

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

FOURTH YEAR



Session: 2020-2021

**JAI NARAIN VYAS UNIVERSITY
JODHPUR**

ch-, -ch, M prFk o"ki & 2021

संस्कृत

प्रथम प्रश्न पत्र

नाटक तथा व्याकरण

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 : अभिज्ञानशाकुन्तलम् (1 से 4 अंक)

इकाई 2 : अभिज्ञानशाकुन्तलम् (5 से 7 अंक)

इकाई 3 : निर्धारित शब्द रूपसिद्धि तथा धातुरूप

(क) लघुसिद्धान्त कौमुदी के अजन्त पुल्लिङ्ग प्रकरण के 'राम' शब्द की सूत्र सहित रूपसिद्धि

(ख) धातुरूप- निम्नाि त धातुओं में से लट्, लोट्, लृट्, लङ्. एवं विधिलिङ्. लकारों में दो धातु रूपों (विकल्प सहित) का निर्दिष्ट लकार एवं पुरुष सम्बन्धी प्रश्न धातु रूप - हस्, पठ्, दृश्, स्था, वृत्, भ्रम्, तुद्, इण्, सिच्, चर्, गण्, चिन्त्, अस्, हन्, दा, कृ, ज्ञा, तन्, ब्रू, हा, जन्

इकाई 4 : निर्धारित तद्धित प्रत्यय

ठक्-रेवत्यादिभ्यश्च, ठस्येकः, किति च

मतुप्-तदस्यास्त्यस्मिन्निति मतुप्, वसोः सम्प्रसारणम्

इमनिच्-पृथ्वादिभ्य इमनिच्वा, र ऋतो हलादेर्लघोः

अण्- अश्वपत्यादिभ्यश्च, तस्यापत्यम्, ओर्गुणः, शिवादिभ्योऽण्

छ-वृद्धिर्यस्याचामादिस्तद्वृद्धम्, त्यदादीनि च, वृद्धाच्छः, गहादिभ्यश्च, जिह्मामूलाङ्गुलेश्चः

तरप्, ईयसुन्-द्विवचनविभज्योपपदे तरबीयसुनौ

इष्टन्, तमप्-अतिशयने तमबिष्टनौ

च्चि-अभूततद्भाव इति वक्तव्यम्, कृभ्वस्तियोगे सम्पद्यकर्तरि च्विः, अस्य च्वौ

वति-तेन तुल्यं क्रिया चेट्विति:

मयट्-नित्यं वृद्धशरादिभ्यः, तत्प्रकृतवचने मयट्

कल्पप्, देश्य, देशीयर्-ईषदसमाप्तौ कल्पब्देश्यदेशीयरः

ढक्-स्त्रीभ्योढक्, नद्यादिभ्यो ढक्

साति-विभाषा साति कात्स्न्ये

उतरच्-किंयत्तदोः निर्धारणे द्वयोरेकस्य उतरच्

उतमच्-वा बहूनां जातिपरिप्रश्ने उतमच्

इकाई 5 : निर्धारित समास

तत्पुरुष-द्वितीयाश्रितातीतपतितगतात्यस्तप्राप्तापन्नैः, कर्तृकरणे कृता बहुलम्, चतुर्थी

तदर्थार्थबलिहितसुखरक्षितैः, प चमी भयेन, स्तोकात्तिकदूरार्थकृच्छ्राणि क्तेन, प चम्याः स्तोकादिभ्यः,

षष्ठी, सप्तमी शौण्डैः

द्विगु-संख्यापूर्वो द्विगुः, तद्धितार्थोत्तरपदसमाहारे च, द्विगुरेकवचनम्, स नपुंसकम्

कर्मधारय-विशेषणं विशेष्येण बहुलम्, उपमानानि सामान्यवचनैः

नञ्-नञ्, नलोपो नञः, तस्मान्नुडचि

उपपद-उपपदमतिङ्

बहुव्रीहि-अनेकमन्यपदार्थे, सप्तमीविशेषणे बहुव्रीहौ, हलदन्तात्सप्तम्याः स ज्ञायाम्, नञोऽस्त्यर्थानां वाच्यो वा

चोत्तरपदलोपः

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।

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- अभिज्ञानशाकुन्तलम् : व्याख्याकार-राधावल्लभ त्रिपाठी, म.प्र. हिन्दी ग्रन्थ अकादमी, भोपाल
- अभिज्ञानशाकुन्तलम् : डॉ. रमाशंकर त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी, 1981
- Abhijnana Sakuntalam: C.R. Devandhara, MLBD Delhi, 1991
- Abhijnana Sakuntalam: ed.A.B. Gajendra Gadkar Bombay, 1934
- अभिज्ञानशाकुन्तलम् : वासुदेव कृष्ण चतुर्वेदी, महालक्ष्मी प्रकाशन, आगरा (उ.प्र.)
- संस्कृत व्याकरण : श्री निवास शास्त्री
- संस्कृत व्याकरण प्रवेशिका : बाबूराम सक्सेना, रामनारायणलाल बेनी माधव, इलाहाबाद
- संस्कृत व्याकरण कौमुदी (तृतीय भाग): पं. ईश्वरचन्द्र विद्यासागर, चौखम्बा विद्याभवन, वाराणसी
- Higher Sanskrit Grammar (हिन्दी संस्करण) : M.R. Kale
- प्रौढरचनानुवाद कौमुदी : कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी

ch-, - ch, M prFk o"ki & 2021
द्वितीय प्रश्न-पत्र
वेद, उपनिषद्, भारतीय दर्शन, व्याकरण एवं निबन्ध

अधिकतम अंक 70
समय 3 घंटा

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इकाई 1 : वेद

(क) वाक् सूक्त 10.125, संज्ञान सूक्त 10.191, इन्द्र 2.12

इकाई 2 : कठोपनिषद् (प्रथम अध्याय— द्वितीय एवं तृतीय वल्ली)

इकाई 3 : व्याकरण

(क) लघुसिद्धान्तकौमुदी के निर्धारित (लृट्, लङ्, एवं विधिलिङ्) लकारों में भू धातु के छः में से तीन रूपों की सिद्धि

(ख) एध् धातु के चार में से दो रूपों की सिद्धि। निर्धारित लकार — लृट्, लङ्,

विधिलिङ्

इकाई 4 : भारतीय दर्शन के सिद्धान्त

अ. कार्यकारणभावसिद्धान्त

ब. ईश्वर

स. कर्मसिद्धान्त तथा पुनर्जन्म

द. निष्काम कर्म

य. प्रतीत्यसमुत्पाद

र. अनेकान्तवाद

इकाई 5 : निबन्ध

पच्चीस पङ्क्तियों में संस्कृत में एक निबन्ध

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।

lgk;d iLrdi

- 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
- संस्कृत निबन्ध कलिका : रामजी उपाध्याय, भारतीय विद्या प्रकाशन, दिल्ली

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ikB; i|Lrd) मीरा पदमाला , (सं.) स्वामी (डॉ.) ओम् आनन्द सरस्वती ,
प्रो.सत्यनारायण समदानी, प्रकाशक— मीरा स्मृति संस्थान , चित्तौड़गढ़

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खण्ड (क) सम्पूर्ण पाठ्यक्रम से कुल दस लघूत्तरी प्रश्न (शब्द सीमा 30 शब्द)

10x1= 10अंक

खण्ड (ख) पाठ्य पुस्तक से विकल्प सहित कुल पाँच व्याख्याएँ

(शब्द सीमा 250 शब्द) 5x6= 30अंक

खण्ड (ग) मीराबाई के जीवन एवं काव्य से संबंधित पाँच आलोचनात्मक प्रश्न पूछे जायेंगे, जिनमें से
किन्हीं तीन के उत्तर देने होंगे (शब्द सीमा 500 शब्द) 3x10= 30अंक

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- मीराबाई : राजेन्द्रमोहन भटनागर
- मीरा : जीवन और काव्य : सी.एल.प्रभात
- मीराबाई : ऐतिहासिक सामाजिक विवेचन : हुकमसिंह भाटी
- मीरा : व्यक्तित्व और कृतित्व : पद्मावती झुनझुनवाला
- मीरा का जीवनवृत्त एवं काव्य : कल्याणसिंह शेखावत

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- इकाई 1 प्रयोजनमूलक हिन्दी – अर्थ, परिभाषा एवं स्वरूप। प्रयोजनमूलक हिन्दी की आवश्यकता व महत्व। प्रयोजनमूलक हिन्दी की विशेषताएँ। प्रयोजनमूलक हिन्दी के विविध रूप।
- इकाई 2 हिन्दी की प्रयोजनमूलक शैलियाँ– बोलचाल की शैली, संवाद शैली, विचारात्मक शैली, पत्रलेखन शैली, प्रशासनिक शैली। हिन्दी का प्रयोजनमूलक प्रयोग– वाणिज्यिक, कार्यालयी, विधि, वैज्ञानिक एवं तकनीकी भाषा।
- इकाई 3 अनुवाद– अर्थ, परिभाषा व प्रकार, अनुवाद की प्रक्रिया, अनुवादक के गुण। अनुवाद : अंग्रेजी से हिन्दी। पारिभाषिक शब्दावली।
- इकाई 4 संक्षेपण– महत्व, प्रक्रिया, विशेषताएँ एवं संक्षेपक के गुण।
पल्लवन– महत्व, प्रक्रिया एवं भाषा
प्रशासनिक पत्राचार– शासकीय पत्र, अर्धशासकीय पत्र, कार्यालय आदेश, परिपत्र, अधिसूचना, प्रेस विज्ञप्ति, निविदा। कार्यालयी टिप्पणी।
- इकाई 5 हिन्दी पत्रकारिता का संक्षिप्त परिचय। हिन्दी पत्रकारिता का वर्तमान स्वरूप। समाचार लेखन– समाचार के प्रकार, समाचार के स्रोत। विज्ञापन लेखन।

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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)

- प्रयोजनमूलक हिन्दी : सिद्धान्त और प्रयोग : दंगल झाल्टे
- प्रयोजनमूलक हिन्दी : विनोद गोदरे
- हिन्दी का अनुप्रयुक्त स्वरूप : रामप्रकाश, दिनेश गुप्त
- अनुवाद सिद्धान्त की रूपरेखा : सुरेश कुमार
- हिन्दी पत्रकारिता : स्वरूप एवं सन्दर्भ : विनोद गोदरे

B.A. B.Ed IV Year- 2021
ELECTIVE ENGLISH

Teaching hours: 8 periods per week.

PAPER I
PROSE AND FICTION

Duration: 3 Hrs.
Max Marks: 70

TEXTS PRESCRIBED:

For Detailed Study:

Essays, Short Stories and One-act Plays. ed.R.K. Kaushik and S.C. Bhatia

The following Essays are prescribed:

M.Chalapathi Rau:	Nehru the Democrat
E.V. Luca:	Bores
George Bernard Shaw:	Freedom
J.B.S. Haldane:	What I Require from Life
Nirad C. Choudhuri:	My Birthplace
J.B. Priestley:	Student Mobs
Richard Livingstone:	The Essentials of Education
Aldous Huxley:	Non-Violence

For Non-detailed Study:

Khuswant Singh: *Train to Pakistan.*

Kiran Desai: *The Inheritance of Loss*

Passages for explanation will be set only from the text prescribed for detailed study.

Section A: (10x1=10 Marks)

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

Unit 1: Two references (lines/quotes) from the prescribed Essays.

Unit 2: Two questions from prescribed Essays

Unit 3: Two questions from *Train to Pakistan*

Unit 4: Two questions from *The Inheritance of Loss*.

Unit 5: Two questions from Socio-Literary background of the prescribed texts and the formal components of Essay and Fiction.

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 to context from the prescribed Essays.

Unit 2: Two questions from prescribed Essays

Unit 3: Two questions from *Train to Pakistan*

Unit 4: Two questions from *The Inheritance of Loss*.

Unit 5: Two questions from Socio-Literary background of the prescribed texts and the formal components of Essay and Fiction.

Section C:

(3x10=30 Marks)

This section will consist of 5 questions from Unit 2, 3, 4. The students are required to attempt any three in 500 words.

RECOMMENDED BOOKS:

- Kaushik R.K. and Bhatia S.C. (eds.). *Essays, Short Stories and One-act Plays*. OUP, 21st Impression, 2002.
- Scholes, Robert. *Elements of Fiction*. London: Oxford University Press; Third Canadian Edition, 1994.

B.A. B.Ed IV Year- 2021
ELECTIVE ENGLISH

PAPER II
DRAMA

Duration: 3 Hrs.
Max Marks: 70

TEXTS PRESCRIBED:
FOR DETAILED STUDY:

Eugene O'Neill: *The Hairy Ape*

Girish Karnad: *Yayati*. Oxford University Press, 2008

FOR GENERAL STUDY:

Andha Yug (Oriya), by Dharamvir Bharati, Tr. Saudamini Nanda . Sahitya Akademi, 2001. [ISBN 81-260-1233-1](#)

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 1marks.

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

Unit 2: Two questions on *The Hairy Ape*.

Unit 3: Two questions on *Yayati*.

Unit 4: Two questions on *Andha Yug*

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 *The Hairy Ape*.

Unit 3: Two questions on *Yayati*.

Unit 4: Two questions on *Andha Yug*.

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)
- B.H. Clark: *Eugene O'Neill: The Man and His Plays*

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B.A. B.Ed IV Year- 2021

History

PAPER – I

WORLD HISTORY FROM 15TH CENTURY TO 1945 A.D.

Duration: 3Hrs.

Max Marks: 70

- Unit 1 Rise and decline of Feudalism.
Renaissance – Meaning, Causes.
Reformation – Causes, Role of Martin Luther.
Mercantilism – Meaning, Features and Impact
- Unit 2 Agricultural Revolution.
Industrial Revolution, Glorious Revolution (1688) Causes and results.
American War of Independence – Causes and its Significance.
French Revolution – Causes and results.
- Unit 3 Parliamentary reforms in England in the 19th and 20th Centuries.
Napoleon Bonaparte.
Concert of Europe.
Unification of Italy and Germany.
Rise of New Imperialism.
- Unit 4 First World War – causes and results.
Bolshevick Revolution – causes and results.
Peace Settlement of Paris (1919).

Unit 5 Rise of Fascism and Nazism.

League of Nation: Birth, aims, organisation, achievements and causes of failure. Second World War – causes and results, UNO Birth, organisation.

Suggested Readings:

- Burns : Western Civilization.
- Chouhan, D.S.: Europe Ka Itihas (1813-1919).
- Gupta, Parthasarthi: Adhunika Pashchim Ka Udaya.
- Hayes, A.: Political and Cultural History of Modern Europe, Vol. I & II.
- Hazen, C.D. : History of Modern Europe (Hindi & Eng. eds.)
- Ketlbey, C.D.M.: History of Modern Times (Hindi and Eng. eds.)
- Luniya, B.N. : Adhunika Paschatya Itihas Ki Pramukh Dharaen : Part I & II.
- Pandey, V.C.: History of Europe.
- Verma, Dinanath : Manav Sabhyata Ka Itihas.

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सहायक पुस्तकें :

- Burns : Western Civilization.
- Chouhan, D.S.: Europe Ka Itihas (1813-1919).
- Gupta, Parthasarthi: Adhunik Pashchim Ka Udaya.
- Hayes, A.: Political and Cultural History of Modern Europe, Vol. I & II.
- Hazen, C.D. : History of Modern Europe (Hindi & Eng. eds.)
- Ketlbey, C.D.M.: History of Modern Times (Hindi and Eng. eds.)
- Luniya, B.N. : Adhunik Paschatya Itihas Ki Pramukh Dharaen : Part I & II.
- Pandey, V.C.: History of Europe.
- Verma, Dinanath : Manav Sabhyata Ka Itihas.

B.A. B.Ed IV Year- 2021
History
Paper II
History and Culture of Rajasthan

Duration: 3Hrs.

Max Marks: 70

- Unit 1 Rajasthan – Geography, Pre Historic Rajasthan – With special reference to Kalibanga and Ahar, Rise of Rajputs, Pratihars of Mandore.
- Unit 2 Guhils of Mewar, Chauhans of Sakambhari – Arnoraj, Vighraaj, Prathviraj, Extension of Muslim Power in Rajasthan – with special reference to Alauddin Khilji.
- Unit 3 Expansion of Mewar under Kumbha and Sanga, Expansion of Marwar under Jodha and Maldeo, Temple architecture – Delwara and Ranakpur.
- Unit 4 Fort architecture - Chittorgarh, Mehrangarh, Amer – Man Singh Bikaner – Raisingh, Marwar – Chandrasen, Mewar – Pratap's relation with Mughals,
- Unit 5 Main Features of Rajput Paintings, Fairs, Festivals, Music and Dances of Rajasthan.

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 Sharma, Dasharath: Rajasthan through the Ages.
- Sharma, G.N.: Mewar and the Mugal Emperors.
- Sharma, G.N.: Social Life in Medieval Rajasthan.
- Sharma, G.N.: Rajasthan Ka Itihas
- Vyas, R.P.: Rajasthan Ka Brihat Itihas (Two parts).

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- इकाई 1 राजस्थान— भूगोल, पूर्व ऐतिहासिक राजस्थान— कालीबंगा एवं आहड के विशेष संदर्भ में, राजपूतो की उत्पत्ति, मंडोर के प्रतिहार।
- इकाई 2 मेवाड के गुहिल, शाकम्बरी के चौहान—अर्णोराज विग्रहराज, पृथ्वीराज, राजस्थान में मुस्लिम सत्ता का प्रसार— अलाउददीन खिलजी के विशेष संदर्भ में।
- इकाई3 कुम्भा एवं सांगा के अधीन मेवाड का विस्तार, जोधा और मालदेव के अधीन मारवाड का विस्तार , मंदिर स्थापत्य— देलवाडा और रणकपुर।
- इकाई 4 दुर्ग स्थापत्य— चित्तौडगढ , मेहरानगढ ,आमेर— मानसिंह, बीकानेर — रायसिंह, मारवाड— चन्द्रसेन, मेवाड— प्रताप के मुगलों के साथ संबंध।
- इकाई 5 राजपूत चित्रकला की मुख्य विशेषताएं, राजस्थान के मेले, त्यौहार, संगीत एवं नृत्य ।

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 Sharma, Dasharath: Rajasthan through the Ages.
- Sharma, G.N.: Mewar and the Mugal Emperors.
- Sharma, G.N.: Social Life in Medieval Rajasthan.
- Sharma, G.N.: Rajasthan Ka Itihas
- Vyas, R.P.: Rajasthan Ka Brihat Itihas (Two parts).
- व्यास, आर.पी.:राजस्थान का वृहत् इतिहास, भाग—I एवं II, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- नीरज, जयशंकर एवं शर्मा, भगवती लाल :राजस्थान की सांस्कृतिक परम्परा, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- शर्मा, गोपीनाथ :राजस्थान का सांस्कृतिक इतिहास, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- शर्मा, कालूराम :उन्नीसवीं सदी में राजस्थान का सामाजिक तथा आर्थिक जीवन।
- गोस्वामी, प्रेमचन्द्र :राजस्थान संस्कृति, कला एवं साहित्य; राजस्थान
- मनोहर, राघवेन्द्र सिंह :राजस्थान के प्रमुख दुर्ग, राजस्थान हिन्दी हिन्दी ग्रंथ अकादमी, जयपुर।
- जैन, हुकमचन्द्र, माली :राजस्थान का इतिहास, कला, संस्कृति, परम्परा एवं विरासत; राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- नारायणलाल (सम्पादित) ग्रंथ अकादमी, जयपुर।

B.A. B.Ed IV Year- 2021
Political Science
Paper I
Indian Political Thought

Duration: 3 Hrs.
Max Marks: 70

Unit 1 Manu; Kaulitya; Shukra.

Unit 2 Raja Ram Mohan Roy; Swami Dayanand; Swami Vivekananda.

Unit 3 Gopal Krishna Gokhle; Bal Gangadhar Tilak; Aurobindo Ghosh.

Unit 4 Mahatma Gandhi ; Jawahar Lal Nehru; M.N.Roy.

Unit 5 V.D.Savarkar; B.R.Ambedkar; Ram Manohar Lohiya.

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प्रथम प्रश्न पत्र
भारतीय राजनीतिक चिन्तन

अधिकतम अंक 70
समय 3 घंटा

- इकाई 1 मनु, कौटिल्य, शुक्र
इकाई 2 राजा राम मोहन राय, स्वामी दयानन्द, स्वामी विवेकानन्द
इकाई 3 गोपाल कृष्ण गोखले, बाल गंगाधर तिलक, अरविन्द घोष
इकाई 4 महात्मा गांधी, जवाहरलाल नेहरू, एम.एन. रॉय
इकाई 5 जी.डी. सावरकर, बी.आर.अम्बेडकर, राम मनोहर लोहिया

Recommended Readings

- Ghosal : History of Indian Political ideas
- Jayaswal, Hindu Polity (E.H)
- J.Bandhopadhyaya, Social and Political Thought of Gandhi, Bombay, Allied, 1969.
- K.Damodaran, Indian Thought : A Critical Survey, London, Asia Publishing House, 1967.
- Sharma, R.S.: Political ideas and institutions in Ancient India
- U.N.Goshal, A History of Indian Political ideas, London, Oxford University Press, 1959.
- Verma V.P. : Modern Indian Political Thought
- V.R.Mehta, Foundations of Indian Political Thought, New Delhi, Manohar, 1992.
- T.Pantham, and K.Deustch (eds.) Political Thought in Modern India, New Delhi, Sage, 1986.
- डॉ. विश्वनाथ प्रसाद वर्मा – आधुनिक भारतीय राजनीतिक चिन्तन
- डॉ. पुरषोत्तम नागर – आधुनिक भारतीय सामाजिक और राजनीतिक चिन्तन
- डॉ. परमात्मा शरण – प्राचीन भारतीय राजनीतिक चिन्तन
- डॉ. मधुकर श्याम चतुर्वेदी – प्रमुख भारतीय राजनीतिक विचारक
- डॉ. पुखराज जैन – भारतीय राजनीतिक चिन्तन

B.A. B.Ed IV Year- 2021
Political Science
Paper II
Political Ideologies

Duration: 3 Hrs.
Max Marks: 70

Unit 1 Ideology – Meaning, Characteristics and Types, Ideology and Political Power, End of Ideology

Unit 2 Liberalism, Neo Liberalism, Idealism.

Unit 3 Utilitarianism, Libertarianism, Democratization

Unit 4 Marxism, Nationalism, Institutionalism

Unit 5 Multiculturalism, Pluralism, Feminism.

Recommended Readings

- Ashirvadam, Political Theory
- C.Funderbunk and R.G. Thobaben, Political Ideologies: Left, Center and Right, New York, Harper
- Collins College Publishers, 1994.
- D.Bell, The End of Ideology, New York, The Free Press, 1960.
- Joad, Modern Political Theory
- L.P.Baradat, Political Ideologies : Their Origins and Impact, Englewood Cliffs, NJ, Prentice Hall,1989
- R.N.Berki, Socialism, London, John Dent and Sons, 1975.
- R.H.Cox, Ideology, Politics and Political Theory, Belmont California, Wadsworth, 1969.
- गणेश प्रसाद, राजनीतिक विचारधाराएँ
- पुखराज जैन, आधुनिक राजनीतिक विचारधाराएँ
- आर.सी.अग्रवाल, राजनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधारांनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधाराएं

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पेपर द्वितीय
राजनीतिक विचारधाराएं

समय 3 घंटा
अधिकतम अंक 70

इकाई 1 विचारधारा—अभिप्राय, विशेषताएं एवं प्रकार, विचारधारा एवं राजनीतिक शक्ति, विचारधारा का अंत

इकाई 2 उदारवाद, नवउदारवाद, आदर्शवाद

इकाई 3 उपयोगितावाद, स्वेच्छातंत्रवाद, लोकतांत्रिकरण

इकाई 4 मार्क्सवाद, राष्ट्रवाद, संस्थावाद

इकाई 5 बहुसंस्कृतिवाद, बहुलवाद, नारीवाद

Recommended Readings

- Ashirvadam, Political Theory
- C.Funderbunk and R.G. Thobaben, Political Ideologies: Left, Center and Right, New York, Harper
- Collins College Publishers, 1994.
- D.Bell, The End of Ideology, New York, The Free Press, 1960.
- Joad, Modern Political Theory
- L.P.Baradat, Political Ideologies : Their Origins and Impact, Englewood Cliffs, NJ, Prentice Hall, 1989
- R.N.Berki, Socialism, London, John Dent and Sons, 1975.
- R.H.Cox, Ideology, Politics and Political Theory, Belmont California, Wadsworth, 1969.
- गणेश प्रसाद, राजनीतिक विचारधाराएँ
- पुखराज जैन, आधुनिक राजनीतिक विचारधाराएँ
- आर.सी.अग्रवाल, राजनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधारांनीतिक विचारधाराएँ
- एस.एन.दुबे, प्रमुख राजनीतिक विचारधाराएं

B.A. B.Ed IV Year- 2021

Sociology

Paper I

Sociology of Education

Duration: 3 Hrs.

Max Marks: 70

- Unit 1 : Development and Scope of Sociology of Education, Education and socialization, Media and education
- Unit 2 : Teachers : Social background, professionalization and political participation
- Unit 3 : Education : Economy and Political system, Education : Social change and modernization
- Unit 4 : Theories of Education : Laissez-Faire and state Control, Education as a social system : Organization and Educational Policy in India
- Unit 5 : Students : Social background, values and aspirations, Students movements in India

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- इकाई 1 : शिक्षा का समाज शास्त्र का विकास और क्षेत्र, शिक्षा तथा समाजीकरण, संप्रेषण (मीडिया) तथा शिक्षा
- इकाई 2 : शिक्षक : सामाजिक पृष्ठभूमि, व्यवसायीकरण तथा राजनैतिक सहभागिता
- इकाई 3 : शिक्षा : अर्थ व्यवस्था तथा राजनैतिक व्यवस्था
शिक्षा : सामाजिक परिवर्तन और आधुनिकीकरण
- इकाई 4 : शिक्षा के सिद्धान्त : अहस्तक्षेप नीति तथा राज्य नियन्त्रण
सामाजिक व्यवस्था के रूप में शिक्षा : संगठन और भारत में शिक्षा नीति
- इकाई 5 : विद्यार्थी : सामाजिक पृष्ठभूमि, मूल्य तथा आकांक्षाएँ, भारत में छात्र आंदोलन।

B.A. B.Ed IV Year- 2021
Sociology
Paper II
SOCIOLOGY OF MASS COMMUNICATION

Duration: 3 Hrs.
Max Marks: 70

- Unit 1 : Basic Concepts: Human Communication, Inter-Personal and Group Communication. Mass Communication and Mass Culture.
- Unit 2 : Theories of Media : Early Theories (Innis and Mcluhan), The Public Sphere (Habermas), Hyper Reality (Baudrillard). Function and Dysfunctions of mass Communication.
- Unit 3 : role of Media in Society : Socialization, Education, Information, Recreation, Advertisement, Propaganda and Public Opinion.
- Unit 4 : Mass Media and Rural Society : Views of S.C. Dubey and P. C. Joshi. Traditional Forms of Media. Internet Society. Media and Development.
- Unit 5 : Media in Democracy : Press, Cinema, Radio and Television and Internet – In Indian Context

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समाजशास्त्र

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जनसंचार का समाजशास्त्र

अधिकतम अंक 70

समय 3 घंटा

- Unit 1 : मूल अवधारणाएँ –मानव संचार, अंतर व्यक्तिगत और समूह संचार, जन संचार और जन संस्कृति ।
- Unit 2 : संचार के सिद्धान्त : प्रारंभिक सिद्धान्त (इन्निंस और मैक्लुहान), सार्वजनिक क्षेत्र (हैबरमास), उच्च वास्तविकता (बॉडीलार्ड), जनसंचार के प्रकार्य और अकार्य ।
- Unit 3 : समाज में संचार की भूमिका, समाजीकरण, शिक्षा, सूचना, मनोरंजन, विज्ञापन, प्रचार और लोक (जन) राय ।
- Unit 4 : जन-संचार और ग्रामीण समाज : एस.सी. दुबे और पी.सी. जोशी के विचार,संचार के परंपरागत स्वरूप । इंटरनेट सोसाइटी, संचार और विकास
- Unit 5 : लोकतंत्र में संचार (मीडिया) भारतीय संदर्भ में – प्रेस, सिनेमा, रेडियो, टेलीविजन और इंटरनेट ।

अभिस्वावित पुस्तकें :-

- De fleur M.L. : Theories of Mass Communicatin, New York.
- Fans Robert F.L. : A Handbook of Moderns Sociology, Chicago, 1964.
- Katz Lazrasfeld : Personal Influence, Iliois Press, 1960.
- Nagori, Monika, 2004 : Mass Media and Society, Agro – Tech Publications, Udaipur.
- Wright Chales, R. : Mass Communication “A Sociological Perspective, las Angles, University of California.

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

S.N	Paper	Name of the Paper	External	Internal	Total
1	First	Knowledge & Curriculum	70	30	100
2	Second	Understanding Inclusive Education	70	30	100
3	Third	Pedagogy Course I (Part II)	35	15	50
4	Fourth	Pedagogy Course II (Part II)	35	15	50
5	Fifth	Health & Physical Education (EPC)	00	50	50
	Total		210	140	350
		Marks for Activities			
		1.Co-curricular Activities(in College 10 Marks			
		2.Individual Appraisal 10 Marks			
		1. School internship (14 weeks) 60 Marks			
		2. A Project Report on the various aspects of school where internship was performed. 40 Marks			150
		3.ICT Based lessons (At least 5) 20 Marks			
		4. Co-curricular Activities(in School) 10 Marks			
		Final Lesson			100
	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	2.15 hrs (45 minutes 3 periods)	35	15	2 hrs.
Paper IV	2.15 hrs (45 minutes 3 periods)	35	15	2 hrs.
Paper V	2.15 hrs (45 minutes 3 periods)	00	50	

1. In Fourth year, the total internship program will be spread in duration of 14 weeks. This rigorous internship in surrounding schools will enable the student-teacher to perform better as a teacher. Only 10 students will be allowed to deliver lessons in a school.
2. During internship program the student-teacher will ensure that they get a teaching exposure of secondary and senior secondary level preferably.
3. Co-curricular & Extra-curricular activities (in college) must be spread all through the year which should also include special days' celebration.
4. Individual appraisal of the student-teachers will be done on some set criteria about their year-long activities, individual attributes & personal qualities like discipline, honesty, dedication, commitment etc.
5. School internship will include the participation of the Student- teacher in all the activities of the school including teaching.
6. The student teacher will prepare a project report on the various aspects of the school on some set criteria where internship will be performed.
7. The student teacher will deliver at least 5 ICT based lessons while doing the internship.
8. Co-curricular & Extra-curricular activities (in School) must be spread all through the internship program which should also include special days' celebration
9. Each candidate should be prepared to teach two lessons (One in each subject) at the final Practical Examination. However, the candidates will deliver one lesson (in the subject of their choice) for final practical out of prepared two lessons. The external examiner may pick up at least 10% of the candidate to deliver two lessons (if required), Lessons to be assessed by the Board of Examination consisting of:
 - (a) one external examiner from any discipline.
 - (b) Two internal examiners of whom one would be the Principal of the College and other would be a member of the faculty of the College any discipline and marks will be awarded out of 100.

The internal assessment criteria in B.A.B.Ed IV 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	Knowledge & Curriculum	10	10	Participation(5Marks) Documentation (5Marks)
2	Understanding Inclusive Education	10	10	Participation(5Marks) Documentation (5Marks)
3	Pedagogy Course I (Part II)	10	-	Participation(2.5Marks) Documentation (2.5Marks)
4	Pedagogy Course II (Part II)	10	-	Participation(2.5Marks) Documentation (2.5Marks)
5.	Health & Physical Education (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. Assessment in the papers with internal weight-age of 15 marks (Pedagogy Courses in fourth year) will be divided in 2 parts. Only one summative test will be conducted for 10 marks & the rest 5 marks will be awarded for participating & documentation of the practicum activities suggested with syllabus.
4. For V Paper i.e. Health & Physical Education (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 IV Year- 2021
Paper I
Knowledge and Curriculum

Duration: 3 Hrs.
Max Marks: 70

Objectives:

The student teacher will be able to:

- To understand the way in which the curriculum is driven by assessment.
- To critically analyse various samples of textbook
- To identify various dimensions of the curriculum and their relationship with the aims of Education.
- To examine the epistemological basis of education.
- To discuss the basics of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between power, ideology and the curriculum.
- To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual under pinnings that inform it,
- To discuss the basis of modern child-centered education
- To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

COURSE CONTENT

Unit –I Knowledge Generation

1. Epistemology-Meaning, philosophical basis of knowledge according to Indian & Western philosophy.
2. Distinction between (a) knowledge and skill (b) Teaching and Training (c) Knowledge and wisdom (d) Reason and belief.
3. Chronological review on Knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge patterns and their relationship.

Unit –II Child- Centered education

1. Modern Child-Centered Education, Meaning, Concept and its basis.
2. Educational Thoughts on child centered Education – Gandhi, Tagore, Dewey, Plato, Buber and Freire.

Unit – III Process of knowing and forms of knowledge

1. Process of construction of knowledge, factors involved in construction of knowledge, role of knower & known in construction and transmission of knowledge, the role of culture in knowing
2. Categorisation of knowledge; basis of categorisation, the essential forms of knowledge, basis of selection of categories of knowledge in school education, the responsibility of selection, legitimization and organisation of categories of knowledge in schools, ways in which school knowledge gets reflected in the form of curriculum, syllabus & textbooks.

Unit –IV Curriculum & Its determinants

1. Meaning & need of curriculum, differentiations between curriculum framework, curriculum, syllabus and text books; facets of core curriculum in Indian context.
2. Curriculum at National level – NCF 2005 and NCFTE 2009 (General Introduction).
3. Determinants of curriculum: (a) Social-political-cultural-economic diversity (b) socio-political aspirations including ideologies (c) Economic necessities & technological possibilities. (d) National priorities and international Context
4. Consideration in curriculum making. (a) forms of knowledge & its characteristics in different school subjects (b) relevance & specificity of educational objectives for concerned level. (c) Critical issues: Environmental concerns, gender differences, values & social sensitivity.

Unit V Curriculum Development & Textbooks

1. Different approaches of curriculum development: Subject centered: learner centred and constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teachers' role in transacting, developing and researching curriculum.
3. Operationalization of curriculum into learning situations: Selection & development of learning resources i.e. textbooks, teaching learning materials and resources outside the school-local environment, community & media.
4. Process of curriculum evaluation: Evolving assessment modes, need of model of continuous & comprehensive evaluation; feedback from learners, teachers, community and administrators.

Practicum/Field Work(Any two from the following)

1. Analysis of social myths in the light of scientific values and culture.
2. Plan a child centered activity for enhancement of children's education and values based on Gandhian or Tagore's thoughts.
3. Conduct a survey on feedback of curriculum from learners and teachers. Prepare a report.
4. Critical review of a text book in reference to gender issues social sensitivity and the local contexts/references included in the book.
5. Critical review or analysis of the text book at upper primary and senior secondary level.

Reference

- Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
- Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
- Letha rammohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
- Pathak, A (2013) Social implications of schooling: knowledge pedagogy and consciousness. Aakar books
- Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty. M.C.MLLAN publication
- Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledgefalmes, m.y
- Shulman L. S. (1986) those who understand: knowledge growth in teaching. Educational researcher, 4-14
- Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42
- Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation (pp
- Tagore, R. (2003) Civilization and progress. in crisis in civilization and other essays. New delhi: rupa&co.
- श्रीवास्तव, एच.एस. एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियाँ, शिक्षा प्रकाशन, जयपुर

➤ यादव, सियाराम, पाठ्यक्रम विकास अग्रवाल प्रकाशन.2011

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B.A. B.Ed IV Year- 2021
Paper II
Understanding Inclusive Education

Duration: 3 Hrs.
Max Marks: 70

Objectives:

The student teacher will be able to:

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

COURSE CONTENT

Unit I: Introduction, Issues & perspectives of Inclusive Education

1. Definitions, concept and importance of inclusion and disability.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for all children in the context of right to education.
5. N.C.F 2005 and adaptation of teaching learning material.

Unit II: Policy Perspective

1. Recommendations of the Indian Education Commission (1964-66).
2. Scheme of Integrated Education for Disabled Children
3. National Policy on Education (NPE, 1986-92).
4. National Curriculum Framework, 2005 NCERT
5. The Convention on the Rights of the Child (specific reference to inclusive education).
6. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

UNIT III: Diversity in the classroom

1. Diversity- Meaning and definition.
2. Disability – psychological construction of disability identity, discrimination.

3. Models of disabilities & Barriers to learning and participation.
4. Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education

UNIT IV: Curriculum, Pedagogy and assessment in Inclusive School

1. Inclusive curriculum- Meaning and characteristics.
2. Teaching and learning environment with special reference to inclusive school
3. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings.
4. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
5. Techniques and methods used for adaptation of infrastructure, content, laboratory skills and play material in inclusive classroom.

Unit V: Teacher Preparation and Inclusive Education

1. Review of existing educational programmes offered in secondary school (general and special education).
2. Skills and competencies of secondary school teachers in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

Practicum/Field Work(Any two from the following)

1. Observe inclusive teaching strategies in an inclusive classroom and report your observations.
2. With the help of teacher educators, conduct an extension/expert lecture on emerging issues on inclusive education and prepare a report on it.
3. To study the educational resources for persons with disability (PWD) in local schools and report your observations.
4. Prepare an instructional design for your pedagogy subject basing it on inclusive learners.
5. Find out the facts about inclusive education in existing scenario with reference to our Nation through internet search compile a summarized report.

References

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- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
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- UNESCO. (1989) UN convention on the rishts of the child. UNESCO.
- UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
- UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

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B.A. B.Ed IV Year- 2021
Paper-III & IV
Pedagogy of Hindi
(Part II)

Duration: 2 Hrs.
Max Marks: 35

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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
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- 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
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

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1. सीनीयर सैकण्डरी स्तर पर हिंदी भाषा शिक्षण के उद्देश्य
2. सैकण्डरी व सीनीयर सैकण्डरी स्तर पर हिंदी भाषा के पाठ्यक्रम की पाठ्यवस्तु का परिचय
3. एनसीएफ 2005 एवं एनसीएफटीई 2009 के प्रावधानों में हिंदी भाषा को दिया गया महत्त्व
4. हिंदी भाषा पाठ्यक्रम की पाठ्यवस्तु की प्रकृति, स्वरूप व विभिन्नताओं का अध्ययन
5. पाठ्यक्रम में सम्मिलित विभिन्न विधाएँ
6. हिंदी भाषा के पाठ्यक्रम में बदलती हुई प्रवृत्तियाँ

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1. साहित्य के विविध रूप
2. स्कूली पाठ्यक्रम में साहित्य के स्तर व तदनुसार पढ़ना-पढ़ाना
3. अनुवाद कला और सौंदर्य में भाषा के चमत्कार के प्रसंगों को समझाना
4. स्कूली पाठ्यचर्या में मीडिया की भूमिका व प्रासंगिकता
5. सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के सदंर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

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2. 7M की विविध विधाओं को पढ़ने-पढ़ाने के विभिन्न चरण
3. \$k. d को पढ़ने-पढ़ाने के नवीन तरीके
4. समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) व विचार मंथन से भाव पक्ष को परखना।
5. हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण
6. कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करने के ध्यातव्य तत्व।

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- 1 प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि
- 2 आई.सी.टी. – दृश्य – श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

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- 1 हिंदी साहित्य में उल्लिखित किसी भी लेख या कविता के उन 10 अंशों/कविता पंक्ति का उल्लेख करो जो आपको अत्यन्त मार्मिक लगी। यह भी उल्लेख करें कि वह आपके अन्तःकरण को क्यों छू गई।
- 2 किसी प्राकृतिक तत्व/उपादान यथा (चन्द्रमा, रात्री, उशा, वर्षा, पेड़) पर आधारित करते हुए काव्यात्मक/भावमय लेख या कविता लिखें तथा उस पर अपने महाविद्यालय शिक्षकों/साथियों से समीक्षात्मक टिप्पणी लें।
- 3 हिंदी भाषा में लिखित अत्यन्त छोटी कविताओं (लगभग 2 से 6 पंक्ति) का संग्रह कर उनका रिकार्ड संधारण करें तथा उन्हें कंठस्थ करें।

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- 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
- हिन्दी 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 IV Year- 2021
Paper-III & IV
Pedagogy of English
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives

The Student-teachers will be able to-

- To understand the role and importance of English and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of English in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in English
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology)
- Understand and develop the professional competencies & skills

COURSE CONTENT

UNIT 1: LANGUAGE, LITERATURE AND AESTHETIC DEVELOPMENT OF A TEACHER

1. Different Creative forms of English Language
2. Understanding different forms of literature
3. Literature in the school curriculum: Needs, objectives and relevance
4. Role and relevance of media in school curriculum
5. Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.
6. Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian and European literature; Lessons planning in prose, poetry and drama at various school levels.
7. Professional Development of English Teacher.

UNIT 2: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

1. Understanding the relationship between curriculum, syllabus and textbook
2. Selection of materials; Development of activities and tasks
3. Connecting learning to the world outside
4. Moving away from rote-learning to constructivism
5. Teacher as a researcher.

UNIT 3: TEACHING-LEARNING MATERIALS AND AIDS

1. Print media; other reading materials. Such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films
2. Planning co-curricular activities (discussion, debates, workshops, seminar etc); Language labs, etc

Suggested Activities/Practicum/Field) work (Any one of the following)

1. List 10 idioms & 25 proverbs and discuss in classroom to test how many of them students already know. Draft the experience.
2. After a good internship experience list some of the common errors students commit & suggest a Remedial plan
3. Do an analytical English book review of Secondary level.

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B.A. B.Ed IV Year- 2021
Paper-III & IV
Pedagogy of Sanskrit
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives:

The Student-teachers will be able to-

- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to practice the language teaching skills.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology).

COURSE CONTENT

UNIT-I: Sanskrit Curriculum at Secondary & Senior Secondary level

1. Understanding the relationship between curriculum, syllabus and textbook
2. Selection of materials; Development of activities and tasks
3. Connecting learning to the world outside
4. Moving away from rote-learning to constructivism
5. An overview of the textbook contents of Senior Secondary Level
6. An overview of the textbook contents of Secondary Level

UNIT -II: Learning Resources in Sanskrit

1. Print media, Internet, Books from Most famous Books Centres of India
2. Other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc.
3. ICT, audio, video and audiovisual aids, films, language labs etc;
4. Traditional Learning Resources

UNIT –III Professional Development Of Sanskrit Teacher

1. Qualities of a good Sanskrit Teacher
2. Development of good Communication Skills
3. Teacher as a thinker
4. Teaching values through organisational setup & teachers' behaviour
5. Teacher as a Researcher.
6. Developing Competencies to Prepare A Lesson Plan Based On The Following Concepts
 - a. Teaching with Creativity
 - b. Teaching with ICT support
 - c. Teaching with Spiritual Practices
 - d Teaching through Dialogue and Brainstorming

Suggested Activities/Practicum/Field Work (Any one of the following)

1. Select any text book of Sanskrit subject and analyse it from the point that how it is developing cultural, social, ethical & aesthetic values.
2. Search on internet some major Classical/Mythological book selling centres of India and list them with some small descriptions on them
3. Collect 20 Neeti Slokas of Sanskrit and distribute/recite them among the students & keep a filed record of the same with you.

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B.A. B.Ed IV Year- 2021
Paper-III & IV
Pedagogy of Social Sciences
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of Social sciences at secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Social Science curriculum at secondary level

01. Principles and approaches of curriculum construction.
02. New trends in social science curriculum.
03. A critical appraisal of existing social science curriculum at secondary stage prescribed by board of secondary education Rajasthan.
04. Enrichment in social science teaching for multidimensional aspects of knowledge.
05. Content analysis of social science in following perspective –
(a) Indigenous nature (b) Socio-cultural, economics & political issues
(c) Relevancy to modern society

Unit 2: Learning resources and teaching learning material in Social Science

01. Learning resources social science club, exhibition, projects, quiz, social survey, social science laboratory, text books and other reference materials (online & offline). Museum
02. Projected and non-projected teaching aids
03. Use of ICT: Video clips, Power points presentations, films etc

Unit 3: Professional Development of Teachers

01. Professional competencies of subject teacher
02. Professional development programmes for teachers; planning, organization & evaluation.
03. Reflective & Innovative practices in professional development of teachers.

Practicum/Field Work (Any one)

1. Prepare and present a lesson through power point presentation on any topic of your choice.
2. Mark any one student with less than 60% marks in social science, diagnose their difficulties and give appropriate remedial measure.
3. Read a book related to professional development of teacher and prepare an abstract.

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B.A. B.Ed IV Year- 2021
Paper-III& IV
Pedagogy of Civics
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives

The contents will enable the student teacher to

- Develop an understanding of the contents of secondary and senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: Civics Curriculum at Secondary & Senior Secondary Level

1. Principles and approaches of curriculum construction.
2. New trends in Civics curriculum
3. A critical appraisal of New trends in Civics curriculum at Secondary & Senior Secondary Stage prescribed by State board.
4. Knowledge building through multiple reading
5. Content analysis of Civics in the following perspective –
 - (a) Constitutional aspects (b) International contents
 - (c) Current Burning issues (d) Contents in local context

Unit 2: Learning resources and teaching learning material in Civics

1. Learning resources - Exhibition, Projects, Quiz, Civics Room, Text Books and other reference materials (online & offline), Museum
2. Projected and Non-Projected teaching aids
3. Use of ICT: Video clips, Power points presentations, films etc

Unit 3: Professional Development of Teachers

1. Professional competencies of Civics teacher.
2. Professional development programmes for Civics teachers, planning, organization & evaluation.
3. Reflective & Innovative practices in professional development of teachers.
4. Enriching knowledge of contents through e-learning.

Practicum/Field Work (Any one of the following)

1. Visit any Institution under Panchayati Raj and collect its institutional profile through structured/unstructured interview.
2. Do the content analysis of any book of Civics from the state board & find out the obsolete/irrelevant/repeated contents

3. Collect the details of various pressure groups operating in local politics & mention how they affect the political on-goings

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B.A. B.Ed IV Year- 2021
Paper-III & IV
Pedagogy of History
(Part II)

Duration: 2 Hrs.
Max Marks: 35

Objectives

The Student-teachers will be able to-

- Develop an understanding of the Curriculum of History at Senior secondary level
- Develop ability to do the content analysis
- Develop various teaching learning resources for efficient teaching & learning
- Develop professional skills to become a proficient teacher
- Develop an aptitude professional commitment & conviction

COURSE CONTENT

Unit 1: History curriculum

01. Principles and approaches of curriculum construction.
02. New trends in history curriculum.
03. A critical appraisal of existing history curriculum at senior secondary stage prescribed by State board.
04. Knowledge building through multiple reading.
05. Content analysis of history in following perspective –
(a) Indigenous nature (b) International happenings and impact on our nation
(c) History of various civilizations (d) History of colonial India.

Unit 2: Learning resources and teaching learning material in history

01. Learning resources - exhibition, projects, quiz, history room, text books and other reference materials (online & offline), Museum
02. Projected and non-projected teaching aids
03. Use of ICT: Video clips, Power points presentations, films etc

Unit 3: Professional Development of Teachers

01. Professional competencies of subject teacher.
02. Professional development programmes for history teachers, planning, organization & evaluation.
03. Reflective & Innovative practices in professional development of teachers.
04. Enriching knowledge of contents through e-learning.

Practicum/Field Work (Any one of the following)

1. Pick any event from the history of colonial India & State how that event is still having its impact on the present day's happenings.
2. Prepare a power point presentation on any historical fort.
3. Write a note on any eminent historical writer of medieval era.

References

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B.A. B.Ed IV Year- 2021
Paper V
Health and Physical Education (EPC)

Max Marks: 50

Objectives:

The student teacher will be able to:

- understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Equip them to know their health status, identify health problems and be informed for taking remedial measures.
- aware themselves about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
- learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.
- Understand various policies and programmes related to health, physical education and yoga.
- Help them to understand the process of assessment of health and physical fitness.
- To enable the students to understand & manage stress and strain.

COURSE CONTENT

Unit-I Health and Body Functioning

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
2. Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunisation and first aid

Unit-II Food, Nutrition and Diseases

1. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its Globalisation, practices related to food hygiene, Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; malnutrition and deficiency diseases with prevention measures.
2. Communicable and Non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
3. Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation

Unit-III Physical fitness safety & Security

1. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.
2. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

Unit-IV Sports & Health And Yoga

1. Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
2. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major Indian, Western and traditional games) rhythmic activities, gymnastics and their impact on health.
3. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
4. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*
5. Management of stress and strain and life skills.

Unit-V: Role of Institutions

1. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes and role of media in promoting sports and health activities.
2. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practicum/Field Work (Any five of the following ensuring that one activity from each unit has been covered With Special Emphasis on Yoga)

- (1) Conduct a BMI(Body Mass Index) Test of the class & maintain the record.
- (2) Prepare a chart of the various stages of immunisation for the child & demonstrate it in class.
- (3) Prepare a chart of the common diseases, their causes & cure. Explain it to students.
- (4) Conduct a survey of any institute/organisation and find out the unhygienic places and corners there and also find out the remedial suggestions to make the place tidy.
- (5) Organise a 100 meter sprint session and record it. Afterwards do an analysis in the class of the mistakes committed or promptness shown by the participants.
- (6) Organise a suggestive session among the peers about animal attack experiences (Such as dog, bull, snake, ape etc) and note down how they reacted in the situation and also suggest the best option to depend. Prepare a report of the same.
- (7) Organise a session of *Yogasanas* & *Kriyas* and after the completion of the session, mention how it felt to you.
- (8) Paste some sports related newspaper/magazine cuttings in your file and share the contents in a session organised in the class.
- (9) Write an essay on any favourite game of yours and state how it helped you in keeping mentally & physically fit and what you liked most about the game.
- (11) Generally there are many trends of self-medication by home-prepared prescriptions. List such prescriptions & experiences associated with it prepare a report.
- (12) Prepare a dietary plan for a child of pre-adolescent age with the help of doctor/expert & display it in school & prepare it as a document.
- (13) Visit any industry to find out the health hazards for the workers there.
- (14) Organise a recreational sport in group & share how it was recreational.

(15) Demonstrate some fitness exercises to students/peers & mention how it helps in developing physique & mental health.

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