

SECOND YEAR

Course No.	Nomenclature
Course 19	Learni ng & Teaching
Course 20	Pedagogy of School Subject I
Course 21	Pedagogy of School Subject II
Course 20 & 21	1. Pedagogy of Economics
	2. Pedagogy of Sanskrit
	3. Pedagogy of Geography
	4. Pedagogy of Rajasthani
	5. Pedagogy of Political Science
	6. Pedagogy of Arts
	7. Pedagogy of Psychology
	8. Pedagogy of History
	9. Pedagogy of Public Administration
	10. Pedagogy of Hindi
	11. Pedagogy of Home Science
	12. Pedagogy of Social science
	13. Pedagogy of English
Course 22	Pre-Practice Teaching (Internal Assessment)
	<i>a) Practicing teaching Skill</i>
	<i>b) T.L.M. Workshop in each Subject</i>
	<i>c) Simulated teaching</i>
Course 23	Open Air Session / SUPW Camp (Internal Assessment)
Course 24	Core Subject*
	Elementry Computer Application
	Practical
Course 25	Economics I
	Economics II
Course 26	Sanskrit I
	Sanskrit II

Course 27	Geography I
	Geography II
	Geography Practical
Course 28	Rajasthani I
	Rajasthani II
Course 29	Political Science I
	Political Science II
Course 30	Drawing I
	Drawing II
	Submission Work
Course 31	Psychology I
	Psychology II
	Psychology Practical
Course 32	History I
	History II
Course 33	Public Administration I
	Public Administration II
Course 34	Hindi I
	Hindi II
Course 35	Home Science I
	Home Science II
	Home Science Practical I
	Home Science Practical II
Course 36	Sociology I
	Sociology II
Course 37	English I
	English II

Course 19-LEARNING AND TEACHING

Objectives:- After completing this course, the student-teachers will be able to :

1. Understand the process of learning and different approaches to the teaching learning process.
2. Apply psychological principles in the teaching learning process.
3. Understand the concept of motivation and strategies to develop motivation and use the motivational devices during teaching learning process.
4. Apply transfer of learning to foster maximum positive transfer.
5. Identify and cater to the educational needs of children with learning difficulties.
6. Develop an understanding of cognitive processes.
7. Understand various factors that influence learning.
8. Understand the concept, principles of teaching and models of teaching.
9. Develop an understanding of various approaches of teaching.
10. Understand the management of teaching.
11. Understand the role of professional organizations in professional development of teachers.

COURSE CONTENT

UNIT-I Learning and Motivation

1. Learning- Concept and Factors Affecting Learning.
2. (a) Approaches to Learning:
Cognitive : Gestalt (Werthimier, Kofka, Kohler)
Behaviorist : (Pavlov, Thorndike, Skinner)
Social Cognitive: Bandura
(b) Relevance and the applications of the above approaches to learning.
3. Transfer of Learning – Meaning, Types of Transfer and Teaching for Transfer.
4. Motivation– Concept and Significance, Types of Motivation (Intrinsic and Extrinsic), Maslow’s Hierarchy of Needs and Motivational Devices for Classroom Teaching.

UNIT- II Individual Differences and Cognitive Processes

1. Individual differences – Nature, Types, Causes, Accommodating individual differences in classroom.
2. Understanding differences based on cognitive abilities in children with learning difficulties (for instance, slow learner, dyslexic).
3. Cognitive Processes-Sensation, Perception, Attention, Memory, Concept formation and Problem Solving in Learning.

UNIT- III Teaching and Teaching Process

1. Teaching:

1. Concept and Nature of Teaching.
2. Relationship between Teaching and Learning.
3. Principles of Teaching.
4. Levels and phases of teaching.
5. Components of Teaching: Teacher, Student, Teaching-Learning material and Classroom climate.

6. Interrelatedness of objectives, teaching learning experiences and evaluations.
7. Content analysis and Task analysis.

2. Teaching Process:

1. Teaching Technology: Concept, Assumptions, Characteristics and Components – Planning, Organisation and Evaluation.
2. Approaches to teaching- Participatory, Child Centered, Constructivist and Investigatory – Their meaning, characteristics and use in teaching.
3. Criterion of effective teaching, Methods of assessment of teaching (Classroom observation, Peer assessment, Self reporting and Evaluation by a supervisor).
4. Teacher behaviour during Teaching: Flander's Interaction Analysis System.

UNIT- IV Models of Teaching

1. Concept of models of teaching.
2. Elements of Models of Teaching.
3. Families of Models of Teaching.
4. Types of Models of Teaching - Richard Suchman's Inquiry Training Model, Glaser's Basic Teaching Model, Information Processing Model and Concept Attainment Model

UNIT-V Teaching as a Profession

1. Definition and characteristics of a profession.
2. Teaching as a Profession: why and how.
3. Professional Ethics for Teachers.
4. Strengthening Teaching Profession
 - a) Role of Teachers Organizations at state and national level.
 - b) Role of Educational Organizations in the professional development of teachers (UGC, NCTE, NCERT, Universities and SIERT)
 - c) Role of Teacher Education Institution in the professional development of teachers.
 - d) Role of School and Community in enriching Teaching Profession
5. Balancing personal aspirations and professional obligations by teachers.

SESSIONAL WORK

The student teachers shall undertake any two of the following activities (one from each section)

I –Section-A

1. Preparing a teaching plan based on constructivist approach / child centered approach / activity based learning.
2. Case study of a child with learning difficulties.
3. A comparative study of learning of children belonging to different socio-cultural background.

II-Section-B:

1. Study and report on pressures on school teachers.
2. Observation of one student-teacher's behavior during one teaching period (using Flander's Interaction Analysis System).
3. Collection of few success stories of teachers.
4. A case study of a professional organisation of teachers.

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Course 20&21 - PEDAGOGY OF ECONOMICS

Objectives: After completion of the course, the student teachers will be able to -

1. Understand the nature of the discipline of Social Science and Economics.
2. Understand Origin and Development of Economics.
3. Understand the contributions of western and Indian Economists such as Marshal, Pigou, Robinson, Chanakay, Amartaya Sen.
4. Understand Need and importance of Economic in School Curriculum.
5. Develop an understanding of the relationship of Economics with other subjects.
6. Develop an understanding of aims and objectives of Economics.
7. Develop an understanding of Pedagogy of Economics.
8. Develop ability to preparing Annual Plan, Unit Plan and Daily Teaching plan in Economics.
9. Understand and use different strategies for teaching Economics.
10. Develop an ability to construct an achievement test, Diagnostic and Remedial measures.

COURSE CONTENT

UNIT -I Nature of Discipline

1. Nature of Social Science, NCF 2005 position paper of Social science.
2. Meaning, Nature, Scope and importance of Economics
3. Origin and Development of Economics.
4. Methods of study in Economics-Economic Survey, Observation, Case Study and interview
5. Contribution of eminent economists
 - a) Western - Thomas Malthus, Alfred Marshall, Adam Smith.
 - b) Indian- Chanakay, Amartaya Sen.
6. Human Values and Economics.

UNIT-II Economics as a Subject in School Curriculum.

1. Need and importance of Economics at secondary level.
2. Correlation of Economics with other subjects: Commerce, Geography, Mathematics, Statistics, History, Civics etc.
3. Scope of Economics- Economic institutions such as Banking, Small Industry etc. Economic relation local, national and international level, Economical structure of a financial sector.

UNIT- III Pedagogy of Economics.

1. Aims and Objectives of Teaching Economics.
2. Pedagogical Analysis of the following topics of Economics -
 - a) Budget
 - b) Supply and Demand
 - c) Inflation and Deflation
 - d) Indian Marketing System

- e) Money and Credit
- f) Indian Economic Policy
- g) Planning
- h) Consumer Rights
- i) Globalization with reference to Indian economics

UNIT -IV Planning and Strategies

1. Annual Plan, Unit Plan, Daily Teaching Plan–Concepts and features.
2. General principles and maxims of economics teaching.
3. Methods of teaching Economics –
 - a) Inductive and Deductive method
 - b) Problem solving method
 - c) Project method
 - d) Discussion Method
 - e) Constructivism
4. Selection of appropriate techniques at secondary level in Economics Teaching
 - a) Illustration with examples
 - b) Questioning Technique
 - c) Data Representation and Interpretation
 - d) Computer Assisted Instruction(CAI)

UNIT -V Evaluation in Economics

1. Concept of Evaluation
2. Different Evaluation tools and techniques –Observation, Written Test, Open Book Test.
3. Achievement Test in Economics: Concept, Need and Steps for constructing achievement test.
4. Diagnostic testing and Remedial Teaching.
5. Continuous and Comprehensive Evaluation (CCE).

PRACTICUM/SESSIONAL WORK

Any Two of the following:

- 1) Preparation of a scrapbook related to any current issue of Economics.
- 2) A power point presentation related to any one topic of Economics.
- 3) Preparing a Radio or T.V. Script related to a current Economic issue.
- 4) Abstracts of two published papers related to Economics in reputed journals.
- 5) Market survey related to a product/economic activity.
- 6) Life sketch of an eminent economist.

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INTERNET RESOURCES

Online! A Reference Guide to Using Internet Resources.

Wikipedia – online encyclopedia website - <http://www.wikipedia.org/>

E learning India Website - <http://elearning-india.com/>

Constructive approach -

http://en.wikipedia.org/w/index.php?title=Constructivist_teaching_methods&oldid=436907250

Course 20 & 21 - संस्कृत का शिक्षण शास्त्र

उद्दे य— प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

1^प भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।

2^प भारत में संस्कृत भाषा की स्थिति एवं महत्त्व को समझ सकेंगे।

3^प संस्कृत भाषा के तत्वों का प्रत्यास्मरण कर सकेंगे और उनका सही प्रयोग कर सकेंगे।

4^प संस्कृत शिक्षण के सिद्धान्त, सूत्र, सामान्य एवं विविष्ट उद्देश्यों को समझ सकेंगे।

5^प मूलभूत भाषा कौशल, जैसे— श्रवण, भाषण, वाचन एवं लेखन के सम्प्रत्यय, महत्त्व एवं विकास को समझ सकेंगे।

6^प संस्कृत शिक्षण की विभिन्न विधियों एवं उपागमों का प्रत्यास्मरण कर सकेंगे और इनका समुचित प्रयोग कर सकेंगे।

7^प संस्कृत साहित्य की विधाएँ, जैसे— गद्य, पद्य, कथा, नाटक आदि का सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियों व सोपानों को समझ सकेंगे और इनमें इकाई योजनाओं एवं पाठयोजनाओं का निर्माण कर सकेंगे।

8^प संस्कृत शिक्षण को रोचक एवं प्रभावी बनाने के लिए उचित शिक्षण सहायक सामग्री एवं साधनों का चयन निर्माण एवं उपयोग कर सकेंगे।

9^प संस्कृत शिक्षण में विभिन्न प्रकार के प्रश्नों की रचना कर सकेंगे।

10^प माध्यमिक शिक्षा बोर्ड, राजस्थान के नमूने (पेटर्न) के आधार पर संस्कृत पाठ्यपुस्तक पर प्रश्न पत्र तैयार कर सकेंगे।

11^प संस्कृत के प्रश्नपत्रों का विश्लेषण कर सकेंगे।

पाठ्यक्रम

इकाई —I भाषा की भूमिका, संस्कृत भाषा की स्थिति, महत्त्व एवं तत्व

1. भाषा की भूमिका, भाषा एवं समाज, भाषा एवं लिंग, भाषा एवं पहचान (अस्मिता), भाषा एवं भाक्ति।

2. घर की भाषा एवं विद्यालय की भाषा, अधिगम में संस्कृत की केन्द्रितता

3. भारत में संस्कृत भाषा की स्थिति

संस्कृत भाषा शिक्षा सम्बन्धी संवैधानिक प्रावधान (धारा 343—351, 350 अ)

संस्कृत भाषा संबंधी नीतियाँ —संस्कृत आयोग (1956—57), कोठारी आयोग (1964—66)

राष्ट्रीय शिक्षा नीति (छत्तिस. 1986) एवं क्रियान्वयन कार्यक्रम (संस्कृत. 1992)

राष्ट्रीय पाठ्यचर्या रूपरेखा—2005 (भाषा शिक्षा) — संस्कृत की स्थिति

4. संस्कृत भाषा का महत्त्व, संस्कृत भाषा एवं साहित्य, संस्कृत भाषा एवं भारतीय भाषाएँ, संस्कृत भाषा का संरचनात्मक, सांस्कृतिक एवं सामाजिक महत्त्व, आधुनिक भारतीय भाषा के रूप में संस्कृत का महत्त्व, विद्यालय स्तर पर संस्कृत शिक्षण से सम्बन्धित अनुभूत समस्याएँ

5. संस्कृत भाषा के तत्व भाब्दरूप, लिङ्ग—ज्ञान, धातु रूप (द्वि-लकार), सर्वनाम रूप, विशेषण रूप, अव्यय, उपसर्ग, प्रत्यय, सन्धि, समास, विभक्ति (कारक), वाक्य संरचना एवं वाच्य परिवर्तन का ज्ञान एवं प्रयोग

इकाई —II संस्कृत भाषा शिक्षण के सिद्धान्त, सूत्र एवं उद्देश्य

1. संस्कृत भाषा शिक्षण के सिद्धान्त, शिक्षण के सामान्य सिद्धान्त, बोलने व लिखने में अनुरूपता का सिद्धान्त, अभ्यास का सिद्धान्त आदि।

2. संस्कृत भाषा शिक्षण के सूत्र

3. संस्कृत शिक्षण के उद्देश्य

संस्कृत सामान्य एवं विविष्ट उद्देश्यों में अन्तर

संस्कृत विभिन्न स्तर पर संस्कृत शिक्षण के उद्देश्य (उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक)

संस्कृत विविष्ट उद्देश्यों का व्यवहारगत भाब्दावली में निर्धारण

इकाई —III संस्कृत भाषा शिक्षण कौशल, विधियाँ एवं उपागम

1. संस्कृत भाषा शिक्षण कौशल श्रवण, भाषण, वाचन एवं लेखन कौशल का सम्प्रत्यय, महत्त्व एवं विकास, भाषायी शिक्षण कौशल को विकसित करने की पाठ्यसहगामी गतिविधियाँ भ्रूलोकपाठ, संस्कृत गीत पाठ, अनुच्छेद लेखन, कथा लेखन, पत्र लेखन, कक्षा पत्रिका, भित्ति पत्रिका, विद्यालय पत्रिका, अन्त्याक्षरी, कवि दरबार, समस्यापूर्ति, प्रश्नोत्तरी, सृजनात्मक लेखन, भाषायी खेल।

2. संस्कृत भाषा शिक्षण की विधियाँ, पाठशाला विधि, पाठ्यपुस्तक विधि, व्याकरण—अनुवाद विधि, प्रत्यक्ष विधि, द्विभाषा विधि।

3. संस्कृत भाषा शिक्षण के उपागम, मौखिक उपागम, संग्रन्थन उपागम एवं सम्प्रेक्षण उपागम।

इकाई —IV संस्कृत साहित्य की विभिन्न विधाएँ, पाठ नियोजन, शिक्षण एवं अधिगम सामग्री

1. संस्कृत साहित्य की विभिन्न विधाएँ जैसे — गद्य, पद्य, कथा, नाटक, व्याकरण एवं रचना के सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियाँ एवं सोपान

2. इकाई योजना एवं पाठ योजना का नियोजन।

इकाई योजना का सम्प्रत्यय, महत्त्व एवं सोपान।

पाठयोजना का सम्प्रत्यय, महत्त्व एवं सोपान।

इकाई योजना एवं पाठयोजनाओं का निर्माण एवं शिक्षण।

3. शिक्षण एवं अधिगम सामग्री और साधन

प्रिन्ट मीडिया व अन्य वाचन-सामग्री जैसे – अधिगमकों द्वारा चयनित पुस्तकें, पत्रिकाएं, समाचार पत्र, कक्षा पुस्तकालय इत्यादि।

दृश्य-श्रव्य साधन जैसे-वस्तु, चित्र, रेखाचित्र, मानचित्र, प्रतिकृति, भयाम पट्ट, फ्लैट कार्ड, टेप रिकार्डर, पारदर्शी, रेडियो, कम्प्यूटर एवं सीडी इत्यादि।

इकाई-ट संस्कृत में आकलन

संस्कृत में विभिन्न प्रकार के प्रश्नों का निर्माण –

1 वस्तुनिष्ठ प्रश्न – रिक्त स्थान पूर्ति प्रश्न, बहु विकल्पी प्रश्न, सुमेलन पद प्रश्न, सत्य-असत्य प्रश्न,

2 अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न,

3 निबंधात्मक प्रश्न, समस्या-समाधान, सृजनात्मक,

आलोचनात्मक सोच को विकसित करने वाले, कल्पना को जीवित करने वाले एवं परिवेशीय

सजगता के प्रश्न।

द्विभाषा विकास की प्रगति का आकलन सतत एवं समग्र आकलन की तकनीक, मौखिक,

लिखित,स्व आकलन, भालाका आकलन, सहपाठी आकलन एवं समूह आकलन

इद्वि विभिन्न तालिकाओं सहित नीलपत्र का निर्माण, प्रश्नपत्र का निर्माण, उत्तर एवं अंकयोजना, पद

विलेखन

सत्रीय कार्य

निम्नांकित में से किन्हीं दो गतिविधियों का चयन कर प्रतिवेदन तैयार करना।

1. रा.मा.वि. बोर्ड द्वारा कक्षा 10 के संस्कृत छात्रों के लिए निर्मित प्रश्नपत्र का विलेखन उद्देश्य एवं भाषा भुद्धता को ध्यान में रखकर विलेखन करना।

2. कक्षा 8 के संस्कृत छात्रों के लिए विभिन्न तालिकाओं सहित नीलपत्र बनाकर एक आदर्श प्रश्नपत्र संस्कृत में तैयार करना।

3. माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक में प्रयुक्त किसी एक पर-अव्यय, उपसर्ग, प्रत्यय, विभक्ति, सन्धि, समास, लकार और वाक्य में से कक्षा शिक्षण संव्यूहन तैयार करना।

4. शिक्षण प्रदर्शन की चर्चा कर और उपर्युक्त सुझाव देकर एक प्रतिवेदन तैयार करना।

5. संस्कृत की किसी कथा से संबंधित चित्रों की पारदर्शी अथवा स्लाइड्स तैयार करना।

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Course 20 & 21 - PEDAGOGY OF GEOGRAPHY

Objective: After completing the course the student teacher will be able to:

1. Develop understanding about social science as discipline
2. Understand the contribution of different schools of geography
3. Understand the characteristics of geography as a discipline.
4. Develop understanding about meaning, nature, scope and objectives of geography education.
5. Understand basic concepts of geography.
6. Understand the importance of geography education in schools.
7. Develop skills in planning and involving learner in inside and outside classroom activities.
8. Employ various techniques of 'Transaction of Geography'
9. Construct appropriate tools for evaluating geography teaching
10. Develop skills in organizing practical activities in geography.

COURSE CONTENT

UNIT-I Nature of Social science as a discipline

Nature of Social Sciences as a discipline. Position of Geography in social sciences, correlation of geography with other disciplines, salient features of NCF (2005) Position Paper on Social Sciences.

UNIT-II Geography as a subject in schools

1. Meaning and Nature of Geography, Modern concept and main branches, Contribution of different schools in development of geography-determinist, possibilist & neo determinist, place of geography in school curriculum, Importance of geography in daily life. Correlation of geography with other school subjects.
2. Aims and Objectives of Teaching geography at Secondary and Senior Secondary Level. Role of geography teaching in developing international understanding. Geography teaching in the light of sustainable future.

UNIT-III Pedagogy of geography

1. Basic concepts of geography
 - a. Geosphere
 - b. Physical, human and regional geography
 - c. Cultural appraisal of the earth
 - d. Spatial distribution and interaction
2. Pedagogical analysis of the following
 - a. Temperature zones of the earth
 - b. Weather, climate and season
 - c. Maps as tools in geography learning
 - d. Indian Monsoon

e. Latitude and longitudes

UNIT-IV Planning for Teaching Geography

1. Analysis and organization of subject matter
2. Planning for teaching and learning-annual plan, unit plan and daily plans.
3. Important skills for classroom teaching – Lecture and narration questioning, discussion, dialogue, demonstration.
4. Interactive, constructivist, critical pedagogies in geography.
5. Development of different skills – Observation, oral, practical and cartographical.
6. Planning outdoor activities and geographical excursions.
7. Study of Local geography
8. Geography club.

UNIT-V Assessment in Geography

1. Evaluation in Geography - Need and importance
2. Continues and comprehensive evaluation in Geography.
3. Construction of Blue Print and achievement Test, Essay, Short Answer and objective type test.
4. Diagnoses of Learning difficulties and Organization of remedial teaching in geography.

SESSIONAL WORK/PRACTICUM

Any two out of the following

1. Preparation of a plan to study local geography
2. Construction of an achievement test in geography
3. Preparing a project report/field visit report related to geography.
4. Preparing a scrapbook related to some geographical issue.
5. Preparation of PPP slides on a topic of geography
6. Geographical interpretation of a toposheet.
7. Study of the activities of a geography club of a school.
8. Critical Analysis of RBSE Question Paper of Geography of Senior Secondary Examination.

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Course 20 & 21 . राजस्थानी का शिक्षण शास्त्र

उद्दे यः— प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

1^प राजस्थानी भाषा के स्वरूप को जान सकेंगे।

2^प राजस्थानी भाषा की अलग-अलग भूमिकाओं को जान सकेंगे।

3^प राजस्थानी सीखने के तरीके एवं प्रक्रिया को जान सकेंगे।

4^प भाषायी अभिव्यक्ति के प्रकारों को जान सकेंगे।

5^प अनुवाद के महत्व एवं भूमिका को समझना सकेंगे।

6^प विद्यार्थियों की भाषायी सृजनात्मक क्षमता को पहचानना सकेंगे तथा विकसित कर सकेंगे।

7^प साहित्य व भाषा के सम्बन्ध को समझ सकेंगे।

8^प राजस्थानी शिक्षण के उद्देश्यों को जान सकेंगे एवं उपयोग में ले सकेंगे।

9^प राजस्थानी शिक्षण के महत्व को समझ सकेंगे।

10^प विद्यालय में राजस्थानी भाषा सम्बन्धी गतिविधियों के संचालन की योग्यता विकसित कर सकेंगे।

11^प राजस्थानी शिक्षण में अनुभूत समस्याओं के निराकरण हेतु लघु प्रायोजनाएँ, क्रियात्मक अनुसंधान आदि उपायों को काम में लेने की प्रक्रिया को जान सकेंगे।

12^प राजस्थानी शिक्षण में दृश्य-श्रव्य सामग्री तथा भाषा प्रयोगशाला का उपयोग जान सकेंगे।

पाठ्यक्रम—विषयवस्तु

८ इकाई प्रथम—राजस्थानी का अर्थ, महत्व, भाषिक समस्या तथा शिक्षण उद्देश्य

(1) राजस्थानी का अर्थ, महत्व तथा मातृभाषा एवं मानक भाषा की समझ।

(2) संविधान और शिक्षा समितियों के प्रतिवेदनों में भाषा की स्थिति।

(3) भारत की भाषिक समस्या, त्रिभाषा सूत्र तथा गाँधी जी द्वारा भाषा के सम्बन्ध में व्यक्त किये विचार।

(4) राजस्थानी शिक्षण के उद्देश्य एवं व्यवहारगत परिवर्तन।

(5) राजस्थानी साहित्य का सम्प्रत्यय एवं विधाएँ तथा पाठ्यक्रम में साहित्य को पढ़ना, पढ़ाना एवं अनुवाद करना।

(6) पाठ्यक्रम में मीडिया की भूमिका, महत्व, उद्देश्य एवं प्रासंगिकता।

९ इकाई दो—राजस्थानी भाषा का वैज्ञानिक स्वरूप तथा भाषायी व्यवहार के विविध पहलू

(1) राजस्थानी भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)

(2) राजस्थानी भाषा कौशलों के विकास हेतु मौखिक, लिखित एवं सृजनात्मक अभिव्यक्ति का विकास

(3) राजस्थानी भाषा अर्जन एवं अधिगम का दार्शनिक, सामाजिक तथा मनोवैज्ञानिक आधार

(4) राजस्थानी भाषा सीखने-सिखाने की बहुभाषिक दृष्टि।

(5) भाषायी व्यवहार के विविध पहलू (विभिन्न बोलियाँ, क्षेत्रीय भाषा एवं मानक भाषा)

१० इकाई तृतीय—राजस्थानी शिक्षण के आधारभूत कौशल, सूत्र तथा अन्य विषयों से सम्बन्ध

(1) राजस्थानी शिक्षण के आधारभूत कौशल— सुनना, बोलना, पढ़ना व लिखना एवं भाषा के माध्यम से सृजनात्मकता का विकास

(2) राजस्थानी शिक्षण के सूत्र एवं सिद्धान्त

(3) राजस्थानी भाषा का अन्य विषयों से सम्बन्ध

(4) राजस्थानी शिक्षण में चुनौतियाँ

११ इकाई चार—राजस्थानी शिक्षण की विभिन्न विधाएँ

(1) गद्य शिक्षण—उद्देश्य, विधियाँ एवं पाठ योजना।

(2) पद्य शिक्षण— बोध पाठ, रस पाठ एवं उपयोजना पाठ। (बोध पाठ व रस पाठ का मिश्रित रूप)

(3) नाटक एवं एकांकी शिक्षण—अभिनयात्मक पाठ—मंचीय विधि।

(4) व्याकरण एवं रचना शिक्षण।

(5) इकाई एवं वार्षिक इकाई, दैनिक शिक्षण योजना, इकाई जॉच पत्र तथा नील पत्र का निर्माण।

१२ इकाई पाँच— राजस्थानी शिक्षण में सहायक सामग्री एवं नवाचार

(1) दृश्य-श्रव्य सामग्री (रेडियो, टेलीविजन, ओ.एच.पी., लिग्वा फोन, चित्रकथा, टेपरिकॉर्डर आदि।

(2) भाषा प्रयोगशाला।

(3) सह-संज्ञात्मक गतिविधियों की रूपरेखा (चर्चा, वाद-विवाद, अन्त्याक्षरी, निबन्ध, नाटक, एकांकी, समूह कार्य)

(4) राजस्थानी शिक्षण में नवाचार (अभिनयीकरण, समस्या पूर्ति, काल्पनिक लेख आदि)

(5) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण।

सत्रीय कार्य—निम्नांकित में से— (कोई दो)

1. विद्यालय की किसी एक साहित्यिक गतिविधि की योजना निर्माण, क्रियान्विति करना तथा प्रतिवेदन तैयार करना।
2. राजस्थानी भाषायी कौशल (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार-चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
3. राजस्थानी भाषा में प्रयुक्त अन्य भाषाओं के शब्दों का संकलन, अध्ययन एवं व्याकरण की प्रकृति के अनुसार वर्गीकरण।
4. राजस्थानी शिक्षण के दारै 'न आने' वाली समस्याओं पर क्रियात्मक अनुसंधान का क्रियान्वयन कर प्रतिवेदन तैयार करना।

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- (5) स्वामी नरोत्तम, "राजस्थानी भाषा" राजस्थानी ग्रंथागार, जोधपुर।
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- (7) स्वामी नरोत्तम, "राजस्थानी व्याकरण" राजस्थानी ग्रंथागार, जोधपुर।
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Course 20 & 21 - PEDAGOGY OF POLITICAL SCIENCE

Objectives: After completion of the course the student teachers will be able to –

1. Understand the nature of the discipline of Social Science.
2. Understand the nature, need and importance of Political Science in School curriculum.
3. Develop an understanding of relationship of Political Science with other school subjects.
4. Develop an understanding of aims and objectives of Political Science teaching.
5. Understand and adopt proper methods and techniques of teaching various topics of Political Science.
6. Understand the contributions of Indian and western Political Thinkers such as Kautilya, Mahatma Gandhi, Bhimrao Ramjee Ambedkar, Plato, Aristotle, Rousseau, Marx.
7. Prepare Annual Plan, Unit plan and daily teaching plan in Political Science.
8. Conduct Pedagogical analysis of content for teaching in the classroom.
9. Develop the concept and skill needed for Diagnostic and Remedial Teaching.

COURSE CONTENT

UNIT- I Nature of Social Science as a Discipline –

1. Nature of Social Science as a discipline, NCF (2005) position paper of Social Science.
2. Importance of Political Science in school curriculum.

UNIT-II Political Science as a School subject –

1. Nature and scope of political science.
2. Importance of political science in school curriculum.
3. Developmental Perspectives of Political Science.
4. Contribution of eminent Political Thinkers
 - a) Indian –Kautilya, Mahatma Gandhi, Bhimrao Ramjee Ambedkar
 - b) Western-Plato, Aristotle, Rousseau.
5. Aims and objectives of teaching of Political Science.
6. Co-relation of Political Science with other School Subjects.

UNIT –III Planning and strategies -

1. Annual plan, Unit plan, Daily Teaching Plan- Concepts and features.
 1. Methods of Teaching Political Science
 - a) Lecture –cum demonstration method.
 - b) Project Method.
 - c) Problem Solving method.
 - d) Socialized Recitation method.
 - e) Discussion method.
 2. Techniques and Devices of teaching Political Science.
 - a) Questioning Technique.
 - b) Interview Technique.

- c) Illustration with example.
- d) Role Playing Technique.

UNIT-IV 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 and Sr. Secondary level.

- a) Liberty
- b) Equality
- c) Social Justice
- d) Rights
- e) Secularism
- f) Nationalism
- g) Citizenship
- h) Peace

UNIT-V Assessment and evaluation in Political Science.

1. Purpose and concept of evaluation.
2. Preparation of an achievement test in Political Science along with Blue Print, Content analysis, Scoring key and marking scheme.
3. Diagnostic testing and Remedial Programme.
4. Concept and advantages of continuous and comprehensive evaluation (CCE).

SESSIONAL WORK

Any two of the following:-

1. Make a Scrap Book on any National Political issue.
2. Construction of an achievement test with Blue Print, content analysis, marking scheme and scoring key, its administration and interpretation.
3. A Power Point presentation related to any topic of Political Science.
4. Abstracts of two published papers related to Political issue.
5. To present a report of functioning of the institutions like municipal council/ gram panchayat/ cooperative society.
6. Life sketch and contribution of any one prominent Indian Political Thinker.

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Course 20 & 21 - PEDAGOGY OF ART

Objectives: After completion of the course the student-teachers will be able to:

1. Understand the nature of Art as a discipline.
2. Get acquainted with the origin and evolution of various Forms of Art.
3. Understand the place of Art in general education.
4. Understand the concept and basics of different art forms (visual and performing arts);
5. Develop the ability to use visual art processes to generate new knowledge, understanding and perception of the world;
6. Understand the significant implications of art to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;
7. Get acquainted with the strategies of classroom teaching of art.
8. Prepare Yearly plan, Unit-plan and teaching-plan for teaching art.
9. Prepare and use suitable teaching aids in the classroom effectively.
10. Understand the creative aspect of the Teaching of child art.
11. Understand the strategies of developing appreciation of beauty of nature and the basic elements of art forms among the students;
12. Understand the strategies of developing ability to appreciate the inherent rhythm, beauty and harmony in visual art forms: specifically regional, traditional and classical art forms among the students.

COURSE CONTENT

UNIT-I Concept, Nature, and Scope of art as a Discipline:

1. Meaning and Etymology of word 'Art' (Indian and Western context)
2. Various forms of Visual Art: Art of Painting; Sculpture; and Architecture;
3. Concept of Art or Aesthetics (Indian and Western context)
4. Classifications of art:
 - a) Visual, Performing and Literary arts;
 - b) Classical, Traditional and Folk arts.
5. Appreciation of Art.
 - a) Elements of Art (Shadang ("kM+kax) - 6 elements of Indian Painting)
 - b) Principles of Aesthetic Order (Principles used in composing art work)
 - c) Language of Art (Special reference to Indian Art)
6. Art and Education:
 - a) Modern concept of Integrated Art or Aesthetic Education
 - b) The Changing status of art in general Education
 - c) Systematic study in Art-education.
 - d) Educational values of art and its relations with other school subjects.

7. Aims and objectives of teaching Art at secondary/senior secondary level.

UNIT-II Meaning and Nature of Visual Arts:

1. Meaning and concept of Visual Arts.
2. Evolution of various forms of Visual Arts.
3. Nature of Visual Arts:
 - I. Two dimensional Techniques of Visual Arts:
 - a. Drawing and Painting: Water colour, Oil colour and other mediums.
 - b. Collage, Mosaics, Print arts (Stencils, Lino-cut, Wood-cut, Colograph and Etching etc.).
 - c. Rajasthani Folk and Traditional Visual Arts – Mandana, Alpana, Rangoli, Phad and Kawad Paintings, Murals, Rajasthani miniature and Pichwai Paintings etc
 - II. Three dimensional Techniques of Visual Arts:
 - a. Clay work, Paper mashie work, Creation with waste material, Mask making, Puppet making etc.
 - b. Rajasthani Kathputli, Terracotta sculptures (Molela)

UNIT-III Nurturing Creative Expression and Aesthetic Sensibilities of Child through Art activities:

1. Art and Creativity :
 - a) Concept and importance of creativity in human life
 - b) Art and creativity
 - c) Developing Self Expression through Creative art activities;
 - d) Role of Art in developing the child's creative personality;
 - e) Importance of creative art activities at various stages of school education.
 - f) Characteristics of the Child Art.
 - g) The Child as creative Artist.
 - h) Different developmental stages of child's creative expression:
 - i) The Scribbling Stage (Beginning of Self-Expression)
 - j) The Pre-Schematic Stage (The stage of first representational attempts).
 - k) The Schematic Stage (The stage of achievement of form concept).
 - l) The stage of Dawning Realism (The Gang age).
 - m) The Pseudo-realistic stage. (The stage of Adolescent)
 - n) The stage of reasoning. (The Final stage of decision making).
2. Art and Aesthetics:
 - a) Concept and importance of Aesthetic Sensibility in human life.
 - b) Art and Aesthetics (Indian and Western context).
 - c) Developing Aesthetic values and Aesthetic Sensibilities through Art Teaching.
 - d) Developing harmonious personality of child through teaching of Art;

UNIT – IV Planning and Instructional Support System in Art:

1. Principles of classroom teaching of Art.
2. Planning of teaching Art:

- a) Need and Importance of Planning in Teaching Art activity
- b) Analysis and organization of Creative Art Activities.
- c) Planning of Yearly, Unit and Daily teaching Plan in Teaching of various Creative Art activities.
- 3. Classroom, its management and organization.
- 4. The methods of teaching in art:
 - a) Traditional method of teaching Art : Copy and Dictated method
 - b) Method of Free-Expression
 - c) Method of Assigned topic
 - d) Demonstration method.
 - e) Media Method
- 5. Innovative Practices in Teaching Art
 - a) Constructivist Approach
 - b) Group Teaching
- 6. Life history of eminent artists and their contribution-

UNIT – V Evaluation in Teaching of Art:

- 1. Purpose and Concept of Evaluation in Teaching of art.
- 2. Continuous and Comprehensive Evaluation
- 3. Techniques of Evaluation:
 - a) Teacher made test
 - b) Designing examination paper and Blue – Print
 - c) Development of test items- Various types of test questions (Essay, short answer, and objective Types) and their uses.
 - d) Progress assessment of development of art activities through:
 - e) Self evaluation;
 - f) Peer assessment;
 - g) Group evaluation.
 - h) Criteria-based checklist.
 - i) Self-reflection
 - j) Respond to the work of others
 - k) Portfolio
 - l) Evidence of learning: art works, performances, presentations, photographs, videos etc.
 - m) Preparation of achievement test - its administration, analysis and reporting.

SESSIONAL WORK

Any two of the following:

- 1. Prepare at least two innovative activity plans in either Collage; Mosaics or Print media.
- 2. Documentation of the processes of any one Visual Art form with the pedagogical basis such as Oil Painting, Murals, Collage, Mosaics and Print making etc.

3. Prepare a scrap-book on the one of the great Tradition of Indian Painting, Sculptures and Architectures with a write-up on its introduction, location and art works of the period with all types of photographs and illustrations of the paintings, sculptures, and architectural monuments.
4. Life and contribution of any one eminent artist/Sculptor.
5. Submission of any two self prepared art works by the student teacher.
6. A critical review of any school of art (Indian or Western classical/ traditional/folk art schools).

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Course 20 & 21 - PEDAGOGY OF PSYCHOLOGY

Objectives: After completion of the course the student teachers will be able to

1. Develop an understanding of the Nature of Psychology.
2. Knows the place, aims and objectives of teaching psychology.
3. Acquires the knowledge of current higher secondary school syllabus of psychology.
4. Develop an understanding of the importance of Psychology in daily life and its correlation with other subjects.
5. Understand the Historical perspective and development of Psychology.
6. Gets acquainted him with different methods and approaches of teaching psychology at the higher secondary level.
7. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
8. Develop an understanding of continuous and comprehensive evaluation in psychology Teaching.
9. Applies the valuation procedures to assess the achievements of the pupils in psychology.
10. Develops various skills for the use of different audiovisual aids, administration, scoring and interpretation of teaching the subject.
11. Identifies the weaknesses of pupils by using various tests and takes remedial measures.

COURSE CONTENT

UNIT-I Nature of Discipline

1. Concept, Nature, Branches and Importance of psychology.
2. Subject matter of Psychology
3. Historical perspective of psychology.
4. Place of Psychology in modern life (a brief and general account)
5. Contributions of Psychology in the various personal, familial, social, educational, occupational and clinical aspects of human life
6. Eminent Psychologist : B. F. Skinner, Sigmund Freud, Albert Bandura, Jean Piaget, Carl Rogers, William James, Erik Erikson, Ivan Pavlov, Kurt Lewin

UNIT – II Psychology as a Subject in School Curriculum-

1. Need and Importance of Psychology in the school curriculum – its unique nature and place in human life, its importance in developing understanding about self and other people
2. Relation of Psychology with Education, Sociology, Physiology and other biological science, Anthropology, Management, Mathematics, Media sciences and Cybernetics (general)
3. Scope and utility of psychology in various human field.

UNIT-III Pedagogy of Psychology

1. Aims and objectives of teaching Psychology.
2. Pedagogical analysis of the following topics of Psychology
 - a) Intelligence

- b) Ego and Personality
- c) Mental Disorder
- d) Sensation and Perception
- e) Motivation and Emotion
- f) Memory Process

UNIT-IV Planning and Strategies –

1. Annual plan, unit plan, daily teaching plan- Concept, Need and current Features.
2. Basic Teaching strategies
3. Class – room based lecture, discussion, seminar, workshop, modelling
4. Laboratory based – experimental studies
5. Field based – survey, project, field visit of various form
6. Observation
7. Clinical – case study
8. Methods of teaching Psychology:
 - a) Lecture cum demonstration method,
 - b) Inductive-Deductive Method
 - c) Project method,
 - d) Story Telling,
 - e) Role Playing,
 - f) Source Method,
 - g) Dramatization.
9. Various Approaches to teach Psychology –
 - a) Constructivist approach,
 - b) Investigatory or Inquiry approach,
 - c) Computer assisted instruction,

UNIT-V Assessment and Evaluation –

1. Concept of Evaluation.
2. Concept and advantages of Continuous and Comprehensive Evaluation.
3. Different types of questions, Blue print and Construction of Achievement Test.
4. Importance and construction of Diagnostic test and Remedial teaching.
5. Different Evaluation tools and techniques – Observation, Written Test, Open Book Test.

PRACTICUM/SESSIONAL WORK

Any two of the following –

1. Abstract of two published papers related to Psychology in NPC Journals.
2. Identify the Special Needy students Psychology diagnose their difficulties and suggest appropriate remedial measures.
3. Preparation of a scrap book related to the Psychological Disorder.

4. Term paper on any one Topic/ Issues related to Psychological Problem in Adolescent.
5. Preparing a presentation related to Psychological issue at Se. Secondary level.

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11. <http://www.aiansip.org/>
12. <http://www.naopindia.org/>
13. <http://www.iacp.in/2012/01/past-office-bearers.html>
14. <http://nppassociation.org>

Course 20 & 21 - PEDAGOGY OF HISTORY

Objectives: After completion of the course the student teachers will be able to –

1. Develop an understanding of the Nature of Social Science and History.
2. Develop an understanding of the importance of History and its correlation with other subjects.
3. Develop an understanding of aims and objectives of teaching History.
4. Develop an understanding of pedagogy of History.
5. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
6. Develop an understanding of various methods and approaches of teaching History at Senior Secondary level.
7. Develop an understanding of continuous and comprehensive evaluation.
8. Develop an ability to construct an achievement test, diagnostic test and remedial teaching.

COURSE CONTENT

UNIT-I Nature of Discipline-

1. Nature of Social Science, NCF 2005 position paper of Social Science.
2. Concept, Nature, Philosophy, Scope, Importance of History and Historical development of History as a discipline.
3. Contribution of Eminent Historians–Herodotus, Rake, Croche, Collingwood, Col.Todd, Bipin Chandra, Satish Chandra, Sardesai, P.K. Basu, R.C Majumdar, Jadugar Sarkar

UNIT – II History as a Subject in School Curriculum-

1. Need and Importance of History at Senior Secondary level.
2. Correlation of History with other subjects – Geography, Political science, Economics, Social science, Art& Literature, Mathematics.
3. Scope of History – Development of human civilization, History of development of - Society, Cities and Urban Centers,
4. Renaissance
5. Industrial Revolution.

UNIT-III Pedagogy of History –

1. Aims and objectives of teaching History.
2. Pedagogical analysis of the following topics of History
 - a) Changing cultural traditions.
 - b) Confrontation of cultures.
 - c) Paths to modernization.
 - d) The industrial revolution.
 - e) Issues in Social History :Caste, Class, Kinship and Gender.

UNIT-IV Planning and Strategies –

1. Annual plan, unit plan, daily teaching plan, Concept and Features.
2. Historical Survey, Observation, Case Study.

3. Methods of teaching History : Lecture cum demonstration method, Project method, Story Telling, Role Playing, Supervised Study, Source Method, Discovery and Socialized Recitation Method.
4. Constructivist approach, Investigatory approach, Computer assisted instruction.
5. Field Trips
6. Historical Sources (Primary and secondary) and their critical Evaluation.

UNIT-V Assessment and Evaluation –

1. Concept of Evaluation.
2. Concept and advantages of Continuous and Comprehensive Evaluation.
3. Different types of questions, Blue print and Construction of Achievement Test.
4. Importance and construction of Diagnostic test and Remedial teaching.
5. Different Evaluation tools and techniques – Observation, Written Test, Open Book Test.

PRACTICUM/ SESSIONAL WORK

Any two of the following –

1. Abstract of two published papers related to History in reputed Journals.
2. Identify the students with less than 60% marks in History, diagnose their difficulties and suggest appropriate remedial measures.
3. Preparation of a scrap book related to the current issues of History.
4. A study of any one aspect of current Historical issue and preparation of report.
5. Life sketch of a prominent historian.
6. Preparation of a report on local heritage.

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- 4- त्यागी, गुरुारण. (2010): इतिहास शिक्षण, आगरा, अग्रवाल पब्लिकेन्स.
5. Aggrawal, J.C.; Teaching of History, New Delhi :(A practical Approach),VikasPublishing House Pvt.Ltd.
6. Choudhary, K.P.; Effective teaching of History in India, NCERT.
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Course 20 & 21 . हिन्दी का शिक्षण भास्त्र

उद्दे य- प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त-

1. भाषा के स्वरूप को जान सकेंगे।
2. भाषा की अलग-अलग भूमिकाओं को जान सकेंगे।
3. भाषा सीखने के तरीके एवं प्रक्रिया को जान सकेंगे।
4. भाषायी अभिव्यक्ति के प्रकारों को जान सकेंगे।
5. अनुवाद के महत्व एवं भूमिका को समझना सकेंगे।
6. विद्यार्थियों की भाषायी सृजनात्मक क्षमता को पहचानना सकेंगे तथा विकसित कर सकेंगे।
7. साहित्य व भाषा के सम्बन्ध को समझ सकेंगे।
8. हिन्दी शिक्षण के उद्देश्यों को जान सकेंगे एवं उपयोग में ले सकेंगे।
9. हिन्दी शिक्षण के महत्व को समझ सकेंगे।
10. विद्यालय में हिन्दी भाषा सम्बन्धी गतिविधियों के संचालन की योग्यता विकसित कर सकेंगे।
11. हिन्दी शिक्षण में अनुभूत समस्याओं के निराकरण हेतु लघु प्रायोजनाएँ, क्रियात्मक अनुसंधान आदि उपायों को काम में लेने की प्रक्रिया को जान सकेंगे।
12. हिन्दी शिक्षण में दृश्य-श्रुत्य सामग्री तथा भाषा प्रयोगशाला का उपयोग जान सकेंगे।

पाठ्यक्रम-विषयवस्तु

इकाई- ८ भाषा का अर्थ, महत्व, भाषिक समस्या तथा शिक्षण उद्देश्य

- (1) भाषा का अर्थ, महत्व तथा मातृभाषा एवं मानक भाषा की समझ।
- (2) संविधान और शिक्षा समितियों के प्रतिवेदनों में भाषा की स्थिति।
- (3) भारत की भाषिक समस्या, त्रिभाषा सूत्र तथा गाँधी जी द्वारा भाषा के सम्बन्ध में व्यक्त किये विचार।
- (4) भाषा शिक्षण के उद्देश्य एवं व्यवहारगत परिवर्तन।
- (5) बाल साहित्य का अर्थ एवं विधाएँ तथा पाठ्यक्रम में साहित्य को पढ़ना, पढ़ाना एवं अनुवाद करना।
- (6) पाठ्यक्रम में मीडिया की भूमिका, महत्व, उद्देश्य एवं प्रासंगिकता।

इकाई- ९ भाषा का वैज्ञानिक स्वरूप तथा भाषायी व्यवहार के विविध पहलू

- (1) भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- (2) भाषा कौशलों के विकास हेतु मौखिक, लिखित एवं सृजनात्मक अभिव्यक्ति का विकास
- (3) भाषा अर्जन एवं अधिगम का दार्शनिक, सामाजिक तथा मनोवैज्ञानिक आधार
- (4) भाषा सीखने-सिखाने की बहुभाषिक दृष्टि।
- (5) भाषायी व्यवहार के विविध पहलू (विभिन्न बोलियाँ, क्षेत्रीय भाषा एवं मानक भाषा)

इकाई- १० हिन्दी शिक्षण के आधारभूत कौशल, सूत्र तथा अन्य विषयों से सम्बन्ध

- (1) हिन्दी के आधारभूत कौशल- सुनना, बोलना, पढ़ना व लिखना एवं भाषा के माध्यम से सृजनात्मकता का विकास
- (2) हिन्दी शिक्षण के सूत्र एवं सिद्धान्त
- (3) हिन्दी भाषा का अन्य विषयों से सम्बन्ध
- (4) हिन्दी शिक्षण में चुनौतियाँ

इकाई- ११ हिन्दी शिक्षण की विभिन्न विधाएँ

- (1) गद्य शिक्षण-उद्देश्य, विधियाँ एवं पाठ योजना।
- (2) पद्य शिक्षण- बोध पाठ, रस पाठ एवं उपयोजना पाठ। (बोध पाठ व रस पाठ का मिश्रित रूप)
- (3) नाटक एवं एकांकी शिक्षण-अभिनयात्मक पाठ-मंचीय विधि।
- (4) व्याकरण एवं रचना शिक्षण

(5) इकाई एवं वार्षिक इकाई, दैनिक शिक्षण योजना, इकाई जॉच पत्र तथा नील पत्र का निर्माण।

इकाई- १२ हिन्दी शिक्षण में सहायक सामग्री एवं नवाचार

- (1) दृश्य-श्रुत्य सामग्री (रेडियो, टेलीविजन, ओ. एच.पी., लिग्वा फोन, चित्रकथा, टेपरिकॉर्डर आदि।
- (2) भाषा प्रयोगशाला।
- (3) सह-संज्ञात्मक गतिविधियों की रूपरेखा (चर्चा, वाद-विवाद, अन्त्याक्षरी, निबन्ध, नाटक, एकांकी, समूह कार्य)
- (4) भाषा शिक्षण में नवाचार (अभिनयीकरण, समस्या पूर्ति, काल्पनिक लेख आदि)
- (5) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण।

सत्रीय कार्य

निम्नांकित में से कोई दो

1. विद्यालय की किसी एक साहित्यिक गतिविधि की योजना निर्माण, क्रियान्विति करना तथा प्रतिवेदन तैयार करना।
2. भाषायी कौशलों (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार-चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
3. हिन्दी भाषा में प्रयुक्त अन्य भाषाओं के शब्दों का संकलन, अध्ययन एवं व्याकरण की प्रकृति के अनुसार वर्गीकरण।
4. भाषा शिक्षण के दौरान आने वाली समस्याओं पर क्रियात्मक अनुसंधान का क्रियान्वयन कर प्रतिवेदन तैयार करना।:-
संदर्भ पुस्तकें

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2. तिवारी, उदयनारायण (1999) "भाषा शिक्षण"—विनोद पुस्तक मंदिर, आगरा।
3. नागदा, भंवरलाल (2000) "हिन्दी भाषा में वर्तनी एवं उच्चारण सम्बन्धी त्रुटियाँ एवं उपचार", क्लासिकल पब्लिशिंग कंपनी, नई दिल्ली।
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11. शर्मा एम.डी. "हिन्दी मातृ भाषा शिक्षण", अग्रसेन शिक्षा प्रकाशन, जयपुर।
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Course 20 & 21 - PEDAGOGY OF HOME SCIENCE

Objectives : After completion of the course the student teachers will be able to –

1. Develop an understanding of the Nature of Science and Home Science.
2. Develop an understanding of the importance of Home Science and its correlation with other subjects.
3. Develop skills related to teaching of Home Science such as Observation, Demonstration, Experimentation, Handling appliances used in Home Science Laboratory etc.
4. Develop scientific attitude, scientific temper and creativity among students.
5. Develop an understanding of aims and objectives of teaching Home Science.
6. Develop an understanding of pedagogy of Home Science.
7. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
8. Develop an understanding of various methods and approaches of teaching Home Science at Senior Secondary level.
9. Develop an understanding of continuous and comprehensive evaluation.
10. Develop an ability to construct an achievement test, diagnostic test and remedial measures.

COURSE CONTENT

UNIT-I Nature of Discipline

1. Nature of Science, NCF 2005 position paper of Science.
2. Concept, Nature, and Scope of Home Science.
3. Developmental perspective of Home Science.
4. Process skills in Home Science such as :- Observation, Demonstration, Experimentation, Handling appliances used in Home Science Laboratory etc.
5. Development of Scientific attitude, Scientific Temper, and Fostering Creativity through Home Science.
6. Contribution of Eminent Indian Home Scientists – Dr. Rajammal P. Devadas, Dr. Hansa ben J. Mehta, Dr. Durga bai Deulkar, Dr. Anupa Siddhu and Dr. S. Ananda Lakshmy.

UNIT –II Home Science as a Subject in School Curriculum

1. Essential Characteristics of Home Science as a subject.
2. Importance of Home Science in school curriculum.
3. Correlation of Home Science with other subjects.
4. Home Science teaching in the context of family and community.

UNIT-III Pedagogy of Home Science

1. Aims and objectives of teaching Home Science.
2. Content cum Pedagogical analysis of the following topics of Home Science-
 - (a) Fabric finishing (Dyeing and Printing).
 - (b) Cleansing material and Stain removal.

- (c) Problems of adolescence and its Management.
 - (d) Common childhood diseases and immunization.
 - (e) Consumer problems and consumer protection.
 - (f) Savings and investment.
 - (g) Food groups, Balanced diet and Malnutrition.
 - (h) Food preservation.
3. Methods of cooking.

UNIT-IV Planning and Strategies

1. Annual plan, unit plan, daily teaching plan, Concept and Features.
2. Methods of teaching Home Science: Lecture cum demonstration method, Laboratory method, Project method, Panel discussion, Problem solving, , Role play, Brain storming.
3. Constructivist approach, Investigatory approach, Computer assisted instruction, Collaborative learning.

UNIT-V Assessment and Evaluation

1. Concept of Evaluation.
2. Concept and advantages of Continuous and Comprehensive Evaluation.
3. Different types of questions, Blue print and Construction of Achievement Test.
4. Importance and construction of Diagnostic test and Remedial measures.
5. Evaluation of practical work in Home Science.
6. Home assignment-Planning and Evaluation.

PRACTICUM/ SESSIONAL WORK

Any two of the following –

1. Life sketch of an eminent Home Scientist.
2. Abstract of two published papers related to Home Science in reputed Journals.
3. Any hand made preparation of stitching / embroidery, painting, tie and dye and batik etc.
4. Identify weak students of Home Science and plan a diagnostic and remedial programme for them
5. Staging a short play (drama) on any current social or family issue and drafting a report. (The student teachers shall have to submit the script of the short play)
6. Prepare a scrap book on current issues highlighted by media related to Home Science.
7. Any two Best out of waste' preparation and submission.

REFERENCES

- 1- शर्मा रमा, (2006) : गृह विज्ञान शिक्षण, जयपुर, गोयल पब्लिके न्स।
- 2- शर्मा आर.सी. (2005) : विज्ञान शिक्षण, नई दिल्ली, धनपतराय प्रकाशन कम्पनी प्रा.लि.।
- 3- शर्मा आर.ए. (1994) : पाठ्यक्रम विकास, मेरठ, ईगल बुक्स इन्टरनेशनल।
- 4- शर्मा रमा एवं मिश्रा एम.के. , (2009) : गृह विज्ञान शिक्षण, नई दिल्ली, अर्जुन पब्लिशिंग हाउस।
- 5- शर्मा शकुन्तला (2007) : गृह विज्ञान शिक्षण, जयपुर, अपोलो प्रकाशन।

- 6- शैरी जी.पी. एवं सरन डी.पी. (1991) : गृह विज्ञान शिक्षण, आगरा, विनोद पुस्तक मन्दिर।
- 7- सुखिया एस.पी. एवं महरोत्रा पी.वी. (1976), गृह विज्ञान शिक्षण, चंडीगढ़, हरियाणा हिन्दी ग्रन्थ अकादमी।
- 8- शर्मा राजकुमारी एवं शर्मा, निरूपमा (2014) गृह विज्ञान का शिक्षण शास्त्र, आगरा, राधा प्रकाशन मन्दिर प्रा.लि.।
- 9- अस्थाना, एस.आर. (2007) 'गृह विज्ञान का अध्यापन', आगरा, लक्ष्मीनारायण अग्रवाल प्रकाशन।
- 10- कुमारी, डॉ. विमलेता (2007) 'गृह विज्ञान शिक्षण', नई दिल्ली, डिस्कवरी पब्लिशिंग हाउस,।
- 11- शर्मा, श्रीमती राजकुमारी व तिवारी, श्रीमती अंजना (2006) गृह विज्ञान शिक्षण, आगरा, राधा प्रकाशन मन्दिर,
- 12- वाजपेयी, गोलवलकर एवं अन्य (2007) : विज्ञान शिक्षण, इलाहाबाद, शारदा पुस्तक भण्डार।
- 13- Dale Edgar (1962) Audio Visual Methods in Teaching, New York, Revised edition Hold Rivehart and Winston.
- 14- Dars, R.R. and Ray Binita (1979) "Teaching of Home Science", New Delhi, Sterling Publisher Pvt. Ltd.
- 15- Devdas R.P. (1976) Methods of Teaching Home Science, Coimbatore, Poineer Press.
- 16- Mangal S.K. (1996), Science Teaching, New Delhi, Arya Book Depot.
- 17- Sharma R.C. (2005), Science Teaching, New Delhi, Dhanpat Rai Publishing Co. Pvt. Ltd.
- 18- Sood J.K. (1987), Teaching Life Sciences, Chandigarh, Kohli Publishers.

Course 20 & 21 - PEDAGOGY OF SOCIAL SCIENCE

Objectives: After completion of the course the student teachers will be able to –

1. Develop an understanding of the Nature of Social Science.
2. Develop an understanding of the importance of Social Science and its correlation with other subjects.
3. Understand the origin and development of Social Science.
4. Develop an understanding of aims and objectives of teaching Social Science.
5. Develop an understanding of pedagogy of Social Science.
6. Develop an ability of preparing annual plan, unit plan and daily teaching plan.
7. Develop an understanding of various methods and approaches of teaching Social Science at Secondary level.
8. Develop an understanding of continuous and comprehensive evaluation.
9. Develop an ability to construct an achievement test, diagnostic test and remedial teaching.

COURSE CONTENT

UNIT-I Nature of Discipline-

1. Nature of Social Science, NCF (2005.) position paper of social science.
2. Concept, Nature, Scope and Importance of Social Science.
3. Developmental perspective of Social Science.
4. Eminent Social reformists: Raja Ram Mohan Rai, Swami DayanandSaraswati, VinobaBhave, Abraham Linkon and Nelson Mandela.

UNIT – II Social Science as a Subject in School Curriculum-

1. Need and Importance of Social Science at secondary level.
2. Correlation of Social Science with other subjects – History, Geography, Political science, Economics, Art, Literature, Science and Mathematics.
 1. Scope of Social Science – Social Culture, Social Identity, Resource and Development.

UNIT-III Pedagogy of Social Science –

1. Aims and objectives of teaching Social Science.
2. Pedagogical analysis of the following topics of Social Science
 - a) World war and Liberation Struggle.
 - b) Khilafat and Non-Cooperation Movement.
 - c) Movements of peasants, workers and tribals.
 - d) Patterns of Urbanization.
 - e) Migration and the growth of towns.
 - f) Social change and urban life.

UNIT-IV Planning and Strategies –

1. Annual plan, unit plan, daily teaching plan, Concept and Features.
2. Social Survey, Observation, Case Study.

3. Methods of teaching Social Science: Lecture cum demonstration method, Project method, Story Telling, Role Playing, Supervised Study, Source Method, Discovery and Socialized Recitation Method, Dramatization, Field Trips.

4. Constructivist approach, Investigatory approach, Computer assisted instruction,

UNIT-V Assessment and Evaluation –

1. Concept of Evaluation.

2. Concept and advantages of Continuous and Comprehensive Evaluation.

3. Different types of questions, Blue print and Construction of Achievement Test.

4. Importance and construction of Diagnostic test and Remedial teaching.

5. Different Evaluation tools and techniques – Observation, Written Test, Open Book Test.

PRACTICUM/ SESSIONAL WORK

Any two of the following –

1. Abstract of two published papers related to Social Science in reputed Journals.

2. Identify the students with less than 60% marks in Social Science, diagnose their difficulties and

suggest appropriate remedial measures.

3. Preparation of a scrap book related to the current issues of Social Science.

4. Term paper on any one Topic/ Issues related to Social Science.

5. Preparing a Radio or TV script related to current Social Science issue.

REFERENCES

1- जैन, अमीचन्द्र (1983) : सामाजिक ज्ञान शिक्षण, जयपुर राजस्थान हिन्दी ग्रन्थ अकादमी।

2- शर्मा, बी.एल. माहे वरी (2003) : सामाजिक ज्ञान शिक्षण, मेरठ आर. लाल बुक डिपो।

3- शर्मा आर. ए. (2003): सामाजिक ज्ञान शिक्षण, मेरठ आर. लाल बुक डिपो।

4- सिंह कर्ण (2004): सामाजिक विज्ञान शिक्षण, खिमपुर गोवीन्द प्रकाशन।

5- त्यागी, गुरु लरणदास (1985) : सामाजिक विज्ञान शिक्षण, आगरा, विनोद पुस्तक मन्दिर।

6- Aggrawal, J.C. (1994); Teaching of Social Study, New Delhi :VikasPublishing House Pvt.Ltd.

7. Aggrawal, J.C. (1989); Teaching of Social Study, New Delhi : (A Practical Approach)Vikas Publishing House Pvt.Ltd.

8. Bening&Bening (1952) : Teaching the Social Studies in Secondary Schools, Bombay, Tata Mekgra hills Publishing Company.

9. Bhattacharya, S. and D.R. Darji (1966); Teaching of Social Studies in Indian Schools.

Baroda:

Acharya Book Depo.

10. Hemming, James; The Teaching of Social Studies in Secondary School. New York: London Longmans Green and Co.

11. Jarolimek, John; (1977) Social Studies High School Education. New York: Mc. Millan Co.

12. Kochhar, S.L.; The Teaching of Social Studies. New Delhi: Sterling publishers Ltd. -16.

13. Moffat, M.P. (2004). *Social Studies Instruction*. New York: Prentice – Hall Inc.

Course 20 & 21 - PEDAGOGY OF ENGLISH

Objectives: After completion the course, the student teacher will be able to-

1. Understand concept, nature, and scope of language teaching.
2. Know about the aims and objectives of teaching English.
3. Understand future perspectives of English language teaching.
4. Prepare unit plan and daily teaching plan.
5. Develop creativity among learners.
6. Understand the role and importance of translation.
7. Understand the use of language in context, such as grammar and vocabulary.
8. Use multilingualism as a strategy in the classroom.
9. Develop activities and tasks for learners.
10. Examine authentic literary and non literary texts and develop insight and appreciation.

COURSE CONTENT

UNIT -I Nature of language as a Discipline.

1. Nature of language as a discipline.
2. Importance of studying English as a subject in the context of changing global scenario.
3. Nature and Concept of English as a language.
4. Development of English in India
5. Constitutional provisions and policies of language education: Position of languages in India; Articles 343-351, 350A; Kothari Commission(1964-66); NPE-1986; POA-1992; NCF-2005
6. Aspect of Linguistic Behaviour: Language as a rule governed behaviour and linguistic variability; Pronunciation, linguistic diversity and its impact on Urdu pedagogical implication; Speech and Writing.
7. Linguistic System: The organization of sound; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse

UNIT-II English as a School subject

1. Aims and objectives of teaching English at secondary and senior secondary level
2. English as a language of knowledge; English as first, second and third language; English as mother tongue; English as communicative language; English as Media language
3. Importance and functions of English Language
4. Role of English language in promoting national integration.
5. Role of English language in Indian Independence movement
6. Position of English in Pre-and post-partition of India.
7. Present position of English in our country.
8. Position of English language in the present educational system as prevalent in the state of

Rajasthan.

9. Suggestions for a better place of English language in syllabi.
10. Different forms of English (Formal, Informal, Written and Spoken)
11. Correlation of English with other school subjects.
12. difference between language as a school- subject and language as a means of learning and communication
13. Multilingual classroom; multicultural awareness and language teaching.

UNIT-III Teaching of english language skills

(a) *listening:*

1. Concept of listening in second language
2. The phonetic elements involved in listening at the receptive level (Monophthongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm)
3. Listening skills and their sub-skills
4. Techniques of teaching listening
5. Role of teaching aids in teaching listening skills
6. Difference between hearing and listening
7. Note-taking.

(b) *Speaking:*

1. Concept of speaking in English as a second language.
2. Phonetic transcription
3. The stress system
4. Use of pronouncing dictionary
5. The phonetic elements involved in speaking at the receptive level
6. Technique of teaching speaking skills and pronunciation practice and
7. Drills – Ear Training, Repetition, Dialogues and conversation:
8. Role of A.V. aids in teaching speaking skills.

(c) *Reading skills:*

1. Concept of reading in second language
2. Mechanics of reading (Eye span, pause, Fixations, Regression and speed)
3. Types of reading: Skimming, Scanning, Silent reading, reading aloud, Intensive reading, Extensive reading, genuine reading comprehension
4. Relating teaching of reading to listening and speaking skills
5. Role of text book
6. Cloze procedure, Maze method Use of dictionary in teaching reading skills.

(d) *Writing Skills:*

1. Concept of writing in first language and the second language

2. Types of composition- oral, written, controlled, guided, contextualized and integrated composition
3. Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and informal), essay, report, telegram, e-mail, notice, précis, paragraph, developing stories, note making.
4. Correction of Written Work.

UNIT-IV Pedagogical analysis and mode of learning in english

(a) Approaches, methods and techniques

1. Maxims and principles of teaching English.
2. Difference between approach, method and technique Study the approaches & methods mentioned below in the light of -Psychological factors affecting second language learning, Nature of English language, Classroom environment and conditions and Language functions:
3. Whole language approach, Structural-Situational approach, communicative approach, task based approach, eclectic approach
4. Direct method, Bilingual Method, PPP (Prestation, Practice, Production) method, ESA (Engage, Study, Activate) method, audio- lingual method
5. CALL (computer assisted language learning) and CALT (Computer assisted language teaching)
6. Role play, simulation, group work and drill technique.

(b) Planning of English language teaching- Pedagogical analysis (with reference to Identification of concepts involved, Learning behavioral outcomes, Teaching Learning experiences, Evaluation techniques) of the following topics of senior secondary course prescribed by RBSE/CBSE-

1. Preparing Annual plan, unit plan and daily lesson plan
2. *Prose lessons*-Content analysis; Planning for teaching the content and skills in the following order:- New lexical items; New structural items; Reading comprehension; Textual exercises; Composition
3. *Poetry lessons*- Components of poetry; The place of poetry teaching in school curriculum; Concept, aims and objectives of teaching poetry in second language; Difference between prose and poetry teaching (in the light of their aims,objectives, content and teaching procedure) Steps of preparing a lesson plan on poetry.

UNIT–V Evaluation &Assessment of Student Performance in English:

1. Importance and concept of evaluation.
2. Various devices of testing and their need.
3. Preparation of Achievement test along with blue print, content analysis, scoring key and marking scheme.
4. Qualities of good test.

5. Diagnostic Test and remedial programs
6. Continuous and comprehensive evaluation.
7. Testing language skills, lexical and structural items, prose and poetry.

PRACTICUM / SESSIONAL WORK

Any two of the following:

1. Take a few passages from science, Social science and maths textbooks of classes VI to XII and analyse:
 - a) How have the different registers of language been introduced?
 - b) Does the language clearly convey the meaning of the topic being discussed?
 - c) Is the language learner-friendly?
 - d) Is the language too technical?
 - e) Does it help in language learning?
2. Prepare a report on the status of languages given in the constitution of India and language policies given in the Kothari commission, NPE-1986, POA-1992 and NCF-2005
3. On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on:
 - a) Language and Gender
 - b) Language and peace. Write a report on their reflection in the textbooks.
4. Prepare a questionnaire. Interview ten people and write a report on “English Language in India”.
5. An action research report on comparison of effectiveness of two teaching plans on different methods.
6. Analysis of advertisements in media.with reference to language and gender.
7. Life sketch of any eminent literary figure of English Language.

REFERENCE

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&) Heinemann Educational books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.) Learning to read in American school: Basad readers and content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classroom: The Reaing Teacher, 670-674.
4. Erlwanger, S.H. (1973). Benny's conception of rules and answers in IPI mathematics. Journal of children's mathematical behavior, 1 (2), 7-26

5. Grellet, f. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
6. Ladson-Billings. G. (1995). Toward a theory of culturally Relevant Pedagogy. *American Educational research journal*. 32(3), 465-491.
7. NCERT. (2006d) Position paper National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
8. Thwaite, A. & Rivalland, J. (2009) How can analysis of classroom tasks help teachers reflect on their practices? *Australian Journal of Language and Literacy*, the 32(1)38.

Course 23- OPEN AIR SESSION / SUPW CAMP

Every college will organize 5 days camp in the first year of B.Ed. Course. Participation in such camp will be compulsory for all students.

Performance of students will be evaluated internally.

Objectives of the camp will be as follows:-

1. To develop understanding about local environment and Community for connecting classroom teaching with outside world.
2. To develop sensitivity towards self, society and environment.
3. To develop feeling of togetherness and working collaboratively.
4. To develop organizational skills and leadership abilities.
5. To develop skill of conducting surveys.
6. To develop an understanding about sustainable future.
7. To develop dignity of labour through community service.

Suggested activities for Open Air Session/SUPW Camp

1. Study of the local environment/ socio cultural issues through survey.
2. Community awareness performance – cleanliness campaigns, plantation, value education, etc.
3. Participation in Health and Spiritual activities like morning Assembly, Yoga, P.T., Meditation, Silence hour.
4. Participation in Aesthetic and recreational activities.
5. Documentation and organization of exhibition for local community.
6. Productive and creative craft activities.

Note : Student teachers will participate in the above mentioned activities in collaborative manner (to develop the feeling of working and living together)

Guideline for assessment Max Marks 50

S. No.	Activity	Marks
1.	Participation in preparation of Camp	5
2.	Presentation of report of survey/ creative work	20
3.	Participation in Community Awareness Programme	15
4.	Participation in organizational process/community living/cultural and aesthetic activities	10
	Total Marks	50

Course 24-Elementary Computer applications

Common for Arts, Science & Commerce Faculties

1. Information concepts and processing:

Definition of information, need quality and value of information, categories of information in business organisation level of information, storage and retrieval of data, comparison of manual and electronic storage of data, organisation of data as files ,data processing in govt. ,large business, multinational and private organisation.

2. Elements of Computer Inter Processing System:

The electronic digital computer, the number systems (binary, digital, octal and hexadecimal and their conversions),character code(ASCII and EBCDIC),concept of hardware and software, the architecture of a computer system, CPU, memory and input/output devices, magnetic storage devices, optical device, printers and monitors, categories of software, system software, application software, packages.

3. Classification of Computers and Generation of Computers, parallel processing and component, RISC and CISC machines, development of Intel family processors.

4. Operating System Concept:

The need of an OS(operating system),OS as resource processor and memory Manager, the various types of operating system, MS-DOS,WINDOWS 95/98,WINDOWS 2000,UNIX operating system.

5. Computer and Communication:

Need for data transmission over distances, communication channels: twisted pair coaxial cable, microwave, radio wave, optical fiber and satellite: digital and analog transmission, 15 serial and parallel data transmission, Moderns, Networking of computers, LAN, WAN concepts.

6. Programming Language:

Machine, Assembly and high level language, generation of language, 3 GL and 4 GL language, and graphics User Interfaces.

7. Personal Computer Software:

Word processing packages, Spreadsheet Packages and Database Management Packages, Desktop Publishing, Computer Animation Packages introduction to MS-Office.

8. Internet Technology:

Concept and how it work, Email service, Internet Surfing, browsers and search engines, World Wide Web, Web Programming, HTML and JAVA Programming Concepts.

9. E-Commerce:

What is e-commerce and growth of e-commerce electronic payment systems security considerations, digital currencies, Credit cards, Cybercast, E-cash, smart card, supply chain management.

10. Benefits of electronic forms of data processing and management in education, commerce public delivery systems banking and other financial transactions, new developments in these areas.

Laboratory:

Paper Code-9604

The laboratory exercise will be designed to help in the understanding of the concepts of computer and the utilization in the areas outlined in the theory syllabus. The emphasis should be on practical uses rather than on theoretical concepts only.

Course -25 MACRO ECONOMICS

UNIT – I

Definition, Nature, Scope and Importance of Macro Economics, Concepts and Measurement of National Income, Income, Expenditure and Value-Added Method, Circular Flow of National Income, National Income Identities with Government and International Trade, Concept of Green Accounting, National Income and Welfare.

UNIT – II

Classical Theory of Employment, Keynes's Objection to the Classical Theory, Keynesian Theory of Income and Employment, Consumption Function – Average and Marginal Propensity to Consume, Keynes's Psychological Law of Consumption, Basic Concepts of Multiplier.

UNIT – III

Investment – Autonomous and Induced Investment, Gross and Net Investment, Concept of Marginal Efficiency of Capital (MEC), The Marginal Efficiency of Investment (MEI), Relation between MEC and MEI, Factors Affecting Investment, The Acceleration Principle, Savings and Investment – Ex-ante and Ex-post Concepts.

UNIT – IV

Theories of Interest – The Classical Theory of Interest, The Loanable Fund Theory, Keynesian Liquidity Preference Theory of Interest, Modern (IS-LM) Theory of Interest.

UNIT – V

Business cycle – Meaning, Characteristics and Phases of Business Cycles, Theories of Business Cycles- Hawtray's Monetary Theory, Hayek's over Investment Theory, Keynes View on Trade

Cycle, Measures to Control Business Cycles and Relative Effectiveness of Monetary and Fiscal Policy in Controlling Business Cycles.

Basic Reading List

6. Shapiro, E. – Macro Economic Analysis. Galgotia Publications, New Delhi.
7. Jhingan, M.L. – Macro Economics, Vrinda Publications, New Delhi.
8. Allen, R.G.D. – Macro Economic Theory-A Mathematical Treatment, Macmillan Press, London.
9. Schaum's Series – Macro Economic Theory, McGrall Hill, Singapore.
10. Vaish, M.C. – Macro Economic Theory, Vikas Publishing House, Pvt. Ltd., New Delhi.
11. Mithani, D.M. – Macro Economics, Himalaya Publishing Company, New Delhi.
- 12ण आहूजा, एच.एल. – उच्चतर समष्टि अर्थशास्त्र, एस. चन्द एण्ड कम्पनी लि., नई दिल्ली।
- 13ण झिंगन, एम.एल. – समष्टि अर्थशास्त्र, वृन्दा पब्लिकेशन्स, नई दिल्ली।
- 14ण सेठी, टी.टी. – समष्टि अर्थशास्त्र, लक्ष्मी नारायण अग्रवाल, आगरा।
- 15ण ओझा, बी. एल. – समष्टि अर्थशास्त्र, आदर्श प्रकाशन जयपुर।
- 16ण वैश्य, एम.सी. – समष्टि अर्थशास्त्र, विकास पब्लिशिंग हाऊस, नई दिल्ली।
- 17ण राणा, के.सी. एवं के.एन. वर्मा – समष्टि आर्थिक विश्लेषण, विशाल पब्लिशिंग कम्पनी, जालंधर।

Second Year

Paper – II

Paper Code-9402

FINANCIAL ECONOMICS

UNIT – I

Money – Meaning, Functions and Classification; Importance of Money, Gresham's Law; Main Components of Money Supply, Concept of Money Multiplier, Electromagnetic Card – Debit, Credit, Smart and Member Cards.

UNIT – II

Quantity Theory of Money – Cash Transaction, Cash Balance and Keynesian Approach.

Inflation – Types, Causes and Effects of Inflation, Demand Pull and Cost Push Inflation, Measures to Control Inflation, Trade off between Inflation and Unemployment (Phillip's curve).

Deflation, Reflation and Stagflation – Causes, Effects and Measures to control it.

UNIT – III

Commercial Banks – Meaning, Types and Functions, The Process of Credit Creation, Limitation to Credit Creation; Liabilities and Assets of Banks. Introduction to Retail Banking.

Functions of Central Bank, Quantitative and Qualitative Methods of Credit Control, Bank Rate Policy, Open Market Operations, Variable Reserve Ratio and Selective Methods Role and Functions of the Reserve Bank of India.

UNIT – IV

Public Finance – Meaning and Scope, Distinction between Private and Public Finance, Public Goods v/s Private Goods, Public Expenditure, Meaning, Classification, Principles and Effects.

Sources of Public Revenue; Taxation – Meaning, Canons and Classification of Taxes, Impact and Incidence of Taxes, Effects of Taxation, Sources of Public Borrowings and Effects Methods of Debt Redemption; Basic Concept and Components of Budget, Objectives and Importance of Fiscal Policy.

UNIT – V

Components, Functions and Importance of Money Market and Capital Market, Sources of Long Term and Short Term Finance.

Types and Objectives, Role and Functions of SEBI, Concept of Bombay Stock Exchange and National Stock Exchange of India.

Basic Reading List

18. Sengupta, A.K. and Agarwal, M.K. – Money Market Operations in India, Skylark Publication, New Delhi.
19. Vinaya Kumar, N. – A Profile of Indian Capital Market, K.P.S. Publication, New Delhi.
20. Seema, Vaid – Mutual Fund Operation in India, Rishi Publication, Varanasi.
21. Rao, S.L. – Economic Reform and Indian Markets, A.H. Wheeler, Mumbai.
22. Mithani, D.M. – Money, Banking and Public Finance, Himalaya Publishing House, New Delhi.
23. Vaish, M.C. – Money Banking Trade and Public Finance, New Age International, New Delhi.
24. Singh, A.K. – Finance Budget in India, Gyan Books, New Delhi.

- 25ण वैश्य, एम.सी. एवं सुदामा सिंह – अन्तर्राष्ट्रीय अर्थशास्त्र, ऑक्सफोर्ड एण्ड आई.बी.एच. पब्लिशिंग कम्पनी लि., नई दिल्ली ।
- 10ण सेठ, एम.एल. – मुद्रा एवं बैंकिंग, लक्ष्मीनारायण अग्रवाल, आगरा ।
- 11ण सेठी, टी.टी. – मुद्रा, बैंकिंग एवं अन्तर्राष्ट्रीय व्यापार, लक्ष्मीनारायण अग्रवाल, आगरा ।
- 12ण ओझा, बी.एल. – मुद्रा बैंकिंग एवं राजस्व, रमेश बुक डिपो, जयपुर ।

B.A. Second Year
Subject: Geography **Paper Code-9405**
Course-27 Paper I: World Regional Geography

UNIT I: Japan (Asia)

- a) Geographical Location and Importance of Japan in Asia
- b) Physical Division, Drainage and Climate
- c) Population Distribution and Urbanization
- d) Horticulture and Natural Resources: Vegetation and Major Minerals
- e) Industrial Regions of Japan

UNIT II: Egypt (Africa)

- a) Geographical Location and Importance of Egypt in Africa
- b) Physical Division, Drainage and Climate
- c) Population Distribution and Natural Resources: Vegetation and Major Minerals
- d) Agricultural Development in Nile Valley: Aswan Project & Irrigation
- e) Industrial Development

UNIT III: United State of America (North America)

- a) Geographical Location and Importance of USA in North America
- b) Physical Division, Drainage and Climate
- c) Population Distribution and Development of Megalopolis (East Coast)
- d) Agricultural Belts: Wheat, Corn and Cotton
- e) Industrials Regions: Iron-Steel and Engineering Industry

UNIT IV: Brazil (South America)

- a) Geographical Location and Importance of Brazil in South America
- b) Physical Division, Drainage and Climate
- c) Population Distribution and Natural Resources: Vegetation and Major Minerals
- d) Agricultural Development: Coffee & Sugarcane: Distribution and Production
- e) Industrial development and Urbanization

UNIT V: France (Europe) & New Zealand (Oceania)

- a) Geographical Location and Importance of France in Europe
- b) Physical Division, Drainage and Climate of France
- c) Population Distribution and Urbanization: Agriculture, Industrial Regions, Transportation
- d) Geographical Location, Physical Division and Climate of New Zealand
- e) Population Distribution and Dairy Farming, Urbanization

References:

1. Cole, J., A Geography of the World's Major Regions, Routledge, London, 1996.
2. Cole, J. P., Latin America - Economic and Social Geography, Butterworth, USA, 1975.
3. Cole, M. M., South Africa, Dutton, New York, 1961.
4. de Blij, H. J., Geography: Regions and Concepts, John Wiley & Sons Inc., New York, 1994.
5. Dickenson, J. P. et al., The Geography of the Third World, Routledge, London, 1996.
6. Gourou, R., The Tropical World, Longman, London, 1980.
7. Jackson, R. H. and L. E. Hudman, World Regional Geography: Issues for Today, John
8. Kolb, A., East Asia: Geography of a Cultural Region, Methuen, London, 1977.

9. Minshull, G. N., Western Europe, Hoddard & Stoughton, New York, 1984.
10. Patterson, J. H., Geography of Canada and the United States, Oxford University Press, 1985.
11. Songquiao, Z., Geography of China, John Wiley & Sons Inc., New York, 1994.
12. Ward, R. W. and A. Miller, World Regional Geography: A Question of Place, John Wiley & Sons Inc., New York, 1989.
13. वर्मा, लक्ष्मी नारायण, प्रादेशिक भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
14. हुसैन, माजिद, विश्व का भूगोल, रावत पब्लिकेशनस, जयपुर नई दिल्ली
15. मिश्र, निरंजन, क्षेत्रीय भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

B. A. SECOND YEAR **Paper Code-9406**
SUBJECT: GEOGRAPHY
Paper-II: Economic & Resource Geography

Unit – I

- a) Definition, nature and scope of economic geography
- b) Recent trends in economic geography; its relation with economics, and allied subjects.
- c) Classification of economies and spatial organization.
- d) Sectors of economy: primary, secondary and tertiary.
- e) Impact of economic activities on environment.

Unit – II

- a) Natural resources: meaning; Classification of resources.
- b) Conservation of resources; Water and forest resource conservation.
- c) Changing nature of economic activities: Mining and forestry,
- d) Changing nature of economic activities: Agriculture and industry.
- e) Changing nature of economic activities: Trade and transport.

Unit – III

- a) Agricultural types and classification.
- b) Agriculture: physical, social, cultural environment influencing crop production.
- c) Spatial distribution, production and international trade of rice and wheat
- d) Spatial distribution, production and international trade of cotton and rubber.
- e) Spatial distribution, production and international trade of coffee and tea.

Unit – IV

- a) Classification of minerals; distribution, production and trade of iron ore and bauxite.
- b) Distribution and production of coal, petroleum and hydroelectricity.
- c) Factors of localization of industries; iron and steel industry.
- d) Chemical and cement industries.
- e) Textile and ship building industries.

Unit – V

- a) Trade and transport: geographical factors in their development.
- b) Major water, land and air transport routes.
- c) Internal and international trade.
- d) World Trade Organization (WTO) and globalisation.
- e) Impact of WTO and globalisation on developing countries of the world.

Suggested Readings:

1. Bengston, N. A. and V. L. Royen, Fundamental of Economic Geography, Prentice Hall, New York.
2. Boesch, H., A Geography of World Economy, D. Van-Nostrand Co., New York, 1964.
3. Chapman, J. D., Geography and Energy, Longman, London, 1989.
4. Gregor, H. F., Geography of Agriculture, Prentice Hall, New Jersey, USA, 1970.
5. Griggs, D. B., The Agricultural Systems of the World, Cambridge University Press, New York, 1974.
6. Hartshorne, T. N. and J. W. Alexander, Economic Geography, Prentice Hall, New Delhi, 1988.
7. Jones, C. F. and G. G. Darkenwald, Economic Geography, McMillan Co., New York. 1975.
8. Millar E., Geography of Manufacturing, Prentice Hall, New York, 1962.
9. Pickes, L. D., The Wealth of The World, Dan & Co., London.
10. Raza. M. and Y. Agrawal, Transport Geography of India, Concept, New Delhi, 1986.
11. Robinson, H., Economic Geography, Longmans.
12. Smith, D. M., Industrial Location - An Economic Geographical Analysis, John Wiley, New York, 1971.
13. Stamp, L. D., A Commercial Geography, Longmans.
14. Thomas, R. S., The Geography of Economic Activities, McGraw Hill, New York 1962.
15. UNO, Statistical Year Book (Latest Edition).
16. दास, गुप्ता एवं कपूर: आर्थिक और वाणिज्य भूगोल, एस चांद एण्ड कम्पनी, दिल्ली
17. दुबे रामनाथ :आर्थिक-वाणिज्य भूगोल, किताब महल, इलाहाबाद
18. नेगी :संसाधन भूगोल
19. नेगी :मानव तथा आर्थिक भूगोल
20. जैन, पी. :आर्थिक भूगोल की समीक्षा
21. कौशिक, एस. डी. :आर्थिक भूगोल की समीक्षा
22. कौशिक, एस. डी. :संसाधन भूगोल

B.A. Second Year Subject: Geography

Paper Code-9407

Practical: Cartography-II (Projections and Presentation of socio-economic data)

Map projections:

1. Meridians and parallels: definition, and characteristics.
2. Map projections: meaning, compromises, classification,
3. Characteristics, use and graphical construction along with outline map of the following projections:
 - i. Zenithal projections: orthographic, stereographic and gnomonic (both polar and equatorial cases) (6 exercises)
 - ii. Conical projections: Bonne's and polyconic (2 exercises)
 - iii. Mercator's projections (1 exercise)
 - iv. Globular projection (1 exercise)
 - v. Gall's projection (1 exercise)
 - vi. Mollweide's projection (1 exercise)
 - vii. Sinusoidal projection (1 exercise)

Presentation socio-economic data:

1. Thematic maps: Elements and characteristics of thematic maps.
2. Drawing and use of dot, choroschematic, chorochromatic, choropleth and isopleth maps (6 exercises)
3. Diagrams: elements and characteristics of diagrams.
4. Drawing of diagrams along with appropriate scales:
 - i. One dimensional (2 exercises)
 - ii. Two dimensional (3 exercises)
 - iii. Three dimensional (3 exercises)
 - iv. Traffic flow diagram (1 exercise)
5. Graphs: elements and characteristics of graphs.
6. Drawing of poly, band, and triangular graphs. (3 exercises)

Basic statistical methods:

1. Frequency distribution and its presentation.
2. Measures of central tendency: Arithmetic mean, mode and median.
3. Measures of dispersion: Standard deviation and coefficient of variation.
4. Measures of correlation: Rank correlation and product moment correlation.

Notes:

1. Candidates will be examined by an External Examiner in consultation with the Internal Examiner.
2. Each exercise should be drawn on 1/4th of a full drawing sheet.
3. The test paper of practical will be of two hours duration and candidates will be required to answer three questions out of five.
4. The distribution of marks will be as follows:

a. Paper	36 Marks
b. Record Work*	14 Marks
c. Viva-voce**	10 Marks

* Record work will be assessed by the teacher in-charge of the practical group and the external examiner.

** Viva-voce will be based on the record work.

5. Ex-students will have to complete the prescribed practical work under the guidance of the Head of the Department of the respective college and to produce a certificate to that effect before the commencement of the examination.

Suggested Readings:

1. Ahmed, K. S., Simple Map Projection, Friends Book House, Aligarh.
2. Bygott, J., An Introduction to Map Work and Practical Geography, University Tutorial Press, London.
3. Meux, A. H., Reading Topographical Maps, University of London Press.

4. Mishra, R. P. and A. Ramesh, Fundamentals of Cartography, Concept Publishers, New Delhi.
5. Monkhouse, F. J., Maps and Diagrams, Methuen & Co. Ltd., London.
6. Raize, E., General Cartography, McGraw Hill Book Co., London.
7. Robinson, A. R., Elements of Cartography, Chapman & Hall.
8. Singh, R. L. and P. K. Dutt, Elements of Practical Geography, Student Friends, Allahabad
9. Singh, R. L., Elements of Practical Geography, Kalyani Publishers.
10. Singh, R. N. and L. R. S. Kanaujia, Map Work & Practical Geography, Central Book Depot, Allahabad.
11. Tamaskar E. G. and V. M. Deshmukh, Geographical Interpretation of Indian Topographical Maps, Orient Longman.
12. भार्मा, जे. पी. : प्रायोगिक भूगोल, रस्तोगी प्रकाशन, मेरठ
13. जैन शेषमल : प्रायोगात्मक भूगोल, साहित्य भवन आगरा
14. भल्ला, एल. आर. : प्रायोगात्मक भूगोल, के.डी. प्रकाशन, अजमेर
15. मामोरिया चतुर्भुज : मानचित्र विज्ञान एवं प्रायोगात्मक भूगोल, साहित्य भवन, आगरा
16. पंवार, आर. एस. : मानचित्र विज्ञान एवं प्रायोगात्मक भूगोल, तुलसी प्रकाशन, मेरठ
17. वर्मा, एल एन.व आर. एम लोढा : प्रायोगात्मक भूगोल, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
18. सिंह, एल.आर.; : मानचित्र एवं प्रायोगात्मक भूगोल, सेन्ट्रल बुक डिपो, इलाहाबाद
19. सिंह एवं कन्नोजिया : प्रायोगात्मक भूगोल की रूपरेखा, सेन्ट्रल बुक डिपो, इलाहाबाद

Course-29 POLITICAL SCIENCE

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

Note: The assessment scheme is divided into two parts: internal and annual assessment. **Internal assessment** comprises of 25 marks: 5 marks for attendance and 20 marks for a mid session class test. **The annual examination** will comprise of 75 marks and will be divided into two parts: part one will contain 45 objective type multiple choice questions, each carrying one mark and part two will contain 5 questions, one from each unit and the examinee will have to answer three questions in a maximum of 500 words. Each question will carry 10 marks.

PAPER-I: MODERN CONSTITUTIONS

Unit-I: Constitution: Meaning, western and non western; types of constitutions - flexible and rigid, written and unwritten constitution; Constitutionalism: meaning and characteristics.

Unit-II: Constitution of U.S.A.: Salient features, the principles of Separation of powers and checks and balances; Federalism, President, Congress, Supreme Court, Judicial Review and Party System.

Unit-III: Constitution of Japan: Salient features, Emperor, Prime Minister and Council of Ministers, Diet, Rights and Duties of Citizens and Political Parties.

Unit-IV: Constitution of U.K.: Salient features, Conventions, Rule of law, Crown, Prime Minister and Cabinet, Parliament, Delegated Legislation and Party system.

Unit-V: Constitution of Switzerland: Salient features, Federalism, Federal Assembly, Federal Council, Federal Judiciary and Direct Democracy.

Suggested Readings :

1. Ogg & Zink : Modern Foreign Governments
2. B.M. Sharma : Modern Government
3. A.C. Kapoor : Select Constitutions (Hindi & English)
4. Ogg & Ray : American Government
5. V.N. Khanna : Comparative study of Governments and Politics
6. वी. पी. सिंह : विश्व के प्रमुख संविधान
- 7 गुप्ता एवं दरडा : विश्व की प्रमुख शासन प्रणाली
- 8 बी. एल. फड़िया : विश्व के प्रमुख संविधान
- 9 आर. सी. अग्रवाल : विश्व के प्रमुख संविधान
- 10 इकबाल नारायण : विश्व के प्रमुख संविधान
- 11 पी. के. चढ्ढा : प्रमुख राजनीतिक व्यवस्थाएं

PAPER-II: INDIAN POLITICAL SYSTEM

Unit-I: Main Trends of Indian National Movement, Moderates and Extremists, Contribution of Gandhi in National Movement. Rajasthan's contribution in National Movement. (Bijolia Movement, Bhil Movement and Praja Mandal will be studied).

Unit-II: Constitutional Development: Background to constitutional development with special reference to Act of 1919 (Salient Features and Dyarchy), Act of 1935 (Salient features, Provincial autonomy and federal system), Constituent Assembly: Composition and Functioning; Indian Constitution: Salient features, Fundamental Rights and Duties, Directive Principles of State Policy.

Unit-III: Union Government: President, Parliament, Cabinet, Supreme Court and Judicial Review, State Government: Role of Governor and the Chief Minister.

Unit-IV: Center-State Relations; Electoral Politics and Coalition Government at the national level; Major national political parties: their Organization and programme.

Unit-V: Nature and Determinants of Indian Politics: Problems of Regionalism and regional political parties; Casteism, Communalism; National Integration in India.

Suggested Readings :

1. S.V. Sarkar : Modern India
2. N.D. Palmer : The Indian Political System
3. J.C. Johari : Indian Government and Politics
4. R.C. Agarwal : Indian National Movement and Constitutional Development (Hindi & English)
5. M.V. Pylee : India's Constitution
6. V.D. Mahajan : The National Movement of India and its Leaders.

7. एस. एल. जैन : भारतीय संविधान और राजनीति
8. के. एस. सक्सेना : राजस्थान में राजनीतिक जन-जागरण
- 9- डॉ. आर. एस. दरड़ा : भारतीय संविधान का स्वरूप एवं व्यवहार

Course -31 PSYCHOLOGY

General Instructions:

26. There will be two theory papers of 70 marks each and Practical of 30 marks in each paper. The candidate will be required to pass separately in theory and practical examination.
27. Each theory paper will require four teaching periods of 45 minutes and four practical periods per week per paper. Practical class will consist of a group of 20 students.
28. Each paper will have three sections (As per University Norms)

PAPER – I : PSYCHOLOGICAL STATISTICS AND RESEARCH METHODOLOGY

Unit-I : Frequency distribution, Histogram, Polygon, Measures of Central tendency: Mean, Median, Mode.

Unit-II : Measures of Variability: Range, Quartile-deviation, Average deviation, Standard deviation.

Unit-III : Testing of significance of difference: Standard error of mean. Correlation: Meaning, Rank Difference Method and Product Moment Method.

Unit-IV : RESEARCH PROBLEM AND HYPOTHESIS: Research problem; meaning, manifestation of problem and criteria of good problem. Hypothesis : Meaning, types, criteria of good hypothesis and formulation of hypothesis.

Unit-V: VARIABLES: Variables : Meaning, types of variable Independent, Dependent, Intervening and Extraneous variables.

EXPERIMENTATION : Meaning of Experiment, Types of experiment, experimental Method, Experimental control and techniques of control.

Books Recommended:

1. Garrett, H.E. Statistics in psychology and Education, Mumbai.

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| | Vakil Retner Siemins. |
| 2. Townsend, T.C. | Introduction to an Experimental Method. |
| 3. Mc Guigan | Experimental Psychology. |
| 4. श्रीवास्तव, डी. एन. | शिक्षा और मनोविज्ञान में सांख्यिकी |
| 5. कपिल, एच. के. | शिक्षा और मनोविज्ञान में सांख्यिकी |
| 6. Srivastava, D.N. | Elementary Statistics in Psychology and Education. |
| | Harprasad Bhargava, Kachari Ghat, Agra. |
| 7. जैन, मधु | शिक्षा और मनोविज्ञान में सांख्यिकी |
| 8. वर्मा, प्रीति एवं डी.एन. श्रीवास्तव | शिक्षा और मनोविज्ञान में सांख्यिकी |

PAPER – II : PSYCHOPATHOLOGY

- Unit-I : Concept and Criteria of Abnormal Behaviour. Causes of Abnormal Behaviour – Biological, Psycho-social and Socio-cultural.
- Unit-II : Motivation and adjustment : Motives, Adjustment Process and Stress Reactions – Mental mechanisms, General Adaptational Syndrome.

Psycho neuroses : Hysteria, Anxiety disorders, obsessive – compulsive state.
- Unit-III : Psychoses : Types of schizophrenia,

Manic – Depressive Psychosis and paranoia, Mental Retardation; Its types, causes and treatment
- Unit-IV : Psycho-physiological disorders : systems and dynamics of respiratory cardiovascular, gastro-Intestinal, Genito-Urinary Therapies, Psychotherapy and Behaviour Therapy,

Assumptions and types
- Unit-V: Psychological Assessment : MPI, TAT, SCT, Rating Scale psychological, case history Mental health; Meaning – importance and organized effort : Prevention ,

Books Recommended:

1. Mangal Abnormal Psychology, Harprasad, Bhargava, Agra.
2. Page, J.D. Psycho-dynamics of Abnormal behaviour.
3. Coleman Abnormal psychology & Modern Life.
4. अरूण कुमार सिंह असामान्य मनोविज्ञान, बनारसीदास प्रकाशन— 2001
5. Maslow, A.H. and Principles of Abnormal Psychology
Mittleman, B.B.
6. Shnumugam, T.E. Abnormal Psychology
7. लाभ सिंह एवं डॉव असामान्य मनोविज्ञान, हरप्रसाद भार्गव, कचहरी घाट, आगरा
गोविन्द तिवारी
8. जयगोपाल त्रिपाठी असामान्य मनोविज्ञान, हरप्रसाद भार्गव, कचहरी घाट, आगरा
9. डॉ० आर. के. ओझा असामान्य मनोविज्ञान, हरप्रसाद भार्गव, कचहरी घाट, आगरा
10. डॉ० एच. के. कपिल असामान्य मनोविज्ञान, हरप्रसाद भार्गव, कचहरी घाट, आगरा
11. मखिजा असामान्य मनोविज्ञान, हरप्रसाद भार्गव, कचहरी घाट, आगरा
12. रस्तोगी घन यामदास असामान्य मनोविज्ञान, हरप्रसाद भार्गव, कचहरी घाट, आगरा
13. डी. एन. श्रीवास्तव असामान्य मनोविज्ञान, हरप्रसाद भार्गव, कचहरी घाट, आगरा

SECOND YEAR

HISTORY

SCHEME

Two Papers	Min. Pass marks : 2	Max.
Marks 200		
Paper – I	3 hrs. Duration	M.M. 100
Paper – II	3 hrs. Duration	M.M. 100

Note :

Each question paper will be divided into three sections. Section A will contain 10 compulsory questions 2 from each unit of 1 mark each. Answer will have to be given upto a limit of 25 words. Section B will contain 10 questions, 2 from each unit of 10 marks each. Candidates will have to answer 5 questions picking from each unit with a word limit of upto 250 word Section C will contain 4 questions out of which candidates will have to answer any 2. Each question will be of 20 marks and the word limit is upto 500 words.

Sections	No. o q estions	Marks	
Wor i it			
Section A	10 (Compulsory)	10 Marks	25
words		(1 mark each)	
Section B	5 (One from	50 Marks	250
words	each unit)	(10 marks each)	
Section C	Any 2 from 4	40 Marks	500
words		(20 marks each)	

SECOND YEAR

Paper Code-9418

Course-32 HISTORY (PASS COURSE)

PAPER-I

HISTORY OF INDIA FROM A.D. (1707-1884)

Unit I

Advent of European power : Portuguese, French and English, Understanding the mid – eighteenth century, Political, Economic and Cultural trends, expansion and consolidation of British Empire.

Unit II

Tools of expansion: War and Diplomacy, Bengal, Mysore, Maratha, North East, Awadh, Central

India. Sindh and Punjab.

Unit III

Subsidiary alliance and Treaties of 1818 with Rajputana states, Doctrine of Lapse. Growth of Colonial apparatus, Ideological influences, Central, Provincial, District and Judicial administration.

Unit IV

Land Revenue Settlements : Permanent settlement, Ryotwari and Mahalwari, Nature of colonial economy, Condition of peasants, Rural indebtedness and Recurrent famines, Commercialization of agriculture and De-industrialization. Rise of modern Industry.

Unit V

Spread of Western education. Rise of Professional Classes and Emerging intelligentsia, Growth of English & Vernacular press. Indian Renaissance. Socio Cultural movements, Status of Women. Popular Resistance of company's Rule : Peasant and Tribal movements, Revolt of 1857, Causes Nature and Results. Proclamation of queen Victoria, Administrative works of Lord Lytton, Lord Ripon.

Books Recommended:

1. Tara Chand : History of Freedom movement (Vols. I to IV)
2. Majumdar R.C. : An advanced History of India
3. Chandra Bipin : Modern India
4. Singh Ayodhya : Bharat Ka Mukti Sangram
5. Mathur L.P. : Adhunik Bharat Ka Itihas
6. Grover B.L. : Adhunik Bharat
7. Jain M.S. : Adhunik Bharat
8. Mahajan V.D. : Adhunik Bharat Ka Itihas
9. Rai Satya : Bharat Me Upniveshavad
10. Pandey R.P. : Bhartiya Samajik Vicharak
11. Shukla R.L. : Adunik Bharat Ka Itihas
12. IGNOU Course Material
(English & Hindi)
: (1757 to 1857 A.D.)

HISTORY OF INDIA (1885-1950) A.D.

M.M. 100

Unit I

National Movement: Emergence of organized nationalism, political association and the Indian national Congress, Moderates, Extremists, Home rule league and the Revolutionaries in India and abroad, emerging communal trends in the early nationalist movement.

Unit II

Gandhian Era: Rise of Gandhi and the nature of the Gandhian movement's. Non-cooperation movement, Civil disobedience movement, Quit India movement, Swaraj Party, Revolutionary left wing movements, Congress Socialist party and the Communist party of India. Peasant and Trade union movements.

Unit III

Working of the Congress ministries, Subhash Chandra Bose and the Indian national army, Royal Indian Navy mutiny, Communal Triangle and partition.

Unit IV

Constitutional Development Constitutional development up to 1950, Impact of the first world war, Government of India act 1935, Simon

commission, Nehru report, Communal award, Poona pact, August offer, Cripps mission, Wavell plan, Cabinet mission, Mountbatten plan.

Unit V

India 1947-1950

Princely states: accession and integration of the Indian states, making of the Indian constitution, salient features of Indian Constitution social economic and literacy trends of the era.

Books Recommended

1. Mathur L. P. : Adhunik Bharat Ka Itihas
2. Sharma Ram : Bharat Main Angreji Raj Bhag 1 2
3. Bipin Chandra : Bharat Main Svatantratra Sangharsh
4. Jain M.S. : Adhunik Bharat
5. Desai A.R. : Bhartiya Rashtravad ki Samajik Prashtabhumi
6. Menon V. K. : Autobiography
7. Sarkar Sumit : History of Modern India
8. Rai Satya : Bharat Main Rashtravad

9. Grover B.L. : Swatantrata Sangram Ka Samvedhanik Itihas
10. Ram Gopal : Bharat ka Swatantrata SangrFam
11. Gaur Meena : Adhunik Bharat ka Itihas

SECOND YEAR
Course-33 PUBLIC ADMINISTRATION SCHEME
Two Papers Min. Pass Marks 72 Max. Marks 200

Paper-I 3 hrs. Duration 100 Marks

Paper-II 3 hrs. Duration 100 Marks

परीक्षक के लिए निर्देश I :

(खण्ड—अ)

इस भाग में दस वस्तुनिष्ठ/लघुत्तरात्मक पत्र न होंगे। प्रत्येक इकाई में से दो पत्र न होंगे।

प्रत्येक पत्र न एक अंक का होगा। ये दस प्रश्न विकल्प रहित होंगे। लघु उत्तर लगभग 20

शब्दों में होगा। (10 अंक)

(खण्ड—ब)

इस भाग में पाठ्यक्रम की प्रत्येक इकाई से दो प्रश्न पूछे जायेंगे। कुल दस प्रश्न होंगे, जिनमें से पाँच प्रश्न करने होंगे। जिनके विकल्प भी इसी इकाई से होंगे। प्रत्येक पत्र न 10

अंकों का होगा। इन पत्रों के उत्तर लगभग 250 शब्दों तक दिये जा सकते हैं। (50 अंक)

(खण्ड—स)

इस भाग में चार विवेचनात्मक पत्र न सम्पूर्ण पाठ्यक्रम में से बनाये जाएँगे, जिनमें से दो

पत्रों के उत्तर देने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 500 शब्दों में देना होगा। प्रत्येक

प्रश्न बीस अंकों का होगा। इन प्रश्नों में से एक प्रश्न के दो भाग भी हो सकते हैं। (40 अंक)

PAPER-I Paper Code-9420
ADMINISTRATIVE INSTITUTIONS

UNIT-I

Administrative Institutions in a Democratic and socialist society. The concepts of Laissez faire, welfare state and Administrative state.

UNIT-II

Organisation of Government :

Legislature : Its role in modern government, decline of legislature.

Executive : Types and Relationship with legislature, its growing importance.

(7)

Judiciary : Functions and Role with Special reference to the power of judicial review.

UNIT-III

Democracy and Administration : Features of a Democratic

Administration. Political parties and Pressure groups : their role and interactions in a democratic society.

Bureaucracy : Nature and concept, recent trends and types of Bureaucracy. Neutrality, anonymity and representative character of Bureaucracy.

UNIT-IV

Organisation and function of following Institutions :

- a. Finance Commission of India
- b. Planing commission of India.
- c. National Development council
- d. Reserve Bank of India.

UNIT-V

- a. Election Commission
- b. University Grants Commission
- c. Union Public Service Commission
- d. Central Social Welfare Board
- e. Railway Board.

Books Recommended :

1. Waldo : Administrative state
2. Field : Government in modern society
3. Pranjape : Government in modern society
4. M.G. Gupta : Modern Government
5. I.I.P.A. : Organisation of the Govt. of India.
6. Ernest B. Schulze : Essentials of Govt.
7. Renney : Government of Man.
8. Sait : Political Institution A Preface
9. अशोक शर्मा : प्रशासनिक संस्थाएँ
10. बी.एल. फड़िया : प्रशासनिक संस्थाएँ

PAPER-II Paper Code-9421

STATE ADMINISTRATION IN INDIA

UNIT-I

General Background of State Administration in India. Growing importance of State Administration.

The office of the Governor, Office of Chief Minister, the Council of ministers and their inter-relationship.

UNIT-II

Organisation and Function of State Secretariat : Chief Secretary- Role & position. Administrative organisation of a Department, organisation & working of the Department of Home, Finance in Rajasthan. Secretariat-Directorate Relationship in Rajasthan.

UNIT-III

Organisation and working of following Boards, Commissions, Directorates in the state of Rajasthan.

- a. Revenue Board
- b. Rajasthan State Human Rights Commssion

(9)

c. Directorate of College Education

d. Directorate of Agriculture

UNIT-IV

Office of Divisional Commissioner — position, power and functions.

District Collector : position, Powers and functions.

UNIT-V

Role of the state civil services in State Administration. Recruitment, Training and Promotion of state civil services in Rajasthan, Role of Rajasthan Public Service commission.

Removal of Public Grievances, Lokayukta, Administrative Reforms and

Innovation in state Administration.

Books Recommended :

1. A.P. Padhi : State Administration in India (Two Volume)
2. S.R. Maheshwari : State Government in India
3. S.S. Khera : District Administration
4. Mohan Mukherjee : Administrative Innovations in (Ed.) Rajasthan
5. B. Mehta : Dynamics of state Administration.
6. G.D. Shukla : State and District Administration
7. रविन्द्र शर्मा : राज्य प्रशासन
8. सिंह, शर्मा, गोयल : राजस्थान में राज्य प्रशासन
9. सुरेन्द्र कटारिया : राज्य प्रशासन
10. रमेश अरोड़ा : राज्य प्रशासन

Course-34 हिन्दी साहित्य

प्रथम प्रश्न-पत्र : काव्य

पाठ्य पुस्तक –

1. रीति काव्य सुमन – संपादक : डॉ. रामकृष्ण शर्मा
प्रकाशक : माया प्रकाशन मंदिर, त्रिपोलिया बाजार, जयपुर
पाठ्य विषय पाँच इकाइयों में विभक्त होगा।

इकाई-I

केशवदास के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न
मतिराम के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न
भिखारीदास के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न

इकाई- II

सेनापति के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न
पद्माकर के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न

इकाई – III

भूषण के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न
घनानंद के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न

इकाई – IV

देव के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न
बिहारी के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न
जगन्नाथदास 'रत्नाकर' के संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न

इकाई – V

रीतिकालीन काव्य की प्रवृत्तियाँ, काव्य धाराएँ और उनकी विशेषताएँ

रस, काव्य-गुण और काव्य-दोष परिचय

अंक योजना – प्रश्न-पत्र 100 अंक का होगा, जो तीन खण्ड – 'अ', 'ब', 'स' में विभक्त होगा,

जिसका अंक विभाजन इस प्रकार रहेगा –

9423

द्वितीय प्रश्न-पत्र :: गद्य

पाठ्य पुस्तके -

1. आधुनिक गद्य की विविध विधाएँ - संपादक : डॉ. उदयभानु सिंह
प्रकाशक : वाणी प्रकाशन, 21 ए दरियागंज, नई दिल्ली
2. कथा भारती - संपादक : डॉ. लक्ष्मीनारायण लाल
प्रकाशक : नेशनल पब्लिशिंग हाउस, 2/35, अंसारीरोड, दरियागंज, नई दिल्ली
पाठ्य विषय : पाँच इकाइयों में विभक्त होगा।

इकाई - I

आधुनिक गद्य की विविध विधाएँ में संकलित 'पंचपरमेश्वर', 'हार की जीत', 'बनारसी एक्का' की व्याख्या एवं आलोचना।

इकाई - II

'आधुनिक गद्य की विविध विधाएँ' में संकलित 'मेरी जन्म भूमि', 'कबीर साहब से भेट', 'सीमा रखेगा' तथा 'यात्रा का रोमांस' की व्याख्या एवं आलोचना।

इकाई - III

'कथा भारती' में संकलित 'कफन', 'आकाश-दीप', 'दुखवा मैं कासे कहूँ मोरी सजनी', 'खुदाराम', 'रेल की बात', 'पराया सुख' कहानियों की व्याख्या और आलोचना।

इकाई - IV

'कथा भारती' में संकलित 'पाजेब', 'शरणदाता', 'गदल', 'तीसरी कसम', 'अंधेरे में', 'आर्द्रा' कहानियों की व्याख्या और आलोचना।

इकाई - V

हिन्दी गद्य की विविध विधाओं का परिचय और विकास।
हिन्दी कहानी का विकास

SECOND YEAR

Course – 35 HOME SCIENE

	Duration of Exam.	M.M.	Min. M.	Total No. of Hours/ Week
Paper-I: Food and Nutrition	3 Hrs.	75	27	3
Paper-II: Family Health and Community Welfare	3 Hrs.	75	27	3
PRACTICALS				
Pract. I: Basic Food Preparation	3 Hrs.	25	09	02
Pract II: Meal Management & Preparation of audio visual	3 Hrs.	25	09	02

Food and Nutrition

Unit I

Definition of terms – Foods, Nutrition, Nutrients, Nutritional Status, Balanced Diet and Dietetics.

Basic Foods groups, Functions of Foods.

Study of common Foods – Cereals, Pulses, Nuts and oil seeds, Fruits and Vegetables, meat, fish, milk and milk products, spices and condiments.

Different methods of food preparation – merits and demerits, methods used to conserve and enhance the nutritive value of foods.

Unit II

Proximate Principles (Protein, Carbohydrates Fats), Composition, Classification, food sources, functions and deficiency.

Energy metabolism – Unit of energy. Total energy expenditure, physical activity and specific dynamic action. Basal metabolism. Factors affecting basal metabolic rate.

Unit III

- Minerals – Calcium, Phosphorous, Iron, Iodine, Sodium, Fluorine – food source functions, deficiency and recommended dietary allowances.
- Vitamins – Food sources, functions, deficiency, recommended dietary allowances.
- Role of Fibre in daily diet.
- Water – Distribution in the body, functions, sources and water balance.

Unit IV

- Malnutrition – Definition, Concept, Causes and Prevention.

6. Meal Planning:

Principles and Factors affecting meal planning.

Recommended dietary allowances for different age, sex, occupation and physical condition.

7. Food spoilage – causes.

8. Food Preservation – Principles and Methods.

Unit V

14. Therapeutic Nutrition – Causes symptoms and dietary modification for:

(A) Fever

(B) Peptic Ulcer

(C) Constipation and Diarrhea

(D) Over weight and under weight

(E) Diabetes

(F) Liver diseases

(G) Cardiovascular disease

References:

Rose: Foundation of Nutrition Macmillan & Co.

F.T. Proudfit and H.C. Robinson: Nutrition of Diet Therapy.

W.R. Arkryod: Human Nutrition and Diet.

Davidson Passmore: Human Nutrition of Dietetics.

सुधा नारायण – आहार विज्ञान।

उषा मिश्रा, अलका अग्रवाल – आहार एवं पोषण विज्ञान ।

मुक्ता अग्रवाल – भोजन एवं पोषण ।

सुधा नारायण – आहार नियोजन ।

डॉ. वृन्दा सिंह – आहार विज्ञान एवं पोषण ।।

HOME SCIENCE

Paper – II

Community Health and Family Welfare

Unit I

29. Health – Concept of Health, Community Health, School Health, Determinates of health, factors affecting health, common causes of health problems.

30. Hygiene: (a) Personal Hygiene

Food Hygiene – Public Health Hazards due to contaminated food.

Disposal of waste – Methods (household waste)

31. Health Education – Concept, Objectives and Principles of Health Education.

Unit II

13. Community - Definition, qualities and skills of community worker. Role of community worker in welfare of a society.

14. Programmes for Development of women and children. DWCRA, TRYSEM, ICDS, Mid Day Meal Programme, W.D.P.

15. National and International Agencies involved in family welfare.

WHO

UNICEF

Unit III

- Disease – Causes, Mode of transmission, incubations, period, sign and symptoms, causes and prevention, Diphtheria, Whooping cough, poliomyelitis, Tetanus, cholera, Malaria, Tuberculosis, Acquired Immune Deficiency Syndrome (AIDS).

- Immunity – Classification and Immunization schedule.
- Health services available for Public Health.

Primary Health Centre (PHC)

Hospital

Red Cross Society

Unit IV

- Reproductive System: a) Structure and Functions

Menstrual cycle

Fertilization

- Changes during pregnancy.
 - Common ailments during pregnancy and their management – Morning sickness, heat burn, indigestion, constipation, piles, leg cramps, sleeplessness, frequency of micturition, oedema and varicose veins.
 - Toxaemia of Pregnancy – Symptoms, detection and care.
14. Antenatal Care: a) Diet, dress, personal hygiene, exercise, rest, sleep,
 bowl regulation and breast care
- b) Antenatal clinics and their importance

Unit V

9. Preparation of Confinement.

16. Postnatal: a) Retention of Urine, rest, exercise, sleep, care of
 Breast

(H) Puerperal seps – Causes, Prevention and treatment

(I) Breast Infection – Cracked nipples, abscess retracted nipples

Abortions and miscarriage – symptoms, types and care.

Family planning – Importance and methods.

References:

1. J.E. Park and K. Park: Text Book of Social Medicine Bhanot Publishers.
2. Y.P. Bedi: Social and Preventive Medicine Nama Ram and Sons.
3. B.N. Ghose: A treatise on hygiene and Public Health.
4. Dr. (Mrs.) Bela Bhargava: Family Health and Social Welfare.
5. डॉ. (श्रीमती) बेला भार्गव: पारिवारिक स्वास्थ्य एवं सामाजिक कल्याण ।
6. डॉ. केथरीन एस. सिंह: मातृकला, शिशु पालन एवं बाल विकास ।
7. डॉ. वृन्दासिंह: जन स्वास्थ्य एवं परिवार कल्याण ।
8. डॉ. बी.डी. हरपलानी: प्रसार शिक्षा ।

HOME SCIENCE Paper Code-9426
Practical – I

Max. M. 25

Basic Food Preparation

1. Introduction to Food Lab, Cooking Terms, Weight and Measurement and equipments.
2. Preparation from cereals, Pulses, nuts and oil seeds, Vegetables, milk and milk products, Egg and their combinations.
3. Nutritional Value addition of common Indian Recipes.
4. Preparation of Beverages and soups.
5. Salad – Decorative and Nutritious.
6. Food Preservation – Sauce, Jam, Pickle and squashes.
7. Preparation for special occasions.

Distribution of Marks: Max. M. 25

1. Sessional and file 08
2. Preparation of Two Recipes 7+7=14
(one basic recipe and one value addition)
3. Table Serving 03

Total 25

HOME SCIENCE Paper Code-9427
Practical – II

Meal Management and Preparation of Audio Visual Aids

1. Planning of meals for different age, sex, income groups, Pregnant and lactating mother.
2. Diets during constipation, diarrhoea, Over Weight, Under Weight, diabetes, hypertension and Jaundice.
3. Preparation of Audio Visual aids – Charts, Posters, Folders and Flash Cards.
4. Use of Audio Visual aids in communication

Distribution of Marks: Max. M. 25

1. Sessional and file 08
2. Meal Planning 10
3. Preparation and Presentation of Audio Visual Aids 07

Total 25

Course-36 SECOND YEAR SOCIOLOGY

There will be Two Theory papers of 100 marks each .

M.M:- 100

Paper – I : Social Research Methods (2681)

Paper – II : Issues and Problems in Indian Society(2682)

Detailed contents of Papers:

Paper – I : Social Research Methods Paper Code-9428

M.M:- 100

UNIT A

32. Meaning, and Types of Social Research.
33. Scientific Methods : Objectivity and Empiricism.
34. Steps of Social Research.

UNIT B

16. Formulation of Problems.
17. Hypothesis: Concept, Sources and Importance.
18. Logic: Meaning and Types.

UNIT C

- Data: Primary and Secondary.
- Sampling Methods: Meaning and Types.

UNIT D

- Methods of Research: Qualitative Method - Ethnography, Observation, Case Study and Content Analysis.
- Quantative Methods - Questionnaire, Schedule and Interview.

UNIT E

10. Classification and Tabulation of Data.
11. Measures of Central Tendency- Mean, Median and Mode.
12. Statistical Analysis of Correlation, Correlation of Coefficient (r and Rho).

Essential Readings:

- Bajaj and Gupta. 1972. Elements of Statistics. New Delhi: R Chand and Co.

- Beteille, A and T. N. Madan. 1975. Encounter and Experience, Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House.
- Bryman, Alan. 1988. Quality and Quantity in Social Research. London: Unwin Hyman.
- Garrett, Henry. 1981. Statistics in Psychology and Education. David Mckay. Indian Publication – Mrs. A.F. Sheikh for Vakils, Bombay. Tenth Reprint.
- Jayaram, N. 1989 Sociology: Methods and Theory. Madras : MacMillian.
- Kothari, C.R. 1989. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.
- Rawat, H.C. , Samajik Anusandhan Ki Padhatiya (Hindi) : Rawat Publication.
- Sharma, C.L. 1999: Samajik Anusandhan – Survekshana Ki Unveshan Padhatiya (In Hindi) Raj. Hindi Granth Acd. ,Jaipur
- Punch, Keith, 1996 Introduction to Social Research. London: Sage.
- Shipman, Martin. 1988 The Limitations of Social Research. London Sage
- Srinivas, M.N. and A.M. Shah. 1979 Fieldworker and the Field. Delhi Oxford.
- Young, P.V. 1988 Scientific Social Surveys and Research New Delhi Prentice Hall.

Pedagogy :

The uses of techniques and methods have to be understood along with the perspective that governs research. An effort should be made to distinguish between techniques and methods. Moreover, the teachers may convey the message to the students that the social context of research and its methods is fundamental to their understanding and application.

The purpose of the course is to train students as good researches and investigators. For this reason, understanding of social reality, especially the local context, is imperative. Therefore, examples and illustrations may be drawn from local/ regional contexts for effective teaching and meaningful learning.

The main effort may be devoted to making students do exercises in the class and, if possible, in the field. This will also make the course interesting and give students the necessary practice to apply the techniques and methods in the field situations as well as for data analysis.

Students may also be familiarized with published source material especially the census reports. Use of OHP for the reading and interpretation of tables, graphs etc. will be helpful.

SECOND YEAR SOCIOLOGY

Paper Code-9429

Paper-II : Issues and Problems in Indian Society

M.M:- 100

UNIT A

- Social Problem: Concept and Causes.
- Structural: Poverty, Unemployment- Concept, Causes and Remedies.

UNIT B

- Structural: Population Explosion, Inequality of Caste and Gender
- Problems of SC, ST and Minorities.

UNIT C

- Familial: Dowry, Violence, Divorce, Intergenerational Conflict and Aging Problems.

UNIT D

Developmental: Development induced Displacement, Ecological Degradation and Environmental Pollution, Consumerism, Crisis of Values.

UNIT E

Disorganizational: Crime & Delinquency, White Collar Crime, Corruption, Changing Profile of Crime & Criminals, Drug Addiction.

Essential Readings:

- Beteille, Andre. 1974 Social Inequality . New Delhi : OUP
- Beteille, Andre. 1992 Backward Classes in Contemporary India , New Delhi: OUP
- Berreman G.D. 1979. Caste and Other Inequalities: Essays in Inequality. Meerut: Folklore Institute.
- Dube, Leela 1997. Women and Kinship Comparative Perspectives on Gender in South and Southeast Asia. New Delhi. Sage Publications.
- Gadgil, Madhava and Guha, Ramchandra. 1996. Ecology and Equity: The Use and Abuse of Nature in Contemporary India. New Delhi:OUP

- Gill S.S. 1998. The Pathology of Corruption. New Delhi. Harper Collin Publishers. Guha, Ranjit. 1991 . Subaltern Studies. New York: OUP
- Inden, Ronald. 1990. Imaging India. Oxford: Brasil Blackward
- Kothari, Rajani (Ed). 1973 Caste in Indian Politics.
- Rajora , S.C. – Samkalin Bharat Ki Samajik Samashyen (in Hindi) Jaipur: Raj. Hindi Granth Acad. 2000
- Madan, T.N. 1991. Religion in India, New Delhi : OUP
- Ministry Of Home Affairs. 1998. Crime in India. New Delhi: Government of India.
- Mahajan and Mahajan, 2003, Issues and Problems in Indian Society (Hindi), Vivek Prakashan.
- Satya Murty. T.V. 1996. Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi : OUP
- Sharma, S.L. 1997 “ Towerds Sustaninable Development in India” In S.R. Mehta (Ed.) , Population, Poverty and Sustainable Development. Jaipur: Rawat Publications
- Sharma, Ursula, 1983. Women , Work and Property in North West India. London:Tavistock
- Ahuja Ram, 1998. Social Problem (in English & Hindi both) : Rawat Pub.

References:

- Allen, Douglas (ED.) 1991 Religion and Political Conflict in South Asia, West.
- Port Conn: Connecticut University Press.
- Bardhan , P. 1984 Land, Labour and Rural Poverty, New Delhi
- Breckenbridge C 1996, Consuming Modernity: Public Culture in Contemporary India. New Delhi OUP
- Guha, Ramchandra 1994 Sociology and the Dilemma of Development New Delhi OUP
- Juergensmeir, Mark 1993, Religious Nationalism Confronts the Secular State, New Delhi : OUP
- Sharma, S.L. 2000 “Empowerment Without Antagonism: A Case for Reformulation of Women’s Empowerment Approach “. Sociological Bulletin. Vol 49 No.1
- Waxman, 1983 The Stigma of Poverty: A Critique of Poverty Theories and Policies

Pedagogy:

The course requires a pedagogy that seeks to project the issues and problems of contemporary India in a social structural perspective. For this purpose, the students have to be sensitized to the structural roots of the problems as well as to the effects of these problems on the existing social structure. In order to give the students a sympathetic understanding of the problems, it will be rewarding to use the methodology of role playing. The students may also be encouraged to make on the spot observations of the problems wherever and whenever they find the recurrence of these problems.

Course-37 Second Year English Language & Literature

(Pass Course)

The pattern of question paper will be as follows:

Section A (10 Marks)

Ten very short type questions of one mark each from all Units.

Section B (50 Marks)

Five short type questions /explanations (250-300 words) with internal choice covering all units.

Section C (40 Marks)

Two full length questions out of five, each carrying 20 marks. (800 words)

Paper Code-9430

Paper – I : Drama

M.M. 100

Unit -A

Shakespeare: *Macbeth*

Unit - B

Ibsen : *A Doll's House*

Unit - C

Shaw : *Arms and the Man*

Second Year English Language & Literature

(Pass Course)

The pattern of question paper will be as follows:

Section A (10 Marks)

Ten very short type questions of one mark each from all units.

Section B (50 Marks)

Five short type questions /explanations (250-300 words) with internal choice covering all units.

Section C (40 Marks)

Two full length questions out of five, each carrying 20 marks. (800 words)

Paper Code-9431

Paper - II : Poetry

M.M. 100

Unit - A

The following poems from *The Poet Pen*, selected and annotated by P.E. and Homi Dustoor, Oxford University press

Donne : Goe, and Catch a Falling Star

Marwell : Thoughts in a Garden

Gray : Elegy Written in a Country Churchyard

Wordsworth : Lines Composed above Tintern Abbey

Shelley : To a Skylark

Ode to the West wind

Keats : Ode on a Grecian Urn

Ode to Autumn

Unit - B

The following poems from *The Poet Pen* selected and annotated by P.E. and Homi Dustoor,

Oxford University press

Browning : My Last Duchess

Arnold : Dover Beach

Yeats : To a Shade

Eliot : Journey of the Magi

Unit - C

The following poems from *An Anthology of Indian English Poetry* edited by a Board of Editors, Orient

Longman.

Rabindra Nath Tagore : Heaven of Freedom / Where the Mind is Without Fear.
Silent Steps (from Gitanjali)

Sri Aurobindo : Transformation
The Tiger and the Deer

Sarojini Naidu : Village Song
The Soul's Prayer

Unit -D

Notes on Literary terms (Two out of four literary terms. Each short note should be around 100 words.)

(10 Marks)

: Sonnet, Lyric, Ballad, Ode, Simile, Metaphor, Heroic Couplet, Soliloquy, Irony, Alliteration

35. Literary Appreciation

