

SYLLABUS FOR FOUR YEAR INTEGRATED B.A. B.Ed. COURSE

THIRD YEAR



Session: 2019-2020

**JAI NARAIN VYAS UNIVERSITY
JODHPUR**

ch-,- ch,M r'rh; o"ki &2020
संस्कृत
प्रथम प्रश्न पत्र
(काव्य, अलंकार, व्याकरण एवं संस्कृति)

अधिकतम अंक 70
समय 3 घंटा

कुल प्रश्न पत्र का निर्माण संस्कृत भाषा में होगा, किन्तु विशेष निर्देश के अभाव में प्रश्न-पत्र का उत्तर हिन्दी, संस्कृत अथवा अंग्रेजी में दिया जा सकता है।

पाठ्यक्रम

- इकाई – 1 नाट्यशास्त्र द्वितीय अध्याय
इकाई – 2 महाभारत शान्ति पर्व (192 अध्याय)
इकाई – 3 हल् सन्धि
इकाई – 4 अलंकार – व्यतिरेक, अर्थान्तरन्यास अपह्नुति, विभावना, विशेषोक्ति, अप्रस्तुतप्रशंसा,
इकाई – 5 भारतीय संस्कृति–, वर्णव्यवस्था,, पुरुषार्थ चतुष्टय तथा पुराकालीन भारतीय शिक्षापद्धति।

प्रश्न-पत्र का निर्माण निम्नानुसार होगा –
खण्ड 'अ' – 10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब' – 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स' – 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

सहायक पुस्तकें –

- महाभारत शान्ति पर्व (192 अध्याय)–गीता प्रेस, गोरखपुर
- नाट्यशास्त्र : (प्रदीप हिन्दी टीकोपेत), चौखम्बा पब्लिकेशन्स, अंसारी रोड, दरियागंज, नई दिल्ली
- लघुसिद्धान्तकौमुदी : महेशसिंह कुशवाह
- संस्कृत व्याकरण : श्रीनिवास शास्त्री
- काव्यदीपिका (अष्टम शिखा) : कान्तिचन्द्र भट्टाचार्य
- भारतस्य सांस्कृतिको निधि: रामजी उपाध्याय
- भारतीय संस्कृति : श्री कृष्ण ओझा

- भारतीय संस्कृति : शिवदत्त ज्ञानी
- भारतीय संस्कृति : प्रीति प्रभा गोयल
- भारतीय संस्कृति-सौरभम् :रामजी उपाध्याय, भारतीय संस्कृति संस्थान, महामनापुरी, वाराणसी-5
- Sanskrit Grammar : With an English Version, MLBD, Delhi, 1981
- Sanskrit Grammar:(मर्म प्रकाशिका) English Translation, M.R. Kale, MLBD, Delhi, 1976

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द्वितीय प्रश्न पत्र
(वेद, उपनिषद्, दर्शन एवं व्याकरण)

अधिकतम अंक 70
समय 3 घंटा

पाठ्यक्रम

इकाई 1 : वेद

(क) ऋग्वेद : अग्नि 1.1, विष्णु 1.154, हिरण्यगर्भ 10.121

इकाई 2 : कठोपनिषद् (प्रथम अध्याय— प्रथम वल्ली)

इकाई 3 : व्याकरण

(क) कत् प्रत्यय,

(ख) लघुसिद्धान्तकौमुदी के निर्धारित (लट्, लोट्, एवं विधिलिङ्.) लकारों में भू धातु के चार में से दो रूपों की सिद्धि

(ग) एध् धातु के चार में से दो रूपों की सिद्धि। निर्धारित लकार –लट् लोट्

इकाई 4 : भारतीय दर्शन के सिद्धान्त

अ. भारतीय दर्शनों का वैशिष्ट्य एवं सामान्य परिचय

ब. आत्मा

स. मोक्ष

द. अहिंसा

य. चार आर्यसत्य

इकाई 5 : (क)निर्धारित तद्धित प्रत्यय

ष्यञ्-वर्णदृढादिभ्यः ष्यञ् च, गुणवचनब्राह्मणादिभ्यःकर्मणि च

त्व, तल्-तस्य भावस्त्वतलौ, ग्रामजनबन्धुभ्यस्तल्

इतच्-तदस्य स जातं तारकादिभ्य इतच्

इनि-अत इनिठनौ, व्रीह्यादिभ्यश्च

विनि-अस्मायामेधास्रजो विनिः

(ख) निर्धारित समास

समास

अव्ययीभाव-अव्ययं विभक्ति समीपसमृद्धिर्वृद्ध्यर्थभावात्ययासम्प्रति-

शब्दप्रादुर्भावपश्चाद्यथानुपूर्व्ययोगपद्यसादृश्यसम्पत्तिसाकल्यान्तवचनेषु

द्वन्द्व-चार्थे द्वन्द्वः, द्वन्द्वे घि, अजाद्यदन्तम्, अल्पात्तरम्, द्वन्द्वश्च

प्राणितूर्यसेनाङ्गानाम्

प्रश्न-पत्र का निर्माण निम्नानुसार होगा -

खण्ड 'अ' - 10 अंक

1. इस खण्ड के सभी प्रश्न अनिवार्य हैं।
2. सभी प्रश्नों का उत्तर संस्कृत में देना होगा।
3. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
4. प्रश्नों के उत्तर की अधिकतम सीमा 30 शब्द होगी।

खण्ड 'ब'

– 30 अंक

1. प्रत्येक इकाई से दो प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई से एक प्रश्न का उत्तर देना अनिवार्य है, इस प्रकार कुल पाँच प्रश्नों के उत्तर देने हैं।
3. प्रश्नों के उत्तर की अधिकतम सीमा 250 शब्द होगी।

खण्ड 'स'

– 30 अंक

1. प्रत्येक इकाई से एक प्रश्न पूछा जाएगा।
2. कुल पाँच प्रश्न पूछे जाएँगे जिनमें से परीक्षार्थी को तीन प्रश्नों का उत्तर देना है।
3. प्रश्न के उत्तर की अधिकतम सीमा 500 शब्द होगी।

सहायक पुस्तकें

- New Vedic Selection Part I & II : Telanga & Chaube, Bhartiya Vidya Prakashan, Delhi
- वेदचयनम्: व्याख्याकार, विश्वम्भर नाथ त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी
- कठोपनिषद्: गीता प्रेस, गोरखपुर
- कठोपनिषद् : व्याख्याकार, सुरेन्द्र देव शास्त्री, चौखम्बा विद्याभवन, वाराणसी
- लघुसिद्धान्त कौमुदी : अर्कनाथ चौधरी, जगदीश संस्कृत पुस्तकालय, झालानियों का रास्ता, किशनपोल
- बाजार, जयपुर।
- भारतीय दर्शन का इतिहास : बलदेव उपाध्याय
- भारतीय दर्शन : चन्द्रधर शर्मा
- भारतीय दर्शन : नन्दकिशोर देवराज, हिन्दी समिति लखनऊ
- भारतीय दर्शन का परिचय : चटर्जी एवं दत्त

Ch-, - ch, M r'rh; o"ki &2020
प्रथम प्रश्न पत्र
हिन्दी भाषा और साहित्य का इतिहास

अधिकतम अंक 70
समय 3 घंटा

इकाई 1 : हिन्दी भाषा—हिन्दी की मूल आकर भाषाएँ—संस्कृत, पालि, प्राकृत, अपभ्रंश का परिचय, विशेषताएँ। हिन्दी का उद्भव और विकास। हिन्दी और उसकी बोलियों का सामान्य परिचय।

इकाई 2 : हिन्दी भाषा के विविध रूप—बोलचाल की भाषा, राजभाषा, रचनात्मक भाषा, राष्ट्र भाषा, सम्पर्क भाषा, संचार भाषा।

हिन्दी का शब्द भण्डार—तत्सम, तद्भव, देशज, आगत शब्दावली। देवनागरी लिपि : उद्भव—विकास एवं मानक — रूप।

इकाई 3 : हिन्दी साहित्य का इतिहास—आदिकाल—सीमांकन, नामकरण। परिस्थितियाँ, आदिकालीन साहित्य का वर्गीकरण, प्रमुख काव्यधाराओं का परिचय एवं वैशिष्ट्य, विशिष्ट रचनाकारों का सामान्य परिचय।

इकाई 4 : भक्तिकाल—सामाजिक, राजनीतिक, सांस्कृतिक पृष्ठभूमि, सन्तकाव्य, सूफी काव्य, रामभक्ति काव्य धाराओं की प्रमुख काव्य—प्रवृत्तियाँ, कृष्णभक्ति काव्य। विशिष्ट रचनाकारों का सामान्य परिचय।

रीतिकाल—नामकरण, रीतिकालीन काव्य की प्रवृत्तियाँ एवं विशेषताएँ। प्रमुख रचनाकार।

इकाई 5 : आधुनिक काल—पृष्ठभूमि, भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता की काव्य—प्रवृत्तियाँ एवं विशेषताएँ।

प्रमुख गद्य विधाओं—निबन्ध, नाटक, एकांकी, उपन्यास, कहानी एवं आलोचना का उद्भव एवं विकास

प्रश्न एवं अंक—विभाजन

खण्ड (क) प्रत्येक इकाई से दो—दो (कुल दस) लघूत्तरी प्रश्न

(शब्द सीमा 30 शब्द)

10x1=10अंक

खण्ड (ख) प्रत्येक इकाई से विकल्प सहित एक—एक (कुल पाँच)

टिप्पणी परक प्रश्न (शब्द सीमा 250 शब्द)

5x6=30अंक

खण्ड (ग) प्रत्येक इकाई से एक—एक आलोचनात्मक प्रश्न पूछा

जायेगा, जिनमें से किन्हीं तीन के उत्तर देने होंगे।

(शब्द सीमा 500 शब्द)

3x10=30अंक

lgk;d i|Lrdi &

- हिन्दी भाषा का इतिहास : लक्ष्मीसागर वाष्णैय
- हिन्दी भाषा का उद्गम और विकास : उदयनारायण तिवारी
- हिन्दी साहित्य का सुबोध इतिहास : गुलाबराय
- हिन्दी साहित्य का इतिहास : लक्ष्मीसागर वाष्णैय

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इकाई 1 काव्य-लक्षण, काव्य-हेतु, काव्य-प्रयोजन, काव्य-भेद।

इकाई 2 रस का स्वरूप, रस के अवयव-स्थायी भाव, विभाव, अनुभाव, संचारी भाव। रस के भेदों का परिचय।

इकाई 3 अलंकार-सामान्य परिचय, निर्धारित अलंकार-अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, भ्रान्तिमान, सन्देह, उत्प्रेक्षा, दृष्टान्त, विरोधाभास, असंगति (कुल 12)

छन्द-सामान्य परिचय, निर्धारित छन्द-दोहा, सोरठा, चौपाई, रोला, इन्द्रवज्रा, मन्दाक्रान्ता, उपेन्द्रवज्रा, मदिरा सवैया, मत्तगयन्द सवैया, दुर्मिल सवैया, मनहरण, देवघनाक्षरी (कुल 12)

इकाई 4 काव्य-गुण

काव्य-कोष-निर्धारित काव्य-दोष-श्रुतिकटुत्व, च्युतसंस्कृति, ग्राम्यत्व, अश्लीलत्व, अप्रतीतत्व, क्लिष्टत्व, न्यूनपदत्व, अधिक पदत्व, पुनरुक्तत्व, अक्रमत्व, दुष्क्रमत्व (कुल 11)

शब्द शक्तियाँ

इकाई 5 गद्य विधाओ -नाटक, एकांकी, उपन्यास, कहानी, निबन्ध, आलोचना, संस्मरण, रेखाचित्र, आत्मकथा, जीवनी का स्वरूप एवं तात्विक विवेचन।

इकाई एवं अंक-विभाजन :

खण्ड (क) प्रत्येक इकाई से दो-दो (कुल दस) लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)

10x1= 10अंक

खण्ड (ख) प्रत्येक इकाई से विकल्प सहित एक-एक (कुल पाँच) टिप्पणीपरक प्रश्न

(शब्द सीमा 250 शब्द)

5x6= 30अंक

खण्ड (ग) प्रत्येक इकाई से एक-एक आलोचनात्मक प्रश्न पूछा जायेगा, जिनमें से किन्हीं तीन के

उत्तर देने होंगे

(शब्द सीमा 500 शब्द) 3x10= 30अंक

lgk; d iLrdi .

- सिद्धान्त और अध्ययन : गुलाब राय
- काव्य प्रदीप : रामबहोरी शुक्ल
- साहित्य रूप : शिवकरण सिंह
- काव्य के रूप : गुलाब राय
- हिन्दी आलोचना : विश्वनाथ त्रिपाठी
- काव्यशास्त्र : भगीरथ मिश्र

**B.A. B.Ed. III Year- 2020
ELECTIVE ENGLISH**

Teaching hours: 8 periods per week.

PAPER I
POETRY

Duration: 3 Hrs.
Max Marks: 100

TEXTS PRESCRIBED:

From Wordsworth to Now. Ed. C.T. Thomas (Orient Longman, 1985)

OR

The Golden Treasury. F.T. Palgrave. Rupa Classics.

The following poems are prescribed:

William Wordsworth: The World is Too Much with Us;

S.T. Coleridge : Christabel, Part I.

P.B. Shelley: Ode to the West Wind.

John Keats: To Autumn.

Alfred Tennyson: Ulysses.

Arnold: Shakespeare.

Robert Browning: My Last Duchess.

Emily Dickinson: The Chariot.

Gerald Manley Hopkins: Pied Beauty; God's Grandeur.

Robert Frost: After Apple Picking.

T.S. Eliot: The Journey of the Magi.

W.H. Auden : Musee des Beaux Arts.

Philip Larkin: Church Going.

Nissim Ezekiel:Enterprise

Section A

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words. Each Question carries 1 marks.

Unit 1 : Two reference (Lines/quotes) to context from prescribed poems.

Unit 2 : Two questions from: Wordsworth, Coleridge, Shelley and Keats.

Unit 3 : Two questions from :Tennyson, Arnold, Browning, Dickinson and Hopkins.

Unit 4 : Two questions from: Robert Frost, T.S. Eliot, Auden, Larkin and Ezekiel

Unit 5 : Two Questions on Genre and Age

Section B:

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each Unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1 : Two reference (Lines/quotes) to context from prescribed poems.

Unit 2 : Two questions from: Wordsworth, Coleridge, Shelley and Keats.

Unit 3 : Two questions from :Tennyson, Arnold, Browning, Dickinson and Hopkins.

Unit 4 : Two questions from: Robert Frost, T.S. Eliot, Auden, Larkin and Ezekiel

Unit 5 : Two Questions on Genre and Age

Section C

(3x10=30 Marks)

This Section will consist of five questions from Unit 2,3,4.

The students are required to attempt any three questions in 500 words.

BOOKS RECOMMENDED:

- Boulton, Marjorie. *Anatomy of Poetry*. London & Boston: Routledge & Kegan Paul PLC, 1982.
- Hooper, A.G. *An Introduction to Language and Literature*. London: Longmans, 1961.

**B.A. B.Ed. III Year- 2020
ELECTIVE ENGLISH**

**PAPER II
DRAMA**

Duration: 3 Hrs.
Max Marks: 70

TEXTS PRESCRIBED:

FOR DETAILED STUDY:

Shakespeare: *Othello* (The New Clarendon Shakespeare, OUP)

Arthur Miller: *All My Sons*. Ed. Nissim Ezekiel (Modern Plays for Students, OUP)

FOR GENERAL STUDY:

John Osborne: *Look Back in Anger*

Section A

(10x1=10 Marks)

This section will consist of 10 compulsory questions. There will be two questions from each Unit and answer to each question shall be limited up to 30 words. Each Question carries 1 marks.

Unit 1 : Two references (Lines/quotes) to contexts from Plays prescribed for Detailed Study.

Unit 2 : Two questions on Shakespeare: *Othello*.

Unit 3 : Two questions on Miller: *All My Sons*.

Unit 4 : Two questions on John Osborne: *Look Back in Anger*.

Unit 5 : Two Questions on the background and genre of the prescribed Drama.

Section B:

(5x6=30 Marks)

This section will consist of 10 questions. Two questions from each unit. The students will answer five questions. There will be an internal choice in each Unit. Answer to each question shall be limited up to 250 words. Each question carries 6 marks.

Unit 1 : Two references (Lines/quotes) to contexts from Plays prescribed for Detailed Study.

Unit 2 : Two questions on Shakespeare: *Othello*.

Unit 3 : Two questions on Miller: *All My Sons*.

Unit 4 : Two questions on John Osborne: *Look Back in Anger*.

Unit 5 : Two Questions on the background and genre of the Prescribed Drama.

Section C

(3x10=30 Marks)

This Section will consist of five questions from Unit 2,3,4.

The students are required to attempt any three questions in 500 words.

RECOMMENDED READINGS:

- Brooks and Heliman. *Understanding Drama*. Holt, Rinehart & Winston of Canada Ltd; 1948.
- Wells, Stanley. *Literature and Drama*.(Concept of Literature Series)
- Shakespearean Tragedy: Stratford Upon Avon Studies, No. 20. Holmes & Meier Pub, 1984.

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B.A. B.Ed. III Year- 2020
History
Paper I
History of India 1858 to 1950 AD

Duration: 3 Hrs.
Max Marks: 70

Unit : 1 Rise and Growth of Nationalism, Birth of Congress, Theory, theme and achievement of Moderates, Bengal Partition and Swadeshi Movement.

Unit : 2 Rise of Muslim League, Surat Split, Indian Council Act of 1909 and 1919, Govt of India Act of 1935.

Unit : 3 Emergence of Gandhi in Indian Politics, Non-Cooperation Movement, Civil Disobedience and Quit India Movement, Trade Union Movement.

Unit : 4 Subhash Chandra Bose and Indian National Army, Crips Mission, Simla Conference, Cabinet Mission, Muslim Communalism.

Unit : 5 Mountbatten Plan, Indian Independence Act of 1947, Main Features of Indian Constitution, Intregation of Indian States.

Suggested Readings:

- Majumdar, R.C. : British Paramountacy & Renaissance Vol. IX & X.
- Choudhary, Satyabrata: Leftist Movement in India.
- Dodwell H.H. : Cambridge History of India Vol. VI.
- Dutta, R.C. : The Economic History of India Vol. I and II.
- Girija Shankar : Socialist Trends in Indian National Movement.
- Gopal, S. : British Policy in India 1858-1905.

- Grover, B.L. : British Policy towards Indian National Congress.
- Hasan Mushirul : Nationalism and Communal Politics in India.
- Joshi, V.C. : Ram Mohan and the Process of Modernisation in India.
- Kaushal G. : Economic History of India.
- Mehrotra, S.R. : Emergence of Indian National Congress.
- Menon, V.P. : Transfer of Power.: The Story of Integration of Indian States.
- Mishra, B.B. : Administrative History of India.: Indian Middle Classes – their growth in modern times.
- Moin Sakir : Khilafat To Partition.
- Phadnis, Urmila : Towards the Integration of Indian States.
- Robin Jeffery : People, Princes and Paramount Power.
- Sarkar Sumit : Modern India.
- Singh, V.B. : Economic History of India 1857-1956.
- Tara Chand : History of Freedom Movement.
- बिपन चन्द्र : भारत में आर्थिक राष्ट्रवाद का उद्भव और विकास , भारत का स्वतंत्रता संघर्ष ।
- नागर—पुरुषोत्तम : आधुनिक भारतीय राजनीतिक विचारक ।
- अग्रवाल, आर.एन. : राष्ट्रीय आन्दोलन एवं संवैधानिक विकास ।
- प्रतापसिंह : आधुनिक भारत का सामाजिक व आर्थिक इतिहास ।
- जैन, एम.एस. : आधुनिक भारत का इतिहास ।
- रॉबर्ट्स, पी.ई. : ब्रिटिश कालीन भारत का इतिहास ।

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- इकाई 1 राष्ट्रवाद का उदय एवं विकास, कांग्रेस का जन्म, उदारवादियों के सिद्धान्त, कार्यप्रणाली एवं उपलब्धियां, बंगाल विभाजन एवं स्वदेशी आन्दोलन।
- इकाई 2 मुस्लिम लीग का उदय, सूरत फूट, भारत परिषद अधिनियम 1909 एवं 1919, भारत सरकार अधिनियम 1935।
- इकाई 3 भारतीय राजनीति में गांधी का प्रवेश— असहयोग आन्दोलन, सविनय अवज्ञा आन्दोलन एवं भारत छोड़ो आन्दोलन, श्रम संगठन आन्दोलन।
- इकाई 4 सुभाषचन्द्र बोस एवं आजाद हिन्द फौज, क्रिप्स मिशन, शिमला सम्मेलन, केबिनेट मिशन एवं मुस्लिम सम्प्रदायवाद।
- इकाई 5 माउण्टबेटन योजना, भारत स्वतंत्रता अधिनियम 1947, भारत के संविधान की प्रमुख विशेषताएं, भारतीय राज्यों का विलय।

Suggested Readings:

- Majumdar, R.C. : British Paramountacy & Renaissance Vol. IX & X.
- Choudhary, Satyabrata: Leftist Movement in India.
- Dodwell H.H. : Cambridge History of India Vol. VI.
- Dutta, R.C. : The Economic History of India Vol. I and II.
- Girija Shankar : Socialist Trends in Indian National Movement.
- Gopal, S. : British Policy in India 1858-1905.
- Grover, B.L. : British Policy towards Indian National Congress.
- Hasan Mushirul : Nationalism and Communal Politics in India.
- Joshi, V.C. : Ram Mohan and the Process of Modernisation in India.
- Kaushal G. : Economic History of India.
- Mehrotra, S.R. : Emergence of Indian National Congress.
- Menon, V.P. : Transfer of Power.: The Story of Integration of Indian States.
- Mishra, B.B. : Administrative History of India.: Indian Middle Classes – their growth in modern times.

- Moin Sakir : Khilafat To Partition.
- Phadnis, Urmila : Towards the Integration of Indian States.
- Robin Jeffery : People, Princes and Paramount Power.
- Sarkar Sumit : Modern India.
- Singh, V.B. : Economic History of India 1857-1956.
- Tara Chand : History of Freedom Movement.
- बिपन चन्द्र : भारत में आर्थिक राष्ट्रवाद का उद्भव और विकास , भारत का स्वतंत्रता संघर्ष।
- नागर—पुरुषोत्तम : आधुनिक भारतीय राजनीतिक विचारक।
- अग्रवाल, आर.एन. : राष्ट्रीय आन्दोलन एवं संवैधानिक विकास।
- प्रतापसिंह : आधुनिक भारत का सामाजिक व आर्थिक इतिहास।
- जैन, एम.एस. : आधुनिक भारत का इतिहास।
- रॉबर्ट्स, पी.ई. : ब्रिटिश कालीन भारत का इतिहास।

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B.A. B.Ed. III Year- 2020
History
Paper II
History of Rajasthan 1605 A.D. – 1950 AD

Duration: 3 Hrs.
Max Marks: 70

- Unit 1 Relations of Jahangir with Mewar, Relation of Shahjahan with Marwar, Relations of Aurangzeb with Amer, achievements of Sawai Jai Singh
- Unit 2 Maratha Incursions – causes, results & Nature. Treaties with East India Company Trade and Commerce
- Unit 3 Uprising of 1857 in Rajasthan, causes, Results & Nature, Political Awakening in Rajputana, Bhil, Bijolia Movements.
- Unit 4 Prajamandal Movement in Rajasthan with Special Reference to Jodhpur, Jaipur and Mewar, Formation of Rajasthan
- Unit 5 Folk Dieties of Rajasthan, Meera, Dadu, Ramdev and Pabu. Haveli Architecture with Special Reference to Jaisalmer and Shekhawati.

Suggested Readings:

- Jain, M.S.:Rajasthan Ka Itihas.
- Khadgawat, N.R.:Rajasthan's Role in 1857.
- Pema Ram:Agrarian Movements in Rajasthan.
- Raghubeer Singh:Purva Adhunik Rajasthan.
- Saxena, K.S.:Political Movements and Awakening in Rajasthan.
- Sharma, Dasharath:Rajasthan through the Ages.
- Sharma, G.N.: Mewar and the Mugal Emperors.
- Sharma, G.N.: Rajasthan Ka Itihas
- Sharma, G.N.: Social Life in Medieval Rajasthan.
- Vyas, R.P.:Rajasthan Ka Brihat Itihas (Two parts).

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- इकाई 1 जहाँगीर के मेवाड के साथ सम्बन्ध, शाहजंहा के मारवाड के शासक के साथ सम्बन्ध औरंगजेब के आमेर के साथ सम्बन्ध , सवाई जयसिंह की उपलब्धियां
- इकाई 2 मराठा आक्रमण कारण एवं प्रभाव, ईस्ट इण्डिया की राजपूताना राज्यों के साथ संधियां— कारण एवं परिणाम, व्यापार एवं वाणिज्य
- इकाई 3 राजस्थान में 1857 का विप्लव— कारण, परिणाम एवं प्रकृति, राजपूताना में राजनीतिक जागृति, भील, बिजोलिया आन्दोलन
- इकाई 4 राजस्थान में प्रजामण्डल आन्दोलन— जोधपुर, जयपुर एवं मेवाड के विशेष संदर्भ में, राजस्थान का एकीकरण
- इकाई 5 राजस्थान के लोक देवता—मीरा, दादू, रामदेव, पाबू, राजस्थान का हवेली स्थापत्य— जैसलमेर एवं शेखावटी के विशेष संदर्भ में

Suggested Readings:

- Jain, M.S.: Rajasthan Ka Itihas.
- Khadgawat, N.R.:Rajasthan's Role in 1857.
- Pema Ram:Agrarian Movements in Rajasthan.
- Raghubeer Singh:Purva Adhunik Rajasthan.
- Saxena, K.S.:Political Movements and Awakening in Rajasthan.
- Sharma, Dasharath:Rajasthan through the Ages.
- Sharma, G.N.: Mewar and the Mugal Emperors.
- Sharma, G.N.: Rajasthan Ka Itihas
- Sharma, G.N.: Social Life in Medieval Rajasthan.
- Vyas, R.P.:Rajasthan Ka Brihat Itihas (Two parts).

B.A. B.Ed. III Year- 2020
Political Science

Paper I 70 Marks

Paper II 70 Marks

Duration of Each Paper 3 Hours

Paper I
INTERNATIONAL RELATIONS

Unit 1 Meaning, Nature and Scope of International Relations ; Approaches to the Study of International Relations : Idealist and realist approaches, Actors of International Relations; State and other Players.

Unit 2 National Power: Meaning and Elements of National Power; Struggle for Power: retaining Power, increasing Power, demonstrating Power. Balance of Power: Meaning, Characteristics and devices for maintaining Balance of Power.

Unit 3 Cold War: Meaning, Causes & Impact; End of the Cold War, Concept of Non Alignment: Its achievements, Problems and Challenges, India's role in Non – alignment movement.

Unit 4 The basic features of the Foreign Policy of U.S.A., Communist China and India, India's relations with U.S.A., China and Pakistan.

Unit 5 Major Contemporary Trend and Issues in International Politics; Changing World Scenario; Environmentalism, Globalisation, Human Rights, Disarmament, SAARC & ASEAN.

Recommended Readings

- C.Brown, International Relations Theory: London, Harvester Wheatsheat, 1975.
- F.I.Greenstein and N.W.Polsby, Theory of International Relations, Reading Massachusetts, Addison- Wesley, 1979.
- F.S.Northedge, The International Political System, London, Faber and Faber, 1976.
- I.Claude, Power and International Relations, New York, Random House, 1962.
- K.N.Waltz, Theory of International Politics, Reading Massachusetts, Addison-Wesley, 1979.
- K.N.Waltz, "The emerging structure of International Politics", International Security, 18,1993,
- W.D.Coplin, Introduction to International Politics, Chicago, Markham, 1971.

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समय 3 घंटा

इकाई 1 अंतर्राष्ट्रीय संबंध का अर्थ, प्रकृति व क्षेत्र; अंतर्राष्ट्रीय संबंधों के अध्ययन संबंधी उपागम—आदर्शवादी एवं यथार्थवादी उपागम, अंतर्राष्ट्रीय संबंधों के कर्ता—राज्य और अन्य कर्ता।

इकाई 2 राष्ट्रीय शक्ति — राष्ट्रीय शक्ति से अभिप्राय और तत्व; शक्ति के लिये संघर्ष—शक्ति बनाये रखना, शक्ति विस्तार, शक्ति प्रदर्शन; शक्ति सन्तुलन—अभिप्राय, लक्षण और शक्ति संतुलन बनाये रखने के तरीके।

इकाई 3 शीत युद्ध—अर्थ, कारण एवं प्रकार; शीत युद्ध का अन्त; गुट निरपेक्षता की अवधारणा—उसकी उपलब्धियां, समस्याएँ एवं चुनौतियाँ; गुट निरपेक्ष आन्दोलन में भारत की भूमिका

इकाई 4 संयुक्त राज्य अमेरिका, साम्यवादी चीन और भारत की विदेश नीति की प्रमुख विशेषताएँ; संयुक्त राज्य अमेरिका, साम्यवादी चीन और पाकिस्तान के साथ भारत के संबंध

इकाई 5 अंतर्राष्ट्रीय राजनीति में प्रमुख समकालीन प्रवृत्तियाँ और मुद्दे; बदलता वैश्विक परिदृश्य—पर्यावरणवाद, भूमंडलीकरण, मानव अधिकार, निःशस्त्रीकरण, सार्क एवं आसियान

B.A. B.Ed. III Year- 2020
Political Science
Paper II
Public Administration

Duration: 3 Hrs.
Max Marks: 70

Unit 1 Meaning, Scope and Nature of Public Administration; Evolution of Public Administration as a discipline; Public and Private Administration; Politics and Administration; New Public Administration; Methods and Approaches of Public Administration.

Unit 2 Administrative Behaviour : Leadership, Decision Making, Communication, Accountability and Motivation.

Unit 3 The concept of Bureaucracy and Civil Service; Role of Civil Service in developing Societies; Recruitment, Training and Promotion.

Unit 4 Budget: Concepts, Techniques, Formulation and Execution of Budget, Role of Finance Ministry. Accounts and Audit.

Unit 5 Legislative, Executive and Judicial Control over Administration; Public Administration in the age of Globalisation and Liberalisation

Recommended Readings

- A. Avasthi and S.R. Maheshwari, Public Administration, Agra, Lakshmi Narain Aggarwal, 1996.
- D. Waldo (ed.), Ideas and Issues in Public Administration, New York, Mc Graw Hill, 1953.
- F.A. Nigro and L.S. Nigro, Modern Public Administration, New York, Harper & Row, 1984.
- L.D. White, Introduction to the Study of Public Administration New York, Macmillan, 1955
- M. Bhattacharya, Public Administration : Structure, Process and Behaviour, Calcutta, The World Press, 1991.
- P.H. Appleby, Policy and Administration, Alabama University of Alabama Press, 1957.
- S.R. Maheshwari, Administrative Theories, New Delhi, Allied, 1994.

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इकाई 1 लोक प्रशासन का अर्थ क्षेत्र और स्वरूप; एक विषय के रूप में लोक प्रशासन का उद्विकास; लोक प्रशासन एवं निजी प्रशासन; राजनीति और प्रशासन; नवीन लोक प्रशासन; लोक प्रशासन की अध्ययन पद्धतियां एवं उपागम ।

इकाई 2 प्रशासनिक व्यवहार –नेतृत्व, निर्णयन, संचार, जवाबदेहिता एवं अभिप्रेरणा ।

इकाई 3 नौकरशाही एवं लोकसेवा की अवधारणाएँ; विकासशील समाजों में लोकसेवा की भूमिका;भर्ती, प्रशिक्षण एवं पदोन्नति

इकाई 4 बजट – अवधारणाएँ एवं तकनीकें, बजट निर्माण एवं क्रियान्वयन, वित्त मंत्रालय की भूमिका, लेखांकन और लेखापरीक्षण

इकाई 5 प्रशासन पर विधायी, कार्यकारी और न्यायिक नियंत्रण; भूमंडलीकरण और उदारीकरण के युग में लोकप्रशासन ।

B.A. B.Ed. III Year- 2020
Sociology

Paper I 70 Marks

Paper II 70 Marks

Duration of each Paper 3 Hours

PAPER I
ELEMENTARY SOCIAL RESEARCH

Unit 1: Social Research and Social Survey : Meaning and purpose, Major steps in social research; case study method.

Unit 2: Scientific methods and its applicability in social research, Concept, Hypothesis, Interdisciplinary approach

Unit 3: Techniques of data collection: Observation, interview, schedule and questionnaire

Unit 4: Sampling

Processing and interpretation of data, Report writing

Unit 5: Elementary Statistics: Uses and limitations of Statistics and measures of central tendency

Note: One numerical question be set from Unit V

BOOKS RECOMMENDED:

- Ahuja, Ram : Social Research
- B.N.Ghosh : Scientific Method & Social Research.
- C.L.Sharma : Samajik Anusandhan aur Saravekshan Padhathiya
- Goode and Hatt : Methods in Social Research
- Hagood : Statistics for Sociologist
- Moser, C.A. : Survey Methods in Social Investigation
- Mueller & Schuessler – Statistical Reasoning in Sociology
- Nachmias & Nachmias – Research Methods in social sciences
- Seltizz Jahoda & others : Research Methods in Social Relations
- Young, P.V. : Scientific Social Survey and Research

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इकाई 1 : सामाजिक अनुसंधान और सामाजिक सर्वेक्षण : अर्थ व उद्देश्य, सामाजिक अनुसंधान के मुख्य चरण; वैयक्तिक अध्ययन पद्धति

इकाई 2 : वैज्ञानिक पद्धति तथा सामाजिक अनुसंधान में इसकी प्रयोज्यता, अवधारणा, उपकल्पना, अन्तर्वैषयिक उपागम

इकाई 3 : तथ्य संकलन की प्रविधियां : अवलोकन, साक्षात्कार, अनुसूची एवं प्रश्नावली

इकाई 4 : निदर्शन

तथ्यों का व्यवस्थीकरण एवं व्याख्या, प्रतिवेदन लेखन

इकाई 5 : प्रारम्भिक सांख्यिकी : सांख्यिकी का प्रयोग व उसकी सीमाएं तथा केन्द्रीय प्रवृत्ति के माप

नोट : इकाई 5 से एक गणितीय प्रश्न दिया जाये ।

' f<kLrkfor iLrd:

- गुडे व हाट : मेथड्स इन सोशल रिसर्च
- हेगुड : स्टेटिस्टिक्स फॉर सोशियोलॉजिस्ट्स
- यंग, पी.बी. : साइन्टिफिक सोशल सर्वे एण्ड रिसर्च
- नकमियास एवं नकमियास : रिसर्च मेथड्स इन सोशल साइंसेज
- मुलर एवं सिसलर : स्टेटिस्टिकल रिजनिंग इन सोशियोलॉजी
- सेल्टिज, जहोदा एवं अन्य : रिसर्च मेथड्स इन सोशल रिलेशन्स
- मोजर, सी.ए. : सर्वे मेथड्स इन सोशल इन्वेस्टिगेशन
- आहुजा, राम : सोशियल रिसर्च
- सी.एल. शर्मा : सामाजिक अनुसंधान और सर्वेक्षण पद्धतियां
- बी. एन. घोष : साइन्टिफिक मेथड्स एण्ड सोशल रिसर्च

B.A. B.Ed. III Year- 2020

Sociology

PAPER II

SOCIAL THINKERS

Duration: 3 Hrs.

Max Marks: 70

Unit 1: Auguste Comte: Meaning of Sociology, Law of three stages, Hierarchy of Sciences, Positivism

Unit 2: Karl Marx: Dialectical Materialism, Theory of class, Social Change, Alienation.

Unit 3: Emile Durkheim: Social fact, Division of Labour, Suicide, And Religion

Unit 4: Max Weber: Meaning of Sociology, Social Action, Ideal Type, Religion

Unit 5: Pitrim Sorokin: Sociology – Nature and Method, Theory of cultural change, Social Mobility.

BOOKS RECOMMENDED :

- Abraham : Social Thinkers
- Coser Lewis A – Masters of sociological thought
- Doshi and Jain : Pramukh Samajshastriya Vicharak-Comte se Meron Tak
- Raymond Aron : Main Currents in Sociological Thought, 2 Volumes
- Shamboo Lal Doshi and P.C. Jain : Kari Marx, Max Weber, Emile Durkheim (In Hindi)

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इकाई 1 : अगस्त काम्ट : समाजशास्त्र का अर्थ, तीन स्तरों का नियम, विज्ञानों का संस्तरण, प्रत्यक्षवाद

इकाई 2 : कार्ल मार्क्स : द्वन्द्वात्मक भौतिकवाद, वर्ग का सिद्धान्त, सामाजिक परिवर्तन, अलगाव

इकाई 3 : इमाइल दुर्खीम : सामाजिक तथ्य, श्रम विभाजन, आत्महत्या, धर्म

इकाई 4 : मैक्स वैबर : समाजशास्त्र का अर्थ, सामाजिक क्रिया, आदर्श प्रारूप, धर्म

इकाई 5 : पितरिम सोरोकिन : समाजशास्त्र –प्रकृति एवं पद्धति; सांस्कृतिक परिवर्तन का सिद्धान्त, सामाजिक गतिशीलता

' f&kLrkfor iLrdi .

- अब्राहम : सोशियल थिंकर्स
- रेमण्ड एरों : मेन करंट्स इन सोशियोलोजिकल थोट, दो वोल्यूम
- शम्भूलाल दोषी एवं पी. सी. जैन : कार्ल मार्क्स, मैक्स वैबर, इमाइल दुर्खीम (हिन्दी में)
- दोषी एवं जैन : प्रमुख समाजशास्त्रीय विचारक कॉम्ट से मर्टन तक
- कोजर, लेविस ए. : मास्टरस् ऑफ सोशयोलॉजिकल थॉट्स

Evaluation Plan for B.A.B.Ed III year's B.Ed. Papers

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Teaching, Learning & Assessment	70	30	100
2	Second	Gender Issues in Education	70	30	100
3	Third	Pedagogy Course I(Part I)	70	30	100
4	Fourth	Pedagogy Course II(Part I)	70	30	100
5	Fifth	Art & Aesthetics(EPC)	00	50	50
	Total				450
		Other Activities (1)Five Microteaching Skills to be practiced before Internship (25 Marks) (2)Co-curricular Activities (10 Marks) (3)Open Air Session Two Days (10 Marks) (4)Student-teacher's Multi-dimensional Appraisal (05 Marks)			150
		Internship Activities (1) One Week School Observation (10 Marks) (2) School Internship (Five Weeks) For Pedagogy Part- I & Pedagogy Part- II (30+30=60 Marks) (3) Criticism Lesson (10+10=20 Marks) (4) Action Research/Survey/Case study (Any one) (10 Marks)			
	Grand Total				600

TEACHING SCHEME & CONTACT HOURS

Paper	Contact Hours Per Week	Marks Theory	Sessionals	Duration of Exam
Paper I	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper II	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper III	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper IV	4.5hrs (45 minutes 6 periods)	70	30	3 hrs.
Paper V	2.15 hrs (45 minutes 3 periods)		50	

NOTE-

1. In Third year of B.A B.Ed, School internship will be of six weeks.
2. Candidate has to practice five skills (assigned by college) in microteaching as a part of pre-internship activity. Each Skill will be performed twice as teach and reteach. They have to maintain the record of the micro lessons delivered.
3. Co-curricular & Extra-curricular activities must be spread all through the year which should also include special days' celebration.
4. To understand the local resources, people & community, an open air session of two days' will be conducted. It includes survey of that area as well as community work. Record of the work down is to be maintained.
5. Individual appraisal of the student-teachers will be done by the supervisor through a portfolio on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
6. Internship of 6 weeks includes initial six days for general observation of the ongoing school activities & classroom teaching of the host teachers.
7. The students will deliver at least 15 lessons of each pedagogy paper. It is expected that the students play the participative role in all school activities and take necessary responsibilities as and when required. If required they can take all vacant and required classes.
8. There will be two criticism lessons (one in each pedagogy subject) for the progressive assessment of the student-teacher.
9. The student-teacher will have to do an Action Research or Survey or a Case Study (Any one) as assigned by the concerned supervisor and will submit the report.

The internal assessment criteria in B.A.B.Ed III year's B.Ed. Papers will be as follows-

S.N	Name of the paper	Summative Assessment I(10Marks)	Summative Assessment II(10Marks)	Continuous/ formative Assessment (Activity / Practicum/ Field work)
1	Teaching, Learning & Assessment	10	10	Participation(5Marks) Documentation (5Marks)
2	Gender Issues in Education	10	10	Participation(5Marks) Documentation (5Marks)
3	Pedagogy Course I(Part I)	10	10	Participation(5Marks) Documentation (5Marks)
4	Pedagogy Course II(Part I)	10	10	Participation(5Marks) Documentation (5Marks)
5.	Art & Aesthetics(EPC)	10	10	Participation(15Marks) Documentation (15Marks)

NOTE-

Internal weight-age of 30 Marks will be divided as under:

1. Summative Tests: 20 Marks

(There shall be two tests its marks shall be consider for internal assessment record)

2. Candidates will conduct/prepare a report of 2 activities in each paper carrying 5 marks for activities & 5 marks for their documentation.

Participation: (5 Marks) 2.5+2.5

Documentation: (5 Marks) 2.5+2.5

3. For V Paper i.e. Art & Aesthetics(EPC)50 marks of Internal Assessment will be divided as under-

20 Marks Two Summative Tests

15 Marks 3X5=15 (Five Activities, Practicum/Field work)

15 Marks 3X5=15 (Documentation of each Activity, Practicum/Field work)

Total = 20+ 30= 50 Marks

B.A. B.Ed. III Year- 2020
Paper-I
Teaching, Learning & Assessment

Duration: 3 Hrs.
Max Marks: 70

Objectives:

The student teacher will be able:

- To develop scientific attitude for the process of teaching & learning.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To develop insight for perfect teaching by its overall perspectives in detail.
- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Assessment for culturally responsive Pedagogy in diverse classroom.
- Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.
- Understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

COURSE CONTENT

Unit-1 Micro –Teaching, Teaching Skills and Instructional Strategies-

1. Micro teaching-Concept, meaning, characteristics, Phases, Micro-teaching cycle,
2. Teaching Skills-meaning and characteristics; Fluency in Questioning Skill, Introduction skill, skill of reinforcement, Skill of probing in Questioning, Skill of Stimulus Variation, Blackboard Writing Skill
3. Classroom instruction strategies- Introduction, Classification. Brain storming, Team teaching, Conference, Symposium, Seminar and workshop.

Unit -2 Effective Teaching and Teaching style:

1. Effective Teaching: Meaning, Component and Parameters of Effective Teaching, Principles of Teaching,
2. Teacher behaviour and classroom climate (Flanders' interaction analysis system) Teacher behaviour, effect of Verbal and Non-Verbal behaviour of Teacher on students' learning.
3. Teaching for culturally diverse students, theory of culturally relevant pedagogy.

4. Creative Teaching: Meaning, concept and ways of teaching creatively.
5. Teaching Style: - Concept, Types and effect on learners' learning process, factor affecting teaching Style.
6. Use of out of class experiences of children in classroom teaching, Organisational climate and teaching.

Unit -3 Learning and Learning Style::

1. Learning – Meaning, and characteristics, factors influencing learning, Types of learning (Insight, Constructivist and Social), Tradition and changes in view of the learning process a shift from teaching to learning.
2. Principles of learning, Quality of learning.
3. Unlearning to learn
4. Role of teacher in teaching-learning situations: (a) Transmitter of knowledge (b) Teacher as a Role Model (c) Facilitator for Encouraging Children to Construct knowledge (Constructivist Approach)(d) Co-learner.
5. Role of motivation in learning – Concept, Motivational Strategies to be used in classroom teaching.
6. Learning Style: - concept, Types and importance in Teaching –Learning process, factors affecting learning style.
7. Diversity among learners and learning needs (with reference to special needs).
8. Multilingual background: Concept, Multilingual background of children and its classroom implications.

Unit -4 Concept And Types of Assessment:-

1. Meaning & concept of assessment, Measurement and Evaluation and Their Interrelationship, Purpose of Assessment (Prognostic, Monitoring of Learning, Providing Feedback, Promotion , Diagnosing), Principles of Assessment, and Perspectives.
2. Classification of assessment: Base on purpose (Prognostic, Formative, summative and Diagnostic), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).
3. Assessment of cognitive learning : Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment .
4. Assessment of affective learning: Attitude, values, interest, self – concept; Procedures for their assessment.
5. Continuous and Comprehensive Evaluation: Concept, Need and Process.
6. Grading: Concept, types and Application, Indicators for grading Psycho-Social dimensions of assessment.
7. Individual appraisal through portfolio.

Unit -5 Assessment Devices and practices:-

1. Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
2. Assessment of Group Processes – Cooperative Learning and Social Skills.
3. Self, Peer and Teacher Assessment.
4. Participatory assessment and community monitoring, critical analysis of prevalent practices of assessment.

5. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) reflecting - Problem solving, creative and critical thinking, enhancing imagination and environmental awareness.
6. Construction and Selection of items, Guidelines for administration and Scoring procedure (Manual and electronic), Construction of achievement test.
7. Analysis and interpretation of student's performance; calculation of percentage, measure of central tendency, percentile & percentile rank, graphical representations.
8. Relationship of assessment with self-esteem; motivation and identity as learner, assessment of fixed and growth mindsets.
9. Limitations of assessment- lock sided assessment, overemphasis on return assessment, stress on rote memorization, and overemphasis on competition.

Group-A PRACTICUM/FIELD WORK (Any one from the following):

1. Analysing the behaviour of your fellow student-teachers, find out how socio-cultural factors have influenced & shaped their learning.
2. Write a report about some best teachers in your past experiences & write some special features of their ways of teaching.
3. Conduct a case study of an individual (Educationally exceptional – Differently-abled).
4. Conduct an interview of 02 students of multilingual background and list the problems face by them in classroom conditions.
5. Trace out some of the odd Non-Verbal behaviour of any 05 fellow student teachers.

Group –B PRACTICUM/FIELD WORK (Any one from the following):

1. Prepare a diagnostic test of any subject from upper primary to senior secondary level, give suggestions for improvement.
2. Presentation of papers on examination and evaluation policies.
3. Individual appraisal of a school student through portfolio.
4. Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.
5. Construction, administration and interpretation of self made achievement text.

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B.A. B.Ed. III Year- 2020
Paper-II
Gender Issues in Education

Duration: 3 Hrs.
Max Marks: 70

Objectives:

The student teacher will be able to:

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
- construct critically the impact of policies programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
- Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
- Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

COURSE CONTENT

Unit 1: Gender Issues: Key Concepts

1. Concepts and terms - Relate them with their context in understanding the power relations:
Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism
2. Gender Bias, Gender Stereotyping and empowerment.
3. Equity and equality in relation with caste, class, religion, ethnicity, disability and regional disparity.

Unit 2: Gender Studies: Paradigm Shifts

1. Paradigm shift from women's studies to gender studies.
2. Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.
3. Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programmes and plans.

Unit 3: Gender, Power And Education

1. Theories on Gender and Education: Application in the Indian Context:
 - Socialisation theory
 - Gender difference
 - Structural theory
 - Deconstructive theory
2. Gender Identities and Socialisation Practices in: Family, Schools, Society.
3. Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

Unit 4: Gender Issues In Curriculum

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Gender stereotypes in curriculum framework & Text-Books.
3. Teacher as an agent of change in the context of gender sensitivity.

Unit 5: Gender, Sexuality, Sexual Harassment and Abuse

1. Linkages and differences between reproductive rights and sexual rights.
2. Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models).
3. Sites of conflict: Social and emotional.
4. Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.
5. Agencies perpetuating violence: Family, school, work place and media (print and electronic).
6. Institutions redressing sexual harassment and abuse.

Practicum/Field Work(Any two from the following)

1. Observe a co-educational class room and pick out the gender biased behavior /situation/comments and conclude the report.
2. List some examples of gender discrimination in the prevalent society.
3. Conduct an interview of a girl student facing inequality and resistances in family and society and also mention how it affects her aspirations.
4. Debate on women role models in various fields with emphasis on women in unconventional roles.
5. Prepare a biography a women role model of yours and also mention how she phased out her life struggle.

References

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B.A. B.Ed. III Year- 2020
Paper-III & IV
Pedagogy of Hindi
(Part I)

Duration: 3 Hrs.
Max Marks: 70

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- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

fo6k; oLr|

/dk/ & 9. fg; h <kk"kk dh i:df r o fo"k; i0d rk

1) I)kC)i <kk"kk -

- (अ) भाषा और लिंग
- (ब) भाषा और अस्मिता
- (स) भाषा और वर्ग

2) fo%k@;)i <kk"kk -

- (अ) घर की भाषा और स्कूल की भाषा व विशयवस्तु समझने में उनकी भूमिका
- (ब) ज्ञान सृजन और भाषा
- (स) विषय के रूप में भाषा और माध्यम भाषा में अंतर
- (द) बहुभाषिक कक्षा व शिक्षक की सृजनात्मक भूमिका

3) lfo&kk u ' k0 f'k1kk lf)fr; k dh f0ik-!)i <kk"kk&<kk"kk' k dh fl4kfr

- (अ) धारा 343-351, 350
- (ब) कोटारी कमीशन (64 से 66)
- (स) राष्ट्रीय शिक्षा नीति -- 1986, पी.ओ. ए-1992,

/dk/ & 2. Ld@h fo"k; d i O i) : fg h <kk"kk

स्कूली विशय के रूप में हिंदी भाषा की निम्नलिखित विशयवस्तु का अध्ययन कर उनको पढाये जाने के तरीकों पर सामान्य विमर्श।

1. हिंदी भाषा: वर्णमाला, स्वरसन्धि, समास,काल विभाजन, पल्लवन, पत्र लेखन, पद्य समीक्षा इत्यादि।
2. स्कूली विशय के रूप में हिंदी भाषा शिक्षण की चुनौतियाँ
3. रोचकता के साथ शिक्षण
- 4.स्कूली स्तर पर भाषा को समृद्ध व सहज बनाने के उपाय
- 5 सामान्यपाठ योजना के चरण व पाठशिक्षण के संदर्भ में उद्देश्य लेखन

/dk/ & +. fg h <kk"kk dk l h; ku: fl ; kku: dh i Pfr ; k(Rr0hd:

<kk"kk l h; ku: fl ; kku: dh fof<kUu f"- ; k&

1. भाषा अर्जन और अधिगम का दार्शनिक, सामाजिकऔर मनोवैज्ञानिक आधार
- 2.भाषा सीखने-सीखाने की बहुभाषिक दृष्टि : जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्कीव भारतीय भाषा शास्त्रियों पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि के दृष्टिकोण में।
3. भाषा अर्जन के आधुनिक तरीके

<kk"kk f'k1k3k dh i\$@r fof&k; k(Ri:3kkf@; kQ' kD >udk fo'@"k3k -

1. व्याकरण अनुवाद प्रणाली
2. प्रत्यक्ष प्रणाली
3. ढाँचागत प्रणाली
4. प्राकृतिक प्रणाली
5. संप्रेषणात्मक प्रणाली

/dk/ & S. fg h <kk"kk dk f6k1kk 'kkL=h; fo6@"k3k o ' f&k#) ' k&kk0

9- l i <k) : <kk"kk - संदर्भ में व्याकरण और संदर्भ में शब्द

2- <kk"kk; h 1krk, & सुनना, बोलना, पढ़ना और लिखना

• l uuk ' kD ck@uk - सुनने का कौशल, बोलने का लहजा- भाषाई विविधता और हिंदीपर इसका प्रभाव, पढ़ने-पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण।

• kTuk- पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखरपठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडियाका उपयोग/ महत्व।

f@; kuk - लिखने के चरण, लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

<kk"kk dk Lo(kk

1. <kk"kk; h "; ogk0 d i fof&k k1k- नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में) हिंदी की बोलियाँ,
2. <kk"kk; h "; oL4kk, - सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ।

/dk/ & A. fg h <kk"kk) :)V; kdu

9- <kk"kk fodkl dh i#fr dk ' kd@u- सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी

मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो

2- i:'uk dk Lo(Kk'W i:'uk di ' k&k0 fc: | – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)
+- XhMcfd (विद्यार्थी, अभिभावक और अध्यापक)' kD f0ik-

#frfof&kR ik-|Xkf@;kR if0;kCuk dk;| 7dk/| k:

1. हिंदी में लिखित किसी भी लेख के विभिन्न पक्षों का अध्ययन कर उसी भौली का एक अन्य लेख किसी अन्य भाव पर केन्द्रित कर लिखें।
2. कक्षा को दो दलों में बाँटकर एक भाब्द के अधिकतम पर्यायवाची बताने की प्रतियोगिता का आयोजन करें व विजेता दल की घोशणा करें व उस पर रिपोर्ट तैयार करें।
3. बालकों की पारिवारिक पृष्ठभूमि के सम्बन्ध में संवाद स्थापित करते हुए उनके भाशा कौ ल को परिवे ागत प्रभाव के आधार पर परखिए।
4. किसी विशयवस्तु पर विविध प्रश्नों का समावेश करते हुए 25 अंको के एक मूल्यांकन प्रश्न पत्र का निर्माण करना।
5. हिन्दी व संस्कृत की वर्णमाला का तुलनात्मक अध्ययन कर दोनों के बीच में समानताओं व असमानताओं पर टिप्पणियाँ लिखो।

|| <k iLrd: .

- हिन्दी शिक्षण रमन बिहारीलाल
- हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
- माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजनकुमार सिंह
- हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
- भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
- मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
- भाषा ब्लूम फील्ड
- शुद्ध हिन्दी डॉ० भागीरथ मिश्र
- हिन्दी उच्चारण एवं वर्तनी भगवती प्रसाद शुक्ल
- हन्दी की ध्वनियों और उनका शिक्षण के.के.सुखिया
- अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
- व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
- नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
- शब्दार्थ दर्शन – रामचन्द्र वर्मा
- भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी
- हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

B.A. B.Ed. III Year- 2020
Paper-III & IV
Pedagogy of English
(Part I)

Duration: 3 Hrs.
Max Marks: 70

Objectives

The student teacher will be able to:

- Understand the Nature & Role of English language
- Understand the pronunciation patterns in English
- Understand the linguistic behaviour of the individual and the society
- Understand the different roles of language
- Understand the relation between literature and language
- To be able to develop creativity among learners
- To be able to examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language
- To be able to use multilingualism as a strategy in the classroom situation
- Understand about the teaching of Poetry, Prose and Drama
- Identify methods, approaches and materials for teaching English at different levels
- Understand constructive approach to language teaching and learning
- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life

COURSE CONTENT

UNIT 1: Nature & Role of English Language as a discipline

1. Nature of English language
2. English as a global language
3. ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behaviour
4. Pronunciation—linguistic diversity, its impact on English Speech and writing, Understanding symbolical coding for pronunciation.
5. LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, Syntax and semantics.
6. ENGLISH LANGUAGE AND SOCIETY: Gender Biasness in use of language; Language and Identity; Language and Power; Language & career opportunities,
7. LANGUAGE IN SCHOOL: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language and construction of knowledge; Difference between language as a school- subject and language as a means of

learning and communication; Critical review of Medium of Instruction; multilingual classrooms; Multicultural awareness and language teaching.

8. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:
Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

UNIT 2: POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT:

1. English as a colonial language
2. English in Post-colonial times
3. Position of English as second language in India
4. English and Indian languages
5. Challenges of teaching and learning English
6. Formal & informal learning of English
7. Understanding the following labels used in the dictionaries in Indian context
Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written, Taboo, Old fashioned, Old use, AmE, BrE, Dialect.

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL)

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

1. Grammar translation method
2. Direct method
3. Structural-situational method
4. Audio-lingual method
5. Natural method
6. Communicative approach
7. Total Physical Response
8. Thematic Approach (inter-disciplinary).

UNIT 4: ACQUISITION OF LANGUAGE SKILLS FOR ENGLISH AS A SCHOOL SUBJECT

GRAMMAR & VOCABULARY

1. A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.
2. Ways of Building Vocabulary.
3. Dictionary as a formal source of vocabulary building

INSTRUCTIONAL DESIGN

1. Logical arrangement of Instructional Design for teaching any topic
2. Steps for teaching a prose lesson
3. Steps for teaching a poetry lesson

ACQUISITION OF LANGUAGE SKILLS (In reference to English):: Listening, speaking, reading and writing.

1. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
2. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
3. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
4. Major barriers of Listening, Speaking, Reading & Writing
5. Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges.
6. Innovative practices in developing LSRW skills.

UNIT 5: Evaluation Strategies of English

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.

Activities/Practicum/Fieldwork (Any two of the following)

1. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
 - (i) How the different forms of language have been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?
 - (v) Does it help in language learning?

Now write an analysis based on the above issues.

2. Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced, family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.

3. Find out some of the following labels/words used in your English text book: Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written, Taboo, Old fashioned, Old use, AmE, BrE, Dialect. Analyse them in your local understanding & context.
4. Keeping in view the needs of the children with special needs prepare two activities for English teaching.
5. Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

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B.A. B.Ed. III Year- 2020
Paper-III & IV
Pedagogy of Sanskrit
(Part I)

Duration: 3 Hrs.
Max Marks: 70

Objectives:

The student teacher will be able to:

- Understand the different roles of language
- Understand the relation between literature and language
- To be able to develop creativity among learners
- To be able to examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language and role of mother tongue in education
- To be able to use multilingualism as a strategy in the classroom situation
- Understand about the teaching of poetry, prose and drama
- Identify methods, approaches and materials for teaching Sanskrit at different levels
- Understand constructive approach to language teaching and learning
- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation

COURSE CONTENT

UNIT 1: NATURE & ROLE OF SANSKRIT AS A DISCIPLINE

1. **SANSKRIT LANGUAGE:** Concept, Nature & Origin & Development

2. **LANGUAGE AND SOCIETY IN REFERENCE TO SANSKRIT:**

- a) Language and gender
- b) Language and identity
- c) Language and power
- d) Language and class (society).

3. **LANGUAGE IN SCHOOL:**

- a) Concept of home language and the school language
- b) Language and construction of knowledge
- c) Difference between language as a school-subject and language as a means of learning and communication
- 4) Multilingual classrooms

4. **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:**

- 1) Position of languages in India

- 2) Constitutional provisions and policies of language education (Articles 343, 351, 350A)
- 3) Kothari Commission (1964-66);
- 4) National Curriculum Framework-2005 (language education)
- 5) Position of Sanskrit Language in India

UNIT 2: POSITION OF SANSKRIT LANGUAGE AS A SCHOOL SUBJECT IN INDIA

ROLE OF SANSKRIT LANGUAGE IN INDIA:

- a) Origin and development of Sanskrit Language
- b) Changing trends & goals in reference to Sanskrit
- c) Sanskrit language and Indian languages
- d) Socio-cultural importance of Sanskrit language
- e) Importance of teaching Sanskrit in India
- f) Problems related to Sanskrit teaching at school level.
- g) Sanskrit at International level

Instructional Design plan

1. Understanding the logical order of instructional design to teach:
Sandhi (सन्धि) Samas (समास) Karak (कारक) Upsarg (उपसर्ग) Pratyaya (प्रत्यय) Anuvad (अनुवाद) Tenses (काल)
2. Instructional Design of any prose lesson
3. Instructional design of any poetry lesson

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING & METHODOLOGIES

1. DIFFERENT APPROACHES/THEORIES/ TO LANGUAGE LEARNING AND TEACHING

- (i) Philosophical, social and psychological bases of approaches to Language
- (ii) Acquisition and Language learning
- (iii) Inductive and deductive approach

2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

- a) Direct Method
- b) Traditional Method
- c) Textbook Method
- d) Elective Method
- e) Communicative Approach
- f) Grammar Translation Method

UNIT 4: ACQUISITION OF LANGUAGE SKILLS FOR SANSKRIT AS A SCHOOL SUBJECT

GRAMMAR & VOCABULARY

1. A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.
2. Ways of vocabulary enrichment
3. Literature as a formal source of vocabulary building
4. Memorisation as a traditional Practice in Sanskrit.
5. Understanding Panini (पाणिनी) approach of teaching grammar & seeing it in modern context.

ACQUISITION OF LANGUAGE SKILLS (In reference to Sanskrit) : Listening, speaking, reading and writing.

1. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
2. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
3. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
4. Major barriers of Listening, Speaking, Reading & Writing
5. Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading & Writing skills & challenges.
6. Innovative practices in developing LSRW skills.
7. Psychological misconceptions/barriers for learning Sanskrit.

CO-CURRICULAR ACTIVITIES IN DEVELOPING LANGUAGE SKILLS IN SANSKRIT: Debate, Elocution, competition, *antyakshari*, language game, essay writing, seminar, story writing, *samasyapoorti*, singing, jokes, Storytelling, exhibition, quiz and school magazine

UNIT 5: EVALUATION STRATEGIES OF SANSKRIT

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- Oral, Written, Portfolio; Cloze test, Self evaluation; Peer evaluation; Group Evaluation. Diagnostic tests.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting–Problem solving, creative and critical-thinking, Appreciatory
3. Feedback to students, parents and teachers.

Practicum/activities/Field work (Any Two of the following)

1. Take a few passages from Sanskrit textbooks of Classes VI to VII and analyse:
 - (i) How the different forms of language have been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?
 - (v) Does it help in language learning?Now write an analysis based on the above issues.
2. Survey two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of Sanskrit. The survey may be based on introduction level of subject, school resources support, teaching strategies, learning hurdles, psychological & socio-cultural aspects etc. Prepare the findings in report form.
3. Collect interesting folktales in Sanskrit and tell half story to the students & leave the another half to imaginatively anticipate it. Find the interesting conclusions & write down your class experiences.

4. Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teaching.
5. Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

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B.A. B.Ed. III Year- 2020
Paper-III & IV
Pedagogy of Social Sciences
(Part I)

Duration: 3 Hrs.
Max Marks: 70

OBJECTIVES

The student teacher will be able to:

- Understand the aims and objectives of teaching Social Science.
- Develop an understanding of the nature of social sciences as, an individual and integrated disciplines.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Social Science.
- Review the Text-book of Social Science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in social science at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Nature of Social Science as a Discipline

1. Meaning, Concept, Needs of social science teaching.
2. Nature and scope of social science teaching.
3. Historical development of social science as a discipline.
4. Changing areas of social science as a subject.

Unit 2: Social science as a school subject

1. Importance of social science in school curriculum.
2. Aims & objectives of teaching social science at secondary level. Writing objectives in behavioural terms.
3. Correlation of Social Science with other School Subjects – History, Geography, Economics, Civics & Environmental Sciences.
4. Changing trends and goals of teaching social science with reference to N.C.F. 2005.

Unit 3: Methodology of Teaching-learning of social science

1. Methods and devices of teaching social science at secondary level - Lecture, Project, Problem solving, socialised recitation. Questioning, dramatization, role plays, Discussion, story-telling.

2. Excursion and team teaching as a method.
3. Planning, organizing and conducting of small community survey.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - a. History – Chronological events and their inter relatedness, epoch-making events.
 - b. Geography – Flora & Fauna, Important Physical features of geography Local, National and International context.
 - c. Civics – Fundamentals of democratisation society and developing good citizenship.
 - d. Economics – Fundamentals of economics and different market patterns, globalizations and Indian economy.
2. Modes of learning engagement in social studies -
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in laboratory work
 - e. Reflective written assignments
 - f. Library survey
 - g. Field trips

Unit 5: Assessment & Evaluation of Social Sciences learning

1. Assessment of social thinking, logical reasoning and to discourage mechanical manipulation and rote learning-
 - a. Planning of evaluation in social sciences
 - b. Formative and summative evaluation in social sciences
 - c. Continuous and comprehensive evaluation (CCE) in social sciences at secondary level
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Construction of achievement test/question paper in social sciences.

Practicum/Field Work (Any two of the following)

1. Identify and interpret news related to positive social changes or initiatives.
2. A Panel discussion “good social environment for good ecological environment.”
3. Conduct a community survey on some existing social problem and find out the reasons of the problem.
4. Write a reflective journal on the effect of globalisation in villages (specified village).
5. Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject.

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B.A. B.Ed. III Year- 2020
Paper-III& IV
Pedagogy of Civics
(Part I)

Duration: 3 Hrs.
Max Marks: 70

OBJECTIVES

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Civics.
- Develop an understanding of the nature of Civics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Civics.
- Review the Text-book of Civics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Civics at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Nature of Civics as a Discipline

1. Meaning, Concept, Needs of Civics teaching.
2. Nature and scope of Civics teaching.
3. Historical development of Civics as a discipline.
4. Civics vis-à-vis Political Science.
5. Importance of Studying Civics in the context of National Integration and International understanding.

Unit 2: Civics as a school subject

1. Importance of Civics in school curriculum.
2. Aims & objectives of teaching Civics at secondary level. Writing objectives in behavioural terms.
3. Correlation of Civics with other School Subjects – Social Science, Geography, Economics, History.
4. Civics in developing local, national and international understanding of political scenario.

Unit 3: Methodology of Teaching-learning of Civics

1. Methods and devices of teaching civics at secondary and senior secondary level - Lecture, Project, Problem solving, Role plays, Discussion and supervised study method. Techniques of questioning & Interview.
2. Excursion and team teaching as a method.
3. Developing civic sense: National Days' celebration, Prompting for intensive reading, Respecting the legendary Personalities & Value inculcation through activities.

Unit 4: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - (a) Understanding the fundamental rights, duties & directive principles as mentioned in Indian constitution.
 - (b) Understanding the evolution of Indian constitution
 - (c) Understanding the Secularism, Democracy & Socialism
 - (d) An overview of the eminent Political Thinkers
2. Modes of learning engagement in Civics-
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in civics room
 - e. Reflective written assignments
 - f. Library survey

Unit 5: Assessment & Evaluation of Civics learning

1. Purpose and concept of evaluation in civics.
2. Objective & Process Based Evaluation
 - a. Planning of evaluation in Civics
 - b. Formative and summative evaluation in Civics
 - c. Continuous and comprehensive evaluation (CCE) in Civics
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in Civics.

Practicum/Field Work (Any two)

1. Make biography of any emerging political party of India discuss its impact on local politics.
2. Arrange a discussion session in classroom about the directive principle of nation and lead the discussion that how people breach it.
3. Collect some photography from magazines, newspaper etc of some burning political issue and prepare an album.
4. Prepare and execute a team-teaching plan based on Civics.
5. Construct an achievement test based on civics.

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B.A. B.Ed. III Year- 2020
Paper-III & IV
Pedagogy of History
(Part I)

Duration: 3 Hrs.
Max Marks: 70

OBJECTIVES

The student teacher will be able to:

- Understand the aims and objectives of teaching History.
- Develop an understanding of the nature of History.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of History and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of History.
- Review the Text-book of History (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in History at secondary level.
- Understand the concept of multiple assessment techniques.

COURSE CONTENT

Unit 1: Nature of History as a Discipline

1. Meaning, Concept, Needs of History teaching.
2. Nature and scope of History teaching.
3. Historical development of History as a discipline.
4. Changing areas of History as a subject.
5. Importance of Studying Local History, National History and World History in the context of National Integration and International understanding.

Unit 2: History as a school subject

1. Importance of History in school curriculum.
2. Aims & objectives of teaching History at secondary level. Writing objectives in behavioural terms.
3. Correlation of History with other School Subjects – Social Science Geography, Economics, Civics, Art & Literature.
4. Changing trends and goals of teaching History with reference to N.C.F. 2005.

Unit 3: Methodology of Teaching-learning of History

1. Methods and devices of teaching history at secondary and senior secondary level - Lecture, Project, Chronological Method, Biographical Method, Source Method. Questioning, dramatization, Role plays, Discussion, story-telling.
2. Excursion and team teaching as a method.

3. Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

Unit 4: Pedagogical Analysis and mode of learning Engagement

- 1 Pedagogical analysis of the units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
- 2 Chronological events and their interrelatedness, epoch-making events.
- 3 Understanding ancient, medieval and modern history in reference to emergence of different civilizations.
- 4 Understanding international history.
5. Modes of learning engagement in history -
 - a. Providing opportunities for group activities
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in history room
 - e. Reflective written assignments
 - f. Library survey
 - g. Field trips to sources of history

Unit 5: Assessment & Evaluation of History learning

1. Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -
 - a. Planning of evaluation in history
 - b. Formative and summative evaluation in history
 - c. Continuous and comprehensive evaluation (CCE) in history
 - d. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.
2. Evaluation and objectivity, Blue Print, achievement test/question paper in history.

Practicum/Field Work (Any two of the following)

- 1 Watch a T.V. program based on historical events & mark out its deviations from authentic books of renowned writers.
- 2 Analyse two different writer's interpretation of Battle of Haldi Ghati & mark out different findings of theirs.
- 3 Prepare a survey based report on the primary sources available in your village/town/city & also throw light on their historical importance.
- 4 Find out the similarities in development of river valley civilisations of India& civilisations abroad.
- 5 Prepare a time-scale diagram of any historical topic on a chart & put it in school classroom & keep a note of it with you.

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B.A. B.Ed. III Year- 2020
Paper –V
Art and Aesthetics (EPC)

Max Marks: 50

Objectives:

The student teacher will be able to:

- Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.
- Critically evaluate existing school syllabus and textbooks.
- Prepare suitable teaching aids and use them in the classroom effectively.
- Fulfilment of an individual' s potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self- work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.
- Understanding basics of different Art forms - impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level

COURSE CONTENT

Unit – 1 Understanding Art, Music, Dance & Drama

1. Meaning, Nature and Scope of art, and aesthetics, Indian Folk art ,Creative Art, Knowledge of Indian Craft Traditions and its relevance in education , Knowledge of Indian Contemporary Arts and Artists; Visual Arts
2. The History of music, Drama and Dance in Indian context
3. Introduction to music: संगीतपरिचय : ध्वनि–स्वर, सप्तक, अलंकार, लय–ताल, वाद्य–तन्तु, अवनद्ध, सुशिर, धनलोकसंगीत, लोकगीत, लोकवाद्य ।
4. Introduction to dance: नृत्य कला का इतिहास, लोकनृत्य ।
5. Introduction to drama: नाटक की विभिन्नविधाएँ–मंचीय नाटक, नुक्कडनाटक, एकांकी, मूकाभिनय नाटक, एकाभिनय, इंप्रोवाइजेशन नाटक के अंश–मंचीय अंश, नेपथ्य अंश, पुतली–नाटक का माध्य, निर्माण प्रक्रिया, संचालन प्रक्रिया ।

Unit – 2 Nature and Scope

1. Art teaching at secondary level of school education
 - a) The place of art in general education.
 - b) Education Values of Art and its relationship with other school subjects.

- c) Role of Art in Indian culture and values.
- d) Art and Society
- e) Contribution of Art Teaching
- 2. Importance, Aims and Objective of Art Teaching (Bloom's approach to specify the outcomes).
- 3. Co-relation with other Subject
- 4. Developing Aesthetic Values through Music, Dance and Drama.

Unit – 3 Methods and Techniques

- 1. Approaches and Methods of teaching Art- Demonstration method, Lecture cum demonstration, Experimental method, Project method, Text book, Question-answer techniques, Dramatization, Discussion, Group work and Assignments, Drama as a teaching technique..
- 2. Use of ICT in art teaching.
- 3. Arts, Drama and Music in the classroom.

Unit –4 Teaching-learning resources & Planning of Art And aesthetic Education

- 1. Types of primary and secondary resources: data from field, textual material, journals, magazines, newspaper, People as resource; the significance of oral data.
- 2. Meaning, Concept, need and preparation of lesson plan, unit plan and annual plan.
- 3. Curriculum in Art for school instruction. Mughal art style, Rajasthani art style, pahari art style
- 4. Teaching Aids- Meaning, Importance and types of teaching Aids, Art laboratory (its need, organization, equipments)

Unit – 5: Evaluation of Art, Music, Dance & Drama

- 1. Qualities of a good Art and Aesthetic Teacher.
- 2. Continuous and Comprehensive Evaluation (CCE) in art and aesthetic education.
- 3. Characteristics of Assessment in art education: Types of questions best suited for examining/assessing/ aspect of art education; Questions for testing quantitative skills, Questions for testing qualitative skill; Open-ended questions.
- 4. Blue print: Meaning, concept, need and construction.
- 5. Practical Evaluation and its importance

Practicum/Field work(Any five from the following taking care that it should cover atleast one activity from Art, Music And Drama each) :-

- 1. Local field trip for understanding the stone carving art to understand them in reference to their cultural and historical importance compile a report of the same.
- 2. Exploration and experimentation with different methods of Visual Arts like Painting/ block printing/ collage/ clay modelling/ paper cutting and folding, etc.
- 3. Make five different teaching materials using different type of teaching aids (chart, Model, Power Point, O.H.P. transparencies of Art subject).
- 4. Prepare and organise a street play/Nukkad Natak on any emerging social issue.
- 5. Make a pictorial presentation of local musical instruments with its historical and cultural significance.

6. Prepare a report and analyse how handicraft factories design their products, manage their resources, including raw materials, its marketing and various aspects of environmental concerns.
7. Meet some folk dance artist of the local vicinity and interview them on the point that how they evolved into an artist.
8. Perform the *TRITAAL AND KAHRAWA* in *DUGUN & TRIGUN* in the presence of your Music teacher and take a performance appraisal report from them.
9. Collect some folk songs in which there is a description of nature and analyse them.
10. Collect some songs which are sung on any marriage celebration.
11. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.
12. Local field trip for understanding working process of any art work or Art gallery/art form & mention experiences.
13. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.
14. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, Drama) make an individual portfolio & submit it in college.
15. Draw Caricatures of three renowned Historical personalities.
16. Pick out art based articles and paintings from famous newspapers and compile the collected information.

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