

Course No.	Nomenclature
Course 38	Assessment for Learning
Course 39	Language across the curriculum (Including Reading & Reflecting on texts)
Course 40	School Internship (Phase I,4 weeks) Internal assessment Engagement with the field: Tasks and Assignment for courses 20 &21
Course 41	External Assessment one lesson of Pedagogy of a School subject.
Course 42	Core Subject*
	General Hindi
Course 43	Economics I
	Economics II
Course 44	Sanskrit I
	Sanskrit II
Course 45	Geography I
	Geography II
	Geography Practical
Course 46	Rajasthani I
	Rajasthani II
Course 47	Political Science I
	Political Science II
Course 48	Drawing I
	Drawing II
	Submission Work
Course 49	Psychology I
	Psychology II
	Psychology Practical
Course 50	History I
	History II
Course 51	Public Administration I

	Public Administration II
Course 52	Hindi I
	Hindi II
Course 53	Home Science I
	Home Science II
	Home Science Practical I
	Home Science Practical II
Course 54	Sociology I
	Sociology II
Course 55	English I
	English II

THIRD YEAR

Course-38 ASSESSMENT FOR LEARNING

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

1. Understand the historical aspect and current practices of Assessment.
2. Understand assessing children's progress in terms of psychological development and the criteria provided by the curriculum.
3. Explain cognizant of key concept related to assessment such as measurement, evaluation, assessment, Examination, Test, Formative and Summative evaluation etc.
4. Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole students in view.
5. Explore the use of wide range of assessment tool their selection and appropriate construction.
6. Develop critical understanding of issues in assessment for learning (from constructivist paradigm)
7. Use statistical techniques for interpretation of assessment data.
8. Understanding the critical role of assessment in enhancing learning.
9. Design, integrate and evaluate appropriate assessment tools as part of the learning process.
10. Develop assessment linked to student learning outcomes.
11. Understand and use assessment for improvement of teaching and learning.

COURSE CONTENT

UNIT- I Overview concept of assessment

1. Concept and purpose of assessment
2. Perspective on assessment and evaluation for learning in a constructivist paradigm.
3. Clarification of the terms
 - a) Assessment, evaluation, test, examination, measurement
 - b) Formative and summative assessment
 - c) Continuous and comprehensive assessment
 - d) Grading
4. Distinction between terms
 - a) Assessment for learning
 - b) Assessment as learning
 - c) Assessment of learning
5. principles of assessment for learning
6. Critical review of current evaluation practices and their assumption about learning and development.

UNIT- II Assessment of Subject based learning

1. Enlarging notions of subject based learning in a constructivist perspective.
2. Assessment tools
 - a) Kinds of task : project, assignments & performance
 - b) Observation of learning process by
 - c) Self
 - d) Peers
 - e) Teachers
 - f) Self and peer assessment

3. Assessment technique: Oral, Practical test, CAA(Computer Aided Assessment), Test, Exercise, Portfolio, Assignment, MCQ, Short Answer, Notes, Summary, Observing, interviewing and writing comprehensive profile of a student.

UNIT- III Context of assessment and evaluation

1. Context of assessment: subject related, person related.
2. Steps in pedagogical analysis of content matter.
3. Preparation of test items, development of blue print.
4. Checking of answer script: subjective and objective.
5. Classification of assessment based on
 - a) Purpose: prognostic, diagnostic, formative, summative
 - b) Scope: teacher made, standardized
 - c) Attribute: achievement, attitude, aptitude, interest, personality, intelligence, creativity.
 - d) Information: qualitative, quantitative
 - e) Response: oral, written

UNIT- IV Data analysis & feedback

1. Importance and use of educational statistics.
2. Statistical tools-frequency distribution, normal distribution, graphical representation, percentile, central tendency, deviation, rank difference and product moment coefficient of correlation and their interpretation.
3. Meaning and purpose of feed back in teaching learning process.
4. Types of teacher feedback (written, comments, oral, peer feed back)
5. Reporting on a learner profile in consolidated form .
6. Use of assessment for feedback and taking pedagogic decision.

UNIT V Reforms in assessment for learning

1. Critical analysis of prevalent practices of assessment .
2. Commercialization of assessment i.e. tuition, coaching, study center etc.
3. Assessment for social selection and placement.
4. NCF-2005 & NCFTE-2009 on assessment reforms.
5. Improving quality and range of question in examination paper.
6. Role of ICT in Assessment.
7. De linking of school based assessment from examination: some possibilities and alternative practices.
8. Innovation in assessment practices.

SESSIONAL WORK

(Any two of following)

1. A critical analysis of a question paper in any subject of RBSE/CBSE.
2. Prepare a diagnostic test and remedial programme of any subject at secondary level.
3. Organize a group activity (like: competition, story telling, reading, writing), evolve criteria for assessing the activity and present an assessment report of the activity.
4. School visits followed by presentation of a report on evaluation practices in school.
5. Construction, administration and interpretation of self made achievement test.

REFERENCES

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3. Angelo, Thomas A. and Patricia Cross. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. (2nd edition). San Francisco: Jossey-Bass.
4. Banta, Trudy W. et al. (1996) *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass.
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6. Becker, H.J., & Reil, M.M. (2000), *Teacher professional engagement and constructivist compatible computer use* (Report No. 7). Irvine, CA: Center for Research on information Technology and organization.
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16. Danielson, C. (2002). *Enhancing student Achievement: Framework for school improvement*.
17. Ecclestone, Kathryn (2010). *Transforming formative assessment in life long learning*. McGraw Hill. Eng.
18. Gentile, J.R. & Lalley, J.P. (2003) :*Standards and Mastery Learning :Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
19. Goodman, J. (2012). *Improving progress through AfL*. Dr Joanna Goodman reflects on the role and application of Assessment for Learning. *SecEd*, 304:13.
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27. Savery, J. and Duffy , Thomas M.(1995) Problem based learning: An Instructional Model and its constructivist framework. Educational Technology, 35, 31-38, 21.
28. Singh, H.S.(1974). Modern Educational Testing, New Delhi : Sterling Publication.
29. Stiehl, Ruth. (2000) The Outcomes Primer: Reconstructing the College Curriculum. Corvallis, OR: The Learning Organization.
30. Stiggins, Richard J. Opening Doors to Excellence in Assessment, A Guide for Using QualityAssessment to Promote Effective Instruction and Student Success, Assessment Training Institute, Inc. Portland, OR: July 1996.
31. Thronhike, R.L. and Hagan (1977). Measurement and Evaluation in Psychology and Education.
32. Verma Ramesh, Suresh K. Sharma (1990) : Modern Trends in Teaching Technology, Anmol Publication Pvt. Ltd. New Delhi.
33. Wiggins, Grant. (1998). Educative Assessment: Designing Assessments to Inform and Improve Student Performance. San Francisco: Jossey-Bass.

Websites link

- http://www.aahe.org/assessment/assess_links.htm
A hefty site updated by the American Association of Higher Education. Has many links to assessment articles, sites and listserves.
- <http://www.duq.edu/~tomei/tomei/advancedsites.html>
Another hefty site that includes many links to articles and sites on assessment, Bloom's taxonomy, learning styles, etc.
- <http://www.snow.utoronto.ca/Learn2/introll.html>
Learning to Learn, a thinking and learning skills site, is for learners, teachers, and researchers to learn about the value of self-awareness as a critical part of learning. It was created for educators developing their assessment and instructional design skills.
- <http://www.ldcommunity.org/thesystem.html>
Learning Disabilities Resource Community (LDRC) site that focuses on teaching and assessment including the Intelligent Tutoring and Assessment System that plans to focus on the navigational tools available to users, including perceptual modes.
- http://www.sbctc.ctc.edu/Board/Educ/Outcomes/outcom_wag.htm
Washington State Assessment Newsletter
- <http://www.wvu.edu/~assess/airlinks.htm>
A site generated by Western Washington University that includes resources, articles and links to assessment sites.
- <http://trgmcbcr.haygroup.com/Products/learning/lsius.htm>
An online version of David Kolb's Learning-Style Inventory. Material is not printable, but one can opt to pay for it, take it online or order copies for class use.
- <http://www.keirsey.com/>
Links to Meyers Briggs information sites
- http://pss.uvm.edu/pss162/learning_styles.html
- <http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/>

- [http://www.snow.utoronto.ca/Learn 2/mod3/ tchstyle.html](http://www.snow.utoronto.ca/Learn%202/mod3/tchstyle.html) for a Multiple Intelligence Inventory, Thinking Styles Inventory, Teaching Styles Inventory, Learning Styles Inventories and Tests on the Web, and Learning Styles Links.

Paper code-9572

Course-39 LANGUAGE ACROSS THE CURRICULUM

(Including reading and reflecting on text)

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

1. Understand the language background of students as the first or second language users.
2. Create sensitivity to the language diversity that exists in the classroom.
3. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
4. Understand the nature of reading comprehension in the content area & writing in specific content areas.
5. Understand interplay of language and society.
6. Understand function of language and how to use it as a tool.
7. Understand language and speech disorders and make remedial measure, too.

COURSE CONTENT

UNIT –I Language and society

1. Relationship between language and society.
2. Multilingualism- concept, status of Indian classroom language.
3. Deficit theory and discontinuity theory.
4. Social stimulation- gestures, emotional and facial expressions, postures and movements, articulate speech, physiognomy.

UNIT- II Language development

1. Theories of language development
2. Language development in different stages.
3. Speech defects: lisping, slurring, stuttering and stammering and role of teachers in its resolution.
4. Language acquisition: stages, language and thought.
5. Meta- linguistics: concept, meaning, listening, speaking, reading, comprehension and writing for varying context, language proficiency for teacher.

UNIT- III Classroom and language

1. Classroom discourse- nature, meaning and medium.
2. Questioning in the classroom- type of questions, why and how of asking of questions, teachers role and control during questioning, encouraging questioning by students.
3. Functions of language within and outside the classroom.
4. Classroom as a language lab.
5. Role of literature in language learning.

UNIT- IV Reading and writing

1. Reading skills- purpose and methods.
2. Reading in the content areas- science, social science and Mathematics.
3. Reading strategies- note making, summarizing.
4. Process writing- analysis of children's writing to understand their conception and personality, writing with a sense of purpose, writing to learn and understand.

UNIT –V Reading and Reflecting on text

1. Nature of texts- expository v/s narrative texts, transactional v/s reflective texts
2. Scheme theory- text structures and examining content area.
3. Kinds of text-Textbooks, narratives, autobiographies, field notes, ethnographies.
4. Some practical activities to be conducted in a class -.....
 - a. Read a text and prepare a summery
 - b. Read a document and organize a discussion on it
 - c. Expressing views on an editorial of a news paper

SESSIONAL WORK

Any two of the following:

1. Find out the different languages spoken by the students and prepare a plan to use multilingualism as a teaching strategy.
2. Identify speech defects of a student and make a remedial strategy.
3. Organize an activity based game to motivate students for creative questioning and present its report.
4. Read any empirical, conceptual, historical work or a policy document or studies about schools, teaching, learning or different people's experiences and submit reading reflections.
5. Plan a participatory transaction strategy for language acquisition.
6. Prepare abstracts of any two articles published in reputed Journals.

REFERENCES

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
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7. NCERT. (2006d) Position paper National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
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Course : 40 INTERNSHIP PROGRAMME (School Intership Phase-I)

School Internship is designed to lead to the development of broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

Objectives –

After completion of the Internship the student - teachers will be able to –

1. Develop the understanding of the school and its management.
2. Develop the ability to plan and manage the class-room teaching.
3. Develop the sensibility towards diverse needs of learners in school.
4. Develop ability to discharge various responsibilities expected from a teacher.
5. Organize and conduct the co- curricular activities.
6. Get acquainted with various school records maintained by the school.
7. Maintain records expected from a teacher.
8. Develop skills of conducting community contact programmes.
9. Get acquainted with the functioning of SMC.

Execution of the Internship Programme

The internship programme shall be divided into 2 years. In the first year, 4 weeks will be allotted.

This will include one week of school observation and three weeks of practice - teaching during which

each student - teacher has to teach 2 periods per day (one period each for 2 pedagogy subjects). Besides teaching, the student - teacher has to complete his/her tasks and assignments related to the courses mentioned in the first year. The three weeks practice teaching will also include the delivery of criticism lessons (one in each pedagogy subject) and also observation of 5 lessons of peers of each of the two subjects. This practice of teaching programme is adopted so as to give a proper training of teaching skills and thorough guidance to the student-teachers by the subject lecturer.

Practice Teaching

S. No.	Activity	Marks
1.	Practice Teaching in both the pedagogy subjects in Schools (for three weeks) (At least 13 lessons in each subject)	50+50=100
2.	Peer Group Lesson Observation(ordinary+criticism-5 lesson in each round (5+5)	5+5=10
3.	Criticism Lessons (1-1 in both pedagogy subjects)	10+10=20
4.	Test (Blue print + question paper + Evaluation Key+Remedial Teaching)	10+10=20
	Total Marks	150

PAPER CODE-9574

Course: 41 EXTERNAL ASSESSMENT

ONE FINAL LESSON OF PEDAGOGY OF A SCHOOL SUBJECT

[I YEAR]

4. The weightage of final lesson will be 100 marks. Final lesson will be conducted at the end of first

academic year i.e. after the completion of 1st phase of internship.

5. During the final practical examination each candidate will have to teach one Lesson in any one of the two teaching subjects. However, he shall have to prepare lesson plan in both the teaching subjects and should be prepared to deliver lesson in both the subjects if required.

6. The Board of examiners for external examination will consist of:

d) The Principle of the college concerned.

e) One senior member of the college.

f) Two external examiners appointed by the university.

Note: - The selection of the faculty member and two examiners be such that, as far as possible, Board of Examiners represent all the three faculties-Humanities, Languages and Science

S. No.	EXTERNAL EVALUATION [I Year]	Marks
1.	Course 11- Final Lesson (Final Practical Exam)	100
	Total Marks (I Year)	100

Course-42 सामान्य हिन्दी

पाठ्य पुस्तकें –

1. गद्य-वीथी : संपादक – डॉ. ओमप्रकाश शर्मा
प्रकाशक – माया प्रकाशन मंदिर, त्रिपोलिया बाजार, जयपुर
 2. कथा दशक – संपादक – डॉ. परमानंद पांचाल
प्रकाशक – राजस्थान प्रकाशन, 28-29, त्रिपोलिया बाजार, जयपुर
 3. हिन्दी भाषा ज्ञान – संपादक – डॉ. हरिचरण शर्मा
प्रकाशक – अनुभा प्रकाशन, शालीमार बाग, जयपुर
- पाठ्य विषय – पाँच इकाइयों में विभक्त होगा।

इकाई – I

गद्य-वीथी पुस्तक से संक्षेपण एवं 'कथादशक' पुस्तक से पल्लव संबंधी ज्ञान।
दोनों पुस्तकों से सामान्य तथ्यात्मक प्रश्नों का ज्ञान।

इकाई – II

शब्द ज्ञान
शब्द पर्याय और विलोम शब्दों का ज्ञान।
अनेकार्थी एवं समश्रुत शब्दों का ज्ञान।

इकाई – III

पत्र लेखन और पत्रों के प्रकार संबंधी ज्ञान।
अंग्रेजी से हिन्दी अनुवाद का ज्ञान।
हिन्दी में पदनाम संबंधी ज्ञान। (अंग्रेजी से हिन्दी पदनाम)

इकाई – IV

मुहावरे – लोकोक्तियाँ
शब्द शुद्धि और वाक्य शुद्धि
पारिभाषिक शब्दावली
अनेक शब्दों के लिए एक शब्द।

इकाई – V

देवनागरी लिपि की विशेषताएँ
देवनागरी लिपि एवं वर्तनी का मानक रूप
कम्प्यूटर में हिन्दी का अनुप्रयोग – एक प्रारंभिक परिचय।

Third Year T.D.C. Arts
Paper – I
QUANTITATIVE TECHNIQUES IN ECONOMICS
Course-43
UNIT – I

Statistics – Definition, Importance, Scope and Limitations of Statistics, Primary and Secondary Data, Methods of Collecting Primary Data, Secondary Data, Classification and Tabulation of Data, Presentation of Data – Diagrams and Graphs.

UNIT – II

Measures of Central Tendency : Mean, Median, Mode, Geometric Mean and Harmonic Mean.

Measures of Dispersion – Range, Mean Deviation, Standard Deviation, Coefficient of Variation, Quartile Deviation, Skewness.

UNIT – III

Correlation- Meaning, Causation & Correlation, Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation, Probable Error.

Simple Linear Regression- Introduction, Lines of Regression, Estimation of Regression Coefficient and Regression Lines.

UNIT – IV

Time Series – Introduction, Components of Time Series, Measurement of Trends – Methods of Moving Averages and Least Squares.

Index Numbers – Meaning, Significance and Types of Index Numbers, Methods of Constructing Index Numbers- Simple Price Relative Methods and Aggregative Methods.

UNIT – V

Sampling and Types of Sampling, Interpolation – Newton, Binomial and Lagrangian Methods, Statistical System in India, National Sample Survey Organisation (NSSO), Central Statistical Organisation (CSO).

Basic Reading List

36. Croxton, Crowden and Klein (1971) – Applied General Statistics, Prentice Hall of India, New Delhi.
37. Gupta, S.C. (1993) – Fundamentals of Applied Statistics, S. Chand and Sons, New Delhi.
38. Nagar, A.L. and Das, R.K. (1993) – Basic Statistics, Oxford University Press, New Delhi.
39. Speigal, M.R. (1992) – Theory and Problems of Statistics, McGraw Hill Book Co., London.
40. Levin and Rubin – Statistics for Management, Prentice Hall of India, New Delhi.
41. Srivastava, S.C. and Sangy Srivastava – Fundamentals of Statistics, Anmol Publications Pvt. Ltd., New Delhi.
- 42^प कैलाशनाथ नागर – सांख्यिकी के मूल तत्व, मीनाक्षी प्रकाशन, मेरठ।
- 43^प धसुदामा सिंह, ओ.पी. सिंह एवं वाई.के. सिंह – अर्थशास्त्र गणित एवं प्रारम्भिक सांख्यिकी, राधा पब्लिकेशन, नई दिल्ली।
9. राव, गुप्ता एवं सुथार – व्यावसायिक सांख्यिकी।

Third Year T.D.C. Arts

Paper – II

INTERNATIONAL ECONOMICS

UNIT – I

Importance of International Economics, Inter-regional and international trade, Theories of International Trade, Theory of Absolute Advantage, Comparative Advantage and Opportunity Cost, Heckscher-Ohlin theory of trade.

UNIT – I

Gains from Trade – Their measurement and distribution, Trade as an engine of economic growth, Concepts of terms of trade and their importance; Doctrine of reciprocal demand.

UNIT – III

Foreign Trade Policy – Free trade v/s Protection, Types of Tariffs and Quotas and their impact on Partial Equilibrium analysis.

Concept of Optimum tariff, Dumping and its Impacts Concept of Foreign Trade Multiplier.

UNIT – IV

Concept and components of Balance of Trade and Balance of Payments, Equilibrium & dis-equilibrium in Balance of Payments, Consequences of dis-equilibrium in Balance of Payments, Various measures to correct deficit in the Balance of Payments.

Devaluation, Merits, Demerits and limitations, Functions of IMF, World bank and WTO.

UNIT – V

Foreign exchange – Meaning, Theories of Determination of Exchange Rate- The Purchasing Power Parity Theory, Modern Theory, The Balance of Payment Theory, Exchange Rate Policy.

Fixed v/s Flexible Exchange Rate, Forward Exchange Rates, Exchange Control- Meaning, Objectives and Methods of Exchange Control.

Basic Reading List

44. Jhingar, M.L. – International Economics, Vrinda Publications, New Delhi.
45. Mithani, D.M. – International Trade, Himalaya Publication House, Bombay.
46. Barla and Agrawal – International Economics, Laxmi Narayan Agarwal, Agra.
47. Sodersten, B.C. (1991) – International Economics, Macmillan Press, London.
- 48^प वैश्य, एम.सी. एवं सुदामा सिंह – अन्तर्राष्ट्रीय अर्थशास्त्र, ऑक्सफोर्ड एवं आई.बी.एच. पब्लिशिंग कम्पनी प्रा. लि., नई दिल्ली।
- 19^प जय प्रकाश – अन्तर्राष्ट्रीय अर्थशास्त्र राधा पब्लिकेशन, नई दिल्ली।
- 20^प सिंह, एस.के. – अन्तर्राष्ट्रीय अर्थशास्त्र, एस. चन्द एण्ड कम्पनी, नई दिल्ली।
- 21^प झिंगन, एम.एल. – अन्तर्राष्ट्रीय अर्थशास्त्र, वृन्दा पब्लिकेशन, नई दिल्ली।
- 22^प बरला एवं अग्रवाल – अन्तर्राष्ट्रीय अर्थशास्त्र, लक्ष्मीनारायण अग्रवाल, आगरा।

Course-44

Papercode-9503

बी. ए. तृतीय वर्ष संस्कृत परीक्षा 2009-2010

(आ) कठोपनिषद् : प्रथम अध्याय (प्रथम दो वल्ली मात्र)

प्रथम प्रश्नपत्र - वैदिक व लौकिक काव्य एवं गद्य

2. लौकिक काव्य - किरातार्जुनीयम्-भारवि (प्रथम सर्ग)

100 अंक

3. गद्य - शुकनासोपदेश - बाणभट्ट

मूर्ण पाठ्यक्रम पाँच इकाइयों में और प्रश्नपत्र तीन खण्डों में विभक्त
जिनका अंक विभाजन निम्न है।

पाठ्यक्रम की इकाइयाँ

प्रथम खण्ड	-	10 अंक
द्वितीय खण्ड	-	50 अंक
तृतीय खण्ड	-	40 अंक

प्रथम इकाई - वेदचयनम्- विष्णु इन्द्र प्रजापति, पुरुष, वाक् सूक्त।

द्वितीय इकाई - कठोपनिषद्- प्रथम अध्याय प्रथम दो वल्ली।

तृतीय इकाई - किरातार्जुनीयम्- प्रथम सर्ग-श्लोक 1 से 25 तक

चतुर्थ इकाई - किरातार्जुनीयम्- प्रथम सर्ग-श्लोक 26 से 46 तक

पंचम इकाई - शुकनासोपदेश

व्यक्रम एवं विस्तृत विवरण

प्रश्नपत्र का विस्तृत अंक विभाजन -

वैदिक काव्य - वेदचयनम्

प्रथम खण्ड

(वस्तुनिष्ठात्मक भाग)

10 अंक

() निम्नलिखित सूक्तों का अध्ययन अपेक्षित है -

1. विष्णुसूक्त - ऋग्वेद मण्डल - 1, सूक्त 154
2. इन्द्रसूक्त - ऋग्वेद मण्डल - 2, सूक्त 12
3. प्रजापति सूक्त - ऋग्वेद मण्डल - 10, सूक्त 121
4. पुरुष सूक्त - ऋग्वेद मण्डल - 10, सूक्त 90
5. वाक् सूक्त - ऋग्वेद मण्डल - 10, सूक्त 125

इस खण्ड के अन्तर्गत विकल्परहित वस्तुनिष्ठ कुल दस प्रश्न पूछे जाएंगे तथा इनके लिये कुल 10 अंक निश्चित हैं। प्रश्न पाठ्यपुस्तकों के विस्तृत एवं मुख्य विषयों पर आधारित होंगे। अर्थात् किसी एक या दो या तीन स्थान विशेष पर आधारित न होकर पाठ्यक्रम के समग्र भाग पर आधारित होंगे तथा समस्त इकाइयों से समान रूप से सम्बद्ध होंगे।

द्वितीय खण्ड

(व्याख्यात्मक भाग)

50 अंक

इस खण्ड के अन्तर्गत शत प्रतिशत विकल्प के साथ पाँच प्रश्न पूछे जाएंगे। प्रत्येक प्रश्न के लिये 10 अंक निर्धारित हैं। इनका पाठ्यक्रमानुसार विभाजन निम्नलिखित प्रकार से होगा -

क. वेदचयनम् - पाठ्यक्रम में ऋग्वेद के दिये गये सूक्तों में से चार मन्त्र देकर किन्हीं दो की सप्रसंग व्याख्या पूछी जाएगी। 10 अंक

ख. कठोपनिषद् - चार मन्त्र देकर किन्हीं दो मन्त्रों की व्याख्या पूछी जाएगी। 10 अंक

ग. किरातार्जुनीयम् - प्रथम सर्ग

श्लोक 1 से 25 तक के श्लोकों में से दो श्लोक देकर एक श्लोक की सप्रसंग सटिप्पणी व्याख्या पूछी जाएगी। 10 अंक

घ. किरातार्जुनीयम् - प्रथम सर्ग

श्लोक 26 से 46 तक के श्लोकों में से कोई दो श्लोक देकर एक श्लोक की संस्कृत व्याख्या। 10 अंक

इ. शुकनासोपदेश - चार गद्यांश देकर किन्हीं दो का सप्रसंग अनुवाद पूछा जाएगा। 10 अंक

तृतीय खण्ड

विवेचनात्मक भाग

40 अंक

1. इस खण्ड के अन्तर्गत कुल दो विवेचनात्मक प्रश्न विकल्पों के साथ पूछे जाएंगे।

अ. वेदचयनम् - दो देवताओं का नाम देकर एक देवता का स्वरूप पूछा जाएगा अथवा कठोपनिषद् के विषय से सम्बन्धित, चरित्र-चित्रण आदि पूछे जाएंगे। 20 अंक

आ. किरातार्जुनीयम् और शुकनासोपदेश की विषयवस्तु से सम्बन्धित, चरित्रचित्रणात्मक, समीक्षात्मक, दोनों की भाषा-शैली, काव्यगत वैशिष्ट्य, गद्य सौन्दर्य आदि। 20 अंक

सहायक पुस्तकें -

1. द न्यू वैदिक सेलेक्शन्स - एस. के. तैलंग एवं बी. बी. चौधे भारतीयविद्या प्रकाशन, दिल्ली
2. वेदचयनम् - विश्वम्भरनाथ त्रिपाठी
3. ऋग्भाष्यसंग्रह - डी. आर. चानना
4. वैदिक साहित्य और संस्कृति : पं. बलदेव उपाध्याय
5. वैदिक साहित्य का इतिहास : कुंवरलाल जैन, भारतीय विद्याप्रकाशन, दिल्ली
6. किरातार्जुनीयम् (प्रथम सर्ग) अजमेरा बुक कम्पनी, जयपुर
7. संस्कृतकविदर्शन : भोलाशंकर व्यास
8. कठोपनिषद् : अजमेरा बुक कम्पनी, जयपुर
9. शुकनासोपदेश : अजमेरा बुक कम्पनी, जयपुर
10. शुकनासोपदेश : भारतीय विद्या प्रकाशन, दिल्ली

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ए. तृतीय वर्ष संस्कृत परीक्षा 2009-2010

तीय प्रश्नपत्र - इतिहास, दर्शन, अनुवाद, व्याकरण एवं निबन्ध

100 अंक

म -

संस्कृत-साहित्य का इतिहास -

सके अन्तर्गत निम्नलिखित विषय निर्धारित हैं।

एवं महाभारत, महाकाव्य (ऐतिहासिक काव्यों सहित) नाटक मव एवं विकास, गद्य काव्य कथासाहित्य।

दर्शन

सके अन्तर्गत निम्नलिखित विषय निर्धारित हैं-

गवद्गीता - द्वितीय अध्याय मात्र।

भारतीय दर्शन की मूल अवधारणाएं।

बौद्धदर्शन - चार आर्यसत्य, अष्टांगमार्ग

जैन दर्शन - अनेकान्तवाद, पंचमहाव्रत

वेदान्त तथा मीमांसादर्शन - अविद्या, ब्रह्म, अर्थापत्तिप्रमाण।

ग. अनुवाद - हिन्दी से संस्कृत में

घ. व्याकरण - इसके अन्तर्गत निम्नलिखित प्रत्ययों का अध्ययन अपेक्षित है।

कृत प्रत्यय - क्त्वा, तुमुन्, ण्यत्, यत्, क्त, क्तवत्, शतृ, शानच्, तव्यत्, अनीयर्।

तद्धित प्रत्यय - मतुप्, इन्, ठक्, त्व, तल्

स्त्रीप्रत्यय - टाप्, डीप् ।

ड. निबन्ध (संस्कृत भाषा में) जिसके विषय इस प्रकार होंगे :- कालिदास, बाण, भारवि, भगवद्गीता, भारतीय संस्कृति, संस्कृत भाषा का महत्त्व, सत्संगति, परोपकार, उद्योग का महत्त्व, विद्या का महत्त्व, महाविद्यालय।

विस्तृत विवरण -

प्रथम खण्ड

इस खण्ड के अन्तर्गत वस्तुनिष्ठ विकल्परहित कुल दस प्रश्न पूछे जाएंगे तथा इनके लिये कुल 10 अंक निर्धारित हैं। प्रश्न समग्र पाठ्यक्रम पर आधारित होंगे।

पाठ्यक्रम की इकाइयाँ -

10 अंक

Paper Code:-9504

द्वितीय इकाई - 10 अंक

दर्शन 1 - इसके अन्तर्गत उपर्युक्त विषयों का अध्ययन अपेक्षित है।

तृतीय इकाई - 10 अंक

अनुवाद 1 - इस इकाई के अन्तर्गत हिन्दी से संस्कृत भाषा में अनुवाद करना अपेक्षित है।

चतुर्थ इकाई - 10 अंक

व्याकरण 1 - इसके अन्तर्गत उपर्युक्त विषयों का अध्ययन करना अपेक्षित है।

पंचम इकाई - 10 अंक

निबन्ध 1 - इसके अन्तर्गत उपर्युक्त विषयों का अध्ययन अपेक्षित है।

द्वितीय खण्ड

इस खण्ड के अन्तर्गत कुल पांच प्रश्न पूछे जाएंगे जिनका शत प्रतिशत विकल्प उपलब्ध रहेगा। प्रत्येक के लिये 10 अंक निर्धारित हैं। इनका पाठ्यक्रम के अनुसार विभाजन निम्नलिखित प्रकार से होगा -

क. इसके अन्तर्गत संस्कृत साहित्य के इतिहास से सम्बद्ध रामायण अथवा महाभारत से विकल्प सहित प्रश्न पूछा जाएगा। 10 अंक

ख. इसके अन्तर्गत भगवद्गीता के द्वितीय अध्याय से कोई भी दो श्लोक देकर एक श्लोक की सप्रसंग संस्कृत व्याख्या पूछी जाएगी। 10 अंक

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ग. इसके अन्तर्गत कोई भी दो हिन्दी भाषा में अवतरण देकर एक अवतरण का संस्कृत भाषा में अनुवाद कराया जाएगा। 10 अंक

घ. इसके अन्तर्गत कोई आठ शब्द देकर किन्हीं चार का मुख्य सूत्रनिर्देशपूर्वक प्रकृति-प्रत्यय का विवेक पूछा जाएगा। 10 अंक

ङ. इसके अन्तर्गत उपर्युक्त विषयों में से किन्हीं चार विषयों को देकर एक विषय पर संस्कृत में निबन्ध लिखने के लिये कहा जाएगा। 10 अंक

तृतीय खण्ड

इस खण्ड के अन्तर्गत कुल दो प्रश्न (विकल्प सहित) पूछे जाएंगे। इनमें से प्रत्येक का उत्तर लगभग 400 शब्दों में देना अपेक्षित है। इसके लिये 20-20 अंक निर्धारित हैं।

1. उक्त खण्ड के अन्तर्गत एक प्रश्न विकल्प सहित संस्कृत साहित्य के इतिहास के निम्नलिखित बिन्दुओं पर आधारित होगा। 20 अंक

1. महाकाव्य - ऐतिहासिक काव्यों सहित
2. नाटक - उद्भव एवं विकास
3. गद्य काव्य
4. कथा साहित्य

2. उक्त खण्ड का द्वितीय प्रश्न विकल्पसहित भारतीय दर्शन की मूल अवधारणाओं पर आधारित होगा। इसका विषयनिरूपण ऊपर किया गया है। 20 अंक

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Paper Code-9505

B.A. Third Year
Course-45 Subject: Geography
Paper-I: Geography of India

Unit – I

- a) India in the context of Southeast and South Asia.
- b) India: a land of diversities; unity within diversities.
- c) Major terrain elements of India and their role in shaping physical landscape of India.
- d) Drainage systems of India and their functional significance.
- e) The morphological regions of India.

Unit – II

- a) Regional and seasonal variations of climate: the monsoon, western disturbance, norwesters, climatic regions of India.
- b) Soil types of India: their distribution and characteristics
- c) Vegetation types and their distribution; forest resources
- d) Status, use and need for conservation of mineral resources
- e) Status, use and need for conservation of power resources

Unit – III

- a) Spatial distribution of population and density; socio-economic implications of population growth; urbanization;
- b) Changing nature of Indian economy.
- c) Agricultural growth during the plan period; Green Revolution vis-à-vis traditional farming;
- d) Major crops and their status; wheat, Rice, Sugarcane, cotton
- e) Regionalization of Indian agriculture;

Unit – IV

- a) Industrial development and Indian economy.
- b) Industrial regions of India and their industrial structure.
- c) Major industries: Iron and steel, Cotton, cement, chemical Industries
- d) Means of transportations: Roads, Railways and Railways
- e) Composition of Domestic and International trade.

Unit – V

- a) Basis of regional divisions of India.
- b) Classification of Economic Regions of India: P. Sen Gupta
- c) Comparative Analysis of macro regions.
- d) Resource regions of India.
- e) Planning region of India

Suggesting Readings:

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12. Singh, G., Geography of India. Atmaram & Sons, Delhi.
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17. Wadia, D. N., Geology of India, McMillan & Co., London, 1967.
- 18- गौड कृपाशंकर : भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
- 19- मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
- 20- दुबे, रामनाथ : भारत का आर्थिक भूगोल, किताब महल, इलाहाबाद
- 21- तिवारी विश्वनाथ : भारत का वृहद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
- 22- चौहान, वीरेन्द्रसिंह : विशाल भारत, रस्तोगी एण्ड कम्पनी, मेरठ
23. चौहान, तेजसिंह : भारत का भूगोल, विज्ञान प्रकाशन, जयपुर

Paper Code-9506

**B. A. Third year
Subject: Geography
Paper-II: Geography of Rajasthan**

Unit – I

- a) Rajasthan in the context of India; diversity and unity; history of emergence.
- b) Geological structure and formation of the state.
- c) Relief features and physiographic regions; drainage characteristics.
- d) The monsoon rhythm and weather conditions; climatic regions; climate and man.
- e) Vegetation; forests; soils types.

Unit – II

- a) Distribution of population: status, factors and implications.
- b) Population characteristics: gender, literacy and workforce.
- c) Urbanization and migration.
- d) Tribal population: composition, concentration and principal tribal groups.
- e) Population growth and associated problems.

Unit – III

- Agriculture and economy of Rajasthan
- Cropping pattern: detailed study of bajra, maize, wheat, pulses and oilseed crops
- Source of irrigation; irrigation system of Indira Gandhi Canal and Chambal Command Area; problem of depleting ground water resources
- Livestock resource: distribution by composition and size; dairy development
- Major agricultural problems and their solution.

Unit – IV

- Minerals, industries and economy of Rajasthan.
- Detailed study of minerals: rock phosphate, mica, marble, soapstone and limestone.
- Status and potential of energy minerals: lignite, petroleum and natural gas.
- Detailed study of industries: zinc, cement, chemical, cottage and small-scale industries.
- Industrial problems and prospects of the state.

Unit – V

- Tourism: basis of tourism in Rajasthan; major destinations; tourists by place of origin.
- Means of transportation: net work of roads and railways and related problems.
- Droughts in Rajasthan: nature, causes, implications and coping measures.
- Basis of regions of Rajasthan and study of different schemes of regionalization.
- Detailed study of Marusthali and Aravalli regions.

Suggesting Readings:

- Bhalla, L. R., Rajasthan ka Bhugol, Kuldeep Publication, Ajmer (Hindi).
- Census of India, Rajasthan Series, General Population Tables of 1961 to 2001.
- DST (Govt. of Rajasthan), Resource Atlas of Rajasthan, Jaipur.
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- Spate, O. H. K., India and Pakistan, Methuen, 1960.
- चौहान, तेजसिंह : राजस्थान का भूगोल, विज्ञान प्रकाशन, जोधपुर
- लोढा, राजमल एवं महेश्वरी, दिपक : राजस्थान का भूगोल, हिमांशु पब्लिकेशन्स, उदयपुर
- मामोरिया, चतुर्भुज व जैन शेषमल : राजस्थान का भूगोल, साहित्य भवन पब्लिकेशन्स, आगरा
- सक्सेना, एच.एम. : राजस्थान का भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- विजयवर्गीय, राम रक्षपाल : राजस्थान का भू-विज्ञान एवं खनिज सम्पदा, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Paper Code-9507

B. A. Third year
Subject: Geography

Practical: Surveying, Topographical Maps and Remote Sensing

I. Surveying:

1. Objectives; primary division and classification of surveying; principles of surveying.
2. Plane table survey:
 - i. Radiation; intersection; open and close traverse with a minimum of five stations. (4 exercises)
 - ii. Resectioning: three point problem by mechanical and graphical methods of Bessel and Llano. (3 exercises)
3. Prismatic compass survey:
 - i. Types of bearings and conversion of bearings.
 - ii. Radiation; intersection; open and close traverse (with a minimum of five stations. (4 exercises)
 - iii. Calculation of included angles; correction of bearing; closing of the error. (1 exercise)

II. Topographical maps:

1. A brief history of Survey of India; scheme of topographical maps; and conventional symbols. (2 exercises)
2. Scale of slopes. (1 exercise)
3. Study and interpretation of Survey of India 1:50,000 or 1:63,360 topographical maps representing typical areas of Rajasthan in respect of relief, drainage, land use, settlement and means of transport (2 exercises)

III. Remote sensing:

1. Remote sensing as a tool for data generation and mapping;
2. Basic concepts of aerial photographs and satellite imageries;
3. Generating maps (physical and human features) from aerial photographs and remote sensing data products using pocket stereoscope and other aids. (2 exercises)

Notes:

1. Candidates will be examined by an External Examiner in consultation with the Internal Examiner.
2. Each exercise should be drawn on 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 30 Marks
 - b. Record Work* 10 Marks
 - c. Viva-voce** 5 Marks
 - d. Field survey and viva- voce 15 Marks (10+5)

* 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.

Suggesting Readings:

1. Cole, John P. and Cuchlaine A. M. King, Quantitative Geography: Techniques and Theories in Geography, John Wiley & Sons Ltd., London, 1970.
2. Hammond, Robert and McCullagh Patrick, Quantitative Techniques in Geography: An Introduction, Clarendon Press, Oxford, 1978.
3. Kanetkar, T. P., Surveying and Levelling, Vol. I, A. V. Griha Prakashan, Bombay, 1985.
4. Nag, Prithvish and M. Kudrat, Digital Remote Sensing, Concept Publishing Company, New Delhi, 1998.
5. Singh, R. L., Elements of Practical Geography, Student Friends, Allahabad.
6. सिंह एवं कनोजिया : मानचित्र तथा प्रायोगात्मक भूगोल, सेन्ट्रल बुक डिपो, इलाहाबाद
- 7- तिवारी, वि वनाथ : प्रायोगिक भूगोल, रामप्रसाद एण्ड संस, आगरा
- 8- वर्मा, एल.एन. एवं लोढा, आर. एम. : प्रायोगात्मक भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- 9- भार्मा, जे.पी. : प्रायोगात्मक भूगोल, रस्तोगी प्रकाशन, मेरठ

Paper Code-9508

Course-46 राजस्थानी साहित्य : तृतीय वर्ष परीक्षा,

इस परीक्षा में 100-100 अंकों के दो प्रश्न पत्र होंगे ।
प्रथम प्रश्न पत्र : राजस्थानी भाषा और साहित्य का इतिहास एवं निबन्ध
पाठ्य पुस्तके

इकाई – प्रथम 20 अंक

1. राजस्थानी भाषा की उत्पत्ति, उद्भव एवं विकास
इकाई – द्वितीय
2. राजस्थानी भाषा की बोलियां और उनका क्षेत्रफल
इकाई – तृतीय
3. राजस्थानी साहित्य के प्रारम्भकाल एवं मध्यकाल से सम्बन्धित प्रश्न (काल, प्रवृत्ति, प्रमुख कृतिकार एवं कृतियां)

इकाई – चतुर्थ

4. राजस्थानी साहित्य के उत्तरकाल से सम्बन्धित प्रश्न

इकाई – पंचम

5. राजस्थानी भाषा में निबंध लेखन (राजस्थानी भाषा, साहित्य एवं संस्कृति से सम्बन्धित)

उक्त पांचों इकाईयां तीन खण्डों में विभक्त होंगी, जिनमें, निम्न प्रकार अंकों का विभाजन रहेगा।

10

खण्ड 'अ'

इसमें दस वस्तुनिष्ठ लघुत्तरात्मक प्रश्न होंगे। प्रत्येक इकाई में से दो प्रश्न होंगे। प्रत्येक प्रश्न एक अंक का होगा। ये दस प्रश्न विकल्प रहित होंगे। प्रत्येक प्रश्न का लघुत्तर लगभग 20 शब्दों में होगा।

(अंक 10)

खण्ड 'ब'

इस भाग में पाठ्यक्रम की प्रत्येक इकाई से दो प्रश्न पूछे जायेंगे। कुल दस प्रश्न होंगे। जिनके विकल्प भी इसी इकाई से होंगे। प्रत्येक प्रश्न दस अंकों का होगा। प्रत्येक प्रश्न का उत्तर लगभग 250 शब्दों में दिया जा सकता है।

(अंक 50)

खण्ड 'स'

इस भाग में चार विवेचनात्मक प्रश्न पूछे जायेंगे जिनमें से दो प्रश्नों के उत्तर देने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 500 शब्दों में देना होगा। प्रत्येक प्रश्न बीस अंक का होगा। इन प्रश्नों में एक प्रश्न के दो भाग भी हो सकते हैं।

(अंक 40)

टिप्पणी :- प्रत्येक इकाई पर आलोचनात्मक प्रश्न पूछे जा सकते हैं।

संदर्भ :-

1. राजस्थानी भाषा और साहित्य : डॉ. मोतीलाल मेनारिया
2. राजस्थानी भाषा और उसकी बोलिया : सम्पादक डॉ. देव कोठारी
3. राजस्थानी साहित्य की समीक्षा : सम्पादक डॉ. मनोहर शर्मा

Paper Code-9509

द्वितीय प्रश्न पत्र : प्राचीन एवं मध्यकालीन काव्य

पाठ्य पुस्तके

इकाई – प्रथम 20 अंक

1. मीरां वृहत्त पदावली भाग प्रथम

सम्पादक : हरिनारायण पुरोहित
प्रकाशक : राजस्थानी प्राच्य विद्या प्रतिष्ठान,
जोधपुर

इकाई – द्वितीय 20 अंक

2. गोरा बादल चरित चउपई

सम्पादक : फतहसिंह
प्रकाशक : राजस्थान प्राच्य विद्या प्रतिष्ठान,
जोधपुर

इकाई – तृतीय 20 अंक

3. द्रोपदी विनय (रामनाथ कविया कृत)

सम्पादक : कन्हैयालाल सहल
प्रकाशक : बंगाल हिन्दी मंडल, कोलकत्ता।

इकाई चतुर्थ 20 अंक

4. उक्त तीनों पाठ्य पुस्तकों से ससंदर्भ व्याख्यात्मक प्रश्न
12

इकाई – पंचम 20 अंक

5. छंद

दूहा (भेद, लक्षण उदाहरण सहित)

उक्त पांचों इकाईयां तीन खण्डों में विभक्त होंगी जिनमें इस प्रकार अंकों का विभाजन रहेगा –

खण्ड 'अ'

इसमें दस वस्तुनिष्ठ लघुत्तरात्मक प्रश्न होंगे। प्रत्येक इकाई में से दो प्रश्न होंगे। प्रत्येक प्रश्न एक अंक का होगा। ये दस प्रश्न विकल्प रहित होंगे। प्रत्येक प्रश्न का लघुत्तर लगभग 20 शब्दों में होगा।

(अंक 10)

खण्ड 'ब'

इस भाग में पाठ्यक्रम की प्रत्येक इकाई से दो प्रश्न पूछे जायेंगे। कुल दस प्रश्न होंगे जिनके विकल्प भी इसी इकाई से होंगे। प्रत्येक प्रश्न दस अंकों का होगा। प्रत्येक प्रश्न का उत्तर लगभग 250 शब्दों में दिया जा सकता है।

(अंक 50)

खण्ड 'स'

इस भाग में चार विवेचनात्मक प्रश्न पूछे जायेंगे जिनमें से दो प्रश्नों के उत्तर देने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 500 शब्दों में देना होगा। प्रत्येक प्रश्न बीस अंकों का होगा। इन प्रश्नों में एक प्रश्न के दो भाग भी हो सकते हैं।

(अंक 40)

टिप्पणी : प्रत्येक इकाई पर आलोचनात्मक प्रश्न पुस्तक, विषयवस्तु काव्यपक्ष इत्यादि पर पूछे जा सकते हैं और दो व्याख्याएँ 10-10 अंकों की पूछी जा सकती हैं।

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THIRD YEAR ARTS
Course-47 POLITICAL SCIENCE

Two papers	Min. Pass Marks:	Max. Marks:
Paper-I	3 hrs. duration	Marks
Paper-I	3 hrs. duration	Marks

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 up to 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 1 from each unit with a word limit of up to 250 words. 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 up to 500 words.

Sections	No. of questions	Marks	Word limit
Section A	10 (Compulsory)	10 Marks (1 mark each)	25 words
Section B	5 (One from each unit)	50 marks (10 marks each)	250 words
Section C	Any 2 from 4	40 marks (20 marks each)	500 words

Paper Code-9510

PAPER-I : WESTERN POLITICAL THOUGHT AND ISMS

Unit-I : Plato: Ideal State, Justice and Philosopher King, Aristotle: Scientific method, Revolution, Classification of States.

Unit-II : St. Thomas Aquinas, Machiavelli.

Unit-III: Idealism and Individualism.

Unit-IV: Anarchism and Fascism

Unit-V: Socialism and Nationalism.

Suggested Readings :

1. Francis W. Cocker : Recent Political Thought
2. C.E.M. Joad : Introduction to Modern Political Theory (English and Hindi Editions).
3. Dr. E. Ashrivatham : Political Theory (English and Hindi Editions).
4. डॉ. इकबाल नारायण : राजनीति शास्त्र के सिद्धान्त
5. डॉ. एम. पी. शर्मा तथा
डा. बी. आर. पुरोहित : आधुनिक राजनीति के विभिन्न वाद
- 6- तिवारी एवं बेबबात : आधुनिक राजनीतिक विचारधाराएं
- 7- धरम मिश्रा : राजनीतिक विचारधाराएं एवं समाजवाद से सर्वोदय तक

PAPER-II: INTERNATIONAL RELATIONS

- Unit-I:** Major Developments in International Politics since 1945. Cold war, Detente, Post cold war, Nonaligned Movement, New International Economic Order, North-South and South-South Dialogue, European Economic Community.
- Unit-II:** U.N.O.: Organization and Working, Disarmament, NPT, SALT, START, INF, CTBT.
- Unit-III:** Foreign Policy of U.S.A., Peoples' Republic of China and Russia: Their Objectives and Problems.
- Unit-IV:** India's Foreign Policy: Objectives and Determinants, Policy of Non-Alignment, Responses to New International Changes, Nuclear Policy after 1968.
- Unit-V:** India and U.N.O., China, Pakistan and SAARC; A critical review of Indian Foreign Policy.

Suggested Readings :

1. W. Friedman : An Introduction to World Politics (3rd Ed.)
2. D.C. Gupta : International Relations
3. A.K. Sen : International Relation since World War-I.
4. V.D. Mahajan : International Relation since 1900.
5. S.N. Dhar : International Relations and World Politics since 1919.
6. Keswani : International Relations Since 1900.
7. मदन गोपाल : अन्तर्राष्ट्रीय सम्बन्ध
- 8- पांडे व शर्मा : अन्तर्राष्ट्रीय सम्बन्ध एवं निवेश नीतियां
- 9- चौधरी : अन्तर्राष्ट्रीय सम्बन्ध
- 10- हरिदत्त वेदांकर : अन्तर्राष्ट्रीय सम्बन्ध
- 11- पी. डी. कौशिक : अन्तर्राष्ट्रीय सम्बन्ध
- 12- पी. के. चढ्ढा : अन्तर्राष्ट्रीय सम्बन्ध
- 13- जैन एवं मंडोत : अन्तर्राष्ट्रीय सम्बन्ध
- 14- बी. एल. फड़िया : अन्तर्राष्ट्रीय सम्बन्ध
- 15- शीला ओझा : भारतीय विदेश नीति : एक अध्याय
- 16- आर. एस. यादव : भारत की विदेश नीति

17. Chaturvedi and : Indian Foreign Policy and the Emerging World Order

Course-48

PAPER CODE:-9512

PART-B : OUTDOOR STUDY

4 Period One Hour

Max. Marks : 30

The Candidates has to submit 50 pages of Outdoor study, these should include landscapes and nature studies, study of figures : figurative sculptures and birds and animals. The types of study shall be decided by the teacher concerned who shall also verify the file submitted by each candidate.

The date of submission of work shall be one month before the commencement of the examination.

Marks will be awarded by the teacher concerned. The marks will be forwarded by the Head of the Deptt. Alongwith sketch copies to the University. Sketch copies will be returned to candidates by the University one month after the announcement of the result.

For the repeaters and failure (other than Drawing & Painting Part B) there is no need for submitting the sketch copies. Their previous marks would be counted for their result by the 'University after the announcement of the result'.

For the repeaters and failure (other than of Drawing & Painting, Part-B) there is no need for submitting the sketch copies. Their previous marks would be counted for the results.

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THIRD YEAR ARTS, [REDACTED]

FOREST RESOURCES AND THEIR UTILIZATION

PAPER-I

SILVICULTURE AND FOREST MANAGEMENT

Unit-1

General silviculture principles. Ecological factors influencing forest vegetation, natural and artificial regeneration of forests.

Unit-2

Nursery techniques; Seed collection, Storage, Pre-treatment germination, establishment and tedings.

Unit-3

Silvicultural systems, clear felling, uniform shelter-wood selection coppice and conversion system.

Unit-4

Silviculture of some of the economically important wild trees of Aravallis with special reference to *Acacia catechu*, *A. nilotica*, *Azadirachta indica*, *Anogeissus* spp., Bamboos, *Gemelina aroborea*, *Tectona grandis*, *Madhuca indica* and *Dalbergia* spp., Ethnosilvicultural trees of Aravallis.

Unit-5

Objectives and Principles of forest management working plans.

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Books Recommended :

1. Short Historical survey of Music of Northern Indian by Bhatkhande.
2. Sangeet ke Jihan Prashtha by S.N. Raj.
3. Hamara Sangeet.
4. Sangeet Visharad.
5. Comparative Study of Music of 15th, 16th, 17th Century of Bhatkhande.
6. Sangeet Kaumudi by Nigam.
7. Hindustani Music - its Physics and Aesthetics by Raj Bhaiya Puchawale.
8. Hindustani Sangeet Paddti by Bhatkhande.
9. Kramik Pustak Malika 1 to 6.
10. Rag Shashtra - Geeta Banerjee
11. Sangeet Gharana ki Charcha - Sushil Kumar Chobey.

All Books are published by Sangeet Karyalaya, Hathras.

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THIRD YEAR ARTS 2009 - 2010

DRAWING & PAINTING

There will be two parts in the Examinations - Part "A" & Part "B"

Note : 6 Periods one hour each teaching is necessary for Part I and Part II. 4 Periods of one hour for Part "B".

It is compulsory to pass in each of the part separately.

PART-A will be of two papers, i.e.

**PAPER-I
COMPOSITION**

Time : 5 Hrs. (Examination)

M.M. : 85

**PAPER-II
STUDY FROM LIFE BUST (MALE)**

Time : 5 Hrs. (Examination)

M.M. : 85

Painting a portrait from life showing broad masses of tones clearly bringing out the modelling of the male figure.

Medium : Water Colour, Tempers, Oil or Pastel colours.

Size : Half Imperial.

375

Paper Code - 9513

PAPER-II

Unit-1

Objectives and Principles of people's participation in forestry; Joint Forest Management by village community.

Unit-2

Forest department of voluntary agencies; Social Forestry - Objectives and scope.

Unit-3

Forest policies in India, Natural Conservation, wild life sanctuaries, National Parks and animals of India and their conservation.

Unit-4

Traditional nature conservation practices of Aravallis, Sacred groves, tree conservation and tree worship, livelihood trees.

Unit-5

Chipco movement and save Narmada Valley Movement, Basic approach of price policy and sales planning of forest products and by-products.

Note:

The paper setter is required to set questions of 3 types contained in 3 Sections (**Section A**- 10 questions, **Section B**- 10 questions and **Section C**- 4 questions)

Note:

The paper setter is required to set questions of 3 types contained in 3 Sections (**Section A**- 10 questions, **Section B**- 10 questions and **Section C**- 4 questions) from the 5 units of each paper. There will be 10 questions in **Section A** which will be asked from all the 5 units, i.e., 2 questions from each unit. These questions have to be answered in one word or a few words only. Each question will be of half mark. All the questions in **Section A** are compulsory. In **Section B**, 10 questions will be set from the 5 units, i.e., 2 questions from each unit. Students are required to attempt at least 1 question from each unit. Each question will carry 5 marks. The answers of each question should be given in about 250 words. In **Section C** there will be 4 descriptive type questions set from all the 5 units, not more than 1 question from each unit. These questions may also have subdivisions. The students are required to answer 2 questions, each in approximately 500 words. Each question will carry 10 marks.

In short, pattern of question paper and distribution of marks for UG classes will be as under :

Section A : 10 questions, 2 questions from each unit, short answer, all questions compulsory.

Total marks : 05

Section B: 10 questions, 2 question from each unit, 5 question to be attempted, at least 1 from each unit, answer approximately in 250 words. Total marks : 25

Section C: 04 questions (question may have subdivision), not more than 1 question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 20

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Paper Code: - 9514

PRACTICAL (FORESTRY)
(Based on Paper I & II)

Time : 4 Hours

M.M. : 75

from the 5 units of each paper. There will be 10 questions in **Section A** which will be asked from all the 5 units, i.e., 2 questions from each unit. These questions have to be answered in one word or a few words only. Each question will be of half mark. All the questions in **Section A** are compulsory. In **Section B**, 10 questions will be set from the 5 units, i.e., 2 questions from each unit. Students are required to attempt at least 1 question from each unit. Each question will carry 5 marks. The answers of each question should be given in about 250 words. In **Section C** there will be 4 descriptive type questions set from all the 5 units, not more than 1 question from each unit. These questions may also have subdivisions. The students are required to answer 2 questions, each in approximately 500 words. Each question will carry 10 marks.

In short, pattern of question paper and distribution of marks for UG classes will be as under :

Section A : 10 questions, 2 questions from each unit, short answer, all questions compulsory.

Total marks : 05

Section B : 10 questions, 2 question from each unit, 5 question to be attempted, at least 1 from each unit, answer approximately in 250 words. Total marks : 25

Section C : 04 questions (question may have subdivision), not more than 1 question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 20

1. Collection and identification of forest seeds of Aravallis.
2. Nursery and Reforestation Practices.
3. Survey Mapping.
4. Tree Measurement, diameter, height and volume.
5. Nursery work - Seed Bed preparation, volume.
6. Identification and collection of economically important trees and propagules.
7. Study of the soil profile.

Note:

The paper setter is required to set questions of 3 types contained in 3 Sections (**Section A**- 10 questions, **Section B**- 10 questions and **Section C**- 4 questions) from the 5 units of each paper. There will be 10 questions in **Section A** which will be asked from all the 5 units, i.e., 2 questions from each unit. These questions have to be answered in one word or a few words only. Each question will be of half mark. All the questions in **Section A** are compulsory. In **Section B**, 10 questions will be set from the 5 units, i.e., 2

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questions from each unit. Students are required attempt at least 1 question from each unit. Each question will carry 5 marks. The answers of each question should be given in about 250 words. **Section C** there will be 4 descriptive type questions set from all the 5 units, not more than 1 question from each unit. These questions may also have subdivisions. The students are required to answer 2 questions, each in approximately 500 words. Each question will carry 10 marks.

In short, pattern of question paper and distribution of marks for UG classes will be as under :

Section A : 10 questions, 2 questions from each unit, short answer, all questions compulsory.

Total marks : 05

Section B : 10 questions, 2 question from each unit, 5 question to be attempted, at least 1 from each unit, answer approximately in 250 words. Total marks : 25

Section C : 04 questions (question may have subdivision), not more than 1 question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 20

Books Recommended :

Dwivedi, A.P.	:	(1984) Forestry in India, Jugal Kishore & Co., Dehradun.
Sheh, S.A.	:	(1990) Forestry for People.
Khanna, L.S.	:	(1984) Principles and Practices of Silviculture, Khan Bandhu, Dehradun.
Tara Gandhi	:	(1989) Rajasthan Vegetation Index. Society for Promotion of Wastelands Development, New Delhi.
Pandey, D.N.	:	(1992) Wild Trees of Aravallis (Booklet) Govt. of Rajasthan Publication.
Pandey, D.N.	:	(1992) Wildlife, Protected Areas and People in India (A Monograph).
Nair, S.M.	:	(1992) Endangered Animals of India, National Book Trust, New Delhi.
R. Prakash and L. S. Khanna	:	(1989) Theory and Practice of Silviculture, Export Book Agency, Delhi.

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Course-49 PSYCHOLOGY

General Instructions:

49. 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.
50. 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.
51. Each paper will have three sections (As per university norms)

PAPER CODE : 9515

PAPER – I HEALTH PSYHOLOGY

Unit-I Meaning of Health in socio-cultural contexts

Nature, scope and development of Health Psychology. The role of Health

Psychologist.

Unit-II Models of Health Bio-psycho-social and cultural models: Health Belief

models.

Unit-III Type A Behaviour Pattern and its role in cardio vascular disorders.

Unit-IV Stress & Health : Role of Social support in stress management.

Unit-V Physical & mental health issues related to women, children & elderly.

BOOKS RECOMMENDED:

1. अरुण कुमार सिंह : असामान्य मनोविज्ञान, बनारसीदास प्रकाशन – 2001
23. Bennett, P., Weinman, J., & Spurgeon, P. (Eds.) 1990. Current development in health psychology. U.K. Harwood Academic Publishers.
24. Feuerstein, M. Elise, R.L. & Kuczmierciym. A.K. (1986). Health psychology: A psychological perspective. New York: Plenum Press.
25. Friedman – DiMateo. (1989). Health psychology. New York: Prentice Hall.
26. Mark, D.F., Murray, M., Evans, B., & Willig, C. (2000). Health psychology: Theory, research and application. New Delhi: Sage Publication.
- Misra, G. (Ed) 1999. psychological perspectives on stress and health. New Delhi: concept Publication.
- Pestonjee, D.M. 1999. Stress and coping: The Indian experience. New Delhi: Sage Publication.
- Spaceman, S., & Oskamp, S.(1998). The social psychology of health. New York: Sage publication.

PAPER – II : GUIDANCE & COUNSELLING

Unit-I : Meaning and scope of Guidance. Areas of Guidance – Educational, Vocational, Personal and Group Guidance. Need of guidance with special reference to India.

Unit-II : Guidance services: Self Inventory service, Information service, Personal Data collection service, Counselling service, Placement service, follow-up service
Organization of guidance programme in School/college in community (Rural/Urban).

Unit-III : Personality: Meaning of Personality and Personal Adjustment; Personality Assessment, subjective and Objective techniques.

Counselling: Its concept and importance. Distinction between counselling and guidance.

Unit-IV: Methods of Counselling : Directive, non-directive, eclectic and group counselling.
Concept of Aptitude : Types of aptitude tests, G.A.T.B., D.A.T.B. and special aptitude tests.

Unit-V: Achievement and its measurement : cumulative Record; Intelligence tests verbal, non-verbal and performance type.

Interview : Its importance and types, structured, unstructured, interview schedule, counselling interview.

Books Recommended:

- | | |
|----------------------------------|--|
| 1. John | Principles of guidance & Pupils Personal work |
| 2. Myers | Principles & Techniques of Guidance. |
| 3. Robert Smith & Erickson | Organisation and Administration of Guidance Service. |
| 4. Super, D.E. | Counselling in Secondary Schools. |
| 5. Pasrich and Prem | Guidance & Counselling in Indian Education. |
| 6. इन्दु दवे एवं ए.बी. पाठक | निर्देशक के मूल तत्व |
| 7. डॉ० चौहान वी. एल. एवं डॉ० जैन | निर्देशक एवं परामर्श |
| 8. कोचर | निर्देशक एवं परामर्श |

PAPER CODE :9517

PRACTICALS

Note : Students have to complete any six practicals of Health Psychology and six practicals of Guidance and Counselling under the supervision of the teacher concerned. Marks in the examination will be awarded on the basis of regularity and conceptual understanding.

THIRD YEAR ARTS **Paper Code-9518**
Course-50 HISTORY
PAPER I : OUTLINE HISTORY OF RAJASTHAN

M.M. 100

Unit I

Sources of History of Rajasthan :

Archaeological, Literary & Archival

Early civilization in Rajasthan : Kalibanga & Ahar.

Origin of Rajputs. Early History of Chouhans with special reference to Prithvi Raj III.

Emergence of Regional powers with special reference to Mewar and Marwar (Kumbha and Jodha).

Unit II

Mewar – Kumbha, Sanga, Pratap. Udai Singh, Raj Singh.

Marwar – Jodha, Maldeo, Chandra Sen

Amer – Man Singh, Mirza Raja Jai Singh, Sawai Jai Singh.

Unit III

Rajput Paintings, Fort Architecture with special reference to Kumbhalgarh, Mehrangarh,

Chittorgarh, Religious trends in Medieval Rajasthan – Bhakti & Sufi cult.

Unit IV

Maratha Penetration and Rajput Resistance – Causes and Impacts.

Treaties of 1818-Causes, Priorities of the Treaties and its Impacts.

Role of Rajasthan in the Revolt of 1857.

Unit V

Causes of political awakening in Rajasthan.

Peasant and Tribal movements – Bhil and Bijolia movement, Praja Mandal movement,

Constitutional development in Rajasthan, Formation of Rajasthan.

Trade and Commerce in Rajasthan.

Books Recommended:-

1. Gupta K.S. : Mewar and the Maratha Relations.
2. Saxena R.K. : Maratha Relation with the major states of Rajputana.
3. Parihar G.R. : Marwar and Marathas.
4. Mehta M.S. : Lord Hastings and the Indian History.
5. Banerjee A.C. : Rajput States and the East India Company.
6. Khargawat N.R. : Rajasthan's Role in the struggle of 1857.
7. Ojha G.H. : Rajputana Ka Itihas. (Relevant Volumes).
8. Sarda H.V. : Maharana Kumbha
9. Gupta K.S. & G. Vyas : Rajasthan Itihas Ke Shrota (Hindi)
10. Tod James : Annals & Antiquities of Rajasthan (Rel. Vol.)
(Also in Hindi)

Paper Code-

9519

PAPER II (A): WESTERN WORLD : MID 15th CENTURY TO 1848

M.M. 100

Unit I

Decline of Feudalism and the Rise of the Modern era.

Renaissance – Causes, Main elements, Importance

Reformation – Causes, main aspects, importance, regional variations, role-played by Martin Luther.

Economic origin of the modern western world-Mercantilism

Unit II

The rise of new absolute Monarchies –

Emergence of the Nation state

England, France, Russia & Prussia

Unit III

Growth of Parliamentary Institution in England, Magnacarta to Glorious revolution of 1688.

American war of Independence – Causes – its Significance.

Scientific revolution, Agricultural revolution, Industrial revolution – causes – impact on

contemporary society and significance.

Unit IV

French revolution of 1789 – Causes, Role of thinkers, Results and its significance. Rise and fall of Napoleon Bonaparte and his continental system.

Unit V

Age of conservation – 1815 to 1848

The Congress of Vienna 1815. Metternich – Concert of Europe, Forces of Conservatism and restoration of old hierarchies, Revolutionary movements of 1830 and 1848.

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Books Recommended:-

1. Ketalby D.M. : History of Modern Times
2. Thompson David : Europe Since Napoleon.
3. Sharma M.L. : Europe Ka Itihas
4. Metha B.N. : Adhunik Europe Pt. I.
5. Mathur L.P. : Europe Ka Itihas (Hindi)
6. Lal Bahadur : Europe Ka Itihas (Hindi)
7. Hale, J.R. : Renaissance in Europe
8. Lee, Stephen : Aspects of European History
9. Sharma & Vyas : Europe Ka Itihas
10. Hilol Christopher : From Reformation to Industrial Revolution.

PAPER II (B) – WESTERN WORLD 1848-1950 A.D.

M.M. 100

Unit I

Consolidation of large Nation states – The Unification of Italy and Germany.

Unit II

Bismarkian diplomacy and System of alliances, Eastern question – Berlin Congress of 1878, Colonialism and Imperialism in Asia & Africa in the 19th and 20th Centuries.

Unit III

Diplomatic alliances – Tripple alliances and Tripple Entente, World War, Anglo- German Naval rivalry. Morroco Crisis, Balkan war of 1913–14. First world war – Causes, Results and Significance.

Unit IV

Paris peace settlements - The working of League of Nations – Russian Revolution of 1917 Causes, Results and Impacts on the world. The great Economic depression, Rise of Nazism & Fascism in Germany and Italy.

Unit V

Awakening in the Arab world, struggle for freedom and reform in Egypt, Emergence of Modern Turkey under Kamal Ataturk, The origin of world war – II, U. N. O. : It's aims, organizations.

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Books Recommended:

1. Katalby D.M. : History of Modern Times
2. Thompson David : Europe since Napoleon

3. Sharma M.L. : Europe Ka Itihas
4. Mehta B.N. : Adhunik Europe
5. Mathur L.P. : Europe Ka Itihas
6. Carr H.H. : The Bolshevik Revolution
7. Taylor A.J.P. : The origins of the Second World War
8. Taylor A.J.P. : The struggle of Mastery in Europe
9. Sharma and Vyas : Europe Ka Itihas

THIRD YEAR ARTS,
Course -51 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 अंक का होगा। इन पत्र नों 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 पत्र नों के उत्तर देने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 500 शब्दों में देना होगा। प्रत्येक प्रश्न बीस अंक का होगा। इन प्रश्नों में से एक प्रश्न के दो भाग भी हो सकते हैं।

(40 अंक)

Paper Code-9520

PAPER-I
COMPARATIVE ADMINISTRATIVE SYSTEMS

UNIT-I

Comparative Administration : Concept, Nature, Scope and Importance.
Salient features of administration of developed & developing societies.
Contribution of Fred Riggs.

UNIT-II

Salient features of constitutions of U.K., U.S.A. and France.
(11)

Political systems : Parliamentary system in U.K., Presidential system in U.S.A. & France.

UNIT-III

Salient features of Administrative systems of U.K., U.S.A., France & Nepal with Special reference to Central Administration, Nature and Role of Civil Service.

UNIT-IV

Cabinet Secretariat & Treasury in U.K., Independent Regulatory Commission in U.S.A.

UNIT-V

Post of Governor in U.S.A., Council de Etate in France, Sweden's Ombudsman, Panchayat system in Nepal

Books Recommended :

1. Mackenzie & Grove : Central Administration in Britain.
2. Guy Hathorn et.al. : Government and politics in the United states.
3. Ridley & Blondel : Public Administration in France.
4. टी.एन. चतुर्वेदी : तुलनात्मक लोक प्रशासन, रिसर्च पब्लिकेशन्स, नई दिल्ली
- 5^० चन्द्रा हीरावत : तुलनात्मक प्रशासनिक व्यवस्थाएँ
- 6^० डॉ. पुखराज जैन : प्रमुख राज व्यवस्थाएँ, साहित्य भवन, आगरा
- 7^० बी.एल. फड़िया : विश्व के प्रमुख संविधान
- 8^० रविन्द्र शर्मा : तुलनात्मक प्रशासनिक व्यवस्थाएँ
- 9^० ए.पी. अवस्थी : तुलनात्मक लोक प्रशासन
- 10^० सुरेन्द्र कटारिया : तुलनात्मक प्रशासन व्यवस्थाएँ

Paper Code-9521

PAPER-II
LOCAL ADMINISTRATION

UNIT-I

Meaning, Nature and significance of Local Governments in Modern state,
Evolution of Local Government during the Ancient, Medieval and Modern India.

UNIT-II

Composition, functions, powers and role of various kinds of local bodies :
Municipal Corporation, Municipal Council, Nagar Panchayat, Contonment Board

and Single Purpose Agencies.

UNIT-III

Theory and practice of Democratic Decentralization in India. Panchayati Raj Institution; Zila Parishad, Panchayat Samiti, Village Panchayat, Gram Sabhatheir composition, powers and functions.

UNIT-IV

Problem of Autonomy and Accountability of Local Bodies, Mechanism of control over local Bodies at state level, The Role of Directorate of Local Bodies, Panchayati Raj and Development Department. Financial Administration of local (13)

Bodies of India, Strengthening of Local Resources in view of Local Finance Commission recommendation.

UNIT-V

Personnel Administration of Rural and Urban Local bodies; Recruitment, Classification, Promotion, Training and Service condition of Local officials.

Books Recommends :

1. R.L. Khanna : Municipal Government and Administration in India
2. S.R. Maheshwari : Local Government in India.
3. K.K. Puri & G.S. Barara : Local Government in India
4. Rajeshwar Dayal : Panchayati Raj in India.
5. G. Ram Reddy : Panchayati Raj in India.
6. M.V. Mathur : Panchayati Raj in Rajasthan
Narayan &
V.M. Sinha
7. M.V. Paylee : Indian Constitution (also in Hindi)
8. A.R.C. : Report on State Administration
9. Govt. of Rajasthan : Report of the Administrative Reforms Committee
10. S.R. Maheshwari : Indian Administration

बी.ए. तृतीय वर्ष,

Course-52 हिन्दी साहित्य

Paper Code-9522

प्रथम प्रश्न-पत्र : काव्य

पाठ्य पुस्तकें –

1. भक्ति काव्य सरिता – संपादक : डॉ. श्यामसुंदर दीक्षित
प्रकाशक – राजस्थान प्रकाशन, त्रिपोलिया बाजार, जयपुर
2. नहुष – कवि मैथिलीशरण गुप्त
प्रकाशक – नेशनल पब्लिशिंग हाउस, दरियागंज, नई दिल्ली

पाठ्य विषय पाँच इकाइयों में विभक्त होगा।

इकाई – I

कबीर (4 से 8, 11 से 17 तथा 21 से 26 पदों को छोड़ कर) और जायसी (नख-शिख को छोड़ कर) के संकलित अंश की व्याख्या एवं आलोचना।

इकाई – II

सूरदास (संयोग शृंगार – 1 से 6 को छोड़कर, वियोग वर्णन – 13 से 25 छोड़कर।)

तुलसीदास (सुंदरकाण्ड-21 से 22 छोड़कर, लंका काण्ड 23 से 27 छोड़कर) और रसखान (26 से 52 तक के पद छोड़ कर) के संकलित अंश की व्याख्या एवं आलोचना। उपर्युक्त अंशों को छोड़कर शेष अंश ही स्वीकृत माने जाएँ।

इकाई – III

सुंदरदास (गुरु दया षटपदी 1 से 2 पद छोड़कर, त्रिभंगी छंद 1 से 13 पद) छोड़कर, अथ आत्मा अचल अष्टक 1 से 8 पद छोड़कर, मन – 18,19 वाणी का महत्त्व-20, भजन न करने वाले-21, 22 पदों को छोड़कर ही शेष अंश स्वीकृत माने जाएँ) मीरा बाई (पद संख्या – 32 से 46 को छोड़कर शेष अंश) के संकलित अंश की व्याख्या

एवं आलोचना ।

ढोला मारू रा दूहा की व्याख्या एवं आलोचना (1 से 109 तक को छोड़कर) शेष
अंश, 184 से 211 तक को छोड़कर शेष अंश)

इकाई – IV

नहुष की व्याख्या एवं आलोचना ।

भक्ति काव्य धारा का परिचय ।

शब्द शक्ति परिचय

बी.ए. तृतीय वर्ष,

हिन्दी साहित्य

Paper Code-9523

द्वितीय प्रश्न-पत्र : गद्य

1. निबंध चयनिका – संपादक : डॉ. गोविन्द रजनीश

प्रकाशक – पुनीत प्रकाशन, ए-3 कांतिनगर, जयपुर

2. आकाश की छत – लेखक : डॉ. रामदरश मिश्र

प्रकाशक – वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली

3. अभिनव छः एकांकी – संपादक : डॉ. चंदूलाल दुबे

प्रकाशक – सोनाली पब्लिकेशन, जयपुर

पाठ्य विषय पाँच इकाइयों में विभक्त होगा।

इकाई – I

‘निबंध चयनिका’ में संकलित ‘साहित्य जनसमूह के हृदय का विकास है’, ‘आचरण की सभ्यता’, ‘रामायण’, ‘साहित्य का उद्देश्य’ (प्रगतिशीलता), ‘करुणा’ ‘भारतीय संस्कृति’ निबंधों की व्याख्याएँ और आलोचनात्मक प्रश्न।

— इकाई II

‘निबंध चयनिका’ में संकलित ‘भारतीय साहित्य की प्राणशक्ति, ‘काव्य बिम्ब : स्वरूप और प्रकार’, ‘तुलसी साहित्य के सामंत विरोधी मूल्य’, ‘भारतीय कला दृष्टि’, ‘उत्तरा फाल्गुनी के आस-पास’, और ‘साहित्य मूल्यांकन के नए मान’ निबंधों की व्याख्याएँ

और आलोचनात्मक प्रश्न ।

इकाई – III

'आकाश की छत' के व्याख्यात्मक स्थल और आलोचनात्मक प्रश्न ।

इकाई – IV

'अभिनव छः एकांकी' में संकलित 'इतनी सी बात', 'पुरस्कार', 'घोंसले', 'नींद की घाटियाँ', 'पर्दे के पीछे' और 'बलहीन' एकांकियों के व्याख्यात्मक स्थल और आलोचनात्मक प्रश्न ।

इकाई – V

उपन्यास साहित्य का विकास ।

THIRD YEAR T.D.C. ARTS
Course- 53 HOME SCIENE

	Duration of Exam.	M.M.	Min. M.	Total No. of Hours/ Week
Paper-I: Human Development and Family Relationship	3 Hrs.	75	27	3
Paper-II: Textiles and Laundry	3 Hrs.	75	27	3
PRACTICALS				
Pract. I: Clothing Construction	3 Hrs.	25	09	02
Pract II: Laundry Work	3 Hrs.	25	09	02

Paper Code: 9524

THIRD YEAR T.D.C. ARTS

HOME SCIENCE

Paper – I

Human Development & Family Relationship

Unit I

52. (a) Meaning and Definition of Child Development and its relation to allied fields.

Scope, Importance and Methods of Child Study.

53. (a) Growth and Development – Definition

Principles of Development – Developmental task, factors affecting growth and development. Heredity and environment.

Unit II

27. Development during Infancy, Early and Late Childhood:

Physical and Motor development

Social development

Emotional development

Mental and Cognitive development

Speech and language

Personality

28. Adolescence Age – Characteristic, Physiological and Psychological changes, Problems and their solutions.

Unit III

- Play and Activity: Meaning and value of play in childhood, characteristic of play, kinds of play-free and Spontaneous, make believe, constructive games, sports and amusement.
- Habit: Habit formation, condition of habit formation, importance of good habit, deconditioning bad habits.
- Exceptional Children:
 - Gifted
 - Retarded
 - Physically handicapped

Unit IV

13. Mental Health – Definition, Predisposing factors of delinquent behaviour.
14. Problems of Children – Thumb sucking, Nailbiting, Enuresis (Bed wetting) temper tantrum, shyness speech disorders – Stuttering and stammering, fear, telling lies and destructive behaviour.

Unit V

15. Parent Child Relationship:
 - (A) Basis for understanding human behaviour – physical, social and psychological needs.
 - (B) Making adjustments, ways of meeting situations like running away, attacking, altering one's attitude and balance in adjustments.
16. Parent Hood:
 - (A) Responsibilities
 - (B) Influence of Parents, attitude on social and personality development of the child.
 - (C) Guidance and directing child's activities at home, planning hobbies for children.

Books Recommended:

Child Development: Laura E. Berk II Ed.

Text book of Child Development: Rajammal P. Devdas.

Child Development: Hurlock.

डॉ. आशा पारीक: बाल विकास एवं पारिवारिक सम्बन्ध, कॉलेज बुक डिपो, त्रिपोलिया बाजार, जयपुर।

9. मुद्दुरेश्वर पारिख: बाल विकास एवं पारिवारिक सम्बन्ध।
10. बी.के. बरखी: मातृ कला एवं बाल विकास।

THIRD YEAR T.D.C. ARTS

HOME SCIENCE

Paper – II

Textiles and Laundry

Unit I

- 54. Meaning and importance of Textiles.
- 55. Classification of fibres and their origin, Manufacture, General characteristics of Natural and Man made fibres.

Unit II

- 29. Yarn construction – Spinning methods, size and count of yarn, single and standard yarn, ply yarn, novelty yarn.
- 30. Weaves:
 - (a) terms used in weaving – warp, weft, sledge, count of cloth, balance of cloth.
 - (b) Types of weaves, felting, knitting, braiding.
- 31. Finish and finishing process – Mechanical and Chemical.

Unit III

- Dyes and Dyeing Process – (a) Methods and Stages of dyeing – Raw Stock dyeing, yarn dyeing, piece dyeing and cross dyeing.
 - (b) Methods of home dyeing, simple batik, Tie and dye.
- Different methods of printing – Block Stencil, Screen and Machine printing.

Selection of fabrics for family garments, household linens, factors affecting their selection, selection of readymade garments.

Unit IV

- Elementary knowledge of traditional textiles of India – Brocade, Kin-khawab, patola, Bandhani, Baluchar, Butidar and Chanderi.
- Indian embroideries.
- Care and storage of clothing.

Unit V

15. (a) Laundry – Material

Water, soap, detergent, stiffening agent, blues, laundry reagents, bleaching agents.

16. Principles and methods of laundry.

17. Stain removal – common stains.

References:

17. Sushila Dantaygi – Text and its care.
18. Durga Develkar – Text and Laundry work.
19. Text book of Home Science – Premlata Mullick.
- 20^प वस्त्र विज्ञान एवं धुलाई कला – डॉ. बेला भार्गव।
- 21^प वस्त्र विज्ञान एवं परिधान – डॉ. वृन्दा सिंह।
- 22^प वस्त्र विज्ञान एवं परिधान – श्रीमती आनन्द शर्मा।

Paper Code - 9526

HOME SCIENCE

Practical – I

Duration: 3 Hrs.

M. M. 25

Clothing Construction

56. Sewing equipments and their care.
57. Basic stitches, seams, fasteners.
58. Mending of tears.
59. Drafting, cutting and stitching of following garments:

Jabla, Frock Blouse, Petticoat, Salwar, Girls Kameez

60. Knitting of any one articles.
61. Embroidery – Any one of the furnishing items.

Practical – I

Distribution

M.M. 25

1. Sessional and Files	8
2. Drafting	7
3. Stitching	10
Total	25

Paper Code – 9527

Practical – II

Duration: 3 Hrs.

M. M. 25

Laundry Work

62. Laundry of Cotton, Silk, Woollen and synthetic clothes.
63. Stain Removal – Common stains.
64. Dyeing – Tie and Dye.
65. Demonstration of Batik.
66. Demonstration and use of washing machine.

Practical – II

Distribution of Marks

M.M. 25

1. Sessional and Files	8
2. Tie and Dye	5
3. Staining	5

4.	Washing	7
	Total	25

References:

32. A Manual of Children's clothing – Savitri Pandit.
33. Basic Process and Clothing Construction – Sherie Doongaji and Roshni Deshpande.

THIRD YEAR

Course-54 SOCIOLOGY

There will be TWO Theory papers of marks each:

Paper - I : Foundation of Sociological Thought

Paper- II – Any One of the following :

II – A – Social Anthropology

OR

II – B – Rural and Urban Sociology

Detailed Course Contents of Papers

Paper Code - 9528

Paper – I - Foundation of Sociological Thought

M.M

UNIT – A

The Emergence and Development of Sociological Thought :

67. Transition from Social Philosophy to Sociology.

68. The Social, Economic and Political Forces: The French and Industrial Revolutions, Enlightenment.

UNIT - B

The Pioneers

34. Auguste Comte: Positivism; Herbert Spencer: Social Evolution ; Emile Durkheim : Social Fact; Max Weber: Ideal Type.

UNIT – C

The Classical Tradition:

- Durkheim: Division of Labour and Suicide; Weber : Social Action, The Protestant Ethic and the Spirit of Capitalism; Pareto : Logical and Non-Logical Action, Circulation of Elites.

UNIT – D

Theoretical Approaches: Social Action : T. Parsons.

Functionalisms: R.K.Merton ; Conflict: Karl Marx.

UNIT – E

Development of Sociological Thought in India: Contributions of G.S. Ghurye, D.P. Mukherjee and Radha Kamal Mukherjee.

Essential Readings:

- Aron, Raymond. 1967 (1982 reprint) . Main Currents in Sociological Thought (2 vol.) Harmondsworth, Middlesex: Penguin Books.
- Barnes, H.E. 1959. Introduction to the History of Sociology. Chicago: The University of Chicago Press.
- Coser, Lewis A. 1979 Masters of Sociological Thought. New York: Harcourt Brace Jovanovich.
- Fletcher, Ronald. 1994 The Making of Sociology (2 Vol.) Jaipur : Rawat
- Morrison, Ken . 1995. Marx, Durkheim, Weber: Formation of Modern Social Thought. London: Sage
- Ritzer George. 1996 Sociological Theory. New Delhi: Tata McGraw Hill.

- Singh, Yogendra. 1986 Indian Sociology: Social Conditioning and Emerging Trends. New Delhi: Vistaar.
- Turner, J. : Esseantial Reading in Sociology.
- Zeitlin, Irving 1998 (Indian edition) , Rethinking Sociology: A Critique of Contemporary Theory. Jaipur : Rawat
- Doshi, S.L. : Samajik Vicharak (in Hindi) , Rawat Publ. Jaipur . 1998
- Mukherjee, R.N.: Samajik Vichardhara (in Hindi) Vivek Prakashan, Delhi: 1998.

Pedagogy:

The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless otherwise necessary to understand their contributions, the biographical details of the sociologists should be kept to the minimum.

Evaluation of the relevance and significance of the contributions of the pioneers and classical theorists should be briefed by the historical context of the discipline and its theorists.

Paper Code - 9529

THIRD YEAR SOCIOLOGY

Paper – II (A): Sociology of Tribal Society

M.M.

UNIT – A

The Concept of Tribe: Demographic Profile: Habitat, Distribution and Concentration of Tribal People; Tribal Zones; Sex Ratio; Status of Women

Unit-B

Classification of Tribal People ; Good Gatherers and Hunters, Shifting Cultivators, Nomads, Pastoralists, Peasants and Settled Agriculturists, Artisans

Unit-C

Social-Culture Profile: Ethnic and Culture Diversity-Languages and religious beliefs; Kinship: terminology and behaviour; Marriage: forms; Family: types.

Unit-D

Social Mobility and Change: Hinduization and Sanskritization;

Problems of Tribal People; Various Approaches of Tribal Problems: Isolation, Assimilation, Integration, Social Symbiosis.

Unit-E

Tribal Integration and Identity.

Major Tribal Communities of Rajasthan.

Tribal Movements in Rajasthan: Motilal Tejawat and Govind Giri.

Essential readings:

Bose, N. K. : (1967) Culture and Society in India, Asia Publishing House.

Desai, A. R. : (1979) Peasant Struggles in India Oxford University Press, Bombay)

Dube, S. C. (1977) : Tribal Heritage of India, New Delhi : Vikas.

Haimendorf, Christoph Von : (1982) Tribes of India; The Struggle for Survival, OxfordUniversity Press.

Hasnin, N. : (1983) Tribes in India, Harnam Publications, New Delhi.

Rao, M.S.A. : (1979) Social Movements in India, Manohar : Delhi.

Raza, Moonis and A. Ahmad: (1990) An Atlas of Tribal of India, Concept Publishing : Delhi.

Sharma, Suresh, 1994 : Tribal Identity and Modern World, Stage : New Delhi.

Singh, K.S. (1998), People of India, Rajasthan, Vol. XXXVIII, Part I & II, Popular Prakashan, Delhi.

Singh, K.S. : (1972) Tribal Situation in India, Indian Institute of Advanced Study.

Singh, K.S. : (1985) Tribal Society, Manohar :- Delhi.

Singh, K.S. : (1982) Tribal Movements in India, Vol. I and II, Manohar : New Delhi.

Singh, K.S. : (1995) The Scheduled Tribes, Oxford University Press : New Delhi.

Bailey, F G : Tribal, Caste and Nation.

Doshi, S.L. : Vyas, NN, Tribal Situation in Rajasthan, Himanshu Publication, Udaipur, 1997.

Majumdar and Madan : Introduction to Social Anthropology (Hindi version is also available)

TRIBE : A Bilingual journal of TRI, Udaipur.

Upreti, H.C, Bharat Ki Janjatiyan (in Hindi), Raj. Granth Academy, Jiapur

Pedagogy:

Audio-visual methods should be used.

Students should be taken on field visits to tribble areas.

Wherever possible, illustration should be drawn from the local tribble communities

Paper Code - 9530

Third Year English Language & Literature

Course-55(Pass Course)

The pattern of question paper will be as follows:

Section- A

(10 Marks)

Ten objective 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 - I : Drama and Poetry

M.M. 100

Unit - A : Drama

Shakespeare : *The Merchant of Venice*

J.M. Synge : *The Playboy of the Western World*

Unit - B: Poetry

The following poems from *Fifteen Poets* Oxford University Press.

Milton : Lycidas

Dryden : Alexander's Feast

Coleridge : Kubla Khan

Coleridge : Frost at Midnight

Tennyson : Crossing the Bar

Tennyson : From – In Memorium (from lines Ring Out,
Wild Bells)

Unit - C: Indian English Poetry

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

Nissim Ezekiel	:	Marriage
		Night of the Scorpion
Jayant Mahapatra	:	Indian Summer
		Lost
R. Parthasarthy	:	Regret
		Mahabalipuram
		The Dance of Eunuchs

		The Doubt
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Paper Code - 9531

Third Year English Language & Literature

(Pass Course)

The pattern of question paper will be as follows:

Section- A **(10 Marks)**

Ten objective 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 - II : **FICTION** **M.M. 100**

Unit – A: Indian English Fiction

Raja

Rao : Kanthapura

Mulk Raj Anand : Coolie

Unit - B: British Fiction

Jane Austen : Pride and Prejudice

Hemingway : The Old Man and the Sea

Unit - C: Phonetics

Transcription (10 words out of 20: 10 Marks)

Word Accent (10 Marks)