नत अमेरिका में अध्यक्षीय व्यवस्था, कांस में अध्यक्षीय व्यवस्था।

रेट ब्रिटेन, संगुठ्ठ उन्नत अमेरिका, कांस में नेपाल की प्रशासनिक व्यवस्थाओं की प्रमुख विशेषता, ब्रेक्सिट व्यवस्था तथा लोक सेवाओं की प्रवृत्ति एवं भूमिका के विषय संदर्भ में।

भाग-स

ब्रिटेन ऐसा निवास, रेट ब्रिटेन में संस्कृति-प्रवाहित संविधान, संगुठ्ठ उन्नत अमेरिका में अध्यक्षीय व्यवस्था, संगुठ्ठ उन्नत अमेरिका में अध्यक्षीय व्यवस्था, कांस में राज-प्रवाहित, विशेष रुप संबंधित, ब्रिटिश रेट ब्रिटेन।

Core Readings:
1. Ferrel Headley : Public Administration A Comparative Perspective.
5. तत्व-शास्त्र : तुलनात्मक प्रशासनिक व्यवस्थाएँ
6. तत्व-शास्त्र : तुलनात्मक राजनीति
10. तत्व-शास्त्र : विशेष के प्रमुख संबंधाव.
11. सुदीप जलारिया : तुलनात्मक प्रशासनिक व्यवस्थाएँ

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Jaipur
Paper-II : Local Administration

<table>
<thead>
<tr>
<th>Scheme</th>
<th>Min. Pass Marks</th>
<th>Max. Marks</th>
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<tbody>
<tr>
<td>Paper-I</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>Paper-II</td>
<td>3 hrs. Duration</td>
<td>100</td>
</tr>
</tbody>
</table>

Section - A

'Meaning, Nature, and Significance of Local-self Government in Modern State, Evolution of Local-self Government during the Ancient, Medieval and Modern India


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

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Jaipur
of Local Bodies and Gramin Vikas & Panchayati Raj Department

Books Recommended:
1. R. Argel: Municipal Government in India
2. S.R. Maheswari: Local Government in India.
4. R.L. Khanna: Municipal Government and Administration in India.
5. S.K. Bhogle: Local Government in India.
6. डॉ. एच.सी. शर्मा: भारत में स्थानीय प्रशासन.

Subsidiary Readings:
1. S.C. Jain: Community Development and Panchayati Raj
3. Govt. of Rajasthan: Rajasthan Municipalities Act, 1964

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

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Jaipur
पृष्ठ-पत्र 11 : धार्मिक प्रशासन
भाग-अ
अध्याय से हाल के रूप में धार्मिक प्रशासन का अर्थ, प्रकृति तथा पहलवान। प्रधानमंत्री, प्रधानमंत्री तथा अध्याय से हाल के रूप में धार्मिक प्रशासन का विकास, भारत में धार्मिक प्रशासन का रूपांतरण और धार्मिक प्रशासन के लाभ तथा नुकसान के लाभ।

भाग-ब
भारत में लॉकडाउन के बाद धार्मिक प्रशासन का सिद्धांत तथा अवसर, 73वें संविधान संशोधन के विशेष संदर्भ में पंजाबी राज्य संस्थाएं : जिला परिपूर्ण पंचायत समिति, ग्राम पंचायत तथा सभा का संदेह तथा कार्य।

प्राचीन तथा तमीची क्षेत्रों में विद्वानां (विद्वान) प्रशासन, धार्मिक निकायों में भारी,
विविधता, पदोन्नति, प्रशिक्षण तथा सेवा शास्त्र की समस्याएं।

भाग-स
भारत में धार्मिक निकायों का निर्माण प्रशासन, धार्मिक संस्थाओं का संबंधित।
धार्मिक निकायों पर धार्मिक प्रशासन, राज्य का धार्मिक निपटान (प्राप्ति तथा नास्त्री) पर बिंदु की प्रशासन, धार्मिक नियम, विरोध प्रशासन तथा प्राचीन धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक धार्मिक

आयुक्त नेहरू भवन, जयपुर

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JAIPUR
Economics
B.A. Part III – 2020

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
atleast 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.

ECONOMICS

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 Protaction, foreign

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Exchange Market and Exchange Rate, Balance of Trade and Finance of Payment: Definition and Structure, International Monetary Fund, WTO scope and Impact.

Section – B


Section – C


Books Recommended:


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

Section – A


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58

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


Dy. Registrar (Academic-I)
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Jaipur

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 Centresand Development of Industrial areas.

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University of Rajasthan
Jaipur

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, रमेश बुक डियो, जयपुर।

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Jaipur

61
Sociology
B.A.-B.Ed. Part-III (Pass Course) 2019-2020

Scheme:

Min. Pass Marks  72

Paper-I
3 hrs. duration
Marks 100

Paper-II
3 hrs. duration
Marks 100

Note: 

Syllabus B.A.-E.Ed. Part-III

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

Part-II of the question paper shall be divided into three sections comprising 6 essay type questions of 20 marks each. Candidates will be required to attempt 3 questions selecting one question from each section. This part of the question paper shall be of 60 marks.
Paper I: 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 अंतर-आधुनिकता एवं नव-समाजशास्त्रीय सिद्धांत, जयपुर: रावत प्रकाशन
2. हूसैन, मुजताबा, 2010: समाजशास्त्रीय विचार, नई दिल्ली: ओरियंट ब्लैकस्मॉन
3. दोषी, एस. एल., 2007, आधुनिक समाजशास्त्रीय विचारक, जयपुर: रावत प्रकाशन
4. मुकर्जी, स्वीन्द्रनाथ, 2003, सामाजिक 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 बहादुर, 2010: विकास का समाजशास्त्र, जयपुर: रावत पब्लिकेशन्स।
2. भार्गव नरेश, 2014 : वैश्विकीय : समाजशास्त्रीय परिपक्वता, 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 be 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 : धर्मदर्शन की रूपरेखा, मोतीलाल बनासीदास, नई दिल्ली
Sinha
Yaqub Masih : Religious Philosophy (Hindi edition available)
H.N. Mishra : धर्मदर्शन का परिचय
V.P. Verma : धर्मदर्शन की मूल समस्याएँ
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:
Isvarkrsna, Samkhya Karika with Vaschaspati Mishra's Commentary Samkhya Tattva Kaumudi (Hindi translation available). Translation into English by Ganga Nath Jha, revised edition by M.M. Patkar, Oriental Series, Pune

Paper III: Plato

Suggested Readings:

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Paper IV: Logic (Indian)

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

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. Stehebatsky : 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:

R.N. Kaul : A Handbook of Social Philosphy
O.P. Gauba : Social and Political Philosophy (Pub. Mayur Paperbacks)
O.P. Gauba : An Introduction Social Political Philosophy
हदय नारायण मिश्र : समाज दर्शन सैद्धांतिक एवं समस्तान्तिक विवेचन
शिवभानु सिंह : समाज दर्शन का सर्वक्षण
के.के. पाठक : समाज एवं राजनीतिक दर्शन (राजस्थान हिंदी यथ अकादमी, जयपुर)
डॉ. बी एन. सिंह : समाज दर्शन एवं राजनीतिक दर्शन (आशा प्रकाशन, इलाहाबाद)
तथा प्रो. उदय शंकर

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Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
Psychology
B.A.-B.Ed.(Part-III)

SCHEME OF EXAMINATION:

<table>
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<tr>
<th>Faculty</th>
<th>Max. Marks</th>
<th>Min. Passing Marks</th>
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<tbody>
<tr>
<td>Arts</td>
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<tr>
<td>Science</td>
<td>150</td>
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<table>
<thead>
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<th>Paper</th>
<th>Nomenclature</th>
<th>Duration</th>
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<tr>
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<td></td>
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<td>Arts</td>
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<tr>
<td>I</td>
<td>Positive Psychology</td>
<td>3 Hrs.</td>
<td>75</td>
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<tr>
<td>II</td>
<td>Psychological Testing and Assessment</td>
<td>3 Hrs.</td>
<td>75</td>
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<td></td>
<td>Practical</td>
<td>3 Hrs.</td>
<td>50</td>
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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.

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Jaipur
For clarification the distribution of marks is tabulated as below:-

<table>
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<td>B</td>
<td>5 (out of 7)</td>
<td>03</td>
<td>15</td>
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<tr>
<td>C</td>
<td>3 (with Internal Choice)</td>
<td>15</td>
<td>45</td>
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<td><strong>Total marks</strong></td>
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<th>Marks</th>
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<tr>
<td>B</td>
<td>5 (Out of 7)</td>
<td>02</td>
<td>10</td>
</tr>
<tr>
<td>C</td>
<td>3 (with internal choice)</td>
<td>10</td>
<td>30</td>
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<td></td>
<td><strong>Total Marks</strong></td>
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<td><strong>50</strong></td>
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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

70
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

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) : मनोविज्ञान 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

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
Drawing & Painting
B.A.-B.Ed. Part – III

SCHEME :

<table>
<thead>
<tr>
<th>Theory Paper I</th>
<th>Duration</th>
<th>M.M.</th>
<th>Min. Pass Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Independence</td>
<td>3 hrs.</td>
<td>60</td>
<td>21</td>
</tr>
<tr>
<td>Artists of India</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper II-Practical Paper I</td>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study from Life</th>
<th>Duration</th>
<th>M.M.</th>
<th>Min. Pass Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 hrs.</td>
<td>60</td>
<td>22</td>
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<table>
<thead>
<tr>
<th>Pictorial Composition</th>
<th>Duration</th>
<th>M.M.</th>
<th>Min. Pass Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 hrs.</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submission of Practical Works</th>
<th>Total</th>
<th>M.M.</th>
<th>Min. Pass Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>200</td>
<td>07</td>
<td>72</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


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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 - प्रेमचंद गोस्वामी
4. भारत की समकालीन कला - प्राणनाथ मागो, नेशनल बुक ट्रस्ट इंडिया, नई दिल्ली, 2006
5. आधुनिक कला कोश - विनोबा भारद्वाज, वाणी प्रकाशन, नई दिल्ली, 2006
6. आधुनिक चित्रकला का इतिहास - आर.वी सांख्यलकर, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
7. समकालीन कला - अशोक
8. कला विलास - आर.ए. अग्रवाल, डी.एस.ए. बुक्स इंटरनेशनल, मेरठ, 2015

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

Medium – Pencil/Charcoal/Soft Pencil
Duration : 5 hrs.
Size ½ Imperial
Max. Marks : 60

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. Navlakh, Bombay.
2. Human figure by Vanderpol, Publisher J.V. Navlakh, 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.
Size ½ Imperial
Max. Marks : 60

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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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
**Geography**

**Scheme of Examination**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Min. Pass Marks</th>
<th>Max. Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/Social Science</td>
<td>72</td>
<td>200</td>
</tr>
<tr>
<td>Science</td>
<td>54</td>
<td>150</td>
</tr>
<tr>
<td>Paper I</td>
<td>World Regional Geography</td>
<td>Arts 75</td>
</tr>
<tr>
<td>Paper II</td>
<td>Geography of India</td>
<td>Science 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.
4. Q.No. 1 of 20% marks of the maximum marks be set in two parts.
   (a) Part (a) will have ten 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.
5. Remaining 9 questions carrying equal marks will be set with three questions from each section of the syllabus.
6. Candidate will attempt 5 questions in all including question No. 1 selecting at least one question from each section.
7. Practical examination will be conducted by the board of examiners.
8. 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
Alipur
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

Australia and New Zealand: Terrain Pattern, Drainage, Climate, Natural Vegetation, Soils, Population and Economic Base of Australia and New Zealand In General.

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

Agriculture: 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 textile, cement and chemical industries, industrial regions; population growth, distribution, problems, policy implication, 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:

Narayana, S. 1988: भारत का वृक्ष भूगोल | साहित्य भूगोल फळकोशियां, आगरा।
Tirtha, K 2000: Geography of India, Rawat Publications, Jaipur 2nd Edition (India)

Practicals

Scheme of Examination

<table>
<thead>
<tr>
<th>Min. Pass Marks: 18</th>
<th>Max. Marks: 50</th>
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<tbody>
<tr>
<td>Written test</td>
<td>Bifurcation of Marks</td>
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<tr>
<td>Field survey and viva voco</td>
<td>24</td>
</tr>
<tr>
<td>Map work and viva voco</td>
<td>10+04</td>
</tr>
</tbody>
</table>

By [Signature]  
Dy. Registrar (Acad.)  
University of Rajasthan  
JAIPUR
N.B. 1. There shall be 6 questions in written paper selecting at least two questions from each section. Candidates are required to attempt 3 questions selecting 1 question from each section. All questions carry equal marks.

SYLLABUS

Section A

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

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

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

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:

वैधिक, पी.आर. 2006: प्रायोगिक भूगोल। दस्तुरस्था प्रकाशन, गोरखपुर।
Singh, L.R. 2006: Practial Geography. Prayag Pustak Publisher, Allahabad U.P.

79
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><strong>Total</strong></td>
<td></td>
<td><strong>200</strong></td>
<td><strong>72</strong></td>
<td></td>
<td><strong>12</strong></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

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University of Rajasthan
Jaipur

80
B.A. PART-III

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>Unit – I</td>
<td></td>
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<tr>
<td>Health of the Mother</td>
<td></td>
</tr>
<tr>
<td>1. Menstruation &amp; Fertility :</td>
<td>6</td>
</tr>
<tr>
<td>• Normal Menstrual Cycle</td>
<td></td>
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<tr>
<td>• Process of Reproduction</td>
<td></td>
</tr>
<tr>
<td>2. Pregnancy:</td>
<td>8</td>
</tr>
<tr>
<td>• Sign &amp; Symptoms</td>
<td></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
| i. Registration of Pregnancy                                                                 | 18 |
| ii. Sign & Symptoms of Pregnancy                                                            |    |
| iii. Use of Pregnancy Kits                                                                  |    |
| iv. Common ailments during pregnancy & their management: morning sickness, heartburn, indigestion, constipation, piles, leg cramps, sleeplessness, frequency of micturition, edema, varicose veins |    |
| v. Antenatal Checkups & their importance                                                     |    |
| vi. Danger signs during pregnancy & management.                                              |    |

- 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

| 4. Use of Mother & Child protection card | 6 |
| 5. Mother and Child Health Nutrition Programme |  |
|   • Janani Shishu Suraksha Yojana          |   |
|   • Reproductive and Child Health          |   |
| 6. Family Planning                        | 6 |
|   • Advantages & importance                |   |
|   • Methods of family planning             |   |
| 7. Abortions-causes & care of mother       |   |
| 8. New born:                               | 20|
|   • Nutritional care of New Born (referring to Integrated Management of Neonatal Childhood illness) |   |
|   • Identification of Danger Sign and when to refer                                       |   |
|   • Common ailments of newborns and their management—diarrhea, constipation, flatulence, vomiting, colic, malnutrition, napkin rash, umbilical infection, acute respiratory infections |   |

### Unit III

9. Immunization & growth monitoring of infant and young child | 82

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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 intitaion, 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.

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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

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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 oh 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><strong>1. Use of Pregnancy kits</strong></td>
<td>1</td>
</tr>
<tr>
<td>- Safe Days</td>
<td></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><strong>2. Breastfeeding – Techniques &amp; Posture</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Preparation of Complementary foods</strong></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><strong>4. Use of Mother &amp; Child Protection Card</strong></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><strong>5. Management of Diarrhea</strong></td>
<td>2</td>
</tr>
<tr>
<td>- Skin pinch test for identifying dehydration</td>
<td></td>
</tr>
</tbody>
</table>

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

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**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

---

Dy. Registrar (Academic-I)
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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 | 4 |
| - Elements and models of communication- Aristotle, Leagens, Roger’s and shoemakers | 5 |
| - Functions and barriers of communications | 4 |
| 8. Audio visual aids | |
| - Meaning and use of audio visual aids | 2 |

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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. हरपालानी दी.डी. 1998 : गृह विज्ञान में प्रसार शिक्षा , स्टार पस्तिकेिशन , आगरा
6. शौं . सुगीता पुष्प और शौं जामस सीवा 2011 : प्रसार शिक्षा , शी विनोद पुस्तक मंदिर , 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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- 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**

| Maximum marks: 50 |
| Minimum marks: 18 |
| 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.

**Contents:**

<table>
<thead>
<tr>
<th>Step of Event Management</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Making a paper plan</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Guest List</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Making / Drafting / Finalizing/ Invitation Card</td>
<td></td>
</tr>
<tr>
<td>1.3 Infrastructure</td>
<td></td>
</tr>
<tr>
<td>1.3.1 Tents</td>
<td></td>
</tr>
<tr>
<td>1.3.2 Furniture and Furnishing for areas:</td>
<td></td>
</tr>
<tr>
<td>1.4.1 Reception</td>
<td></td>
</tr>
<tr>
<td>1.4.2 DJs / Music</td>
<td></td>
</tr>
<tr>
<td>1.4.3 Games</td>
<td></td>
</tr>
<tr>
<td>1.4.4 Food serving (Based on numbers of persons and types of events)</td>
<td></td>
</tr>
<tr>
<td>1.5.1 Decoration (Theme etc.)</td>
<td></td>
</tr>
<tr>
<td>1.6.1 Planning of games</td>
<td></td>
</tr>
<tr>
<td>1.7.1 Transportation &amp; communication</td>
<td></td>
</tr>
<tr>
<td>1.8 DJ’s / Music</td>
<td></td>
</tr>
<tr>
<td>1.9 Planning and Management of food</td>
<td></td>
</tr>
<tr>
<td>1.9.1 Welcome drink</td>
<td></td>
</tr>
<tr>
<td>1.9.2 Welcome Snacks</td>
<td></td>
</tr>
<tr>
<td>1.9.3 Main Course</td>
<td></td>
</tr>
<tr>
<td>1.9.4 Deserts</td>
<td></td>
</tr>
<tr>
<td>1.9.5 Mouth Fresheners</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>vi. Return Gifts</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Budget under different heads (Market survey can be done)</td>
<td></td>
</tr>
<tr>
<td>• Food</td>
<td>2</td>
</tr>
<tr>
<td>• Decoration</td>
<td>3</td>
</tr>
<tr>
<td>• Invitation</td>
<td>1</td>
</tr>
<tr>
<td>• Gifts</td>
<td>1</td>
</tr>
<tr>
<td>• Transportation and communication</td>
<td>1</td>
</tr>
<tr>
<td>• Games</td>
<td>2</td>
</tr>
<tr>
<td>• Infrastructure tents, furniture, furnishing, etc.</td>
<td>1</td>
</tr>
<tr>
<td>• DJ’s / Music</td>
<td>1</td>
</tr>
<tr>
<td>• Time schedule for major activities</td>
<td></td>
</tr>
<tr>
<td>• Implementation of various activities</td>
<td></td>
</tr>
<tr>
<td>i. Finding out a leader and making groups</td>
<td>1</td>
</tr>
<tr>
<td>ii. Work distribution among group members</td>
<td>1</td>
</tr>
<tr>
<td>3. Controlling the event activities</td>
<td></td>
</tr>
<tr>
<td>4. Feedback / evaluation</td>
<td>2</td>
</tr>
<tr>
<td>5. Variation in events in a family</td>
<td></td>
</tr>
<tr>
<td>• Religious events</td>
<td></td>
</tr>
<tr>
<td>• Entertainment and recreational events</td>
<td></td>
</tr>
<tr>
<td>• Picnics, Other parties and events</td>
<td></td>
</tr>
<tr>
<td>• College events: Fresher’s day, Farewell, Annual function</td>
<td>1</td>
</tr>
<tr>
<td>6. Class rooms presentation</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Students will participate in events of institution.

**Examination scheme**

| 1. Major – 20 marks.                        |   |
| Making a party plan for any specific party. |   |
| Planning budget for the party in the specific amount |   |
| 3. Internal – 20 marks                      |   |

**NUTRITION EDUCATION ACTIVITIES**

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

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><strong>(A) Classroom/Lab activities:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction to Nutrition Education: Definition, importance related</td>
<td>2</td>
</tr>
<tr>
<td>topics, approaches (Individual, group mass), methods, and Teaching</td>
<td></td>
</tr>
<tr>
<td>aids.</td>
<td>1</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 based on</td>
<td>3</td>
</tr>
<tr>
<td>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. (Posters /</td>
<td>2</td>
</tr>
<tr>
<td>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 calendar.</td>
<td></td>
</tr>
<tr>
<td>(Division of classes will be based on number of groups formulated)</td>
<td></td>
</tr>
<tr>
<td><strong>(C) File work</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss the various programs implemented.</td>
<td>2</td>
</tr>
</tbody>
</table>

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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

<table>
<thead>
<tr>
<th>FOOD PRESERVATION</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>

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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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</td>
<td>2</td>
</tr>
<tr>
<td>spoilage, principle of food preservation, various methods of food</td>
<td>1</td>
</tr>
<tr>
<td>preservation</td>
<td></td>
</tr>
<tr>
<td>2. Development of skills in preparation of:</td>
<td></td>
</tr>
<tr>
<td>• Dried fruits and vegetables</td>
<td>2</td>
</tr>
<tr>
<td>i. Sun drying (Curry leaves, mint, methi, coriander, cauliflower,</td>
<td></td>
</tr>
<tr>
<td>amla, kair-sangri, guar-fali, amchur, onion, peas, kachri, red</td>
<td></td>
</tr>
<tr>
<td>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></td>
</tr>
<tr>
<td>ix. Tomato Chutney</td>
<td></td>
</tr>
<tr>
<td>x. Imli Chutney</td>
<td>5</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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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:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Major problem:</strong></td>
<td>20 marks</td>
<td>Planning and preparation of any one preserved food.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Minor problems:</strong></td>
<td>10 marks</td>
<td>Calculation of selling price of a given product.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Internal:</strong></td>
<td>20 marks</td>
<td></td>
</tr>
</tbody>
</table>

**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>Pre-Requisites:</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</td>
<td></td>
</tr>
<tr>
<td>using different teaching strategies – task analysis scaffolding,</td>
<td></td>
</tr>
<tr>
<td>storytelling, do it signals, dramatization demo field trips songs</td>
<td></td>
</tr>
<tr>
<td>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>Course Content:</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>2</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</td>
<td>2</td>
</tr>
<tr>
<td>administrative, managerial and supervisory skills in students.</td>
<td></td>
</tr>
<tr>
<td>• Administration, management and supervision of crèches,</td>
<td>2</td>
</tr>
<tr>
<td>preschool and day care centres.</td>
<td></td>
</tr>
<tr>
<td>• Planning and implementing developmentally appropriate activities</td>
<td>2</td>
</tr>
<tr>
<td>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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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></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>4</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

Examination scheme :

1. **Major Problem** -20 Marks
   Make a design for a product by combining any two techniques e.g. tie and dye, block and screen.

2. **Minor** -10 Marks
   Make a sample of tie and dye using two colors and two techniques

3. **Internal Marks** -20 Marks

### EXTENSION ACTIVITY MANAGEMENT

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

### Learning Outcome

**Objectives:**

1. To impart knowledge regarding process of extension activity management.
2. To develop the skills in organizing extension activity at the community level.

### Practicals

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

<p>| | | |</p>
<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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Jaipur
<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organising the activity</td>
<td>3</td>
</tr>
<tr>
<td>Overall supervision</td>
<td>3</td>
</tr>
<tr>
<td>Report writing</td>
<td>4</td>
</tr>
</tbody>
</table>

**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
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, Trital, Jhaptal, Ektal, Chautal, Roopak, Dadra, Punjabi, Sooltal, Jhoomra, Adachautal, Tivra, Deepchandi.
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.
Music Vocal Practical

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, Tigun and mark time on hand and to recognize the following talas when played on tabla-
   Dhamar, Tilwara, Ektal, Chautal, Rupak, Punjabi, Sooltal,
   Jhumra, Adachautal, 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) Adan-
7. With the accompaniment of Tabla or Pakhawaj to sing on
   Dhruppad 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 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) संगीत के जीवन पृष्ठ 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 Itihas-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) 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. duration</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Paper - II</td>
<td>3 hrs. duration</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

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- Panna Lal Ghosh, Ustad Bismillah Khan, Ali Akbar Khan, Imdad Khan, and Amjad Ali Khan.
(2) Folk 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 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, Deepchandi.

**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 at least one question from each section.

**History of Indian Music**

**Section – A**

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.

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Joy
Music Practical Instrumental (Sitar)

Max. Marks 120
Min. Marks 43

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 & Taal 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, Sooltal, Jhumra, Adachautal, Tivra and Deepchandi.
4. To play Aroh, Avroh, Pakad and Swar Vistar of the following ragas- Todi, Puria-Dhanashree, Jaunpuri, Darbari Kanada, Bihag, Multani, Kafi, Adana, Durga, Puriya, Kamod and Chhayanat.
5. With the accompaniment of Tabla to play Vilambitgar (foyfEcrxr) and Drutgar (हुलमात) 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 Drutgar (nzkxr ) with todas and jhalas in any six ragas of the following:- (i) Kamod (ii) Multani (iii) Kafi (iv) Adana (v) Durga (vi) Puriya (vii) Chhayanat (viii) Puriya dhanashri.
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. Bhatkhande.

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University of Rajasthan
Jaipur

105
(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) Lakshmr 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 Itihas-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.

EDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

हिन्दी शिक्षण

उद्देश्य —
1. भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना।
2. भाषा की पृथक-पृथक् भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. शब्दन, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्त्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यचौकास्, पाठ्यक्रम और पाठ्य पुस्तक का शिक्षण कर कक्षा विभेद हेतु विद्यार्थियों की समस्या के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. भाषाओं और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. भाषायी बारीकियों के प्रति संवेदनशील होना।
14. हिन्दी भाषा शिक्षण में दृष्टि-श्रय उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिन्दी शिक्षण में मूल्यांकन के महत्त्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना।

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16. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्त्व एवं उपयोग का ज्ञान
देना।

इकाई – प्रथम
भाषा की भूमिका

• भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
• भाषातील कौशलों के विकास –
  (क) भावण, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (स्वर व मौन)
  (ड) अभिव्यक्ति (मौखिक व लिखित)
• हिन्दी के विभिन्न सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन
  (i) वाणिज्य और व्यापार के क्षेत्र में हिन्दी (ii) वैज्ञानिक और तकनीकी हिन्दी, (iii)
    कार्यालयी हिंदी, (iv) विधि के क्षेत्र में हिन्दी
  (v) सामाजिक विज्ञान के क्षेत्र में हिन्दी (vi) संचार माध्यमों में हिन्दी
  (vii) विज्ञापन के क्षेत्र में हिन्दी
• मानवभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
• भाषा का समाज में स्थान
• हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता परवर्ती की स्थिति

इकाई – द्वितीय

• शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना
  शिक्षण, व्याकरण शिक्षण
• सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना
• नवाचार और भाषाशिक्षण की प्रणाली
• विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत,
  लोकनृत्य, कठपुतली, नौंदी, सेमिनार कार्यशाला, हरिकथा, कहानी
• संचार माध्यम –प्रिंट मीडिया – समाचार पत्र–पत्रिकाएं, साहित्यिक पुस्तकाएँ,
  विज्ञापन, इलेक्ट्रॉनिक मीडिया–रेडियो, टेलिविजन, फिल्म एवं बहुमाध्यम (मल्टी
  मीडिया) ई–कॉमर्स, मोबाइल, इंटरनेट, इन्टरनेट, ई–यूनिवर्सिटी, भाषा–प्रयोगशाला

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इकाई (तृतीय)

- भाषा शिक्षण की विधियाँ - भारतीय भाषाकारों की दृष्टि से - पाँगिनी, यासक, बरसी, कामताप्रसाद गुरु, किशोरी दास बाजपेयी
- पाश्चात्य विद्वानों की दृष्टि से - जे.प्याजे, एल. वायगाल्स्की, चौमेस्की, जॉन ड्यूवी
- वर्तमान में प्रचलित - प्रायोजना विधि (कियोट्रिक), पर्यावरण अध्ययन विधि एवं अभिक्रियता अनुदान
- भाषा का स्वरूप - भाषा व्यवहार के विविध पक्ष निम्नवर्गीय व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता, उच्चारण के सन्दर्भ में हिंदी की बोलियाँ, वाक्य तथा लेखन।
- भाषायी व्यवस्थाएँ - सार्वजनिक व्याकरण की संकल्पना - अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ - सविनिम विज्ञान व रूप विज्ञान।

इकाई (चतुर्थ)

- पाठ्यक्रम और पादय सामग्री का निर्माण और विश्लेषण
  (अ) पाठ्यचर्या - पाठ्यक्रम तथा पादय पुस्तकों का समक्ष
  (ब) निदात्मक परीक्षण एवं उपवाराट्मक शिक्षण-अर्थ, स्वरूप महत्व एवं उपयोग।
  (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक शतर पर युक्त पाठ्यक्रम एवं पादय सामग्री का विश्लेषण

इकाई (पांच)

- हिंदी शिक्षण में मूल्यांकन -
  (अ) भाषा विकास की प्रगति का मूल्यांकन - सतत और समग्र मूल्यांकन आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।
  (ब) प्रश्नों का स्वरूप - समस्या-समाधान साबुधी प्रश्न, सूचनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परीक्षात्मक साजनता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)

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

109
समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक

2. निम्न में से कोई एक 10 अंक

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएं तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्थूत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
- अपने आस-पास के पांच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि निम्नांक सूत्र की वर्तमान स्थिति है?
- 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 चर्चा पुस्तिका तैयार करें।
- रचनात्मक रूप से प्रतिमा सम्यन्त्र बालकों के विकास के लिए व्यवस्थार में कक्षा शिक्षण के अतिरिक्त किये गये उपयोग और उनकी स्पष्टता प्रभावित सूचक रिपोर्ट।
- आस-पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा रखेंकर और उनकी शाक्तियों का अध्ययन।
- पत्र-पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएं।

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Jaipur
सन्दर्भ प्रणव सूची –

1. गुप्ता (डा. एस.) प्रभा (2012) मात्रभाषा व विविध योजनाएँ — साहित्य प्रकाशन, आगरा।
2. लग्नी, डा. एस.के. (2008) हिंदी भाषा शिक्षण अनुवाद प्रकाशन, आगरा।
3. यांदेव, डा. रतिकान्त (2010) हिंदी शिक्षण—अभिव्यक्ति आयाम’ विश्व भारती प्रकाशन, नई दिल्ली।
4. भारतिया, एम.एम. और नारायण सी.एल. 1987, आधुनिक हिंदी शिक्षण विधियाँ, लुधियाना, प्रकाशन ब्रदर्स।
5. लाल रमण बिहारी, 1993, हिंदी शिक्षण, रस्तोगी प्रकाशन, मेरठ।
6. राम (डा.) अनुराधा (2012) “भाषा विज्ञान तथा सिद्धांत” विश्व भारती प्रकाशन, नई दिल्ली।
7. राम प्रसाद प्रीतम (2007) हिंदी शिक्षण, साहित्यागार, जयपुर
8. सिंह डा. सावित्री (2001) हिंदी शिक्षण, मेरठ—1

PEDAGOGY OF SCHOOL SUBJECT

PAPER:-VIII A / B

संस्कृत शिक्षण

उद्देश्य —

1. भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
2. भाषा संरचना की प्रकृति की समझ विकसित करना।
3. भाषा कौशल एवं दृष्टिकोण भाषा शिक्षण के आधारभूत सिद्धांत एवं उद्देश्यों का ज्ञान कराना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना।
5. संस्कृत की भूमिका व विशेषता एवं उसकी संस्कृतिक पृष्ठभूमि की समझ उत्पन्न करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवबोध कराना।
7. संस्कृत भाषा शिक्षण कौशल का अभ्यास कराना।
8. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपायों का प्रयोग करना।
9. कक्षा-कक्षा परिस्थिति में व्यक्तिगत रूप में संस्कृत का सफल प्रयोग कराना।
10. पाठ्यक्रम, पादर्शवाद और पादय प्रस्तुत के मध्य समन्वयों में समझ उत्पन्न कराना。

Dy. Registrar(Academic-I)
University of Rajasthan
Jaipur
11. संस्कृत भाषा शिक्षण में दृष्टि—श्रव्य सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न—पत्र निर्माण की योग्यता विकसित करना।
13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विकसित करना।
14. कौशलानुसार संस्कृत अरुणिद्वयों 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, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धांत
• संस्कृत भाषा का महत्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएं, आधुनिक भारतीय भाषाओं के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएं।
• विद्यालय में भाषा —
  1. मातृभाषा एवं विद्यालयी भाषा
  2. पाठ्यक्रम में भाषा
  3. अध्यापन में भाषा का केन्द्रीयकरण
  4. बुद्धियता कक्षा—कक्षा
• भारत में संस्कृत भाषा की स्थिति
  (i) भाषा शिक्षा का संवैचारिक प्रवचन एवं नीतियों अनु. 343—351
  (ii) कोठारी कमीशन (1964—1966)
  (iii) NPA (1986)          (iv) POA (1992)
  (v) राष्ट्रीय पाठ्यक्रम 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
  vi. उच्चारण शिक्षण
  ii. पद्य शिक्षण
  vii. रचना शिक्षण
  iii. व्याकरण शिक्षण
  viii. अनुवाद शिक्षण
  iv. कहानी शिक्षण
  v. नाटक शिक्षण
• उपप्रेक्षा का सम्बन्ध, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण—दोष
• सूक्ष्म शिक्षण दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
• नवाचार और भाषा शिक्षण की प्रणाली

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

12
• विभिन्न जन संघार माध्यमों से संस्कृत शिक्षण
  (अ) परस्परागत —नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
  (ब) संघार माध्यम — वेबसाइट्स, विकीपीडिया
(i) प्रिंट मीडिया — समाचार पत्र—पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
(ii) इलेक्ट्रॉनिक मीडिया — रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया),
    इंटरनेट, इनट्रानेट, भाषा प्रयोगशाला

इकाई (तृतीय)
• संस्कृत शिक्षण की विधियाँ —
  (I) पाणिनी व यासक के अनुसार।
  (II) प्रचलित अन्य विधियाँ — प्रायोजना विधि, पर्यंतविक्रिया अव्ययन विधि, प्रत्यय विधि,
    आगमन—निगमन विधि, अनुवाद विधि, चयन विधि, पाठ व्युत्कर्त्ता विधि,
    समेत उपग्रह, समग्र उपग्रह।
  (III) पाश्चिम विद्वानों के अनुसार — जे.प्याजे, एल. वायगात्स, चॉम्स,
    जानडूरी।
• शिक्षण का अनुप्रयोग —
  (i) तृतीय भाषा अधिगम मनोविज्ञान
  (ii) कक्ष—कक्ष वातावरण और परिपथितियाँ
  (iii) शिक्षक—छात्र—पाठ्यपुस्तक व दृश्य अव्यय सहयोग सामग्री की भूमिका
  (iv) भाषा का व्यवहार में प्रयोग
  (v) अन्य विषयों के साथ संस्कृत का समन्वय
  (vi) त्रुटियाँ व उपचारात्मक कार्य
  (vii) संस्कृत भाषा की चुनौतियाँ
  (viii) स्वयंवर विज्ञान व रूप विज्ञान के रूप में संस्कृत
  (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

इकाई (चतुर्थ)
• पाठ्यक्रम और पादय सामग्री का निर्माण और विश्लेषण
  (अ) पाठ्यक्रम, पाठ्यक्रम एवं पाठ्यपुस्तकों का समन्वय
  (ब) संस्कृत में दर्श कार्य एवं क्रिया—क्लापों का विकास।
  (स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के संदर्भ में।
  (द) निदानक परीक्षण एवं उपचारात्मक शिक्षण—अर्थ, स्वरूप महत्त्व एवं उपयोग।

[Signature]

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University of Rajasthan
Jaipur
इकाई (पंचम)

- संस्कृत शिक्षण में आकलन –

(1) संस्कृत भाषा विकास की प्रगति का आकलन – सतत और समग्र मूल्यांकन स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।

(2) प्रश्नों का स्वरूप – समस्या-समाधान समस्या प्रश्न, सुजनात्मक विनिमयवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलाता वाले प्रश्न)

(3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(4) प्रश्न-पत्र निर्माण एवं नील-पत्र

समसामयिक कार्य

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

> अपने प्लांस के 05 विचारों का भ्रमण कर त्रिभाषा सूत्र की रीति की रिपोर्ट तैयार करना।

> संविधान में भारतीय भाषाओं सम्बन्धी अनुशासनों तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्कृत भाषा समस्या सिफारिशों पर रिपोर्ट तैयार करना।

> किसी एक संस्कृत कवि का विस्तृत परीचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।

> किसी एक संस्कृत पत्रिका की समीक्षा।

> संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।

> पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।

> छापाखंडाधारित शिक्षा प्रद कथा लेखन।

सन्दर्भ ग्रन्थ –

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991) ‘भाषिकी’ दिल्ली।
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3. नारायण देशाथ (1996), संप्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
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6. शरस्त्री, डॉ. सुभाषदेव, 1973, मनोभाषिकी पटना बिहार हिन्दी ग्रन्थ अकादमी।

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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 textbook

• 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

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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
2. One of the following 10 marks
3. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.

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• 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

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 secondary 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 classroom 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.

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• 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:-

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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
   c. Co-operative-Learning
   d. Experiential-Learning

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

Unit – III

3.1 a. Teacher as a transformer of cultural & Historical Heritage.
   b. Teacher as a facilitator

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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 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.

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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:-


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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.

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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

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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 :Harnarayan singh avum rajendra pal singh Prakash-Laxminarayan agarwal,Agra

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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.


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129

Unit – II

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.

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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.

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(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 – 2

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

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

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

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

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134.
Unit – III

3.1

- Role of a teacher for conservation of natural resources & environment.
- Teacher as a facilitator
- Qualities and professional growth of a geography teacher to face an ecological challenge of present era.
- Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3

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

Unit – IV

4.1 a. Local Geography: It's 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

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• 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.
• 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:-

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.
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.

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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.
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.

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• 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

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.

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UNIT-V

Concept of assessment and Evaluation in home science, Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in home science.
Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test.
Preparation of an Achievement test. Concept and need of remedial teaching.

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:


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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.

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

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Jaipur


**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.

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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.

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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-1½ 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].
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.

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• 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
• 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 Mal kauns.
• Music and Folk music.

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Jaipur

146
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

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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

- 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

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- 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
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)

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