



Maharaja Surajmal Brij University

Bharatpur (Raj.)


SYLLABUS

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

Annual Scheme

B.A., B.Ed. Part-III Year


Only For Session
2020-21


अकादमिक प्रभारी
महाराजा सुरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

NOTICE

1. Change in syllabus/ordinance/rules/regulations/ syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Maharaja Surajmal Brij University head quarter Bharatpur only and not any other place.

Only For Session
2020-21


अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

Helpstudentpoint.com

B.A. B.ED. PART- III
CONTENTS

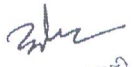
Scheme of examination
Syllabus

1. INFORMATION & COMMUNICATION TECHNOLOGY (COMPULSORY PAPER)*
2. LANGUAGE ACROSS THE CURRICULUM (COMPULSORY PAPER)
3. GUIDANCE AND COUNSELING IN SCHOOL (COMPULSORY PAPER)
4. CONTENT (SELECT ANY THREE)

- a. Hindi Sanity (I & II)
- b. Sanskrit (I & II)
- c. English Literature (I & II)
- d. Urdu (I & II)
- e. History (I & II)
- f. Political Science/Pub. Adm (I & II)
- g. Economics (I & II)
- h. Sociology (I & II)
- i. Philosophy Psychology (I & II)
- j. Drawing & Painting (I & II)
- k. Geography (I & II)
- l. Home Science (I & II)
- m. Indian Music (I & II)

5. Pedagogy of a School Subject IIIrd Year and IVth Year (candidate shall be required to offer any one subjects in both years from the following.

- a. Hindi
- b. Sanskrit
- c. English
- d. Urdu
- e. History
- f. Economics
- g. Civics
- h. Geography
- i. Social Studies
- j. Home Science
- k. Drawing and Painting
- l. Music
- m. Psychology


अकादमिक प्रभारी
महाराजा सुखदेवजी विश्वविद्यालय
नरसपुर (राज.)

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

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

Objectives:

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

Learning outcomes:

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

10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to access the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
 - a. Black board work
 - b. Preparing improvised apparatus
 - c. Preparing teaching aids and ICT.
14. Interest and competence in the development of the teaching profession and education. Readiness to participate in activities of professional organizations.

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

- i) First Year B.A.B.Ed.
- ii) Second Year B.A.B.Ed.
- iii) Third Year B.A.B.Ed.
- iv) Final Year B.A.B.Ed.

Duration of the Course - Four Years

Examination after each session in theory papers


Scheme of Examination against each subject separately.

1. Compulsory Papers*:

Year	Paper
Ist Year	Gen. English
IIInd Year	Gen. Hindi
IIIrd Year	Elementary Computer Application (ICT)
IVth Year	Environmental Studies

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

Only For Session
2020-21


अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

Group – A: - Subject Specialisation:

Year	Paper
I Year	Instructional System & Educational evaluation
II Year	Peace Education
III Year	Guidance and Counselling in School
IV Year	Physical Education & Yoga

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

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


Hindi Sahitya (I & II)	Sociology(I & II)
Sanskrit (I & II)	Philosophy/Psychology (I & II)
English Literature (I & II)	Drawing & Painting (I & II)
Urdu (I & II)	Geography (I & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Admi. (I & II)	Indian Music (I & II)
Economics(I & II)	

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

Pedagogy of Hindi	Pedagogy of Geography
Pedagogy of Sanskrit	Pedagogy of Social Studies
Pedagogy of English	Pedagogy of Home Science
Pedagogy of Urdu	Pedagogy of Drawing and Painting
Pedagogy of History	Pedagogy of Music
Pedagogy of Economics	Pedagogy of Psychology
Pedagogy of Civics	

❖ In all the subjects the student has to study a minimum of 9 papers in Ist year, 9

**Only For Session
2020-21**


अकादमिक प्रभारी
महाराजा सुरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

Paper in IInd Year. 9 Paper in IIIrd Year and 6 Paper in IVth Year (Total 33 Papers).

❖ Each of the above papers will carry 100marks.

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

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


Four Years Integrated Course Scheme of B.A.-B.Ed. Ist Year

SUBJE CTS	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
1	B.A.- B.Ed. 01	Gen. English (Compulsory)*	100	-	-	100
2	B.A.-B.Ed. 02	Childhood and Growing Up	80	20	-	100
3	B.A.-B.Ed. 03	Contemporary India and Education	80	20	-	100
4	B.A.-B.Ed. 04	Instructional System & Educational Evaluation	80	20	-	100
5(i,ii), 6(i,ii), 7(i,ii),	B.A.-B.Ed 05, 06 & 07 (4-8)	Content (Select any Three) 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Indian Music(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 90 75+75 50+50 40+40	- - - - - - - - 20(sub.of work)	- - - - - - - 50 (Psy.) 45+45 50 120	600
					Grand Total	900

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

Scheme of B.A.-B.Ed. IInd Year

Only For Session
2020-21


अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

subjects	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed. 03 01	Gen. Hindi(Compulsory)*	100	-	-	100
II	B.A.-B.Ed. 03 02	Knowledge and curriculum	80	20	-	100
III	B.A.- B.Ed. 03 03	Learning and Teaching	80	20	-	100
IV	B.A.-B.Ed. 03 04	Peace Education	80	20	-	100
V VI VII	B.A.-B.Ed. 12,13,14 05 06 07 (6+3)	Content (Select any Three) 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Indian Music(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/75+75 90 75+75 50+50 50+50			600
VIII	B.A - B.Ed Practicum	OPEN AIR / SUPW CAMP 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)		25 25 25 25		100
					Grand Total	1000

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

Only For Session
2020-21


अकादमिक प्रभारी
महाराजा सूरजमल बूज विश्वविद्यालय
भरतपुर (राज.)

Scheme of B.A.-B.Ed. IVth Year

subjects	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed. 01	*Environmental Education(Compulsory)	100	-	-	100
II	B.A.-B.Ed. 02	Creating and inclusive school	80	20	-	100
III	B.A.-B.Ed. 03	Understanding Disciplines and Subject	80	20	-	100
IV	B.A.-B.Ed. 04(4A)	Physical Education & Yoga	80	20	-	100
V	B.A.-B.Ed. 05	Gender, School and Society	80	20	-	100
VI	B.A.-B.Ed. 06	Assessment for Learning	80	20	-	100
VII	B.A.-B.Ed. 08 (a-b)	Pedagogy of a School Subject, (candidate shall be required to offer any one paper in both years from the following) 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20	-	100
Practicum	B.A.-B.Ed. 07	1. Practice teaching 2. Block Teaching (Participation in School Activities Social Participation in Group) 3. Report of any feature of school / case study/action research 4. Criticism Lesson		50 20 10 20		100
		Final Lesson	100			100
						800

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

**Only For Session
2020-21**


अकादमिक प्रभारी
महाराजा सूरजमल बूज विश्वविद्यालय
भरतपुर (राज.)

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

Compulsory Papers*

Year	Paper
Ist Year	Gen. English
II Year	Gen. Hindi
III Year	Elementry Computer Application (ICT)
IV Year	Environmental Studies

Compulsory Paper

Year	Paper
I st Year	1. Childhood and Growing Up 2. Contemporary India and Education
II nd Year	3. Knowledge and curriculum 4. Learning and Teaching
III rd Year	5. Language Across the Curriculum
IV th Year	6. Creating and inclusive school 7. Understanding Disciplines and Subject 8. Gender, School and Society 9. Assessment for Learning


Group – A: - SUBJECT - SPECIFICATION

Year	Paper
I st Year	Instructional System & Educational
II nd Year	Peace Education
III rd Year	Guidance and Counselling in School
IV th Year	Physical Education & Yoga

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

Hindi Sahitya (I & II)	Sociology (I & II)
Sanskrit (I & II)	Philosophy/Psychology (I & II)
English Literature (I & II)	Drawing & Painting (I & II)
Urdu (I & II)	Geography (I & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Admi. (I & II)	Indian Music (I & II)
Economics (I & II)	

**Only For Session
2020-21**



 अकादमिक प्रभारी
 महाराजा सूरजमल बृज विश्वविद्यालय
 भरतपुर (राज.)

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

Pedagogy of Hindi	Pedagogy of Geography
Pedagogy of Sanskrit	Pedagogy of Social Studies
Pedagogy of English	Pedagogy of Home Science
Pedagogy of Urdu	Pedagogy of Drawing and Painting
Pedagogy of History	Pedagogy of Music
Pedagogy of Economics	Pedagogy of Psychology
Pedagogy of Civics	

Years	Papers	Marks
I Year	9 Paper	900
II Year	9 Paper + Practicum	900+100
III Year	9 Paper + Practicum+ Final Lesson	900 + 100+100 = 1100
IV Year	6 Paper + Practicum+ Final Lesson	600 +100+100 = 800
Total	33 PAPERS	3300+ 300+200 = 3800

**Only For Session
2020-21**


अकादमिक प्रभारी
महाराजा सूरजमल बूज विश्वविद्यालय
भरतपुर (राज.)

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

PART II

Practical Work

Objectives:

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

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.

- ii. Only such candidate shall be allowed to offer Social Studies for the B.A.-B.Ed. Examination as have taken their running B.A.- B.Ed. course with any two subjects out of History, Political Science/Public Administration, Economics, Geography, Sociology, Philosophy / Psychology.
- iii. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the Integrated B.A.-B.Ed. Examination.

O.323 No candidate shall be allowed to appear in the Integrated B.A./B.Ed examination I,II,III & IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship).

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

O.325 Candidates who fail in Integrated B.A.-B.Ed examination in part 1 or/ part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

Provided that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

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

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

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

Regulation 42:

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

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

Part I- Main theory papers at B.A.-B.Ed. I, In Integrated B.A.-B.Ed I & II Year Paper nos. are 01, 02, 03, 04, 05 A/B, 06 A/B, 07 A/B. and (08* A/B only in III & IV Year) in each session are of three hours carrying 100 marks (80 for theory + 20 for sessional) each. II, II, IV Year.

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

Organization evaluation of practice teaching:

1. Every candidate will teach at-least 40 lessons (20 in III Year & 20 in IV Year) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20120) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At Integrated B.A.-B.Ed III Year each candidate should be prepared to teach one lessons at the final practice examination. At the Integrated B.A.-B.Ed IV year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at least 10% of the candidates to deliver two lessons in Integrated B.A.-B.Ed IV Year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).

19. Plan and organize co-curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers VIII A/B and the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.
15. Techniques of teaching in large classes.

O.322 A candidate has to deliver at least 40 lessons (20 Lessons of one teaching subject in 3rd year & 20 Lessons of other teaching subject in 4th year) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of B.A.-B.Ed.

Notes :

- i. Teaching subject means a subject offered by the candidate at his/her running B.A. B.Ed. course either as a compulsory subject or as an optional subject provided that the candidate studied it for at least two years. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture. Prescribed for running B.A.- B.Ed. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects.

8. The board of Examination will consist of:
- The principal of the college concerned.
 - A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
 - An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
 - The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

Working out the result and awarding the division:

- A candidate in order to be declared successful at the Integrated B.A.-B.Ed. I, II, III & IV Year Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).
- For a passing in Part I (Theory) a candidate shall be required to obtain at-least
 - 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20):
 - 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15)
 - 36 percent marks in the aggregate of all the theory papers.
- For passing in Part II (school internship Practice of Teaching) a candidate shall be required to obtain separately at-least
 - * 40 percent marks in the external examination.
 - * 40 percent marks in internal assessment.
- The successful candidates at Integrated B.A.-B.Ed Four Year Examination obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

B.Sc. B.Ed.-Paper Code 16 (PART – III)

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Marks: 100

Objectives:

1. To enable the students to recognize understand and appreciate ICT as an assertive learning as a enormous functional support to teachers.
2. To know and understand different parts of computer and their functioning.
3. To understand the operating system of Computer.
4. To develop skill in the use of Internet.
5. To appreciate the concept of integration of information and communication Technology with education.
6. To make use of Modern Information and Communication Technology to improve teaching learning process.
7. To develop positive attitude towards handling of computers.

Unit- I Information & Communication Technology in Education

- * Concept, Importance, Meaning & Nature of information & Communication Technology.
- * Need of information & Communication Technology in Education.
- * Scope of Information and Communication Technology areas; (Teaching Learning Process, Evaluation, Research and Administration), Trends in Information and communication and technology.

Unit-II Introduction of Computer

- * General awareness about functioning of computer
 - Generation, Characteristics, Types of computers and uses of Computer.
 - Brief introduction of working computer using the block diagram.
- * Hardware
 - Input Device- Key Board, Mouse, Scanner, Microphone and digital camera.

Unit-III Software of Computer

- * Software
 - Operating System- Concept and function
 - Application software (its uses of education)
 - Word Processors
 - Power Point Presentation
 - Viruses & their management

Unit- IV - ICT Supported teaching/Learning strategies, Internet and Intranet

- * E-Learning- Concept & Nature
- * Web Based Learning
- * Virtual Classroom
- * Concept, need & Importance

Unit- V - Internet and Intranet uses in Education


Facilities available for communication

- Email, Chat and online conferencing
- E-Library, Websites, blog, Wikipedia

Reference:

1. Shukla, Satish S. (2005) basics of information Technology for teaching Trainees, Ahmedabad: Varishan Prakashan.
2. Singh, V.P. and Singh, Meenakshi (1999), Computer- terms and Definition, New Delhi
3. Rajsekar, S. (2010), Computers in Education, ND: Neelkamal Publication Pvt. Ltd.
4. Roblyer, M.D. (2008) Intergating Educational Technology into Teaching New Delhi: Perason Education, South Asia, India.
5. Singh, Kamal.D., & Kaur, D. (2008). Using Computers in Education, New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
6. बाबा मुरली सविथा (1996) कम्प्यूटर विज्ञान एक परिचय , विकास पब्लिशिंग हाउस प्रा० लि०, नई दिल्ली ।
7. वेणुगोपाल एवं अन्य: प्रारम्भिक कम्प्यूटर अनुप्रयोग, हिमांशु पब्लिकेशन, उदयपुर ।
8. सिन्हा, आर.के. रू कम्प्यूटर फण्डामेन्टलस वी.पी.वी. पब्लिकेशनस, नई दिल्ली ।
9. सिंह, डॉ० रजनीश कुमार, गौतम साहूकार (2014)रू शिक्षा में सूचना एवं संचार प्रौद्योगिकी, राखी प्रकाशन, आगरा ।
10. Kulsum, Dr. Umme (2014) : Information Communication Technology in Teacher Education, H.P. Bhargava, Agra
11. Bhargava, Rajshri, Bhargava Piyush (2012): Information and Communication Technology, H.P. Bhargava House, Agra.

**Only For Session
2020-21**


अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

B.A., B.Ed. - Paper Code 17 PART- III

Language across the curriculum

Marks- 80

Objectives:

This course will enable the pupil teacher to

1. Understand the language background of students as the direct or seen language users.
2. Create sensitivity to the language diversity that exists in the class room.
3. Understand the nature of classroom discourse and develop strategies for using oral language in classroom.
4. Understand that nature of reading comprehension and writing in specific content areas.
5. Understand interplay of language and society.
6. Understand function of language
7. Understand language and speech disorder and make remedial measure too.

Unit-I

Meaning, Nature, scope, role, importance, function of language, language background, language and region, language and religion, language and class

Unit-II

Home language (mother tongue) and school language/second language. Oral and written language - meaning, Principal, objectives, Importance, relation, differences.

Unit-III

A) Oral aptitude in language, theoretical speech of oral aptitude, development of oral expression/Speech in pupil teacher, Classroom, discourse, Discussion as a tool of learning, questioning in the class room, developing reading skill through text book, problems and remedies to incorrect pronunciation.

B) Language Skills- (LSWR-Listening, Speaking, Writing Reading) Meaning Concepts, importance, Language Laboratory- need, Importance, Advantage, Use in teacher's training.

Unit-IV

A) **Listening Skill-** Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral Aptitude.

B) **Speaking Skill-** Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral Aptitude.

C) **Writing Skill -** Aspects of writing shapes, sounds, meanings, punctuation marks, word, Sentences, Expression in writing, mechanics of writing.

D) Reading Skill- Consonants, Vowels, words, sentences, Recognition, Understanding, Silent reading, Imitation reading and loud reading.

Unit-V

Language Text Book- Criteria of selection and critical analysis of language text book, children's literature and teachers handbooks method of evaluation. Understanding the relationship between curriculum syllabus and textbook;

Internal Test and Assignment:


(20 Marks)

1. Class test (10 Marks)
 2. Any one (10 Marks)
- Discuss with students and find out the different language they speak, prepare a plan to use multilingualism as a teaching strategy.
 - Identify speech defects of a primary level students and make remedial strategy.
 - Organizing an activity based game to motivate students for creative questioning
 - Close and critical reading/discussion in small groups.
 - Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.
 - Review of a text of any language subject.

Reference:

1. Agnihotri, R.K. (1995) Multilingualism as a class room 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 readers schema in comprehension, learning and memory. In R.C. Anderson, J. Aslrom & R.J. Tierney (Edu) learning to read in American schools: based readers and content teats psychology.
3. Bansal R.K. and Harrison J.B.- (1990) spoken English for Indian orient Longman LTD Madras.
4. Ladson, billings G (1995) towards a theory of cultwally relevant pedagogy American Educational research journal.
5. NCERT (2006) position paper national focus group on teaching of Indian language (NCF 2005) New Delhi.
6. Paliwal Dr. A.K. (2002) communicative language teaching Sumtri publication, Jaipur.

Only For Session
2020-21


अकादमिक प्रभारी
महाराजा सूरजमल बृज विश्वविद्यालय
भरतपुर (राज.)

B.Sc. B.Ed. – Paper Code 18 PART- III

GUIDANCE AND COUNSELING IN SCHOOL OBJECTIVES :

Marks – 80

Objectives :

The course will enable the student teachers to

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles, issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Develop the various areas, tools and techniques in guidance.
- Understand the concept need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

UNIT-1 GUIDANCE IN SCHOOL

- Concept, need and meaning of guidance.
- Principles of Guidance.
- Procedure of Guidance (Steps)
- Role of school in Guidance.

UNIT-2 AREAS, TOOLS AND TECHNIQUES IN GUIDANCE

- Personal, Educational and vocational Guidance.
- Tools:- Records of students • Cumulative record.
- Questionnaire and inventories
- Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry

UNIT-3 COUNSELING IN SCHOOL

- Concept, need and meaning of counseling.
- Counseling process and role.
- Qualities and role of a school counselor.

UNIT-4 TOOLS AND TECHNIQUES IN COUNSELING

- Individual counseling and group counseling.
- Lectures, discussions and Dramatics as techniques in counseling.
- Counseling for the children with special needs

UNIT-5 GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION GUIDANCE OF CHILDREN WITH SPECIAL NEEDS.

- Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under achiever.
- Guidance of learning disabled, Drug addicts and alcoholics.

Need for research and reforms in guidance and counseling.

Internal Tasks and Assignment

(20 Marks)

1. Class Test 10 Marks
2. Any one 10 Marks
 - Interview of a school counselor.
 - Visit to a guidance or counseling centre and write a report.
 - Administration of an individual test and preparing a report.

References:

1. Anastasi A, Differential Psychology, New York: Macmillan Co, 1996.
2. Arbuckle Dugland, Guidance and Counseling in the classroom, Allyn & Bacon Inco, 1985.
3. Baqrki. B.G. Mukhopadhyaya. B., Guidance and Counseling; A manual, New Delhi: Stanley Publishers, 1990.
4. Crow & Crow, An Introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S. Theory and Practice of Psychological testing, New Delhi: Henry Holt 1992.
6. Jones. A.J, Principles of Guidance, New Delhi, New Delhi: McGrew Hills Publishers, 1970.
7. Kochhar S.K. Educational and vocational Guidance in secondary schools, New Delhi, sterling publishers Pvt. Ltd. 1990.
8. Kolher, S.K. Educational and Vocational Guidance, New Delhi: Practice Hall India ltd., 1995.
9. NCERT, Guidance and Counseling in Indian Education, New Delhi: NCERT, 1978.

B.A. B.Ed. PART- III

पूर्णांक 100

प्रथम प्रश्न पत्र

अवधि : 3 घण्टे

आधुनिक हिन्दी कविता

1. भारतेन्दु – प्रबोधानी
2. हरिऔध– प्रिय प्रवास (पवनदूती प्रसंग) सर्ग–6 छंद संख्या 51 (तू पावेगी कुसुम गहने)
3. मैथिलीशरण गुप्त – (साकेत)– नवम सर्ग से चयनित अंश
 1. करुणे बोलकर आओ
 2. उस रुदन्ती विरहणी यत्नों की ओट
 3. सींचे ही बस प्रवीणा
 4. कौन सा दिखाऊँ दृश्य सदय हृदय से सेकर
 5. वेदने तू भी प्राण धनी
 6. सखि नीलनभस्सर स्वरताल
 7. दरसो परसो जन, बरसो
 8. मैं निज आलिन्द वन में जाग
 9. लाई सखि मालिनें थी चौमासे की माया
 10. निरख सखी ये खंजन विषधर सा वित्तीर्ण
4. प्रसाद– पेशोला की प्रतिध्वनि, हिमाद्रि तुंग, हिमालय के आंगन में,
'आँसू प्रारम्भ से – पाकर इस शून्य हृदय को सबने आ डेरा डाला तक।
5. निराला– 1. जागो एक बार फिर–1, 2 राम की शक्ति पूजा–खिल गयी सभा से अंत तक
6. अज्ञेय– युद्ध विराम, वे पुल बनायेंगे, भीतर जागदाता।
7. मुक्तिबोध– बबूल, उन्हें युद्ध की ही बात करने दो, जन जन का चेहरा एक
8. धर्मवीर भारती – कनुप्रिया (पूर्वराग के प्रथम पांच गीत)
9. नरेश मेहता– प्रार्थना धेनुएँ, महाभाव, सूर्योदय: एक संभावना, इतिहास और प्रार्थना।
10. दुष्यंत कुमार– निम्नलिखित दस गजलों
 1. कहाँ तो तय था चिरागां।
 2. ये सारा जिस्म झुककर।
 3. भूख है तो सब्र कर, रोटी नहीं।
 4. कहीं पे धूप की चादर।
 5. मत कहो, आकाश में कुहरा।
 6. हो गई है पीर पर्वत सी।
 7. जिन्दगानी का कोई मकसद नहीं है
 8. बाढ़ की सम्भावनाएँ सामने है
 9. पक गई है आदतें, बातों से सर
 10. एक गुड़िया की कई कठपुतलियों में जान है

अंक विभाजन : व्याख्या– कुल चार (एक कवि से एक ही व्याख्या पूछी जाएगी)

आन्तरिक विकल्प देय

4 X 10 = 40 अंक

आलोचनात्मक प्रश्न–कुल चार

4 X 15 = 60 अंक

अन्तिम प्रश्न टिप्पणी परक होगा। कुल दो टिप्पणियाँ 7^{1/2} - 7^{1/2} अंको की पूछी जायेगी।

आन्तरिक विकल्प देय होगा।

अकादमिक प्रभादी
महाराजा दूरधनल राज विश्वविद्यालय
भरतपुर (दिल.)

30

द्वितीय प्रश्न पत्र

पूर्णांक : 100

अवधि : 3 घण्टे

नाटक: ध्रुव स्वामिनी— जयशंकर प्रसाद

मुक्तिपथ— रवि चतुर्वेदी

निबंध :

1. आचार्य रामचन्द्र शुक्ल — लोभ और प्रीति ।
2. जयशंकर प्रसाद — यथार्थवाद और छायावाद ।
3. नंददुलारे वाजपेयी— भारतीय साहित्य की एकता ।
4. हजारी प्रसाद द्विवेदी— कुटज ।
5. सच्चिदानन्द हीरानन्द वात्स्यायन अज्ञेय— चेतना का 'संस्कार' ।
6. कुबेरनाथ राय— नीलकण्ठ उदास ।
7. डॉ० नगेन्द्र— कविता क्या है?
8. विद्यानिवास मिश्र— तमाल के झरोखे से ।

अंक विभाजन : व्याख्या— कुल चार (एक पाठ से एक ही व्याख्या पूछी जाएगी)

आन्तरिक विकल्प देय

$$4 \times 10 = 40 \text{ अंक}$$

आलोचनात्मक प्रश्न—कुल चार

$$4 \times 15 = 60 \text{ अंक}$$

अन्तिम प्रश्न टिप्पणी परक होगा। कुल दो टिप्पणियाँ $7\frac{1}{2}$ - $7\frac{1}{2}$ अंको की पूछी जायेगी।
आन्तरिक विकल्प देय होगा।

बी.ए. बी.एड. संस्कृत तृतीय वर्ष

Max. Marks : 100

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	100	30
Paper- II	3	100	30
			Aggregate 72

प्रथम प्रश्नपत्र— भारतीय दर्शन एवं व्याकरण

पाठ्यक्रम

- | | |
|---|--------|
| 1. श्रीमद्भगवद्गीता (द्वितीय और तृतीय अध्याय) | 25 अंक |
| 2. तर्क संग्रह | 20 अंक |
| 3. भारतीय दर्शन के सिद्धान्त | 10 अंक |
| 4. कठोपनिषद् प्रथम अध्याय (प्रथम दो वल्ली) | 20 अंक |
| 5. लघुसिद्धान्तकौमुदी (तिङन्त प्रकरण) | 25 अंक |

अंक विभाजन

क्र.स.	पुस्तक का नाम	लघूत्तरात्मक प्रश्न	अंक	निबन्धात्मक प्रश्न	अंक	अंक योग
1.	श्रीमद्भगवद्गीता (द्वितीय और तृतीय अध्याय)	03	06	03	19	06 + 19 = 25
2.	तर्क संग्रह	03	06	02	14	06 + 14 = 20
3.	भारतीय दर्शन के सिद्धान्त	02	04	01	06	04 + 06 = 10
4.	कठोपनिषद् प्रथम अध्याय (प्रथम दो वल्ली)	03	06	02	14	06 + 14 = 20
5.	लघुसिद्धान्तकौमुदी (तिङन्त प्रकरण)	04	08	04	17	08 + 17 = 25
कुल योग		15	30	12	70	100

अंक विभाग

- (अ) श्रीमद्भगवद्गीता के द्वितीय अध्याय से दो श्लोक देकर किसी एक श्लोक की संस्कृत व्याख्या 10 अंक
- (ब) श्रीमद्भगवद्गीता के तृतीय अध्याय से दो श्लोक देकर किसी एक की सप्रसंग व्याख्या 04 अंक
- (स) श्रीमद्भगवद्गीता के द्वितीय एवं तृतीय अध्याय पर आधारित दो प्रश्नों में से एक प्रश्न 05 अंक
- (अ) तर्क संग्रह में से चार गद्यांशों में से किन्हीं दो की सप्रसंग व्याख्या 08 अंक
- (ब) तर्क संग्रह पर आधारित दो प्रश्नों में से एक सामान्य प्रश्न 06 अंक
- भारतीय दर्शन के निम्नलिखित सिद्धान्त—

अकादमिक प्रगारी 32
जहाराजा दूरधरल गुज विश्वविद्यालय
भरतपुर (राज.)

- (अ) भारतीय दर्शन की विशेषताएँ
 (स) योगदर्शन का अष्टांगयोग
 (य) मीमांसा दर्शन में धर्मस्वरूप
 (ल) न्याय दर्शन की प्रमाण मीमांसा
 (श) जैन दर्शन का अनेकान्तवाद
 उपर्युक्त में से दो में से एक प्रश्न

- (ब) सांख्य दर्शन का सत्कार्यवाद
 (द) अद्वैतवेदान्त का मायावाद
 (र) वैशेषिक दर्शन का परमाणुवाद
 (व) चार्वाक की तत्व मीमांसा
 (ष) बौद्ध दर्शन का शून्यवाद

06 अंक

4. (अ) कठोपनिषद् के प्रथम अध्याय की प्रथम दो वल्लियों में से दो दो मंत्र देकर किन्ही दो मंत्रों की सप्रसंग व्याख्या

08 अंक

(ब) कठोपनिषद् पर आधारित दो में से एक प्रश्न

06 अंक

5. लघुसिद्धान्त कौमुदी (तिङन्त प्रकरण)

(अ) लघुसिद्धान्तकौमुदी के तिङन्त प्रकरण में से भू धातु के दस लकारों तथा एध् धातु की लट्, लोट्, लृट्, लङ्, विधिलिङ्. में चार शब्दों में से दो की रूपसिद्धि

04 अंक

(ब) उपर्युक्त भू धातु तथा एध् धातु के चार सूत्रों में से दो की सोदाहरण व्याख्या।

04 अंक

(स) तिङन्त प्रकरण में से अद्, हु, दिवु आदि भ्वादिगण के अतिरिक्त अन्य गणों के धातुओं की लट् लकार में रूप सिद्धियाँ (चार में से दो की रूप सिद्धियाँ)

04 अंक

(द) भ्वादिगण के अतिरिक्त शेष गणों के दो सूत्रों में से एक सूत्र की सोदाहरण व्याख्या

05 अंक

सहायक एवं सन्दर्भ पुस्तकें

1. श्रीमद्भागवद्गीता (2, 3, 4 अध्याय) – डा० श्रीकृष्ण त्रिपाठी, चौखम्भा संस्कृत भवन, वाराणसी।
2. श्रीमद्भागवद्गीता (2, 3 अध्याय)– डॉ० विश्वनाथ शर्मा, आदर्श प्रकाशन, जयपुर।
3. श्रीमद्भागवद्गीता (2, 3 अध्याय)– डॉ० श्रीकृष्ण ओझा, अभिषेक प्रकाशन, जयपुर।
4. श्रीमद्भागवद्गीता (2, 3 अध्याय)– डॉ० ज्योति बर्मा, युवराज पब्लिकेशन्स, आगरा।
5. श्रीमद्भागवद्गीता (2, 3 अध्याय)– डॉ० हीरेन्द्र कुमार शर्मा, हंसा प्रकाशन, जयपुर।
6. श्रीमद्भागवद्गीता (2, 3 अध्याय)– डॉ० राजेन्द्र प्रसाद शर्मा, जगदीश संस्कृत पुस्तकालय, जयपुर।
7. तर्क संग्रह – डॉ० दयानन्द भार्गव, मोतीलाल बनारसीराम, दिल्ली।
8. तर्क संग्रह – डॉ० पंकज कुमार मिश्र, परिमल प्रकाशन, जयपुर।
9. तर्क संग्रह – डॉ० अर्कनाथ चौधरी, आयुर्वेद संस्कृत हिन्दी पुस्तक भण्डार, जयपुर।
10. तर्क संग्रह – डॉ० नरेन्द्र शर्मा, हंसा प्रकाशन, जयपुर।
11. तर्क संग्रह – डॉ० रामसिंह चौहान, अलंकार प्रकाशन, जयपुर।

12. तर्क संग्रह – डॉ० एन.के. झा अभिषेक प्रकाशन, दिल्ली।
13. भारतीय दर्शन – प्रो० बलदेव उपाध्याय, शारदा संस्थान वाराणसी।
14. भारतीय दर्शन – डा० जदुनाथ सिन्हा, मोतीलाल बनारसी दास दिल्ली।
15. भारतीय दर्शन – डॉ० हरेन्द्र प्रसाद सिन्हा, मोतीलाल बनारसीदास, दिल्ली।
16. भारतीय दर्शन – डॉ० उमेश मिश्र, उ०प्र० हिन्दी संस्थाप, लखनऊ।
17. भारतीय दर्शन – दत्ता एवं चटर्जी, पुस्तक भण्डार पटना।
18. कठोपनिषद् – डॉ० नाथूमल सुमन, नितिन पब्लिकेशन, अलवर।
19. कठोपनिषद् – डॉ० देवेन्द्र नाथ पाण्डेय, हंसा प्रकाशन, जयपुर।
20. कठोपनिषद् – डॉ० सुभाष वेदालंकार, अलंकार प्रकाशन, जयपुर।
21. कठोपनिषद् – डॉ० राजेन्द्र प्रसाद शर्मा, जगदीश संस्कृत पुस्तकालय, जयपुर।
22. कठोपनिषद् – डॉ० सुधाकर द्विवेदी, युवराज पब्लिकेशन, आगरा।
23. कठोपनिषद् – डा० जे.सी. नारायणन्, अलंकार प्रकाशन, जयपुर।
24. लघुसिद्धान्त कौमुदी (तिड.न्त प्रकरण)– डॉ० भीमसेन शास्त्री, भैमी प्रकाशन, दिल्ली।
25. लघुसिद्धान्त कौमुदी (तिड.न्त प्रकरण)–डॉ० सत्यपाल सिंह, शिवालिक प्रकाशन, दिल्ली।
26. लघुसिद्धान्त कौमुदी (तिड.न्त प्रकरण)– डॉ० बाबूराम त्रिपाठी महालक्ष्मी प्रकाशन, आगरा।
27. लघुसिद्धान्त कौमुदी (तिड.न्त प्रकरण)– डॉ० प्रभुराम सूत्रकार, नितिन पब्लिकेशन, अलवर।
28. लघुसिद्धान्त कौमुदी (तिड.न्त प्रकरण)– डॉ० सुभाष वेदालंकार और डॉ० महेश कुमावत, अलंकार प्रकाशन, जयपुर।
29. लघुसिद्धान्त कौमुदी (तिड.न्त प्रकरण)–डॉ० अर्कनार्थ चौधरी, जगदीश संस्कृत पुस्तकालय, जयपुर।
30. लघुसिद्धान्त कौमुदी (तिड.न्त प्रकरण)– डॉ० जगदीश शास्त्री, हंसा प्रकाशन, जयपुर।

द्वितीय प्रश्न पत्र

काव्य, धर्मशास्त्र एवं निबन्ध

पाठ्यक्रम

- | | |
|--|--------|
| 1. रघुवंशम्, द्वितीय सर्ग | 20 अंक |
| 2. रामायण, बालकाण्ड, प्रथम सर्ग | 20 अंक |
| 3. महाभारत, उद्योगपर्व, विदुरनीति का 34, 35 अध्याय | 20 अंक |
| 4. मनुस्मृति, द्वितीय अध्याय, 1 से 150 श्लोक तक | 20 अंक |
| 5. संस्कृत में निबन्ध | 10 अंक |
| 6. प्रत्यय ज्ञान (प्रत्यय विधायक सूत्र सहित) | 10 अंक |

अंक विभाजन

क. स.	पुस्तक का नाम	लघूत्तरात्मक प्रश्न	अंक	निबन्धात्मक प्रश्न	अंक	अंक योग
1.	रघुवंशम् (द्वितीय सर्ग)	03	06	02	14	6+14=20
2.	रामायण, बालकाण्ड (प्रथम सर्ग)	03	06	02	14	6+14=20
3.	महाभारत, उद्योगपर्व (विदुरनीति का 34, 35 अध्याय)	02	04	02	16	4+16=20
4.	मनुस्मृति, द्वितीय अध्याय, 1 से 150 श्लोक तक	03	06	02	14	6+14=20
5.	संस्कृत में निबन्ध	01	02	01	08	2+8=10
6.	प्रत्यय ज्ञान (प्रत्यय विधायक सूत्र सहित)	03	06	01	04	6+4=10
	कुल योग	15	30	10	70	100

अंक विभाजन

- 1.(अ) रघुवंशम् के द्वितीय सर्ग से चार श्लोकों में से दो की सप्रसंग व्याख्या 8 अंक
(ब) रघुवंशम् के द्वितीय सर्ग से दो प्रश्नों में से एक प्रश्न 6 अंक
- 2.(अ) रामायण के बालकाण्ड के प्रथम सर्ग में से चार में से दो की सप्रसंग व्याख्या 8 अंक
(ब) बालकाण्ड के प्रथम सर्ग पर आधारित दो प्रश्नों में से एक प्रश्न 6 अंक
- 3.(अ) महाभारत, उद्योगपर्व, विदुरनीति के 34 एवं 35 अध्याय से दो दो श्लोक देकर किन्ही दो श्लोकों की सप्रसंग व्याख्या 10 अंक
(ब) विदुरनीति पर आधारित दो प्रश्नों में से एक प्रश्न 6 अंक
- 4.(अ) मनुस्मृति के द्वितीय अध्याय के 1से 150 तक के चार श्लोकों में से दो की सप्रसंग व्याख्या 8 अंक
(ब) मनुस्मृति के द्वितीय अध्याय के 1से 150 तक के श्लोकों पर आधारित दो प्रश्नों में से एक प्रश्न 6अंक
5. निम्नलिखित में से चार में से एक पर संस्कृत में निबन्ध—
(अ) संस्कृतभाषायाः महत्त्वम् (ब) भारतीयसंस्कृतिः (स) मम प्रियः कविः
(द) सदाचारः (य) सत्संगतिः (र) परोपकारः
(ल) उद्योगस्य महत्त्वम् (व) स्त्री शिक्षा (श) विज्ञानस्य चमत्कारः
(ष) पर्यावरणम् (स) विद्यायाः महत्त्वम् (ह) महाकविः कालिदासः
(क्ष) महाकविः बाणः (त्र) महाकविः भारविः (ज्ञ) दूरदर्शनम्
6. निम्नलिखित प्रत्ययों का सामान्य ज्ञान (सूत्र सहित)
वत्वा, ल्यप्, तुमुन्, क्त, क्तवत्, शतृ, शानच्, त्व, तल्, तरप्, तमप्, टाप्, डीप्, डीष्, डीन्

उपर्युक्त प्रत्ययों के उदाहरणों में से दो में से एक शब्दों में प्रकृति प्रत्यय का ससूत्र ज्ञान 10 अंक
सहायक एवं सन्दर्भ पुस्तकें

1. रघुवंशम् (द्वितीय सर्ग) – डॉ जगन्नारायण पाण्डेय, जगदीश सस्कृत पुस्तकालय, जयपुर
2. रघुवंशम् (द्वितीय सर्ग) – डॉ बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा।
3. रघुवंशम् (द्वितीय सर्ग) – डॉ श्रीकृष्ण ओझा, अभिषेक प्रकाशन जयपुर
4. रघुवंशम् (द्वितीय सर्ग) – डॉ बाबूलाल मीना, हंसा प्रकाशन, जयपुर
5. रघुवंशम् (द्वितीय सर्ग) – डॉ रविकान्त मणि, हंसा प्रकाशन, जयपुर
6. रामायण, बालकाण्ड (प्रथम सर्ग)– डॉ भेषराज शर्मा, हंसा प्रकाशन, जयपुर
7. रामायण, बालकाण्ड (प्रथम सर्ग)– डॉ उषा शर्मा, आयुर्वेद सं. हिन्दी पुस्तक भण्डार, जयपुर
8. विदुरनीति – डॉ कृष्णकान्त शुक्ल, साहित्य भण्डार, मेरठ
9. विदुरनीति – डॉ रेवतीरमण शास्त्री, यूनिक ट्रेडर्स, जयपुर
10. विदुरनीति – डॉ श्रीकृष्ण ओझा, अभिषेक प्रकाशन, जयपुर
11. विदुरनीति – डॉ हरिनारायण यादव, महालक्ष्मी प्रकाशन, आगरा
12. मनुस्मृति (द्वितीय अध्याय)– डॉ श्याम शर्मा, नितिन पब्लिकेशन, अलवर
13. मनुस्मृति (द्वितीय अध्याय)– डॉ भेषराज शर्मा, हंसा प्रकाशन, जयपुर
14. मनुस्मृति (द्वितीय अध्याय)– डॉ कमलनयन शर्मा, आयुर्वेद सं. हिन्दी पुस्तक भण्डार, जयपुर
15. मनुस्मृति (द्वितीय अध्याय)– डॉ शिवशंकर गुप्त, विश्वविद्यालय प्रकाशन, वाराणसी
16. रचनानुवादकौमुदी – डॉ कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी
17. अनुवाद चन्द्रिका – डॉ चक्रधर नैटियाल हंस, मोतीलाल बनारसीदास, दिल्ली
18. स्नातक संस्कृत व्याकरण– डॉ बाबूलाल मीना, हंस प्रकाशन जयपुर
19. प्रौढ रचनानुवादकौमुदी – डॉ कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी
20. वृहद् अनुवाद चन्द्रिका – डॉ चक्रधर नैटियाल हंस, मोतीलाल बनारसीदास, दिल्ली
21. संस्कृत निबन्ध परिजात – डॉ सुभाष वेदालंकार, अलंकार प्रकाशन, जयपुर
22. संस्कृत निबन्धांजली – डॉ रामकृष्ण आचार्य, विनोद पुस्तक मन्दिर, आगरा
23. संस्कृतनिबन्धरत्नाकर ; – डॉ शिवबालक द्विवेदी, हंसा प्रकाशन, जयपुर
24. संस्कृतनिबन्धपीयूषम् – डॉ कृष्णगोपाल जांगिड, हंसा प्रकाशन, जयपुर
25. संस्कृतनिबन्धशतकम् – डॉ कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी
26. संस्कृतनिबन्धनिकुंज – डॉ वासुदेवकृष्ण. चतुर्वेदी, महालक्ष्मी प्रकाशन, आगरा।
27. संस्कृत निबन्ध निहारिका – डॉ अशोक कुमार यादव, युवराज पब्लिकेशन्स, आगरा

B.A. B.Ed.- 05/06/07 (G-B)

ENGLISH LITERATURE

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	100	30
Paper- II	3	100	30

} Aggregate 72

The syllabus aims at achieving the following objectives

1. Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction.
2. Strengthening skills of note making, summarizing and dialogue writing.
3. Understanding texts with specific reference to genres, forms and literacy terms.

Papers I : Poetry and Drama

Questions No. 1 : References to Context from unit A, B & C.

Candidate will be required to explain **Four (4)** passages of reference to Context out of **Eight (8)** of five marks each, with a total of **20 marks**.

Questions No. 2 will also be compulsory. the student will be required to attempt 5 questions out of 10, to be answered in about 5 lines each. each question will carry 4 marks to a total of **20 marks**.

The other 3 questions will be essay- type questions of **20 marks** each, one from each section with internal choice.

SECTION A

The following poems from Sterling of Gold Part III edited by Jasbir Jain (Macmillan)

Tennyson	:	Ulysses
R. Browning	:	My Last Duchess
M. Arnold	:	Dover Beach
G.M. Hopkins	:	The Sea and the Skylark
W.B. Yeats	:	A Prayer for my Daughter
T.S. Eliot	:	Preludes

SECTION B

The following poems from Texts and their worlds Edited by Anna Kurian. Foundation Books, 2005.

Kalidas, Bhavabhuti, Bhartrahari	:	Is Poetry Always, Worthy when its old?
Syed Amanuddin	:	Don't Call me Indo-Anglian
R. Parthasarathy	:	From Homecoming
Agyeya	:	Hiroshima
M. Gopalkrishna Adiga	:	Do something, Brother
Eunice D Souza	:	Women in Dutch Painting
O.N.V. Kurup	:	Earthen Pots
A. Jayaprabha	:	Stares
Daya Pawar	:	Oh Great Poet
Sitakant Mahapatra	:	The Election

SECTION C

Grish Karnad	:	<i>Tughlaq</i>
Eugene O'Neill	:	<i>The Hairy Ape</i>

Paper II : Prose and Fiction

Candidate will be required to answer Five (5) essay type questions of 20 marks each, choosing at least one questions from each section, out of 10 essay type questions.

SECTION A

The following short stories from Texts and Their Worlds edited by Anna Kurian.

Foundation Book, 2005 :

Munshi Premchand	:	The Shroud
Intizar Hussain	:	A Chronicle of the Peacocks
Ismat Chughtai	:	Roots
V.M. Basheer	:	Birthday

Shashi Deshpande : My Beloved Charioteer
Ambai : A Kitchen in the Corner of house

SECTION B

R.K. Narayan : The Guide
Charlotte Bronte : Jane Eyre

SECTION C

1. A short passage of about 10 simple sentences to be translated from Hindi to English .
2. Editing a short text (Grammaticality, Logicality, Cohesion, Coherence)
3. Critical Analysis of a prose piece.
4. Writing a News Report

Recommended Reading :

Vandana R. Singh : The Written Word (O.U.P.)
K.M. Shrivastava: News Reporting and Editing, Sterling Publication

B.A. B.Ed. - 05/06/07 (G-B)

URDU

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	100	30
Paper- II	3	100	30

} Aggregate 72

Paper I (Jadeed Asnafa Adab)

1. Jadeed Nazam
2. Azad Nazam
3. Moarra Nazam
4. Nasri Nazam
5. Perody
6. Report Taaz Nigari
7. Khaka
8. Inshaiya
9. Khutoot Nigari
10. Savanch Nigari

Division of Marks

Unit I : Ten short answer type question.

[Handwritten signature]

[Handwritten initials]

[Handwritten signature] 20
अकादमिक प्रगती 39
जंहराजा युवराजल पुत्र विश्वविद्यालय
भरतपुर (राज.)

Unit II	Question on Nazam Nigari.	20
Unit III	Question on Perody & Report Taaz Nigari.	20
Unit IV	Questions on Khaka & Inshaiya	20
Unit V	Question on Khutoot Nigari & Savanch Nigari	20
Total 100		

Note: Attempt at least one questions from each unit. All the short answer types questions of unit I are compulsory.

Books Recommended:

1. Jadeed Urdu Nazm Aur Europi Asrat By Hamidi Kashmiri.
2. Urdu Khake Nigari By Dr. Sabira Sayeed
3. Urdu Inshaiya- By Dr. Mohd. Hasnain.
4. Nai Nazm Ka Safar- By Dr. K. Azmi
5. Urdu Inshayye- By Anwar Sadeed
6. Adab Ka Multalia - By Dr. Athar Parveed

Paper - II

(History, Essay and Translation)

1. Urdu Adab ka Aaghaz - o - Irtiqa up to 1957.
2. Fort Willaim College ki Adabi Khidmat.
3. Sir Syed Tehreek
4. Dabistan- e- Delhi
5. Dabistan- e- Lucknow

Books Prescribed for translation from Persian to Urdu :

1. Gulha-e-Farsi Published - By Kibabistan, 30 chak Road, Allahabad.

Division of Marks:

Unit I	Ten Short Answer type question.	20
Unit II	Essay on a Literary topic.	20
Unit III	Translation from English, Hindi & Persian into Urdu	20

[Handwritten signature]

[Handwritten initials]

अकादमिक प्रभारी 40
महाराजा सुरजमल पूज विश्वविद्यालय
भरतपुर (राज.)

Unit IV	Urdu Adab ka Aghaz-o-Irtiqā Dabistan-e-Delhi & Dabistan -e- Lucknow	20
Unit V	Question on Sir Syed Tehreek, Fort William College.	20
		Total 100

Note: Attempt at least one questions from each unit. All the short answer types questions of unit I are compulsory.

Books Recommended:

1. Dacani Adab Ki Taeekh by Dr. Zor.
2. Urdu Adab Ki Ek Sadi- By Dr. Syed Abdullah
3. Delhi Ka Debistane shairi by Noorul Hasn Hashmi
4. Lucknow ka Dabistane Shairi - by Abdulla Siddiqui
5. Sir Syed Aur Aligarh Tehreek by Khaleeq Nizami
6. Fort William College ki Adabi Khidmwat- by Udeba Begum

B.A. B.Ed. - 05/06/07 (G-B)

(History)

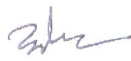
	Duration (Hrs.)	Max. Marks	Min. Pass Marks	
Paper- I	3	100	30	} Aggregate 72
Paper- II	3	100	30	

The scheme of examination will be as follows:

Scheme:

Note: There shall be two papers in all in the subject of History and each paper shall be three hours duration and of 100 marks.

Each paper shall consist of two parts I shall carry 40 marks and shall consist of two compulsory questions. The first compulsory question will be of 20 marks comprising of 10 very short answer type questions of two marks each. The answer to each questions should not exceed 20 words.


 अकादमिक प्रभारी 41
 महाराजा सुरजमल नूज विश्वविद्यालय
 भरतपुर (राज.)

and India's poverty. Indian Resistance, its nature and scope-socio-religious reform movements- Brahma-Samaj, Arya Samaj, RamKrishna Mission, Indian freedom Struggle the first phase. Emergence - Gokhale and Tilak. Economic nationalism, Swadeshi Movement. Beginning of Muslim communalism and the Muslim League.

Section -C

Nationalism under Gandhi's Leadership: Gandhi's ideology and methods non-cooperation, Civil Disobedience and Quit India Movements. Other stands in the national movement: Revolutionaries the left (Socialists and Communists) Subhash Chandra Bose and the Indian National Army. Peasants Workers and Depressed Classes Movements. Women in the National Movement. The Government of India Acts of 1909, 1919 and 1935. Communal Politics and Partition of India. Progress and profile of Independent India (1947-1971) Integration of States. Agrarian Reforms, the concept of Planned economy and Industrialization. Foreign policy of Independent India (1947-1971) non- Alignment and Panchsheel.

प्रथम प्रश्न पत्र, आधुनिक भारत का इतिहास (1761-1971 ईस्वी)

खण्ड - क

अठारहवीं शताब्दी के मध्य में भारत, मराठा परिसंघ, इसकी शक्ति एवं दुर्बलता- अंग्रेजों से संघर्ष एवं मराठों का पतन। ब्रिटिश शासन का विस्तार एवं सुदृढ़ीकरण- बंगाल, मैसूर, अवध, सिन्ध एवं पंजाब- सहायक संधिया एवं विलय का सिद्धान्त। ईस्ट इण्डिया कम्पनी पर संसदीय नियंत्रण की स्थापना- रेग्यूलेटिंग एक्ट एवं पिट्स इण्डिया एक्ट। भू-राजस्व बन्दोबस्त: स्थायी, रयतबाड़ी एवं महलवाड़ी। ब्रिटिश शासन के प्रति जन प्रतिरोध: 1857 का विप्लव - कारण, प्रकृति एवं परिणाम।

खण्ड ख

1857 के बाद ब्रिटिश नीति- ब्रिटिश सर्वोपरिता का विकास। औपनिवेशिक अर्थव्यवस्था का स्वरूप - कृषि का व्यावसायीकरण, कुटीर उद्योगों का पतन, धन का निष्कासन एवं भारत की निर्धनता। भारतीय पुनर्जागरण: इसकी प्रकृति एवं क्षेत्र - सामाजिक धार्मिक सुधार आन्दोलन- ब्रह्म समाज, आर्य समाज, रामकृष्ण मिशन। भारत का स्वाधीनता संग्राम- प्रथम चरण: भारतीय राष्ट्रवाद का उदय, भारतीय राष्ट्रीय कांग्रेस की स्थापना,- नरमपंथी एवं उग्रपंथी। आर्थिक राष्ट्रवाद, स्वदेशी आन्दोलन होम रूल आन्दोलन। मुस्लिम साम्प्रदायिकता का उदय एवं मुस्लिम लीग।

खण्ड -ग

गांधी के नेतृत्व में राष्ट्रवाद: गांधी की विचारधारा एवं पद्धतियाँ— असहयोग, सविनय अवज्ञा एवं भारत छोड़ो आन्दोलन। राष्ट्रीय आन्दोलन की अन्य धाराएं: क्रान्तिकारी, वामपंथी (समाजवादी एवं साम्यवादी) सुभाष चन्द्र बोस एवं इण्डियन नेशनल आर्मी। कृषकों मजदूरों एवं दलित वर्गों के आन्दोलन। राष्ट्रीय आन्दोलन ने महिलाएं। वर्ष 1909, 1919 एवं 1935 के भारत सरकार अधिनियम। साम्प्रदायिक राजनीति एवं भारत का विभाजन। स्वतंत्र भारत (1947—1971) की प्रगति एवं परिदृश्य: राज्यों का एकीकरण, कृषिपरक सुधार, नियोजित अर्थव्यवस्था की अवधारणा एवं औद्योगिकीकरण। स्वतंत्र भारत की विदेश नीति (1947—1971) – गुट निरपेक्षता एवं पंचशील।

Books Recommended (अनुशासित पुस्तकें):

- Bisheshwar Prasad : Bondage and Freedom, Vol. I and Vol II
- C.A. Bayly : Indian Society and the making of British Empire
Cambridge University Press, 1987
- Sumit Sarkar : Modern India, 1885-1947, Delhi (also in Hindi)
- Bipan Chandra : Nationalism and Colonialism in Modern India, Dehli, 1981
- A.R. Desai : Peasant struggles in India, Delhi 1979
- Rajni Guha & Gayatri
C. Spivak (ed.) : Selected Subaltern Studies Delhi, 1988
- J. Krishnamurti (ed.) : Women in Colonial India, Oxford University Press, 1989
- एम.एस. जैन : आधुनिक भारत का इतिहास
- जगन्नाथ प्रसाद मिश्र : आधुनिक भारत का इतिहास, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ
- बिपिन चन्द्र एवं अन्य : भारत का स्वतंत्रता संग्राम, दिल्ली 1998
- आजादी के बाद का भारत (1947, 2000) दिल्ली 2004
- आर.एल. शुक्ल (सं.) : आधुनिक भारत का इतिहास , हिन्दी माध्यम कार्यान्वयन निदेशालय
दिल्ली विश्वविद्यालय, दिल्ली

PAPER II - HISTORY OF MODERN WORLD (150-2000 A.D)

Section - A

Renaissance and the beginning of the modern era. Reformation and Counter-Reformation - Economic changes - ferdalism to Capitalism. The American Revolution -

causes nature and consequence. The French Revolution- causes, main events and impact. Evaluation of Napoleon Bonaparte Industrial revolution- causes processes and impact.

Section - B

Rise of Nationalism in the 19th Century. National unification of Germany and Italy age of conservatism and Revolution of 1830 and 1848 in Europe growth of Imperialism and Colonialism - Exploitation of New World with special reference to countries of Asia and Africa Eastern question and its complexities for Europe. Nature of European Imperialism in China. Revolution of 1911 in China- Principles of Sun-yat-sen. Modernization of Japan in the 19th Century. First World War- causes and consequences League of Nations.

Section - C

The Russian Revolution of 1917. The great economic Depression and Recovery. Fascism in Italy and Nazism in Germany, Second World War. United National Organisation- Objectives, Achievement, Limitations. The Chinese Revolution of 1949. Cold War. Emergence of Third World and Non-Alignment. Arab world (Egypt.) South - East Asia (Vietnam) Africa - Apartheid to Democracy. Soviet Disintegration and the Unipolar World. Globalization and its impact.

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

खण्ड - क

पुनर्जागरण एवं आधुनिक युग का प्रारम्भ। धर्मसुधार आन्दोलन एवं प्रति धर्मसुधार आन्दोलन। आर्थिक परिवर्तन- सामन्तवाद से पूंजीवाद, अमेरिका की क्रान्ति- कारण, प्रकृति एवं परिणाम। फ्रांस की क्रान्ति- कारण, मुख्य घटनाएँ एवं प्रभाव। नैपोलियन बोनापार्ट का मूल्यांकन। औद्योगिक क्रान्ति- कारण, प्रक्रियाएँ एवं प्रभाव।

खण्ड - ख

19वीं शताब्दी में राष्ट्रवाद का उदय, जर्मनी एवं इटली का राष्ट्रीय एकीकरण। रूढ़िवादिता का युग एवं यूरोप में 1830 एवं 1848 की क्रान्तियाँ। साम्राज्यवाद एवं उपनिवेशवाद का विकास- नव वियव का शोषण, एशिया एवं अफ्रीका के देशों के विशेष सन्दर्भ में। पूर्वी समस्या एवं यूरोप के लिए उसकी जटिलताएँ। चीन में यूरोपीय साम्राज्यवाद की प्रकृति। चीन में 1911 की क्रान्ति- सन यात सेन के सिद्धान्त। 19वीं शताब्दी में जापान का आधुनिकीकरण। प्रथम विश्व युद्ध - कारण एवं परिणाम। राष्ट्रसंघ।

अकादमिक प्रश्नोत्तरी

जयराज दूरजसल राज विश्वविद्यालय
भरतपुर (राज.)

45

खण्ड — ग

1917 की रूसी क्रान्ति। आर्थिक महामंदी एवं समाधान। इटली में फासीवाद एवं जर्मनी में नाजीवाद। द्वितीय विश्व युद्ध। संयुक्त राष्ट्र संघ— उद्देश्य उपलब्धियाँ, सीमाएँ। 1949 की चीनी क्रान्ति। शीत युद्ध। तृतीय विश्व युद्ध का अभ्युदय एवं गुट निरपेक्षता। अरब विश्व (मिस्त्र), दक्षिण-पूर्व एशिया (वियतनाम), अफ्रीका— रंगभेद से लोकतंत्र की ओर। सोवियत विघटन एवं एकध्रुवीय विश्व। भूमण्डलीकरण एवं उसका प्रभाव।

Books Recommended (अनुशासित पुस्तकें):

- A G Dickens : The age of Humanism and Reformation, New Jersey, 1972
Christopher Hill : From Reformation to Industrial Revolution, Penguin, 1970
H.B. Parks : The United States of America- A history, Indian Reprint Calcutta, 1976
Georges Lefebvre : Coming of the French Revolution, Princeton, 1989
C.D. Hazeri : Modern Europe in 1945, Indian Reprint, Delhi 1977
David Thompson : Europe since Napoleon, Penguin, 1966
George Vendadsky : A History of Russia, 1961
Haruld M. Virlacke : A History of the East in Modern Times Indian Reprint Ludhiana
A.I.P. Taylor : The Origins of the Second World War
H.A. Davies : Outline History of the World , 1968
J.E. Swain : A History of World Civilisation, Indian Reprint New Delhi, 1994
Louis Synder : The Making of Modern Man, Princeton, 1967
बनारसी प्रसाद सक्सैना : अमेरिका का इतिहास , पटना 1972
सी.डी. रंजन : आधुनिक यूरोप का इतिहास (अनुवाद), आगरा।
देवेन्द्र सिंह चौहान : यूरोप का इतिहास (1815-1919), भोपाल 1995
जॉर्ज वर्नादस्की : रूस का इतिहास (अनुवाद) भोपाल, 1971
हेराल्ड एम विनाके : पूर्व एशिया का आधुनिक इतिहास (अनुवाद) लखनऊ 1982
एस पी पाथरी : पूर्व एशिया का संक्षिप्त इतिहास, खण्ड I (19वीं शताब्दी) खण्ड II (20वीं शताब्दी), लखनऊ, 1973 एवं 1974
के.के. कौल : पश्चिमी एशिया का आधुनिक इतिहास: 1808-1973 लखनऊ, 1977

पार्थसारथि गुप्ता : यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली
विश्वविद्यालय, दिल्ली

B.A. B.Ed. - 05/06/07 (G-B)

POLITICAL SCIENCE

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	100	30
Paper- II	3	100	30

} Aggregate 72

नोट राजनीति विज्ञान के दो प्रश्न पत्र होंगे। प्रत्येक प्रश्न पत्र 3 घण्टों में विभाजित होगा।

प्रश्न-पत्र के दो भाग होंगे। प्रथम भाग 40 अंकों का होगा। इस भाग में 20 अनिवार्य प्रश्न होंगे। प्रत्येक प्रश्न दो अंकों का होगा। प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 20

शब्दों में देना होगा। निर्धारित शब्द सीमा से अधिक शब्दों में उत्तर देने पर अंक काटे जा सकेंगे। प्रश्न पत्र के लिए निर्धारित 3 घण्टों की अवधि में से अधिकतम 1 घण्टे की अवधि

प्रश्न पत्र के इस भाग के लिए निर्धारित होगी। प्रश्न पत्र के इस भाग के लिए निर्धारित होगी। प्रश्न पत्र के इस भाग में पूरे पाठ्यक्रम के प्रश्न होंगे।

प्रश्न पत्र के द्वितीय भाग में पाठ्यक्रम के तीनों खण्डों में से प्रत्येक में से दो-दो निबन्धात्मक प्रकृति के प्रश्न होंगे। प्रत्येक प्रश्न 20 अंकों का होगा। प्रश्न पत्र का यह भाग 60 अंकों का होगा।

प्रथम प्रश्न पत्र- प्रतिनिधि पश्चिमी राजनीतिक विचारक

खण्ड 'क'

प्लेटो, अरस्तु व एकीनास


खण्ड 'ख'

मेकियावली, हॉब्स लॉक, रूसो

खण्ड 'ग'

बेन्थम, जे.एस. मिल, कार्ल मार्क्स एव हैरालड जे. लास्की

अनुशासित पुस्तकें


अकादमिक प्रभारी 47
महाराजा दूरजल गुज विश्वविद्यालय
भरतपुर (राज.)

1. जार्ज एवं सोबइन ए हिस्ट्री ऑफ पोलिटिकल थ्योरी (हिन्दी व अंग्रेजी)
2. सी.एल. पेपर पोलिटिकल थॉट
3. जे.पी. सूद: वेस्टन पोलिटिकल थॉट
4. फास्टर पास्टल ऑफ पोलिटिकल थॉट
5. डनिंग हिस्ट्री ऑफ पोलिटिकल थॉट
6. पी.डी. शर्मा राजनीतिक विचारक
7. पुखराज जैन कतिपय प्रमुख राजनीतिक विचारक
8. एफ. डब्ल्यू काकर रीसेन्ट पोलिटिकल थॉट
9. इनिंग ए हिस्ट्री ऑफ पोलिटिकल थ्योरीज

Note: The questions paper shall be of 3 hours duration. The questions paper shall contain two parts.

Paper A shall be of 40 marks and shall be compulsory containing 20 questions of limited words (maximum 20 words) answer and of two marks each. This part of the questions paper shall be of one hour duration. The questions in this part can be asked from the entire course. Part B of the question paper shall have 2 question of descriptive type from each of the 3 section, and shall carry 60 marks. The candidates shall be required to attempt one questions of 20 marks from each section.

PAPER I : REPRESENTATIVE WESTERN POLITICAL THINKERS

Section -A

Plato, Aristotle and Aquinas.

Section- B

Machiavelli, Hobbes, Locke, Rousseau.

Section -C

Bentham, J.S. Mill, Karl, Marx and Harold J. Laski.

Books Recommended:

A. Hacker : Political Theory

G.H. Sabine : History of Political Theory

C.L. Wayper : Political Thought

Foster : Master of political Thought Vol. I

Jones : Master of political Thought Vol. II

Lancaster : Master of political Thought Vol. III

Chaddha : Pramukh Rajnitik Vicharak (Adarsh Prakashan)

P.D. Sharma : Pratinidhi Rajnitik Vichrak

Pukh Raj Jain : Katipay Pramukh Rajnitik Vicharak

द्वितीय प्रश्न- पत्र : द्वितीय विश्वयुद्धोत्तर अन्तर्राष्ट्रीय सम्बन्ध

प्रश्न-पत्र के दो भाग होंगे। प्रथम भाग 40 अंकों का होगा। इस भाग में 20 अनिवार्य प्रश्न होंगे। प्रत्येक प्रश्न दो अंको का होगा। प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 20 शब्दों में देना होगा। निर्धारित शब्द सीमा से अधिक शब्दों में उत्तर देने पर अंक काटे जा सकेंगे। प्रश्न पत्र के लिए निर्धारित 3 घण्टों की अवधि में से अधिकतम 1 घण्टे की अवधि प्रश्न पत्र के इस भाग के लिए निर्धारित होगी। प्रश्न पत्र के इस भाग के लिए निर्धारित होगी। प्रश्न पत्र के इस भाग में पूरे पाठ्यक्रम के प्रश्न होंगे।

खण्ड 'क'

द्वितीय विश्वयुद्धोत्तर अन्तर्राष्ट्रीय प्रवृत्तियाँ, शीत युद्ध एवं इसके विभिन्न चरण, संयुक्त राष्ट्र संघ: संगठन कार्यप्रणाली एवं भूमिका, संयुक्त राज्य अमेरिका व तृतीय विश्व, साम्यवादी खेमे का विघटन, यूरोप का पुनर्गठन

खण्ड 'ख'

विदेश नीतियाँ, संयुक्त राज्य अमेरिका, चीन भारत व रूस

खण्ड 'ग'

अन्तर्राष्ट्रीय राजनीति में सम-सामयिक प्रवृत्तियों व मुद्दे, फिलीस्तीन समस्या व अरब इजरायल सम्बन्ध तल राजनीति, खाड़ी संकट अफगानिस्तान समस्या, नवीन विश्व अर्थव्यवस्था, एशिया में क्षेत्रीय सहयोग के लिए संगठन, एसिऑन (दक्षिण-पूर्वी एशियाई राष्ट्र, संगठन) एवं सार्क (दक्षिण एशियाई क्षेत्रीय सहयोग संगठन)

अनुशंसित पुस्तकें:

ब्लैक एण्ड थॉमसन : फारेन पॉलिसी

जॉरडन कॉनेल स्मिथ: पेन्टर्स परसेप्शन ऑव दी डवलपिंग सिंस 1982।

डैनियन एस.पप : सोवियत परसेप्शन ऑव दी डवलपिंग वर्ल्ड इन 1980।

डॉ० मथुरालाल शर्मा : अन्तर्राष्ट्रीय सम्बन्ध 1945 से अब तक।

महेन्द्र कुमार : अन्तर्राष्ट्रीय राजनीति के सैद्धान्तिक पक्ष (हिन्दी व अंग्रेजी)

पी.के. चड्ढा : अन्तर्राष्ट्रीय सम्बन्ध (आदर्श प्रकाशन, चौड़ा रास्ता जयपुर)

बाबूलाल फाडिया : अन्तर्राष्ट्रीय सम्बन्ध

पुखराज जैन : अन्तर्राष्ट्रीय सम्बन्ध

दीनानाथ वर्मा : अन्तर्राष्ट्रीय सम्बन्ध

एस.एम.धर : इंटरनेशनल पॉलिटिक्स सिंस 1949

हरिदत्त वेदालंकार : इंटरनेशनल पॉलिटिक्स

Paper II : International Relations Since World War- II

SECTION - A

Post war International Development: Cold War, U.N.O. : Organization , working and role U.S.A. and third world : Non-aligned Movement collapse of Communist block reorganization of Europe.

SECTION - B

Forgein Policies of India U.S.A. China and Russia.

SECTION - C

Contemporary Trends and Issues in International Policies: Palestinian problem and Arab-Israel conflict. Oil policies and the Euro sis Afghanistan Problem: New International Economic Order Associations of Regional Co-operation in Asia: ASEAN, SAARC

Books Recommended:

Black & Thomas Foreign Policy.

Jorden Connel SMith: Patterns of the post World War 1982.

S.M. Dhar : International Problem & World Politics since 1949.

Denil S. Papp: Soviet Perception of the Developing world in 1980.

Haridutt Vedleanker : International Politics
 Dr. Mathuralal Sharma: International Relation (Since 1945)
 Dinanath Verma: Antar Rashtriya Sambandha
 Mahendra Kumar : Theoretical Aspects of International Politics
 P.K. Chaddha: Antar Rashtriya Sambandh (Adarsh Prakashan Choura Rasta, Jaipur)
 Palmer and Perkins: International Relation
 Hans Morgenthau : Politics among Nation
 Babulal Fadiya : Antar Rashtriya Sambandh
 Pukhraj Jain : Antar Rashtriya Sambandh

B.A. B.Ed. - 05/06/07 ECONOMICS

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	100	30
Paper- II	3	100	30
			Aggregate 72

PAPER- I

INTRODUCTORY MACRO ECONOMICS

Section-A

Macroeconomics: Meaning, Subject matter and importance, basic tenets of Classical, Keynesian, New- Classical and New-Keynesian economics, Macroeconomics variables circular flow of Income, National Income: Basic Concepts, Measurement, Sectoral Accounts, Nominal and Real Aggregates.

Money: Functions, Demand and Supply. Quantity of Money: Transaction Approach, Cash Balance Approach, Keynes' reformulation of the Quantity Theory of Money.

Inflation: Meaning and impact, Theories of Inflation- Demand Pull (Keynesian and Monetarist), Cost push, Structural Theories of Inflation.

Section-B

Income and Employment Determination: Classical Model and Keynesian Model, Consumption Function: Psychological Law of Consumption, Determinants of Consumption Paradox of Thrift, Investment Function: Determinants of Investments, Marginal Efficiency of Capital and Marginal Efficiency of Investment, Concept of Multiplier and Accelerator.

[Handwritten signature]

[Handwritten initials]

[Handwritten signature]
 अकादमिक प्रभारी 51
 महाराजा सुरजलाल गुज विश्वविद्यालय
 भरापुर (राज.)

Section-C

Central Bank: Organizational Set-up and functions of Central Bank (With special reference to RBI) Commercial Bank: Functions, Modern trends of Commercial Banking. Quantitative and Qualitative credit control by RBI. Money Supply: Meaning & Definition, four measures (M1, M2, M3 and Mi) Monetary Policy: Objectives, Targets and Indicators. Transmission Mechanism, Fiscal Policy: Objective and instruments.

Recommended Books:

1. G.S. Gupta, Macro Economics, Theory and Application, 4th Ed, McGraw Hill, New Delhi.
2. Dornbusch, Fisher and Startz: Macroeconomics, XI Edition, Indian Reprint, Tata McGraw-Hill, Publishing Company Ltd. New Delhi.
3. N. Gregory Mankiw, Macroeconomics, Worth Publishers (Latest Edition).
4. H.L. Ahuja (Hindi and English Edition) Macro Economics, theory and policy's S. Chand & Co. Ltd. New Delhi
5. Suraj B. Gupta: Monetary Economics, S. Chand and Co. Ltd.
6. L.N. Nathuramka, Prarambhik Samashti Arthshastra, Ramesh Book Publishing House, Jaipur.
7. Rana and Verma: Macroeconomics Analysis, Vishal Publications.
8. Richard t. Froyen, Macroeconomics, Theories and Policies, (X Edition). Adapted by pearson Education.

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

Section - A

Differential Calculus and Integral Calculus: Application in Economics: Matrix and Determinants: Solution of Simultaneous Equations Maxima and Minima: Convexity and Concavity.

Theory of consumer behaviour nature of a Utility function: Properties of an Indifference Curve. Maximization of Utility. Demand functions. Ordinary and compensated, Price and Income Elasticity, Elasticity Relation in demand Analysis, Slutsky Equation in two

commodity case, Elasticity Form and important Results: Income and Leisure - Derivation of Labour supply function and its properties.

Section - B

Theory of firm: Production Function- Properties of a well behaved and Homogenous Production Functions- Cobb- Douglas and CES Production Functions: Product Curves: Output Elasticity of Factor input: Properties of an Isoquant; Elasticity of Substitution of a Homogeneous Production function- Linearly Homogenous and Cob-Douglas Production function; Optimization behaviour of a firm- Constrained Cost Minimization, Constrained Output Maximization and Profit Maximization: Input Demand Functions Properties and Derivation of Producer's input Demand function : cost Functions- Properties and Derivation of short run and Long run cost functions; consumer's and producer's surplus.

Section - C

Linear Programming : Graphical and Simplex Method (Maximization problem Only): Input Output Analysis: Concepts of Static, dynamic, closed and open Input - Output Models, Hawkins-Simon Conditions of Viability, Determination of Gross Output and Value added in open Input-Output Model; Theory of Games; Two person constant sum games, Zero-sum game, Maximin and Minimax, Dominant Strategies and Saddle Point Solution; First order difference Equation -Cobweb Model.

Note- Use of non-programmable Calculator is permitted

Books Recommended:

1. J.M. Henderson and R.L. Quandt: Micro Economic Theory : A Mathematical Approach, McGraw - Hill London.
2. RGD Allen: Mathematical Economics, McMillan
3. B.C. Mehta: Mathematical Economics: Micro Economics models, Sultan Chand & Sons, New Delhi.
4. Alpha C Chiang: Fundamental Methods of Mathematical Economics. McGraw-Hill, Kagakusha, Tokyo.

Paper- II (b) : Economy of Rajasthan

Section-A

Position of Rajasthan in Indian Economy: Population, Area, Agriculture, Industry and Infrastructure Population Size and Growth, District wise distribution of Rural and Urban Population, Occupational Structure and Human Resource Development Literacy, Health and Nutrition Indicators. Rajasthan's Physiography: Physical Division, Climate, Soil Vegetation and Forests Natural Resources Endowment Land Water, Livestock and Wild life Minerals and Mineral Policy of the State. State Domestic Products and its Trends Agriculture: Land Utilization, Cropping Pattern and Commercial Crops, Land Reforms, Salient Features of Rajasthan Tenancy Act 1956. Importance of Livestock and Animal husbandry, Dairy Development Programmes, Famines and Droughts in Rajasthan.

Section- B

Infrastructure in the State (Irrigation, Power, Road) Industrial Development of the State during five years plan (Agricultural based and mineral based Industries, Small Scale and Cottage Industries, Export Items, Rajasthan Handicrafts). Growth Centres and Development of Industrial Areas. Enterprises in Rajasthan. Role of Different Corporations in Industrial Development (RIICO, RFC & RAJSICO). Service Sector- Education, Health, Mid-day Meal Programmes, Banking and Insurance Services. Out Sourcing. Agriculture and Industrial Finance. Agriculture Insurance. Woman Empowerment and Child Development. Tourism Development in Rajasthan.

Section - C

Economic Planning and Development in Rajasthan. Constraints in the Economic Development of Rajasthan. Special Area Development Programmes in Rajasthan. Woman Empowerment and Child Development of Poverty and Unemployment in Rajasthan. Panchayatiraj and Rural Development in Rajasthan. Budgetary Trends in Rajasthan. Centre State Financial relations.

Books Recommended:

1. Economics Review: Directorate of Economics and Statistics, Development of Planning Rajasthan Jaipur. (Hindi & English.)
2. Statistical Abstract Directorate of Economics and Statistics, Department of Planning Rajasthan, Jaipur.
3. लक्ष्मीनारायण नाथूराम का राजस्थान की अर्थव्यवस्था, रमेश बुक डिपो, जयपुर।

B.A. B.Ed. - 05/06/07 (G-B) SOCIOLOGY

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	100	30
Paper- II	3	100	30

} Aggregate 72

नोट— समाजशास्त्र के दो प्रश्न पत्र होंगे। प्रत्येक प्रश्न पत्र 3 घण्टों में विभाजित होगा। प्रत्येक प्रश्न-पत्र के दो भाग होंगे। प्रथम भाग 40 अंकों का होगा। इस भाग में दो अनिवार्य प्रश्न होंगे। 20 अंकों के एक प्रश्न में, एक-एक अंक के 20 लघु प्रश्न होंगे तथा प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 20 शब्दों में देना होगा। दूसरे अनिवार्य प्रश्न के अन्तर्गत दो-दो अंकों के 10 प्रश्न होंगे। प्रत्येक प्रश्न का उत्तर परीक्षार्थी को अधिकतम 40 शब्दों में देना होगा। निर्धारित शब्द सीमा से अधिक शब्दों में उत्तर देने पर अंक काटे जा सकेंगे। प्रश्न-पत्र के लिए निर्धारित कुल घण्टों की अवधि में से अधिकतम 1 घंटे की अवधि प्रश्न-पत्र के इस भाग के लिए निर्धारित होगी।

प्रश्न-पत्र के इस प्रथम भाग के दोनो प्रश्न, 3 घण्टों में विभाजित पाठ्यक्रम के तीनों खण्डों से सम्बन्धित होंगे। अर्थात् प्रश्न-पत्र के इस भाग में पूरे पाठ्यक्रम से सम्बन्धित प्रश्न होंगे।

प्रश्न-पत्र के द्वितीय भाग में, पाठ्यक्रम के तीनों खण्डों में से प्रत्येक में से दो-दो निबन्धात्मक प्रकृति के प्रश्न होंगे। परीक्षार्थियों को प्रत्येक खण्ड में से कम से कम एक प्रश्न का चयन करते हुए, कुल 3 प्रश्न हल करने होंगे। प्रत्येक प्रश्न 20 अंकों का होगा। प्रश्न-पत्र का यह भाग 60 अंकों का होगा।

Note: There shall be two papers in all, and each paper shall be of three hours duration and of 100 marks. Each paper shall consist of two parts. Part I shall carry





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

Part- II of the question paper shall be divided into three sections comprising 6 essay type questions of 20 marks each. Candidates will be required to attempt 3 questions selecting one question from each section. This part of the question paper shall be of 60 marks.

Paper I : Sociological Thought

Unit I : Classical Sociological Tradition

- Karl Marx: Dialectical Materialism, Class Struggle
- Emile Durkheim: Mechanical and Organic Solidarity, Social Fact
- Max Weber: Social Action, Types of Authority.

Unit II : Contemporary Sociological Tradition

- Jugren Habermas: Legitimation Crisis, Communicative Action
- Antonio, Gramsci: Hegemony, Civil Society.
- Anthony Giddens: Modernity, Structuration

Unit III : Indian Sociological Tradition

- D.P. Mukhrji: Diversity, dialectics of Tradition
- A.R. Desai: Nationalism, Path of Development
- G.S. Ghurye: Caste, Indian Sadhus.

Reading:

1. Original Works of Scholars

Paper II : Introducing Sub Sociologies

Unit I : Sociology of Urban Society

- Invitation to Urban Sociology: Nature, Subject, Matter, Relevance.
- Concepts: City and its types, Urbanization, Urbanism, Migration.
- Social Issues: Slums, Deviance in Urban, Environmental problems

Unit II : Sociology of development

- Invitation to Sociology of Development : Nature, Subject matter, relevance.
- Concepts: Development & its Forms, - Sustainable Development, Modernization
- Social Issues: Displacement-Rehabilitation, development inequalities, development and human rights.

Unit III: Sociology of Globalization

- Invitation to Sociology of Globalization: Nature, Subject matter, relevance
- Concepts: Globalization, Globalization, Globalism
- Social Issues: Social Exclusion, Private-Public clash, Environmental risk.

Readings:

1. Flanagan WG (2011) : Urban Sociology, Maryland, Rowman & Littlefield.
2. Gore M.S. (2009) Social Development, Jaipur Rawat.
3. Kofman E. & Youngs G (edt) (1996) Globalization: Theory & Practice, London Pinter.

B.A. B.Ed. - 05/06/07 (G-B)

PHILOSOPHY

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	100	30
Paper- II	3	100	30

} Aggregate 72

General Instructions:

1. There shall be two questions papers: Paper I and Paper II.
2. Both the questions papers will be in two parts: Parts I and Part II.
3. Part I of the questions paper will be of 40 marks. This part will consist of 10 compulsory questions with 4 marks each and shall be answered in the answer sheet. These questions will cover the whole syllabus and there will be no unit wise division of the questions. Students are required to answer these questions in 50 words. Questions will be definitional, Informative and descriptive in nature, and will be based on the key concepts, distinctions and division underlined in the syllabus. Student must write the questions no. of question giving answers. Marks will be deducted if questions no. is not written correctly or if answer exceeds the given word limit.
4. Part II of the questions paper will be of 60 marks. Students will have to attempt three questions in total. Each question is of 20 marks. These questions are essay type questions which are explanatory and comparative in nature.

Part II divided into three units. There will be two questions from each unit. Students will be required to attempt three questions in total while attempting one question from each unit.

Paper I: Philosophy of Religion

(Total Teaching Hrs. :90)

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	100	30
Paper- II	3	100	30
Unit A :			Aggregate 72
S.No.	Topics		Teaching Hrs. : 35
			Division of Teaching Hrs.

1. Philosophy of religion : Nature and concern. 05
2. Religion : Origin and types, religion without God, atheism, theism 15
3. Reason, Faith and revelation. 07
4. The Concept of Dharma. 08

Unit B : Teaching Hrs. : 30

1. God: omniscience, omnipotence, omnipresence, eternity, goodness. 08
2. Problem of evil. 06
3. Proofs for the existence of God: Indian and Western 16

Unit C : Teaching Hrs. : 25

1. Prayer and Bhakti 03
2. Immortality of the soul, transmigration and the doctrine of karma. 06
3. Religious experience: Mysticism. 06
4. Religious langugae: cognitivist and non-cognitivist debate. 10

Suggested Reading:

- John Hick : Philosophy of Religion (Hindi Translation available)
- McPherson : The Philosophy of Religion.
- John Hick (Ed) : Classical and Contemporary Readings in Philosophy of Religion
- Yaqub Masih : Religious Philosophy (Hindi edition available)

हरेन्द्र प्रसाद सिन्हा	:	धर्मदर्शन की रूपरेखा
एस.एन. मिश्र	:	समकालीन धर्मदर्शन, धर्मदर्शन का परिचय
V.P. Verma	:	धर्मदर्शन की मूल समस्याएँ
L.N. Sharma	:	धर्मदर्शन

Paper II : Samkhya Yoga

(Total Teaching Hrs. : 90)

Unit A :

Teaching Hrs.: 40

S.No.

Topics

Division of
Teaching Hrs.

- | | |
|--|----|
| 1. Isvarkrsna's Samkhya Karika with Vaschaspati Mishra's Commentary Samkhya Tattva Kaumudi, Karika (1 to 50) | 40 |
|--|----|

Unit B :

Teaching Hrs. : 25

- | | |
|--------------------------------------|----|
| 1. Samkhya Karika, Karika (51 to 72) | 10 |
| 2. Patanjali Yoga Sutra, Pada 1 | 25 |

Unit C :

Teaching Hrs. : 25

- | | |
|--------------------------------|----|
| 1. Pada 2 | 15 |
| 2. Pada 3 (Sutras 1 to 3 only) | 10 |

Books Prescribed:

1. Isvarkrsna's : Samkhya Karika with Vaschaspati Mishra's Commentary Samkhya Tattva Kaumudi (Hindi Translation available). Translation into English by Ganga Nath Jha, revised edition By M.M. Patkar, Oriental Series, Pune.
2. Patanjali Yoga Sutra, pada 1 and 2 and sutras 1 to 3 of pada 3. (Hindi Translation available) English trans. by prasad Ram Chaukhambha, Varanasi, 1986 by Christopher Chappel and Yogi Anand, New Delhi.

B.A. B.Ed. - 05/06/07 (G-B)
Psychology

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	75	23
Paper- II	3	75	23
Practical	3	50	18

} Aggregate 54

SCHEME OF EXAMINATION:

Faculty	Max. Marks	Min. Passing Marks
Arts	200	72 (Th. 54 Pr. 18)

NOTE:

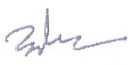
1. There will be three papers in Psychology. Each paper will be 3 hours. There will be a common paper for Arts and Science. In I and II Papers there will be 3 sections A, B and C and will cover the entire course content of the paper.

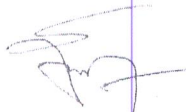
Section -A Will contain 10 questions of 20 words each. Each questions will be of 1.5 marks for Arts students and 1 mark for Science students. Thus, Part- A will be of 15 marks for Arts students and of 10 marks for science students.

Section-B will contain 7 questions of 50 words each, out of which students are required to attempt 5 questions. Each question will be of 3 marks for Arts students and of 2 marks for Science students. Thus, Part- B will be of 15 marks for Arts student and of 10 marks for science students.

Section - C will contain 3 long questions each with internal choice. Each question will be of 15 marks for Arts students and 10 marks for Science students. Thus, Part-C will be of 45 marks for Arts students and 30 marks for science students.

For clarification the distribution of marks is tabulated as below:


अकादमिक प्रभारी 61
जहाराजा सुरजमल मूज विश्वविद्यालय
गरतपुर (राज.)





Section	No. of Questions	Marks	Total
A	10	1.5	15
B	5 (out of 7)	03	15
C	3 (With Internal Choice)	15	45
		Total Marks	75

2. Use of simple calculator will be allowed for statistical portions of all papers.

Paper I - Positive Psychology

Section - A

1. Introduction: Definition, Goals and Assumptions of Positive Psychology; Relationship with other Branches of Psychology.
2. Happiness: Meaning : hedonic and Eudemonic Viewpoint ; positive and Negative Affect; Theoretical Viewpoints; Determinants and Sources, Authentic Happiness, Enhancement of Happiness and Wellbeing.
3. Positive Cognitive States and Process: Self- Efficacy, Optimism, Hope, Mindfulness, Flow and Spirituality.

Section - B

1. Virtues and Strengths of Character: Classification and Measures of Human Strengths, Gallup's Chifton Strength Finder; VIA classification; Identifying Personal Strengths.
2. Resilience: Meaning and Sources: Development and Clinical Perspective Successful Aging and Growth through Trauma.
3. Self-Regulation and Self- Control: Meaning and Theories; Planning for Self- Regulation Success; Self- Regulation Problems- Goal Conflict, Goal Difficulty and Goal Disengagement.

[Handwritten signature]

[Handwritten initials]

अकादमिक प्रभारी
महाराजा दूरभल पृथ्वी विश्वविद्यालय
भरतपुर (राज.)

Section - C

1. Mental Health and Well Being: Subjective Well- Being and Life Satisfaction, Social Well-being and Psychological Well-Being, complete state Model.
2. Emotional Intelligence: Meaning, Components and Theories Enhancement of Emotional Intelligence.
3. Pro-Social Behavior: Empathy, Altruism, Gratitude and Forgiveness.

Books Recommended :

- Snyder, R.C. & Lopez, S.J. (2007). Positive Psychology. New Delhi: sage.
- Snyder, C.R. & Lopez, J. (2005) Handbook of Positive Psychology. New York: Oxford.
- Baumgardner, S. & Crothers, M. (2019) Positive Psychology, Noida: Pearson Education India.

Paper II - Psychological Testing and Assessment

Section - A

1. Human Assessment: Nature and Scope
2. Theories of Measurement : Campbell's Theory, Steven's Contribution, Problems in Psychological Measurement.
3. Psychological test Construction : Principles and Steps, item analysis.

Section - B

4. Reliability: Meaning, Types and methods of calculating reliability.
5. Validity: Meaning, Types and Methods of Calculating Validity.
6. Norms: Meaning and Types of norms.

[Handwritten signature]

[Handwritten initials]

Section- C

7. Types of Psychological tests: group and Individual, Verbal, Non-verbal and performance Test. Self-Report Inventories Projective Techniques, Ethical Consideration in assessment.
8. Application of Psychological testing: Educational, Counseling and Guidance clinical and Organizational Setting.
9. Practical and Ethical Issues in Psychological testing.

Books Recommended:

- Anastasi, A (1997) Psychological Testing. New York: MacMillan Co.
- Chadha N.K. (2009). Applied Psychometry, New Delhi : Sage.
- Kaplan R.M. & Saccuzzo, D.P. (2009), Psychological Testing and Assessment . New Delhi : Cengage Learning.
- Cohen, R.J. Swerlik, M. & Struman, E.D. (2015). Psychological testing and Assessment, New Delhi: McGraw Hill.
- अरुण कुमार सिंह (2002): मनोविज्ञान में मापन एवं मूल्यांकन, नई दिल्ली मोतीलाल बनारसीदास।

Practical

1. Measurement of Subjective Wellbeing.
2. Measurement of Forgiveness.
3. Measurement of Emotional Intelligence.
4. Measurement of Hope.
5. Measurement of Resilience
6. Measurement of Intelligence (SPM)
7. Personality Assessment through HSPQ
8. Reaction Time
9. Mullar Lyer Illusion
- 10.

11. Measurement of Level of Aspiration

B.A.B.Ed. - 05/06/07 (G-B) DRAWING & PAINTING

	Duration (Hrs.)	Max. Marks	Min. Pass Marks	
Paper- I	3	45	14	} Aggregate 65
Paper- II	3	45	14	
Paper-III	5	90	27	
Practical	5	20	07	

Paper I : Post Independence Artists of India

Note: The paper consist of three parts:-

Part - I: Carries 10 marks and consist of 10 short type question of 1 mark each.

Part - II: Carries 15 marks and consist of 3 compulsory questions of 5 marks each to be answered in 100 words each.

Part - III: Carries 20 marks Divided into three sections 2 questions of 10 marks each internal choice. Candidates are required to attempt three questions selecting one questions from each section. Each answer should be limited in 700-800 words.

Section - A

M.F. Hussain, S.K. Raza, F.N. Souza, K.H. Ara, N.S. Bendre, K.K. Hebbar, Tayab Mehta, Satish Gujral, K.G. Subramanyam, J. Swaminathan, Ram Kumar, Vikas Bhattacharya, Vivian Sundram.

Section - B

Indian Sculptors- D.P. Roy Choudhary, Shankoo Choudhary, Ram Kinkar Baij, Dhanraj Bhagat, Somnath Hore, Mrinalini Mukherjee, Himmat Shah.

Section - C

Rajsthani Painters and Sculptors - Ram Gopal Vijayvargiya, Kripal Singh Shekhawat, P.N. Choyal, Ram Jasiwal, Usha Rani Hooja, Bhoor Singh Shekhawat.

अकादमिक प्रभारी 65
महाराजा सुरभल्ल नृज विश्वविद्यालय
भरतपुर (राज.)

Books Recommended:

1. Art of India (Feeling and Form) - Ajit Mukarjee
2. आधुनिक चित्रकला की पृष्ठभूमि— जी.के. अग्रवाल
3. भारतीय चित्रकला के आधार स्तम्भ— प्रेमचन्द्र गोस्वामी
4. भारत की समकालीन कला— प्राणनाथ मागो, नेशनल बुक ट्रस्ट इण्डिया, नई दिल्ली 2006।
5. आधुनिक कला कोष— विनोद भारद्वाज, वाणी प्रकाशन नई दिल्ली 2006
6. आधुनिक चित्रकला का इतिहास— आर.बी. सांखलकर, राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर।
7. समकालीन कला— अशोक
8. कला विलास — आर.ए. अग्रवाल, डी.एस.ए. बुक्स इण्टरनेशनल, मेरठ 2015।

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

Medium - Pencil/Charcoal/Soft Pencil

Size $\frac{1}{2}$ Imperial

Study from life (full figure) showing broad masses of light and shade, clearly bringing out the modeling of the figure and drapery.

Books Recommended:

1. Anatomy and Drawing by Victor Perard, Publisher J.V. Navlakhi, Bombay.
2. Human figure by Vanderpol, Publisher J.V. Navlakhi, Bombay.

Note: Life Model will sit in front of the candidate for five house with a rest of 10 minutes when required by the model. Option to arrange a female model should also be given if the centre Superintendent can arrange one or life model male could wear a turban or cap. Strictness about the quality of model should be avoided. Emphasis will be given on correct drawing.

Paper - III Pictorial Composition

Pictorial Composition in my style with use if human figures, should be rendered with emphasis on stylization, colour scheme and textures etc.

Medium - Acrylic, Tempera, Oil, Pastel etc.

Size $\frac{1}{2}$ Imperial

Books Recommended:

1. Anatomy and Drawing by Victor Perard, Publisher J.V. Navlakhi, Bombay.
2. Human Figure by Vanderpol, Publisher J.V. Navlakhi, Bombay

Note: Life Model will sit in front of the candidate for four hours with a rest of 10 minutes when required by the model. First Session of four hours should be devoted for the study from life. There will be a break of one hour after first session. Second session will be two hours for practical composition. Both the parts be completed on the same day. The student should be allowed to use any style of composition in the examination.

Submission of Practical work:

Max. marks : 20

Min. Pass Marks : 7

- a) Five Plates from life
- b) Five plates form composition
- c) A Sketch book of not less than 50 sketches


Instruction for submission:

Note: Submission work will be submitted to the Head of the Department of Drawing and painting of the College fifteen days before the commencement of examination. The marks in the submission will be awarded by the subject teacher (internal). However, the external examiner will be empowered to review the work of the submission in case there is a drastic difference between the marks of the examination and submission. Submission work will be retained till the declaration of the result and returned to the candidate from the Department thereafter. If no claim is made within two months of the declaration of the result, the submissions will be destroyed.

Note:

- a) Candidate should pass in theory as well as in practical paper separately.




अकादमिक प्रभारी 67
महाराजा दूरन्जय पूज विश्वविद्यालय
भरतपुर (राज.)

- b) There should be minimum 12 hours for the regular study including two hours for sketching.
- c) Minimum three demonstrations should be arranged by the subject expert during the session for each practical paper.
- d) The department should also arrange for an Educational tour to Ancient Art centres like Ajanta, Ellora, Elephanta, Khujraho, Mahabalipuram etc. once a year.
- e) Practical examination will be conducted at the centres and the practical work will be examined like the practical paper of music or Home Science which means that an external examiner will examine the answer books in consultation with an internal examiner who is the subject teacher of the Department of Drawing and Painting. University may centralize the practical examinations at few well equipped Departments to hold examination economically.

B.A. B.Ed. - 05/06/07 (G-B)

GEOGRAPHY

Scheme of Examination

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	75	23
Paper- II	3	75	23
Practical	3	50	18
			} Aggregate 54

Notes:

1. Students are permitted to use the stencils. Simple calculator and log tables wherever needed in both theory and practical examinations.
2. There will be a common paper of Arts.
3. Q1 will be compulsory and will cover the entire courses of the paper.
Q. No. 1 of 20% marks of the maximum marks be set in two parts.

[Handwritten signature]

[Handwritten initials]


[Handwritten signature]
 अकादमिक प्रभारी 68
 महाराजा दूरधवल गुज विश्वविद्यालय
 भरतपुर (राज.)

(a) Part (a) will have ten items for locating on a map (to be supplied by examination centre) carrying 10% marks of the maximum marks and candidates shall attempt any five items.

(b) Part (b) will have 10 short answer questions carrying 10% marks of the maximum marks and candidates shall attempt any five items.

4. Examining 9 questions carrying equal marks will be set with three questions from each section of the syllabus.
5. Candidate will attempt 5 questions in all including question No. 1 selecting at least one questions from each section
6. Practical examination will be conducted by the board of examiners.
7. The candidate will have to pass in theory and practical separately.
8. The non-collegiate candidates will have to attend a practical training camp of 48 hours at a college affiliated to the University of Rajasthan, Jaipur notified by the University from time to time in which Geography subject is taught on payments: of fee fixed by the University. The candidates appearing at examination from any examination centre located in Jaipur City will attend the practical camp at the University post Graduate Department on payment of fee fixed by the University. The candidates will procure certificate of successful completion of practical training camp from the college/department of Geography and produce the same at the time of practical examinations.




अकादमिक प्रभारी
जहाराजा सुरजमल गुज विश्वविद्यालय
जयपुर (राज.)

SYLLABUS
PAPER - I GEOGRAPHY OF ASIA
Section - A

Asia is the context of the world, geological structure, relief, drainage system, climate and climate regions based on Koppen and thronthwaite. Natural vegetation and soil religious, population: distribution, density and growth; trends of urbanization.

Section- B

Agriculture: main characteristics and problems of Asian agricultural; distribution and production of major crops: rice, wheat, cotton, tea, coffee, sugarcane, rubber; problems and solutions of Asian agriculture, fisheries: distribution and production; mineral resources: distribution deposits and production of iron ore, copper, mica, aluminium; power resources: distribution, deposits and production of coal, petroleum and natural gas. industries: distribution and production iron and steel industry, cotton textile and paper industry; transport network and international trade in Asia.

Section - C

Regional geography of Japan, China, Pakistan, Turkey and Indonesia in terms of physiography, climate, drainose, pattern soils, vegetation, minerals agriculture, industry human resources, trade commerce and major geographical regions.

Recommended Readings:

Hussain, M. 2004: World Geography. Rawat Publication, Jaipur.

Johnson, D.L. et al 2012: World Regional Geography: A development Approach. PHI Learning Pvt. Ltd. New Delhi.

ममोरिया एवं अग्रवाल 2012: एशिया का भूगोल। साहित्य भवन, आगरा।

राव, बी.पी. एवं सतपथी डी.पी. 2002: एशिया की भौगोलिक समीक्षा। वसुन्धरा प्रकाशन, गोरखपुर।

सतपथी डी.पी. 1995: चीन की भौगोलिक समीक्षा। वसुन्धरा प्रकाशन, गोरखपुर।

सक्सैना एच.एम. 2010-11: विश्व का प्रादेशिक भूगोल। रस्तोगी पब्लिकेशन्स, मेरठ।

Shafi, M. 2000: Agricultural Geography of Asia, Macmillan, Delhi.

Tikkha, R.N. 1997% World Regional Geography. New Academic Publishing Company, Jalandhar.

Trewarth, G.T. 1961: Japan: A Physical, Cultural and Regional Geography. Mathu and Company London.

PAPER - II GEOGRAPHY OF INDIA

Section - A

Indian in the context of South and South East Asia, Geological structure. Physiographic divisions, climate, seasons, mechanism of Indian monsoon, Major Climate Regions.

Vegetation major soils and regions drainage system water resources and irrigation projects forests mineral and power resources their utilization policy and conservation strategies.

Section - B

Agriculture- typology, Major crops. Changing pattern of crops, Agricultural growth during plan period and green revolution, liverock resources and their development industrial growth and development: industrial with reference to iron and steel, cotton textile, orient and chemical industries, Industrial regions: Population growth, distribution problems, policy implication trends of urbanization and human resources development.

Section-.C

Regional disparities in economics development. Planning and economic regions of India. Multilevel Planning problems and prospects of Linking of rivers, environmental issues in India, Transport development, rail road, air and waterways. Foreign trade challenges and prospects.

Recommended Readings:

Gautam, Alka, 2010: Geography of India. Rastogi Publications, Meerut.

Gopal Krishnan, R. 2001: Geography of India, Jawahar Publishers & Distributions, New Delhi, 2nd edition.

Khullar, D.R. 2006. India a comprehensive Geography; Kalyani Publishers, New Delhi

[Handwritten signature]

[Handwritten initials]

Sdasyuk, G. and Sengupta, 1968: Economic, Regionalization of India Census of India Publiscation, New Delhi.

Singh G. 1998: A Geography of India, Atma Ram & Sons, Delhi Sixth Edition.

Singh, R.L. (ed) 1971: India: A Regional Geography, NGSI, Varanasi.

Spare, O.H.K. and Learmonth, A.T.A. 1967: India and Pakistan, Land People and Economy, Methuen and Co. London.

Tirtha, R 2000: Geography of India, Rawat Publications, Jaipur 2nd Edition (India)

तिवार, आर.सी. 2012: भारत का भूगोल। प्रयोग पुस्तक भवन, इलाहाबाद

मामोरिया, सी. 1999: आधुनिक भारत का वृहत्त भूगोल। साहित्य भवन पब्लिकेशन्स, आगरा।

PRACTICALS

Scheme of Examination

Min Pass Marks: 18

Max. Marks : 50

Written Test	24	3 hrs.
Field survey an viva voce	10 + 04	2 1/2 Hrs.
Record and viva- voce	08 + 04	

N.B. 1 There shall be 6 questions in writing paper selecting at least two questions from each section. Candidates are required to attempt 3 questions selecting 1 question from each section. All question carry equal marks.

SYLLABUS

Definition, Classification uses and characteristic of map projection (Graphical constructions)

Conical Projections:

1. With the one standard parallel
2. With two standard parallels
3. Bonne's
4. Polyconic

Cylindrical Projections:

1. Equidistant
2. Equal Area

3. Mercator's Universal Transverse Mercator (UTM)
4. Gall's Stereographic

Section - B

Zenithal Projections : (Only Polar Case)

1. Equidistant
2. Equal Area
3. Gnomonic
4. Stereographic
5. Orthographic

Three dimensional diagrams: Sphere block pile, cube.

Section - C

Plane table surveying: Equipments procedure traversing - open and closed traverse, Methods- radial and intersection concept of resectioning.

Height calculation using Indian Pattern clinometers.

Recommended Reading :

Raisz, E 1962: General Cartography. John Wiley and Sons, New York. 5th Edition.

Rampal, K.K. 1993: Mapping and Conflation: Methods and Techniques concept publishing company, New Delhi (Reprint 2009).

Robinson, A.H. et. Al 2004 Elements of Cartography. John Wiley & Sons, Inc. New York (Six Edition)

Singh, L.R. 2006: Practical Geography, Prayag Pustak Publisher, Allahabad U.P.

Singh R.L. and Singh, RPB 1991: Elements of Practical Geography, Kalyani Publishers New delhi (Reprint 2002)

शर्मा जे.पी. 210-11 प्रयोगात्मक भूगोल की रूपरेखा। रस्तोगी पब्लिकेशन, मेरठ।

चौहान, पी.आर. 2005: प्रायोगिक भूगोल। वसुन्धरा प्रकाशन, गोरखपुर।

B.A. B.Ed. - 05/06/07 (G-B)
HOME SCIENCE

	Duration (Hrs.)	Max. Marks	Min. Pass Marks	
Paper- I	3	50	15	} Aggregate 36
Paper- II	3	50	15	
Practical Paper I	3	50	18	
Practical Paper II	3	50	18	

Examination Scheme:

- Each theory paper will contain nine questions having three questions from each unit. Candidates are required to attempt five questions in all selecting at least one questions from each unit. Each question will be of 10 marks.

BA Home Science Part III

* In BA Part III, a **Vocational Oriented Practical** under Practical VI- Extension education and communication has been planned in the form of training, internship demonstration to provide skills to students and enable them to take up a money earning vocation. One Practical from each subject has been planned and given as an option to the institution/home science department. The practical which is opted can be based on the available infrastructure and local facilities.

The Student has to opt for the Practical selected by her institution.

Vocation Oriented Practical*

(in the form of training, Internship, Demonstration. **One Practical** to be selected by the institution based on the available infrastructure and facilities.)

One of the following six practical to be selected by the institution.

- Family Event management
- Nutrition Education activities
- Food Preservation

- Knowledge & Skills based Training for Childhood Educators.
- Dyeing & Printing
- Extension Activity Management

B.A. Part - III

Mother and Child Care (Theory Paper V)

Maximum Marks : 50

Minimum Marks : 18

Teaching work load : 3 hrs. /week

Total teaching workload: 72 hours/year

Objectives:

1. To understand importance of reproductive cycle.
2. To understand the basic care of mother during pregnancy and lactation.
3. To understand the problems/complication during pregnancy and their management.
4. To understand the basic care of newborns and infants.
5. To understand the Danger Sign and Common ailments of newborns and their management

Contents

Hours

Unit - I

Health of the Mother

1. Menstruation & fertility:

- Normal Menstrual cycle
- Process of Reproduction

6

2. Pregnancy

- Sign & Symptoms
- Use of Pregnancy Kits
- Signs & Symptoms
- Common Ailments

8

<ul style="list-style-type: none"> • Abortions - Causes & Care of Mother <p>3. Health & Nutritional care during Pregnancy & Location:</p> <ul style="list-style-type: none"> • Antenatal Care: <ul style="list-style-type: none"> i. Registration of Pregnancy ii. Sign & Symptoms of Pregnancy iii. Use of Pregnancy Kits iv. Common ailments during pregnancy & their management: Morning Sickness, Heartburn, Indigestion, Constipation piles leg cramps, Sleeplessness, Frequency of Micturition edema, Varicose veins v. Antenatal Checkups & Their importance. vi. Danger Signs during pregnancy & Management. • Intra Natal Care: <ul style="list-style-type: none"> • Birth Preparedness for safe delivery. • Danger signs during delivery & Management & When to refer • Post natal care: <ul style="list-style-type: none"> i. Complication during post period & their management ii. Post natal Checkups 	10
<p>UNIT II Care of New Born</p>	
<p>4. New Born:</p> <ul style="list-style-type: none"> • Nutritional care of New Born (referring to Integrated Management of Neonatal Childhood illness). • Identification of Danger Sign and when to refer. • Common ailments of newborns and their management- 	16

diarrhea constipation, flatulence, Vomiting, Colic, Malnutrition, Napkin rash, Umbilical infection, acute respiratory infections.	
UNIT III	
5. Immunization & Growth monitoring of Infant and Young child	5
6. Nutritional care of infant & Young child (Referring to Infant and Young Child nutrition guidelines)	15
<ul style="list-style-type: none"> • Infancy i. Importance of Breastfeeding, early initiation colostrums ii. Exclusive breastfeeding- techniques of breastfeeding • Complementary feeding: <ul style="list-style-type: none"> i. Importance of complementary feeding ii. Time of Introduction iii. Techniques of complementary feeding iv. Points to be considered - FODU (frequency, Adequacy, Density and Utilization. v. Homemade recipes, Premixes, from family pot 	6
7. Use of Mother & Child Protection card	
8. Mother and child Health Nutrition Programme	
<ul style="list-style-type: none"> • Janani Shishu Suraksha Yojana • Reproductive and Child Health 	
9. Family Planning	6
<ul style="list-style-type: none"> • Advantages & Importance • Methods of family planning • Abortions- causes & Care of mother 	

[Handwritten signature]

[Handwritten initials]

Reference:

1. Sudha Narayanan & Anupama Narayana (2000). Mother craft Research Publication. 89 Tripolia Bazar, Jaipur. ISBN 8185789-88-6
2. Park JE & Park K (1995) Essentials of Community health Nursing. M/s Banarsidas Bhanot. Publishers. 1167 Prem Nagar, Jabalpur. 482001. 2nd Edition. ISBN 81-90011871
3. Dr .Subhash C. Arya (2007) Infant & Child care for the Indian Mother. ISBN 8125914412
4. Shanti Ghosh (2004) Nutrition and Child care : A Practical guide. Jaypee Publishers. Second Edition. ISBN : 9788180612077
5. First Aid to the Injured. Authorized Manual of St. John Ambulance. I cross road, New Delhi 110001
6. Module 1-8 developed for Asha Sahgoginis.

Mother and Child Care (Practical)**Maximum Marks : 50****Minimum Marks : 18****Teaching work load : 2 Practical/ Week (2 Hours/Practical)****Total teaching workload: 24 Practical/Batch**

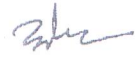
Content	Hours
1. Use of Pregnancy Kits	2
• Safe Days	
• Menstrual Hygiene	
• Hygienic use & Disposal of Sanitary pads	1
2. Breastfeeding - Techniques & Posture	2
3. Preparation of Complementary foods	
• Premixes	
• Guidelines for consistency for quality, preparing frequency, density & variety premixes.	
• Homemade recipes	
• Adaptation from family pot C	
4. Use of Mother & Child Protection Card	1
• Registration & Personal Card	

• Antenatal care	2
• Danger Signs of Pregnancy	1
• Diet during Pregnancy	1
• Planning of low cost nutritious recipes for pregnant mother.	1
• Internal care	1
• Post Antenatal care	
• Checkups planning of low cost nutrition's recipes for lactating mother.	1
• Danger signs of new born	1
• New born care	
• Immunization	1
• Growth Monitoring-- Demonstration of Weighting & Measurement of child	-
• Guidelines for child care	2
5. Management of Diarrhea	
• Skin Pinch test for identifying dehydration	2
• Feeding schedule	
• Preparation of oral rehydration solution	
6. Management of fever	
• Use of thermometer	
• When to refer	
• How to bring down fever (home based care)	
7. First Aid & Home nursing	3
• First Aid during	
i. Burns & Scalds	
ii. Cuts & Wounds (Tetanus Toxoid vaccine)	
iii. Sprains & Fractures	
iv. Unconsciousness	
v. Electric Shock	
vi. Animals Bite - dog, Monkey, snake (importance of Vaccine)	
vii. Poisons	
viii. Heat Stroke	3
• Care in infectious disease	
i. Isolation	
ii. Prevention of Infection through fomites	

iii. Ventilation & disinfection		
iv. Baby weighing scale, ARIT inner & thermometer, First aid box		
v. Materials to be provided - from nearest Aananwadi/subcentre.		
Examination Scheme		
Total Marks : 50 Marks		
Major Problem - 20 Marks		
Planning and Preparation of low cost recipe for any one		
<ul style="list-style-type: none"> • Pregnant/ Lactating mother • Supplementary foods/ Premixes 		
Minor Problem - 15 Marks		
Use of Pregnancy Kit		
Management of Diarrhea, care of infectious disease, use of mother & Child Card,		
Viva- Voce- 05 marks		
Internal - 10 marks		
EXTENSION EDUCATION AND COMMUNICATION (THEORY PAPER VI)		
Maximum Marks : 50		
Minimum Marks : 18		
Teaching workload : 3 Hrs./week		
Total teaching workload : 72 Hours/Year		
Objective:		
1. To make the students understand the concept of extension and its related aspects.		
2. To understands the support of national and International agencies in extension.		
3. To sensitize the students and help them to understand the process of communication and its importance in extension teaching.		
Contents		
Unit - I		Hours
Extension Education		

77

B


 अकादमिक प्रभारी 80
 महाराजा दूरधनल राज विश्वविद्यालय
 भरातपुर (राज.)

1. Concept and meaning- non-Formal education, formal education informal education, Extension Education.	3
2. History of extension education in India.	3
3. Objectives and principles of extension education.	4
4. Role and qualities of extension worker.	2
5. Extension teaching methods- Personal, Group and mass approach	5
6. Basic knowledge of flagship development programmes of the Government of India in reference to objectives, target groups activities, organizational structures and financial support.	5
Unit - II	
7. Communication	
• Concept, meaning and process of communication	4
• Elements and models of communication- Aristotle. Leagens, Roger's and Shoemakers	5
• Functions and barriers of communication	4
8. Audio visual aids	
• Meaning and use of audio visual aids	2
• Cone of experience	1
9. Classification of audio visual aids- Projected and non projected (visual; audio and audio visual aids)	5
10. Media	
• Basic concepts of traditional and modern methods of communication	3
• Relative advantages and limitation of traditional and modern methods of communication	2
UNIT III	
11. Support structure and functions -	
• Panchayati Raj- Concept, objectives and structural	8

<p>organizations, Role of Panchayati Raj for Women empowerment.</p> <ul style="list-style-type: none"> • Village organizations - village school, Yuva, Mandal, Mahila Mandal, Cooperatives and KVK's • Role of UNDP, UNICEF, NIRD, NIPCCD, CSWB 	<p>8</p> <p>8</p>
<p>References:-</p> <ol style="list-style-type: none"> 1. Dahama OP (1988) Education and Communication for development. Oxford and I BH publishing Co. Pvt. Ltd. New Delhi. 2. Supe SV (1997). An Introduction to Extension Education. Oxford BH Publishing Co. Pvt. Ltd. New Delhi. 3. Jain R (1993). Mass Media and Rural Development, Vol III. Manak Publication Pvt. Ltd. New Delhi. 4. Pankajam, G (2000). Extension- Third Dimension of Education. Gyan Publishing House, New Delhi. 5. हरपालानी बी.डी. 1998: ग्रह विज्ञान में प्रसार शिक्षा, स्टार पब्लिकेशन्स, आगरा। 6. शॉ, सुगीता पुष्प और शॉ जामस शीला 2011: प्रसार शिक्षा, श्री विनोद पुस्तक मन्दिर, आगरा-2 	
<p align="center">EXTENSION EDUCATION AND COMMUNICATION (PRACTICAL VI) (Based on the institution's choice)</p>	
<p>Vocation Oriented Practical* (in the form of training, Internship, Demonstration) One Practical to be selected by the institution based on the available infrastructure and facilities.</p> <p>* One of the following six practical to be selected by the institution</p> <ul style="list-style-type: none"> • Family Event management • Nutrition Education activities • Food Preservation • Knowledge & Skills based Training for Childhood Educators • Dyeing & Printing • Extension Activity Management <p>The Student has to opt for the Practical selected by her institutions.</p>	
<p align="center">Family Event Management</p> <p>Maximum Marks: 50 Minimum Marks : 18 Teaching workload : 2 Practical /Week (2 Hours/practical) Total teaching workload : 24 practical/ batch</p>	

Objectives:	
1. To develop a practical approach for planning on event. 2. To understand various aspects of event management.	
Contents:	Hours
Step of Event Management	
1. Making a paper plan	1
• Guest List	
• Making/Drafting/Finalizing/ Invitation Card	1
• Infrastructure	
i. Tents	
ii. Furniture and Furnishing for Areas:	
○ Reception,	
○ DJs/Music,	
○ Games,	
○ Food Serving (Based on numbers of persons and types of events)	
i. Decoration (Theme etc.)	
ii. Planning of games	
iii. Transportation & Communication	
iv. DJ's/Music	
v. Planning and Management of food	
○ Welcome drink	
○ Welcome Snacks	
○ Main course	
○ Deserts	
○ Mouth Fresheners	3
vi. Return Gifts	
2. Budget under different heads (market survey can be done)	2
• Food	3
• Decoration	1
• Invitation	1
• Gifts	1
• Transportation and communication	1
• Games	1
• Infrastructure tents, furniture, furnishing etc.	2
• DJ's/ Music	1
• Time schedule for major activities	1
• Implementation of various activities	

i. Finding out a leader and making groups	1
ii. Work distribution among group members	
3. Controlling the event activities	1
4. Feedback/evaluation	
5. Variation in events in a family.	1
• Religious events	
• Entertainment and recreational events	2
• Picnics, Other Parties and Events	
• College events: Fresher's day, Farewell, Annual function	
6. Class rooms presentation	
Note: Students will participate in events of institution	1
Examination scheme	
Total Marks : 50 Marks	
1. Major - 25 Marks	
Making a party plan for any specific party.	
2. Minor - 15 Marks	
Planning budget for the party in the specific amount	
3. Internal- 10 Marks	
NUTRITION EDUCATION ACTIVITIES	
Maximum Marks: 50	
Minimum Marks : 18	
Teaching workload : 2 Practical /Week (2 Hours/practical)	
Total teaching workload : 24 practical/ batch	
Objectives:	
1. To gain insight on the concept and importance of Nutrition Education.	
2. To develop skills in organizing a Nutrition Education program.	
Contents	Hours
Activities:	
(A) Classroom/Lab Activities:	
1. Introduction to Nutrition Education: Definition importance related topic, approaches (Individual, group mass), methods and Teaching aids.	2
2. Identification and finalization of nearby village/community/ women's group/Augawari center/college premises for Nutrition Education.	1
3. Divide the students in different groups-5 students in each group. Assign one topic to each group.	

4. Every group will prepare a Nutrition Education program plan based on the topic given.	1
5. Guidelines for Preparation of teaching aids. Posters, Charts, Flash cards, Demonstration, Street Play, Puppetry. - Every group will prepare a minimum of 3 teaching aids. (Posters/ chart/demonstration/ flash cards/ role play etc.)	2 3
6. Prepare an activity calendar: venue, time, place, number of participants and implementation of each education programme.	
7. Village Health & Nutrition day at the nearest Anganwari centre Pre visit for Planning organizing - VHND, Evaluation.	2
(B) Implementation and evaluation of education program. The students will implement every activity as per the activity calendar. (Division of classes will be based on number of groups formulated)	1
(C) File Work • Discuss the various programmes implemented. Every students should prepare a file which would include: Report of programme plan & Implementation and a way of teaching aids prepared.	10 2
Suggested Topics • Nutritional care during pregnancy. • Nutritional care during lactation. • Advantages of Breast feeding. • Importance and timely introduction of complementary feeding. • Formulation and preparation of fresh home-made and premix for an infant 6 months to 12 months. • Formulation and preparation of fresh home-made and premix for 1 year to 3 years child. • Formulation and preparation of energy - protein rich snack for 3-6 years old child. • Growth monitoring - taking body weight and plotting on growth chart (weight- for-age) • Nutrition counseling based on the results of growth chart. • Preparation of Vitamin 'A'/Beta- carotene rich food for a young child. • Preparation of iron rich food for an adolescent girl. • Promotion of consumption of iodized salt. • Immunization of safe water and house - hold methods of water purification. • Hand- Washing promotion.	
Examination Scheme:	

Total Marks: 50

1. Major Problem 25 Marks

Plan any nutrition education activity for community on any one of the given topics

2. Minor Problem 15 Marks

Preparation of any one teaching aid.

3. Internal 10 Marks

FOOD PRESERVATION

Maximum Marks: 50

Minimum Marks : 18

Teaching workload : 2 Practical /Week (2 Hours/practical)

Total teaching workload : 24 practical/ batch

Objectives:-

1. To enable the students to develop skills in food preservation.
2. To encourage the students to use these skills at small scale level.

Content

Hours

1. Theory of preservation: Need, Importance, Principles of food spoilage , Principle of food preservation, various methods of food preservation.	2
2. Development of skills in preparation of : <ul style="list-style-type: none">• Dried fruits and vegetables	1
i. Sun drying (Curry leaves, mint, methi, coriander, cauliflower, amla, Kair-sangri, Guar-fali, amchur, onion, peas, Kachri, Red, Chills)	
• Papad & Magodi	2
• Juices	
i. Aloe Vera	2
ii. Squashes	
iii. Lemon	
iv. Orange	
v. Pineapple	
• Syrups	2
i. Rose	
ii. Khas	
iii. Chandan	
iv. Jellies	
v. Karonda	
• Jams	3
i. Apple	
ii. Mixed fruit	

<ul style="list-style-type: none"> iii. Preserve (Murabba iv. Carrot v. Amla vi. Ketchup sauce and chutney vii. Tomato Ketchup viii. Garlic Chutney ix. Tomato Chutney x. Imli Chutney • Canning and bottling <ul style="list-style-type: none"> i. Green Pea ii. Apple iii. Cauliflower iv. Frozen Vegetables- <ul style="list-style-type: none"> ❖ Peas ❖ Carrots ❖ Cauliflower ❖ Mango Pulp • Pastes & Purees <ul style="list-style-type: none"> i. Onion ii. Garlic iii. Ginger iv. Tomato Puree • Pickles <ul style="list-style-type: none"> i. Mango ii. Mix Vegetable iii. Kair iv. Lasoda v. Chilli vi. Lemon • Requirements to start a small scale unit. <ul style="list-style-type: none"> i. Equipments ii. Finance <ul style="list-style-type: none"> ❖ Loan Options ❖ Budgeting - Calculation of selling price of the product ❖ Book Keeping 		<p>3</p> <p>2</p> <p>2</p> <p>5</p>
Examination Scheme:		
<p>Total Marks: 50 Marks</p> <p>1. Major Problem : 25 Marks</p> <p>Planning and preparation of any one preserved food.</p>		

[Handwritten signature]

[Handwritten initials]

<p>2. Minor Problems : 15 Marks Calculation of selling price of a given product.</p> <p>3. Internal 10 Marks</p>	
<p>KNOWLEDGE AND SKILLS BASED TRAINING FOR CHILDHOOD EDUCATORS Maximum Marks: 50 Minimum Marks : 18 Teaching workload : 2 Practical /Week (2 Hours/practical) Total teaching workload : 24 practical/ batch</p>	
<p>Background- Early childhood years (Birth to 8 years) are crucial for the development of children which is greatly influenced by early stimulation (birth to 3 years) and preschool education (3-8 years). This will cater to the needs of working parents/mothers who seek for safe custody of their children in creches, preschool and day care centres. Early childhood educator plays a major role in shaping the development and laying strong foundation of young children. This practical will be useful for students to learn the skills and knowledge required to be an effective childhood educator.</p>	
<p>Objectives-</p> <ol style="list-style-type: none"> 1. To develop communication skills in organizing various developmental appropriate activities for young children. 2. To gain a clear insight of child's developmental milestone & needs. 3. To develop insight about administration management and supervision of early childhood education Centres i.e. Creches, Preschools and day care centres. 	
Content	Hours
<p>Pre- Requisites: Identifying nearby crèches, preschool and day care centres.</p> <ul style="list-style-type: none"> • Preparation of activity calendar. • Developing skills and characteristics of an ideal preschool teacher using different teaching strategies- task analysis scaffolding, storytelling, do it signals, dramatization demo field trips songs environmental cues. • Participation with children in crèches, preschool any day care centres <p>Course Content</p> <ul style="list-style-type: none"> • Teaching strategies for early childhood care and education . • Characteristics and qualification of an early childhood educator. • Developing communications skills in dealing with young children. • Working in crèches, preschool and day care centres to develop administrative, managerial and supervisory skills in students. 	<p>(12 weeks)</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

<ul style="list-style-type: none"> Administration, Management and supervision of crèches, preschool and day care centres. 	2
<ul style="list-style-type: none"> Planning and implementing developmentally appropriate activities in crèches, preschool and day care centres. 	2
Examination Scheme:	
<p>Total Marks : 50 Marks</p> <p>1. Major Problem : 25 Marks Planning and preparation of ECE activities in preschools and day care centre. Evaluation of crèches, Preschool and day care centres.</p> <p>2. Minor Problem : 15 Marks Preparation of teaching aids- story books, songs, poems, models, toys, aids, etc</p> <p>3. Internal : 10 Marks</p>	
DYEING AND PRINTING	
<p>Maximum Marks: 50 Minimum Marks : 18 Teaching workload : 2 Practical /Week (2 Hours/practical) Total teaching workload : 24 practical/ batch</p>	
Contents	Hours
<p>Make a scrap book with following</p> <p>1. Different types of motifs</p> <ul style="list-style-type: none"> Floral - Natural and stylized Human - Natural and stylized Animal - Natural and stylized Abstract Geometrical <p>2. Make samples of different methods of printing and dying</p> <ul style="list-style-type: none"> Tie & Dye techniques (10 Samples with different techniques) <ul style="list-style-type: none"> Marbling Pleating & Binding Knotting Twisting and Cloiling Bandhej Stitching (Shibori) Pegging, etc <p>Make any one product - Table cloth with 6 napkins/Chuni/Saree/ Cushion & Bolster set</p> <ul style="list-style-type: none"> Printing <ul style="list-style-type: none"> Block Printing (samples) <ul style="list-style-type: none"> Butti block to create all over effect Borders & Corners <p>Make any one product - Table Mats/Table Napkins/ Runners</p>	<p>4</p> <p>8</p> <p>8</p> <p>4</p>

ii. Screen printing (Samples) Make any one product - Table Mat/'T' Shirt/ Cushion cover		
Examination Scheme:		
1. Total Marks : 50 Marks 2. Major Problem : 25 Marks Make a design for a product by combining any two techniques e.g., tie and dye, block and screen 3. Minor Problem : 15 Marks Make a sample of tie and dye using two colours and two techniques 4. Internal : 10 Marks		
DYEING AND PRINTING		
Maximum Marks: 50 Minimum Marks : 18 Teaching workload : 2 Practical /Week (2 Hours/practical) Total teaching workload : 24 practical/ batch		
Learning Outcome		
Objectives:		
1. To impart knowledge regarding process of extensions activity management. 2. To develop the skills in organizing extension activity at the community level.		
Practical		
1. Theoretical understating of process of programme/ extension activity		4
2. Management Organise following extension activities from the area of home science:		
<ul style="list-style-type: none"> • Workshop/seminar • Fair • Exhibition • Rally 		
Could be taken up in rural/urban/slum community in a group on the basis of following steps-		
<ul style="list-style-type: none"> • Identification of the activity- nature, duration number of participants etc. 		2
<ul style="list-style-type: none"> • Plan of the activity- selection of venue, resource management (men, Material/Infrastructure and money) and delegation of responsibility. 		4
<ul style="list-style-type: none"> • Scheduling of the activity 		2
<ul style="list-style-type: none"> • Publicity of the activity 		2
<ul style="list-style-type: none"> • Organizing the activity 		3
<ul style="list-style-type: none"> • Overall supervision 		3

• Report Writing	4
Examination Scheme:	
Total Mark : 50 Marks	
Major Problem : 20 Marks	
Plan strategy to publicize the chosen extension activity and prepare any one aid out of them.	
Minor Problem : 15 Marks	
Prepare financial budget for the planned activity or prepare scheduling of activities according to allotted time.	
Viva : 5 Marks	
Internal : 10 Marks	

Helpstudentpoint.com

FF

PB

अकादमिक प्रभारी
 महाराजा सुभाषचन्द्र बोस विश्वविद्यालय
 भरतपुर (राज.)

B.A. B.Ed. - 05/06/07 (G-B)
INDIAN MUSIC

	Duration (Hrs.)	Max. Marks	Min. Pass Marks
Paper- I	3	50	15
Paper- II	3	50	15
Practical	(1 hrs. per candidate)	100	36

} Aggregate 36

Teaching Hours

Practical : 6 Hours per week

Theory: Paper - I 2 Hours per Week Paper - II 2 Hours per week

Total Teaching hours for practical - 06, Theory 04 hours per week

Note- The paper will contain nine questions having three questions in each section. Candidates are required to attempt five question in all selecting at least one questions from each section.

Candidates must pass separately in each of the paper Theory and Practical wherever prescribed.

Paper I : Principles of Indian Music (Instrumental)

Section-A

1. Brief study of rag and Ras.
2. Comparative study of different Gharanas of Khayal and Sitar
3. Music & Religion

Section - B

1. Life sketches and contribution of the following Musicians- Panna Lal Ghose, Ustad Bismillah Khan Ali Akbar Khan, Imdad Khan and Amjad Ali Khan.
2. Folk Instruments of Rajasthan.
3. Forms of Hindustani Music
4. Forms of Karnataka Music.

Section - C

1. Notation writing of different compositions in prescribed Ragas.
2. Writing of Alaps and Todas in Different Ragas.
3. Recognition of Ragas from given notes and writing of Alaps Showing: 'Nyas' on some given Swaras.
4. Writing of Thekas with different layakaries Dugun, Tigun, Chaugun and Chhagun in the following Talas- Tilawada, Dmamar, Trital Jhaptal, Ektal, Chautal, Roopak, Dadra, Punjabi, Sooltal,, Jhoomra, Adachautal, Tivra, Deepchandi.

Paper II : Vocal and Instrumental

Note: The paper will contain five questions having three questions in each section. Candidates are required to attempt five questions in all selecting atleast one questions from each section.

History of Indian Music

Section -A

1. Origin of Music
2. Study of the works of Bharat, Matang, Sharangdev, Vishnudigumber Paluskar and Bhatkhande.
3. Types of western Scales Diatonic, Chromatic, Equally Tempered.

Section -B

1. General Ideas of the forms of Vedic Music.
2. General ideas of Giti and Vani
3. Impact of Folk Music on classical music and Vice-versa.

Section -C

1. General ideas of rabindra Sangeet.
2. General Ideas of Harmony and Melody.

3. Essay on General Music Interest.

Music Practical (Vocal and Instrument)

There shall be one practical paper (Conducted by two different External Examiners)

Critical and comparative study of Ragas & Tala and to sing or play all the ragas according to syllabus.

Detailed course:

Vical Music

1. To sing given musical piece and to recognize the ragas & Swaras when sing.
2. To show the difference of ragas through swarvistaras in all the ragas.
3. To know orally the "Bol with Dugun, Tigun and mark time on hand and to recognize the following talas when played on tabla-Dhamar, Tilwara, Ektal, Chautal, Rupak, Punjabi, Soolta, Jhumra, Adachautal, Tivra and Deepchandi.
4. To sing Arohi, Avrohi, Pakad and Swar Vistar of the following ragas-Todi, Puriya-Dhanashree, Jaunpuri, Darbari Kanada, Bihag, Multani, Kafi, Adana, Durga, Puriya, Kamod and Chhayanat.
5. With the accompaniment of table to sing slow-khayal and Fast Khayal with sufficient alaps, Tanas, Bol-tanas and Sargam in following four ragas- (i) todi (ii) Bihag (iii) Jaunpuri (iv) Darbari Kanada
6. With the accompaniment of table to sing a Fast-Khayal with alaps and tanas and Tarana with its gayaki in any six ragas of the following (i) Kamod (ii) Multani (iii) Kafi (iv) Adana (v) Durga (vi) Puriya (vii) chhayanat (viii) Puriyadhanashri.
7. With the accompaniment of table or Pakhaej to sing one Durpad and one Dhamar with all laykaris and Tihai, in any two different ragas prescribed under clause 4, but not selected under clause 5 & 6.

8. Bhajan/Semi classical composition in any raga.

9. To play a Dhun in any Raga.

Instrumental Music

Candidate can offer any one of the following instrument-Sitar, Violin, Sarod, Flute, Israj or Dilruba. Clause 1, 2, 3 and 4 same as Vocal Music Singing may be replaced by playing.

5. With the accompaniment of Tabla to play Vilambitgat (विलम्बितगत) and a Drutgat (द्रुतगत) with sufficient varieties of Todas and Jhalas, Meend, Jamjama, Ghaseet and Krintan in the following four ragas: (i) Todi (ii) Bihag (iii) Jaunpuri-(iv) Darbari-Kanada

6. To the accompaniment of Table to play Drutgat (द्रुतगत) with todas and jhalas in any six ragas of the following

- (1) Kamod (2) Multani (3) Kafi (4) Adana (5) Durga (6) Puriya
(7) Chhayanat (8) Puriya Dhanashri

7. With the accompaniment of Tabla to play a composition composed in other than Trital with Todas, in any two ragas.

8. To play a Dhun in any raga.

Books Recommended:

1. Kramik Pustak Malika parts 2, 3 and 455 Pt. V.N. Bhatkhande.
2. Tan Malika parts 2 & 3 by Raja Bhaiya Poochwale.
3. Tan Sangrah by S.N. Ratanjankar.
4. Sitar Marg by S. Bandopadhyaya.
5. Sitar Shiksha By B.N. Bhatt.
6. Sitar Parts 1 to 3 by B.N. Bhimpure.
7. Rag Vigyan by N.V. Patwardhan.
8. A short survey of the music of the Northern India By pt. V.N. Bharkhande.





9. संगीत के जीवन पृष्ठ by S. Rai
10. Vadya Shastra by Shri Harish Chandra Srivastava.
11. Hamare Sangeet Ratna by Sangeet karyalaya, Hathras.
12. Sangeet Visharad by Basant.
13. Sangeet Kaumudi by V. Nigam.
14. Hindustani Music-its Physics and Aesthetics by G.S. Ranade.
15. Music of Hindustan by Fox Strangways.
16. Origin of Ragas- Bandopadhyaya.
17. Bhartiya Sangeet ka Itihas- Umesh Joshi
18. The music of India by H.A. Popely.
19. Hindustani Sangeet Paddhati 1 to 4 by Pt. Bhatkhande.
20. Pranav Bharti by Omkar Nath Thakur.
21. Karanataka Music- Ramchandran.
22. South Indian Music by Sambamurti
23. Natya Shastra by Bharat.
24. Brihaddeshiaya by Matang.
25. Sangeet Ratnakar by Sharangdev.
26. Rag Tarangini by Lochan.

FF

PB

अकादमिक प्रभारी
महाराजा दूरधवल गुज विश्वविद्यालय
भरतपुर (राज.)

PEDAGOGY OF SCHOOL SUBJECT

Paper Code- 22

हिन्दी शिक्षण

80 अंक

उद्देश्य—

1. भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
2. भाषा की पृथक-पृथक भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. भाषायी बारीकियों के प्रति समवेदनशील होना।
14. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की परिस्थितियों व विधाओं का ज्ञान देना।
16. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।

इकाई— प्रथम

भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्ण, विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास
 - (क) श्रवण, (ख) उच्चारण (ग) वर्तनी (घ) वाचन (सस्वर व मौन) (ङ) अभिव्यक्ति (मौखिक व लिखित)
- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन।
 1. वाणिज्य और व्यापार के क्षेत्र में हिन्दी
 2. वैज्ञानिक और तकनीकी हिन्दी,
 3. कार्यालयीय हिन्दी
 4. विधि के क्षेत्र में हिन्दी

अकादमिक प्रभारी
जहाराजा सुखलाल राज विश्वविद्यालय
भरतपुर (राज.)

- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति।

इकाई— द्वितीय

- शिक्षण के प्रकार: गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण।
- सक्षम शिक्षण, दैनिक पाठ यारेजना, इकाई योजना, सूक्ष्म पाठ योजना।
- नवाचार और भाषा शिक्षण की प्रणाली।
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार, कार्यशाला, हरिकथा, कहानी।
- संचार माध्यम— प्रिंट मीडिया, समाचार पत्र—पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया—रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया) ई—कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रानेट, ई—यूनिवर्सिटी, भाषा प्रयोगशाला।

इकाई (तृतीय)

- भाषा शिक्षण की विधियाँ— भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, बरनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी।
- पाश्चात्य विद्वानों की दृष्टि से – जे. प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी।
- वर्तमान में प्रचलित— प्रायोजना विधि (किलोट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप— भाषा, व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशील, उच्चारण के सन्दर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन।
- भाषायी व्यवस्थाएँ— सार्वभौमिक व्याकरण की संकल्पना— अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ: स्वनिम विज्ञान व रूप विज्ञान।

इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
 - (अ) पाठ्यचर्या— पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध।
 - (ब) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण—अर्थ, स्वरूप, महत्व एवं उपयोग।





अकादमिक प्रभारी
जंहराजा सुरजलाल पूज विश्वोदयसिंह
भरतपुर (सब.)

(स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण।

इकाई (पंचम)

- हिन्दी शिक्षण में मूल्यांकन –

(अ) भाषा विकास की प्रगति का मूल्यांकन– सतत और समग्र मूल्यांकन आपसी– मूल्यांकन, स्व–मूल्यांकन, समूह मूल्यांकन, पोर्ट–फोलियो।

(ब) प्रश्नों का स्वरूप– समस्या–समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय प्रश्न)

(स) फीड बैक– (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

(द) प्रश्न पत्र निर्माण एवं नीलपत्र

समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट)

10 अंक

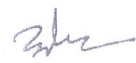
2. निम्न में से कोई एक

10 अंक

- संविधान में भारतीय भाषाओं सम्बन्धी अनुशासक तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
- अपने आस–पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?
- छात्रों को भाषा सीखने सम्बन्धी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र–पत्रिकाओं से पूरक सामग्री का चयन।
- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रैब पुस्तिका तैयार करें।
- रचनात्मक रूप से प्रतिभा सम्मान बालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।






अकादमिक प्रगती 99
महाराजा सुरजमल गुज विश्वविद्यालय
भरतपुर (राज.)

- आस-पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र-पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

सन्दर्भ ग्रन्थ सूची -

- गुप्ता (डॉ.) प्रभा (2012) मातृभाषा व विविध योजनाएँ- साहित्य प्रकाशन, आगरा।
- त्यागी, डॉ० एस.के. (2008) हिन्दी भाषा शिक्षण अग्रवाल पब्लिकेशन्स, आगरा।
- पाण्डेय, डॉ० मुत्तिकांत (2010) हिन्दी शिक्षण- अभिनव आयाम, विश्व भारती पब्लिकेशन्स, नई दिल्ली।
- भाटिया, एम.एम. और नारंग सी. एल. 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
- लाल रमन बिहारी, 1993 हिन्दी शिक्षण, रस्तोगी पब्लिकेशन्स, मेरठ।
- शर्मा (डॉ०) अनुराधा 2012, भाषा विज्ञान तथा सिद्धान्त, विश्व भारती पब्लिकेशन्स, नई दिल्ली।
- शर्मा प्रसाद प्रीतम (2007) हिन्दी शिक्षण, साहित्यागार, जयपुर।
- सिंह डॉ० सावित्री (2001) हिन्दी शिक्षण, मेरठ-1

PEDAGOGY OF SCHOOL SUBJECT

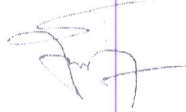
Paper Code- 22

संस्कृत शिक्षण

80 अंक

उद्देश्य-

1. भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
2. भाषा संरचना की प्रकृति की समझ विकसित करना।
3. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना।
5. संस्कृत की भूमिका व विशेषता एवं एसकी सांस्कृतिक पृष्ठभूमि की समझ उत्पन्न करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवबोध कराना।
7. संस्कृत भाषा शिक्षण कौशल का अभ्यास कराना।
8. विभिन्न विधाओं के सफल अध्यापन हेतु संस्कृत का सफल प्रयोग कराना।





अकादमिक प्रभारी 100
महाराजा दूरधरत राज विश्वविद्यालय
गरापुर (सब.)

9. कक्षा-कक्ष परिस्थिति में बहुभाषीय रूप में संस्कृत का सफल प्रयोग कराना।
10. पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य सम्बन्धों में समझ उत्पन्न कराना।
11. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र निर्माण की योग्यता विकसित करना।
13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विकसित करना।
14. कौशलानुसार संस्कृत अशुद्धियों के निदान व उपचार की योग्यता विकसित करना।
15. संस्कृत शिक्षण में भाषा प्रयोगशाला की आवश्यकता एवं संयोजन क्षमता विकसित करना।

इकाई- प्रथम

भाषा की भूमिका-

- संस्कृत भाषा शिक्षण के सिद्धान्त, महत्व एवं प्रकार
मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- संस्कृत भाषा का महत्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में भाषा-
 1. मातृभाषा एवं विद्यालयी भाषा
 2. पाठ्यक्रम में भाषा
 3. अधिगम में भाषा का केन्द्रीयकरण
 4. बहु-भाषीय कक्षा-कक्ष
- भारत में संस्कृत भाषा की स्थिति-
 1. भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343- 351
 2. कोठारी कमीशन (1964-1966)
 3. NPA (1986)
 - (4) POA (1992)
 5. राष्ट्रीय पाठ्यक्रम रूपरेखा (2005)- भाषा शिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायी कौशल- कथन, श्रवण, पठन, लेखन

इकाई- द्वितीय

- संस्कृत शिक्षण के विविध रूप
 1. गद्य शिक्षण
 2. उच्चारण शिक्षण
 3. पद्य शिक्षण
 4. रचना शिक्षण
 5. व्याकरण शिक्षण
 6. अनुवाद शिक्षण
 7. कहानी शिक्षण
 8. नाटक शिक्षण
- उपर्युक्त का सम्प्रत्यय, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण, सामग्री व गुण-दोष





- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
- नवाचार और भाषा शिक्षण की प्रणाली
- विविध जन संचार माध्यमों से संस्कृत शिक्षण
 - (अ) परम्परागत— नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
 - (ब) संचार माध्यम — वेबसाइट्स, विकीपीडिया
 - (1) प्रिंट मीडिया— समाचार पत्र—पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
 - (2) इलेक्ट्रानिक मीडिया— रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टीमीडिया) इंटरनेट, इन्ट्रानेट, भाषा—प्रयोगशाला।

इकाई (तृतीय)

- संस्कृत शिक्षण की विधियाँ—
 - (1) पणिनी व यास्क के अनुसार।
 - (2) प्रचलित अन्य विधियाँ— प्रयोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन—निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।
 - (3) पाश्चात्य विद्वानों के अनुसार— जे.प्याजे.एल. वायगात्सकी, चॉम्स्की जानड्यवी।
- विधियों का अनुप्रयोग—
 1. तृतीय भाषा अधिगम मनोविज्ञान
 2. कक्षा—कक्ष वातावरण और परिस्थितियाँ
 3. शिक्षक—छात्र—पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका
 4. भाषा का व्यवहार में प्रयोग
 5. अन्य विषयों के साथ संस्कृत का समन्वय
 6. त्रुटियाँ व उपचारात्मक कार्य
 7. संस्कृत भाषा की चुनौतियाँ
 8. स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत
 9. संस्कृत भाषा परीक्षण एवं मूल्यांकन

इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण।
 - (अ) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध।
 - (ब) संस्कृत में दत्त कार्य एवं क्रिया—कलापों का विकास





(स) अधिगम में संस्कृत शिक्षण का महत्व विश्व परिवृश्य के सन्दर्भ में।

(द) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण—अर्थ, स्वरूप महत्व एवं उपयोग।

इकाई (पंचम)

● संस्कृत शिक्षण मे आकलन

1. संस्कृत भाषा विकास की प्रगति का आंकलन — सतत और समग्र मूल्यांकन स्व— मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियों।
2. प्रश्नों का स्वरूप— समस्या—समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य—असत्य वाले, मिलान वाले प्रश्न)
3. फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट।
4. प्रश्न—पत्र निर्माण एवं नील—पत्र

समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट) 10 अंक
2. निम्न में से कोई एक 10 अंक
 - अपने पड़ोस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।
 - संविधान में भारतीय भाषाओं सम्बन्धी अनुशासक तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
 - किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
 - किसी एक संस्कृत पत्रिका की समीक्षा।
 - संवाद, शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
 - पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
 - छायाचित्रधारित शिक्षाप्रद कथा लेखन।

सन्दर्भ ग्रन्थ—

1. तिवारी भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1991) भाषिकी दिल्ली।
2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली—6 राजकमल प्रकाशन, प्रा0लि0 7 फौज बाजार।
3. नांरग वैश्रा (1996) सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
4. सफाया, आर.एन. (1990) संस्कृत शिक्षण, चण्डीगढ़, हरियाणा साहित्य अकादमी।

5. शर्मा, डॉ० रामविलास (2001) ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा नई दिल्ली।
6. शास्त्री, डॉ० सूर्यदेव (1973) मनोभाषिकी, पटना बिहार हिन्दी ग्रन्थ अकादमी।
7. Mackey William Francis, Languages Teaching Analysis London, Longmans, Green & Co. Ltd.
8. Widdowson, H.G. teaching Languages as Communication Oxford, OHP

PEDAGOGY OF SCHOOL SUBJECT

Paper Code- 22

English Teaching

Objectives -

Marks -80

The student teachers will be able to-

1. Develop an understanding of the principles of English languages teaching.
2. Acquire knowledge of the objectives of teaching English as a second language.
3. Develop their own linguistic, Grammatical and communicative competence.
4. Develop ability to teach languages skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching, English as a second languages.
6. Prepare annual plans and plans and lessons plans of English Languages.
7. Choose prepare and use appropriate audio- visual teaching aids for effective teaching of English as a second languages.
8. Use various techniques of testing English as a second language.
9. Develop remedial material and conduct remedial teaching.

COURSE CONTENT

UNIT- 1 FOUNDATION OF ENGLISH LANGUAGES TEACHING

- Concept of language, language acquisition, language-learning
- Forms of English, formal, informal, written and spoken.

अकादमिक प्रभारी 104
जहाराजा सुरजमल नून विश्वविद्यालय
गरतपुर (राज.)

- Importance of teaching English.
- Principles of second languages teaching.
- Difference between teaching of content based subjects and skills based subject.
- Objectives of teaching English language (a) Skill based- LSRW (b) Competency based- Linguistic competence and communicative competence.

UNIT- II TEACHING OF ENGLISH LANGUAGE SKILLS

- Listening: (i) concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (monophthongs, Diphthongs, Consonants, pause, Juncture, Stress, Accent, Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening, role of teaching aids in teaching listening skills (vi) Difference between hearing and listening
- Speaking, Concept of speaking in English as a second language, phonetic transcription, use of pronouncing dictionary, The phonetic elements involved in speaking at the receptive level, Technique of teaching speaking skills and pronunciation practice and drills - ear training, Repetition Dialogues and conversation.
- Reading Skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed) Types of reading: Skimming, Scanning, Silent reading aloud, intensive reading, Extensive reading Genuine reading comprehension, relating teaching of reading to listening and speaking skills, Role of text book
- Writing skills: Concept of Writing in first language and the second language, types of composition- oral, Written, controlled, guided contextualized and integrated compositions Teaching the following items

[Handwritten signature]

[Handwritten initials]

keeping in view their style, Ingredients and mechanics; Letters (Formal and informal), Essay, Report, Telegram, E-mail, Notice, Precis, Paragraph, Developing stories, Note making, correction of written work.

UNIT- III- METHODOLOGY AND PLANNING OF ENGLISH LANGUAGE TEACHING

- Approaches, Methods and techniques, whole language approach, structural Situational approach, Communicative approach. Task based approach, Electric approach, Direct method, Bilingual Method, Audio-libgual method CALL (Computer -assisted language learning) and CALT (Computer assisted language teaching), Role play, simulation, Group work, and drill techniques , study the above approaches & methods in the light of Psychological factors affecting second language, learning- nature of English language- classroom environment and conditions- language functions, planning of English language teaching, annual plan, unit plan and daily lesson plan- prose lessons- content analysis, Poetry lesson- components of poetry- the place of poetry teaching in school curriculum- concept, aims and objectives of teaching poetry in second language, grammar lessons- planning for teaching Grammar and usage - sentences (affirmative, Negative, Interrogative, Simple, Compound, complex), verb-patterns, Questions tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, actives and passive voice, direct and indirect speech, punctuations.

UNIT- IV- RESOURCES IN ENGLISH LANGUAGES TEACHING

- Concept and use of A.V. aids in the teaching of English
- Resources for teaching and learning English-text books, work books, Teacher's hand books, charts. Pictures, flash cards, flannel board, tape-recorder, radio, OHP, Substitution tables, computer, realia, newspapers,

magazines, brochures, blackboard, white board, songs, stories and anecdotes, language laboratory and language games. Use of community resources and media for language development, qualities, Responsibilities and Professional ethics of language teacher.

UNIT- V- ASSESSMENT AND EVALUATION IN ENGLISH

- Concept of assessment and evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests- achievement test, Proficiency test, diagnostic test, Prognostic test. Testing language skills, Lexical and structural items, poetry and Grammar, Preparation of an Achievement test. Concept and need of remedial teaching.

SESSIONAL WORK

1. Class test 10 Marks
2. One of the following 10 Marks
 - Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
 - Identification of learning difficulties experienced by student teachers during teaching practice.
 - Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
 - Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

REFERENCES:

1. Bansal, R.K. and Harrison J.B. (1972): Spoken English for India. Madras : Orient longman Ltd.

2. Baruah T.C. (1985): The English teacher's handbook, new Delhi: Sterling Publishing Pvt. Ltd.
3. Bright and McGregor: Teaching English as second language, Longman.
4. Brinton, D (2003) Content-based instruction. In D. Nunan (ed.) Practical English Language Teaching (PP. 199-224). New York: McGraw Hill.
5. Brumfit, C.J. (1984): communicative Methodology in language teaching. Cambridge C.P.U.
6. Collins Cobuild English Grammar (2000) Harpoer Collins Publishers, - India.
7. Elizabeth, M.E.S. (2010) : Methods of Teaching English, Discovery Publishing House.
8. Ellis, Rod (2003). Task-based language learning and teaching, Oxford, New York: Oxford University Press. Pp. 156-157.
9. Frost, Richard. (2006) "A task- based approach," British Council teaching English.
10. Gimson, A.C. (1980) An Introduction to the pronunciation of English. London: Edward Arnold.
11. Hornby, A.S. (1998) : Guide to patterns and usage in English O.U.P.
12. Lado, Robert (1971): Language teaching, New Delhi; Tata Mcgraw Hill Publishing House Co. Ltd.
13. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge C.P.U.
14. Paliwal A.K. (2011) Methodology of Teaching English As A Second Language Kalpana Publications, Jaipur.
15. Paliwal, A.K. (2011): A Handbook for Teachers of English, Kalpana Publications Jaipur.

PEDAGOGY OF SCHOOL SUBJECT
PAPER CODE- 22

Urdu Teaching

Objectives -

Marks -80

On completion of the course the student teacher will be able to -

- Understand the basic concepts and functions of languages with special reference to Urdu.
- Acquire knowledge of objectives of teaching Urdu at the secondary stage.
- Plan and Teach lesson in Urdu prose, poetry, drama Grammar and Composition.
- Under stand constructive approach to language teaching and learning.
- Prepare unit plans, daily lesson plans and to analyse the subject content in terms of languages skills and teaching objectives.
- Develop and use of teaching aids in the class room both print and Audio-Visual materials and ICT (Internet and computer technology)
- Develop and insight in to the symbiotic relationship between curriculum syllabus and text books.
- Knowledge of evaluation system in urdu and to methodically prepare exams and test paper in urdu.
- Conduct remedial teaching in urdu.


CONTENT: -

UNIT - 1

- Concept of language (verbal & Nonverbal) concept of language learning and acquisition function of language communication, Transmission of culture and medium of instructions.






अकबरमिल्ल प्रभासी 109
महाराजा सुरभजनल राज विश्वविद्यालय
भरतपुर (राज.)

- Multilingualism as a resource.
- Origin and development of Urdu language.
- Language skills, Listening and art of listening.

Speaking - Pronunciation, Recitation and Punctuation

Reading- Aloud, Silent, Intensive and Extensive

Reading comprehension, Reading defects and their cure.

Writing- knowledge of urdu scripts - khat-e-naskh-e-nastaliq and khat-e-shikast.

- Teaching of alphabets, Punctuation qualities of good hand writing
- Letter writing (Formal and informal)
- Essay Writing

UNIT -II

- Objectives of teaching urdu at secondary stage of education.
- Problem of teaching and learning urdu and their solution.
- Place of urdu language in the present educational system prevalent in the state of Rajasthan.
- Relation of urdu with other Indian Language.

UNIT - III

- Methods of teaching urdu.
- Translation method.
- Direct method.
- Direct method
- Play way method
- Structural method

- Teaching of various forms of urdu Literature (i) Prose (ii) Composition (iii) Grammar (iv) Poetry, Ghazal, Nazam and Drama.
- Co-curricular Activities

UNIT- IV

- **Planning for teaching urdu:** Needs and importance of planning
- Content analysis.
Yearly plan, Unit Plan and Daily lesson plan.
- Audio visual Aids- Need and importance of audio- visual Aids, Types of Audio-visual aids.
- Appropriate use of teaching aids.
- Planning of urdu lab and its use.
- Qualities of good urdu Teacher.

UNIT- V

- Purpose of concept of Evaluation in urdu.
- Techniques of Evaluation, Teacher made Test, Examination paper Design and Blue print, various types of questions and their use for evaluation.

Assignments:

1. Class Test 10 Marks
2. Any one of the following 10 Marks
 - Analysis of one text book prescribed at the secondary stage.
 - Writing knowledge, understanding and skill objectives of teaching prose and poetry with specification (5 each)
 - Preparation of two teaching useful for Urdu teaching

- Prepare activities for listening, speaking, reading and writing (5 each)
- Preparation of objective type test.
- Prepare three activities to develop the writing skill of class VI student.

REFERENCE:

1. Inamullah Sarwani : "Tadrees-e-zaban-e-urdu" usmania book depot, 1-25 Rabindra Saraus cal- 73
2. Khan Rasheed Hasan : "urdu Kaise Likhen" Maktaba Jamia Limited Jamia Nagar, New Delhi 1997
3. Khan Rasheed Hasan : "Ibadat Kaise Likhen" Maktaba Jamia Ltd. Jamia Nagar New Delhi 1997
4. Maulvi Abdul : "Quwaid-e-urdu" Anjuman Taraqqi udru (Hindi) New Delhi
5. Moin Uddin : "Urdu zaban ki Tadrees" National council for Promotion of urdu Language (NCPUL) New Delhi- 20000
6. Moin Uddin : "Hum urdu Kaise Parhayen" NUPUL, West block R.K. Puram, New Delhi - 2000
7. N.L. Bosang/Mansoor Ali Akthar Hashmi : "Sanvi Madaris Mein Tadrees" (NCPUL) New Delhi 1998
8. Naqvi Noor-ul-hasan : "Tadrees-e-Aadab-urdu" 2004 Education book house Aligarh

PEDAGOGY OF SCHOOL SUBJECT

Paper Code-22

HISTORY TEACHING

Objectives -

Marks -80

1. To enable the student teachers to understand the importance of history.
2. To enable the student teachers to develop an understand of aims and objectives of teaching of History.
3. To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.

4. To provide knowledge of different methods,/Devices of teaching History.
5. To acquaint the student teachers with latest information technology.
6. To help the student teachers to understand the role of current events in teaching of history.
7. To emphasize the role of history in developing the national integration and international understanding.
8. To develop an interest in teaching of History.

UNIT- 1

1. Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
2. Aims and objectives of history, values of teaching history (moral, Spiritual, social, cultural and esthetic) relation of history with other subjects of social and Natural Science and Literature.
3. A Study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms
4. Approaches: Current events Approach, Mass-Media Approach, Interdisciplinary Approach, Constructivism Approach.

UNIT-2

1. Models of Teaching
 - a. Discovery Model
 - b. Value Attainment Model
 - c. Enquiry Model
2. Methods of Teaching
 - a. Lecture Method
 - b. Project Method
 - c. Supervised study
 - d. Story- Telling Method

- e. Biographical Method
- f. Source Method
- 3. Innovative Practices
 - a. Brain-storming
 - b. Dramatization
 - c. Co-operative learning
 - d. Experiential Learning
- 4. Planning
 - a. Annual Plan
 - b. Unit Plan
 - c. Lesson Plan

UNIT - 3

- 1. a. Teacher as a transformer of cultural & Historical Heritage.
- b. Teacher as a facilitator
- c. Qualities and professional growth of a history teacher to face challenges of present era.
- d. teachers as a Reflective Practitioner and a Researcher.
- 2. Learning Resources
 - a. Print Media
 - b. Electric Media
 - c. Multi media
 - d. Visuals
- 3. a. Use of community resources
- b. Field Trips
- c. History recourses center
- d. Co-scholastic activities based on school curriculum
- e. History Club

UNIT- 4

4.1

- a. Indian Historiography: Brief Introduction to Indian Historiography- Ancient, Medieval and Modern, Problem of periodisation. Criteria of Historical criticism.
- b. Teaching of Controversial issue: Nature of Historical Controversies regarding facts. Controversies interpretation of facts. Objectivity and value judgment in History.

4.2

1. History and National Integration: Our national Heritage, Unity in Diversity. The role of History in promoting national integration.
2. History and inter-national understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

1. Content Analysis of History textbooks at secondary level.
2. Use of Library and other instructional materials a& Source : Primary and Secondary.

UNIT V

1. Preparation of Challenging assignments.
2. Criteria of for assessing written and practical work in History.
3. Assessment modes: Self -assessment, Peer assessment, Group assessment, Learners, Profile, Open book exams, Learner's Portfolio.

Test & Assignments

- | | |
|-----------------------------|----------|
| 1. Class Test | 10 Marks |
| 2. Any one of the following | 10 Marks |

- Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to Demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
- Organization of History Circle: To include programmes such as reading of papers on Historical topics, Group Discussions, Preparation of Reports, Organize excursion to place of Historical Interest.
- Preparation of History Practical note book.
 - a. Twelve Historical mps- six each from Indian and World History.
 - b. Time- Line charts four each from Indian and World History.
 - c. A Small project based on the study of a Historical event in the locality personalities, movements building or institutions.
 - d. Group Presentation for Critical Appraisal of Existing curriculum and text book at school level.

REFERENCES:-

1. Arora, K.L. Itihas Shikshan, Ludhiana Prakash 1982
2. Arora R.L (1990) Teaching of History, Prakash Brother Ltd.
3. Kongawad N.B. (2011) Ithiahs Mattu Pouraneeeti Boodhane.
4. N.C.E.R.T. (1970) effective teaching of History in India A hand book for History teaching.
5. Parik, Mathureshwar, Itihas Shikshan, Jaipur research Publ. 1988.
6. Roddannavar J.G. (209) Method of teaching history and civics.
7. S.K. Kochhar- Teaching of social studies sterling publisher New Delhi.

PEDAGOGY OF SCHOOL SUBJECT

Paper Code- 22

ECONOMICS TEACHING

Objectives -

Marks -80

To enable students teachers to:

1. Refresh the knowledge about the meaning, Importance, Nature, scope and Aims of Economics.
2. Acquaint with the Aims, Objectives and Value-outcomes through teaching Economics.
3. Develop ability to plan for suitable instruction in Economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of Economics of the subjects.
6. Develop necessary skills to use various teaching aids, (particular locally available material aids)
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.
9. To enable the students to construct and analyze critically the curriculum and text books of Economics at secondary stage.

Course Content:-

UNIT- I Nature, Scope and Objective-

- Meaning, Nature, Scope of Economics, place and Importance of teaching of Economics at secondary level.

[Handwritten signature]

[Handwritten initials]

- Importance of Economics in school curriculum.
- Aims and objectives and statement of objectives in Behavioral terms with special reference to Economics.
- Correlation of economics with school subjects.

UNIT-II Curriculum and planning

- Micro Teaching, Content Analysis.
- Yearly plan Unit Plan and Daily Lesson Plan- Meaning, Characteristics, Importance and steps.
- Methods of Teachings;- Lecture Method, Discussion Method, Project Method, Survey Methods inductive- Deductive Method.
- Techniques and Devices of Teaching Economics
 1. Assignments
 2. Seminars
 3. Brain Storming
 4. Tours and Excursions
 5. Supervised Study
 6. Case Study

Unit IV- Teacher, Text book, Teaching Aids

- Text Book, (meaning, Importance and qualities of a good text book of Economics), Supplementary Material (Meaning and Sources)
- Economics Room- Importance and equipments.
- Teacher of Economics- Importance, qualities and competence.
- Teaching Aids- Meaning, Importance and Types:

Uses of Chalkboard, Diagrams, Charts, Table Graphs, O.H.P., T.V., Computer with multimedia, flash cards, LCD Projector, Interactive Board.

Unit - V Evaluation

- Evaluation, meaning and Importance of Evaluation. Achievement Diagnostic test.

- Types of Evaluation- Oral Tests, Written tests- Essay type tests, short answer type tests and objectives type tests. Purpose and concept of evaluation.
- Objective of based evaluation.
- Preparation of achievement test-
 - Various Types of question
 - Blue print
 - Preparation of question paper

Sessional Work (20 Marks)


1. One Test of 10 marks.
2. Any one of the following 10 marks.
 - Content analysis and preparation of instructional material related to any unit of subject related to economics.
 - Contraction of objectives type test items.
 - Prepare five slides related to Economics teaching content at senior secondary level.
 - Critical appraisal of Economics syllabus at senior secondary level.
 - Preparation of 10 frames of linear or branching type programmes of any topic of Economics.

REFERENCE:

1. Aggarwal, J.C. (2005), Teaching of Economics- A practical approach
Agra: Vinod Pustak Mandir.
2. Arithshastra Shikshan: Rampal Singh Prakashak- shabd sanchar,
Ajmer.

[Handwritten signature]

[Handwritten initials]


 अकादमिक प्रभारी 119
 महाराजा सुखलाल गुप्त विश्वविद्यालय
 गुरदासपुर (राज.)

3. Arithshastra shilshan: Harnarayan singh avum rajendra pal singh
Prakash Laminarayan agarwal, agra.
4. Arora, P.N. (1985) Evaluation in Economics. New Delhi: NCERT.
5. Dhillon, S. and Chopra, K. (2002) teaching of Economics Ludhiana:
Kalyani Publishers.
6. Kanwar, B.S. (1973) teaching of Economics Ludhiana: Prakash
Brothers.
7. Lee N (ed.) (1975) Teaching of economics. London: Heinemann
Educational Books.
8. Lee N (ed.) 1975 teaching Economics London: heinemann Educational
Books.
9. Mittal R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi University Press.
10. Robinson, K and Wulson R(Eds) (1977) Extending Economics
within the curriculum. London: Routledge and Kegan Paul.
11. Saxena, N.R., Mishra B.K. and Mohanty, R.K. (2004). Teaching of
Economics. Meerut: R. Lall Book Depot.
12. Sharma, Seema (2004). Modern Teaching Economics. New Delhi:
Anmol Publications Pvt. Ltd.
13. Siddiqui, M.H. (2004) Teaching of economics. New Delhi: Ashish
Publishing House.
14. Teaching of social studies in secondary school: Bining and Bining.
15. Teacher's Manual in Economics: Dr. N. Hasen Published Law,
Regional College of Edu. Ajmer.

PEDAGOGY OF SCHOOL SUBJECT

Paper Code-22 CIVICS TEACHING

Objectives -

Marks -80

The pupil - teacher will be able to-

1. Explain and discuss the meaning, Nature and scope of civics.
2. Explain the importance of Civics as a school subject.
3. Differentiate between aims and objectives of civics.
4. Specify the objectives of teaching Civics at secondary stage.
5. Discuss the meaning, preparation, importance and use of different types of learning resources of teaching different topics of Civics at secondary level.
6. Prepare effective lesson plans for teaching Civics.
7. Explain the meaning of Teaching method and Teaching techniques.
8. Understand & Analyze contemporary issues related with Civics.

Unit- I

- a. Meaning, nature and scope of Civics as a school subject, role and importance of Civics in school curriculum and life.
- b. Aims and objectives of civics, values of teaching civics (moral, Spiritual, social, Cultural and Aesthetic) relation of civics with other subjects of social and natural science and Literature.
- c. A study of instructional objectives with special reference if new Bloom's taxonomy and statement of objectives in behavioral terms.
- d. Approaches: current events approach, Mass-media Approach, Interdisciplinary Approach, constructivism approach.

Unit- 2

1. Models of teaching: Concept Attainment Model, Value Attainment model, Jurisprudential Model.
2. Methods of teaching: Lecture method, discussion method Project method, Supervised study method, Socialized recitation method, Problem Solving method
3. Innovative Practices: Brain Storming method, Co-operative Learning, Experimental Learning
4. Planning: Content Analysis, Annual plan, Unit plan , Lesson plan.

Unit- 3

3.1

1. Teacher as an agent of social change in multicultural-multilingual society.
2. Teacher as a facilitator.
3. Qualities and professional growth of a Civics Teacher to face challenges of present era.
4. Teacher as a Reflective Practitioner and a Researcher.

3.2 Learning Resources:

1. Print Media
2. Electronic Media
3. Multi Media
4. Visuals

3.3

1. Use of community resources
2. Civics Resources center
3. Co-scholastic activities based on school curriculum
4. Civics club

Unit - 4

4.1 Local, State and National Political Structure in India:

1. Education for Citizenship.
2. Political science in the global context.
3. Human Right/Child right/ Woman's Right.
4. Peace and conflict resolution.
5. Educational technology and political science (Civics)
6. Gender issues in Civics.
7. Content Analysis of Civics Textbooks of secondary level.

4.2 Use of Library and other instructional materials

Unit- 5

5.1 Evaluation in Civics:

1. Preparation of challenging assignments
2. Criteria for assessing written and practical work in civics.

5.2 Assessment Modes: Self , peer assessment, Group assessment Learner's profile, open book exam, learner's portfolio.

Assignments:-

1. Class Test 10 Marks
2. Any one the following 10 Marks
 1. Peer interaction (peer educators) and group work on selected areas from school syllabus.
 2. Analysis of curriculum Policies/ documents and existing school curriculum.
 3. Group presentation for critical appraisal of existing political science (civics) curriculum and text books at school level.
 4. Development and organization of political science society.
 5. Study of a selected problem of community life related with the area if civics.
 6. Development and execution of a project of civics.

7. Collection of source materials related with civics.
8. Content analysis of the syllabus of the grade which has been taught by the student teacher with special reference of:
 - a. Identification of concept
 - b. Identification of life-skill
 - c. Identification of activities and experiments.

REFERENCES:

1. A.C. Bining and D.H. Bining, Teaching the social studies in secondary school, (McGraw Hill, New York 1952)
2. Agarwal (1993) Teaching of political Science- A practical approach, Vikas Publishing House, New Delhi.
3. Aggrawal, J.C. (1983) Teaching of political science and civics Delhi: Vikas Publication House Pvt. Ltd.
4. Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
5. Bining A.C. & Bining D.H. (1952) Teaching of political science in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
6. C.D. Samford, Social Studies in the secondary school, McGraw Hill, New York 1952.
7. Hunt & Metcalf (1968), Teaching high school social studies, Harper & Row Publishers, New York, London.
8. I.F. Forrester: Introducing Social Studies (Orient, Long Mans, Bombay) 1956.
9. John Forrester: Introducing social studies in Elementary Education (The Macmillan Co., New York)
10. J.U. Michalis : Social Studies for children in democracy (Engle Wood Cliffs, N.J.) 1956.

11. Keith Webb (1995), An introduction to problems in the philosophy of social sciences, Pub. Printer, London, New York.
12. K. Nasiah, school studies in the school, Oxford Univ. Press Madras, 1957.
13. Kochhar, S.K. (1985) Methods and techniques for teaching, sterling publishers pvt. Ltd New Delhi.
14. Maurice, P. Hunt Lawrance E. Metealf (1955): Teaching High School Social Studies (Harpar & Brothers, Publishers, New York)
15. Nachmias, D. Nachmias, C.F. (1996) Research methods in social science, St. Martin's Press Inc, New York.
16. Ralph, C. Preston, (1955): Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
17. S.K. Kochhar: The Teaching of social Studies, Universities Publishers, Delhi, 1963.
18. Saxena, N.R. Mishra, B.K. & Mohanty, R.K. (2000) teaching of Civics, Meerut : R Hall Book Depot.
19. Singh Rampal (1997) Nagarik Shastra Shikshan Meerut: R. Hall Book Depot.
20. Tyagi, G.D. (2000), Nagarik Shastra Shikshan, Agra : Vinod Pustak Mandir.
21. V.R. taneja : Teaching of social studies Mohindra Capital Publishers, Chandigarh 1958.
22. Yadav, Nirmal (1994). Teaching of civics and Political Science, New Delhi; Anmol Publication Pvt. Ltd.

PEDAGOGY OF SCHOOL SUBJECT
PAPER CODE-22
GEOGRAPHY TEACHING

Objectives -

Marks -80

To enable the pupil- teachers to:

1. Develop an understanding of the meaning, concept and need for learning Geography.
2. Understand the aims and objectives of teaching Geography.
3. Make use of various methods of teaching Geography.
4. Develop the power of analysis, reasoning and judgment through different practical activities.
5. Develop proper understanding of nationalism and internationalism through Geography teaching.
6. Acquaint the Pupil teachers with the Preparation and use of different resources of Geography.

Unit- I


1.1 Meaning, Nature and scope of Geography as a school subject, Role and importance of Geography in school curriculum and life.

Emerging concept and trends in Geography.

1. Geography as a description of the earth.
2. Geography as a study of natural phenomena and their effect on man.
3. Geography as a study of Landscape- Physical and cultural.
4. Geography as a study of real difference.
5. Geography as a study of spatial relationships.
6. Geography as a study of unifying and integrating discipline.






अकादमिक प्रभारी 126
महाराजा सुखलाल पृथ्वीशेखर
भरतपुर (सब.)

1.2 Aims and objectives of Geography as a: Values of teaching Geography as a (Moral, Spiritual, Social, Cultural and Esthetic) relation of Geography as a with other subjects of social, Natural Science and Literature.

1.3 A Study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.

Approaches: Current Events Approach, Mass-media Approach, Interdisciplinary Approach, Constructivism Approach.

Unit - II

- 2.1 Models of teaching in reference of Approach Geography teaching:

- Concept Attainment model
- Value attainment model
- Inquire model
- Discovery model

2.2 Methods of teaching:

- Problem solving
- Regional Method
- Project method
- Supervised study
- Laboratory method
- Demonstration method
- Inductive & Deductive method

2.3 Innovative Practices:

- Brain-storming method
- Co-operative learning
- Experimental learning

2.4 Planning

- Content Analysis

- Annual Plan
- Unit Plan
- Lesson Plan

Unit - III

3.1

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

3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

3.3

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

Unit- IV

4.1

- Local Geography: It's meaning significance and use as method of study.
- Regional Geography: Its meaning and significance, concept of regionalism.

Unit- V

5.1 Preparation of Challenging assignments.



5.2 Criteria for assessing written and practical work in civics.

5.3 Assessment Modes: Self assessment, Peer assessment, Group assessment, Learners' profile, open book exams, Learners' portfolio.

Assignments:-

1. Class Test

10 Marks

2. Any one of the following

10 Marks

- Each pupil teacher is required to conduct and prepare a brief report on anyone of the following:
 - i. Socio-Economic/ Demographic survey of a village as a Geography.
 - ii. Traffic survey of a town.
 - iii. Any other survey of a similar nature.
- Geographic description of a place. Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of Geography and submit reports.
- Presentation of Geographic data through maps and diagram. Students are required to prepare ten such exercises in the form of an album.

REFERENCES:

1. Bliar, Thomas, A., (1951), Climatology: General and Regional, New York, Prentice- Hall Inc.
2. Brianlt, E.W. and D.W. Shave, (1965), Geography in and out of school, London Harrap and Co.
3. Brock., Jan O.M. (1965), Geography, its scope and spirit Ohio, Charles E. Merrill.
4. Charley, R.J. and P. Hagget (Eds) (1967), Frontiers in Geographical Teaching Methuen Educational Ltd.





5. Cons, G.J. (1957) Hand book for Geography teacher London, Methuen educational Ltd.
6. Gabler, Robert, et al, (1945) Introduction to Physical Geography. San Francisco, Holt, Rinehart and Winston.
7. Garnet Ohio, (1965) Fundamental in school Geography, London, Harrap and Co.
8. Gospil, G.H. (1965) The teaching of Geography, London, Macmillan and Co.
9. Gravees, N.J. (1971) Geography in Secondary Education, London, Geography Association.
10. Graves, N.J. (1972), New Movement in the study and teaching of Geography, Australia, F.W. Cheshire Publishing Printing Ltd.

PEDAGOGY OF SCHOOL SUBJECT

PAPER CODE-22

SOCIAL STUDIES TEACHING

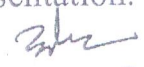
Objectives -

Marks -80

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of social studies.
3. To acquaint pupil-teachers with different methods, Devices and Techniques of teaching social studies.
4. To acquaint the pupil teacher with different audio-visual aids.
5. Preparation and effective use of teaching aids.
6. Organization of discussions, Seminar, Tours, Exhibition and practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.

[Handwritten Signature]

[Handwritten Initials]


 अकादमिक प्रभारी 130
 महाराज गुरुजीनंदन गुरु विश्वविद्यालय
 भरतपुर (राज.)

8. Analysis of present day problems in social context.

9. To develop the skill of preparation and evaluation of questions paper.

COURSE CONTENTS

Unit- I Nature, Scope and Objective

- Meaning, Nature, Scope and importance of social Studies.
- Aims and objectives of teaching of social studies. Writing objectives with respect to Bloom's Taxonomy.
- Relationship of Social Studies with other subjects.

Unit- II Curriculum and planning

- Concept and objectives of Curriculum.
- Concepts and Principles of Constructing Curriculum of Social Studies.
- Critical Analysis of the existing syllabus.

Unit - III Teaching Planning

- Meaning, Importance & Use of Audio Visual Aids- Chalk board, Maps, Globe, Models, Charts, Graphs, flash cards, radio, T.V., Computer, Over Head Projector, LCD Projector.
- Social studies text book - Need and Qualities.
- Unit Plan, Lesson Plan- Need, Importance and steps of writing it in teaching of social studies.

Unit - IV Methods and Techniques

1. Social studies teacher- Qualities and Role in Global Perspective.
2. Methods of teaching of social studies- lecture, Discussion, Socialized Recitation, source and project method.
3. Devices and techniques of teaching social studies- Narration, Description, Illustration, Questioning Assignment and Field trip.
4. Social studies room- Need & Importance and Equipment.

Unit- V Evaluation

- Utilizing Current Events and Community Resources in teaching of social studies at secondary level.
- Critical evaluation of existing curriculum of social studies at secondary stage.
- Evaluation in social studies - modern concept and types of test; designing as Blue print for a questions paper.

Sessional Work (20 marks)


1. One Test - 10 Marks

2. Any one of the following 10 Marks

- Content analysis and preparation of instructional material related to any unit of subject related to social studies.
- Construction of objective type test items.
- Prepare five slides related to social studies teaching content at senior secondary level.
- Critical appraisal for social studies syllabus at senior level.
- Preparation of 120 frames of linear or branching type programmes on any topic of social studies.

REFERENCES:-

1. Aggarwal, J.C. (1982) teaching of social studies. New Delhi: Vikas Pub.
2. Binning, Arthur C. (1935). Teaching of social studies in secondary School. New York; McGraw- Hill Book Company.
3. Dash, B.N. (206) Content-cum-Method of teaching of social studies. New Delhi: Kalyani Publication.
4. Dhamija, N. (1993), Multimedia Approaches in teaching Social Studies. Mew Delhi: Harman Publishing House.


अकादमिक प्रभारी 132
महाराजा सुरजमल गुज विश्वविद्यालय
भरतपुर (राज.)

5. Hamning, J. (1959) The Teaching of social studies in secondary schools. New York: Longman Publication.
6. Kochhar, S.K. (2001) teaching of social studies. New Delhi: Sterling Publications.
7. Mofatt, M.R. (1955) Social Studies instruction. New York: Prentice Hall.
8. Prestion, Ralph C. (1955) Handbook of social studies in the Elementary School. New York: Rhinehart and company.
9. Preston, Ralph C. (1959) Teaching Social Studies in the Elementary School. New York: Rinehart and company.
10. Sahu, B.K. (207) Teaching of social studies. New Delhi: Kalyani Publishers.

PEDAGOGY OF SCHOOL SUBJECT

PAPER CODE-22

HOME SCIENCE TEACHING

Objectives -

Marks -80

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situation.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
5. Train the student teachers to use problem solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.

COURSE CONTENT:

UNIT- I

Meaning, Importance, Principles and scope of Home Science, Objectives of teaching of Home Science at secondary level. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of Home Science. Place of Home Science in secondary school curriculum construction-Principles and critical analysis of existing school curriculum of Home Science. Correlation-meaning, importance, types of correlation and correlation of Home Science with different subjects.

UNIT- II

1. Micro teaching skills relevant in Home Science.
2. Lesson planning: Meaning, Importance and essentials of lesson planning. Use of demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and field trips in teaching of Home Science.

UNIT- III

Role of school and teacher of Home Science. Qualities qualification and Competencies of a Home Science teacher. Organization of Home Science department. Home Science Laboratory- concept and importance, planning of space and equipment for Home Science Laboratory.

UNIT- IV

Meaning, Importance, Essential Role, Qualities and limitation of Home Science text books. Audio-visual Aids: Meaning , Importance and Classification of audio-visual aids. Preparation of low cost teaching aids.

UNIT- V

Concept of assessment and Evaluation in Home Science, concept need and techniques of Continuous and Comprehensive Evaluation (CCE) in Home Science.

Types of tests Achievement test, Proficiency test, Diagnostic test, Prognostic test.
Preparation of an Achievement test. Concept and need of remedial teaching.

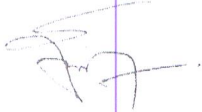
Assignments-

1. Class Test 10 marks
2. Any one of the following 10 Marks

- Food- its constituents, functions and sources.
- Care and maintenance of cotton, wool, silk and synthetics.
- Importance of care of the child.
- Cleaning and polishing of brass, silver, glass and plastic articles.
- Guidelines for making flower arrangement and rangoli
- Immunization Schedule.
- Organization of mid-day meals in schools.

REFERENCES:

1. Bugum, Fahmeeda (2006). Modern Teaching of Home Science. New Delhi: Anmol Publication.
2. Bhargava, Priya (2004) teaching of Home Science. New Delhi : Commonwealth Publishers.
3. Chandra, Arvindra Shah, Anupama and Joshi, Uma (1995) Fundamentals of teaching of Home Science. New Delhi: Sterling Publisher.
4. Das. R.R. and Ray Binita (1985) Teaching of Home Science New Delhi: Sterling Publisher.
5. Devdas (1955): Teaching of Home Science in secondary school All India Council for Secondary Education, New Delhi.
6. Dapoor, Ritu (1994): Teaching of Home Science, Prakash Book Depot, Ludhiana.





7. Kapoor, Ritu (1994) Teaching of Home Science Ludhiana: Prakash Book Depot.
8. Mago., Neelam teaching of Home Science Ludhiana: Tandon Publications.
9. Seshaiyah Ponnana rama (2004) Methods of teaching Home Science. New Delhi: Discovery Publishing House.
10. Sharam, Shallo (2002) Modern Methods of teaching Home Science. Sarup & Sons, New Delhi.
11. Siddiqui, Mujibul Hasan (2007) teaching of Home Science. New Delhi: A.P.H. Publishing Corporation.
12. Yadav, Seema (1994) Teaching of Home Science. New Delhi: Anmol Publication

PEDAGOGY OF SCHOOL SUBJECT
PAPER CODE-22
DRAWING AND PAINTING TEACHING

Objectives -

Marks -80

To enable student teachers to:

1. Develop the skill of using various teaching methods for teaching of Arts.
2. Develop the Aesthetic sense.
3. Acquaint the students with different techniques of painting.
4. Develop imagination and sense of appreciation of Arts and Interest in teaching of art.
5. Learn and understand the principles, concept and elements of art to apply them in teaching and daily life.

COURSE CONTENT:

UNIT- 1

- What is Art: Concept and scope of Art.

- Origin & Development of Art in India with special reference to Pre-historic & Mughal period.
- Importance of Art in Life and Education.
- Principles of Art.

UNIT - 2

- Aims and objective of teaching Art.
- Elements of Art.
- Art & Society.
- (a) Stages of Development in Child Art.
- (b) Principles of Curriculum construction at secondary level.
- Qualities of Good Poster.
- Design- its meaning & Types.
- Colour- Types and effects.
- Importance of Colours in Life.
- Elements of Good Landscape.
- Appreciation of Art

UNIT- 3

- Significance of Fine Art & its correlation with other school subjects.
- Six limbs of Indian Art (Shadanga)
- Importance of Field trips and Excursions in Art.
- The importance of Exhibitions & Competitions in encouraging creative expression among students.

UNIT- 4

- Qualities and function of an Art- teacher.
- Methods of teaching Art:
Lecturer of teaching Art

UNIT- 2 Music in School Curriculum

- Importance of Music in School curriculum
- Music classroom equipments and other instructional materials
- Voice training, ear training, correct posture of singing
- Role of music in personality development

UNIT- 3 Micro-Teaching & Skills

- Methods of Teaching Music
- Lesson development planning the lesson.
- Presenting , evaluating and reviewing the lesson.
- Helping musical growth at various grades through selection, organization and application of instructional material and adaption of local and regional motives suitable for.
- Audio-visual aids and their use in teaching of Music

UNIT- 4 Biographies of following eminent musicians:

- Swami Haridas
- Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V.N. Bhatkhande

UNIT- 5 Types of Tals & Ragas

- Knowledge of following Tals- Teen Tal, Rupak, Darda; Kehrwa, Jhaptal, Ektal, Chartal.
- Knowledge of different part of instruments Tanpura/Ektar/Tabla
- Concept of Raga and their lakshanes. Types of Ragas, Bilawal, Yaman, Khamaj, Kafi, Bhairav

SESSIONALS :-

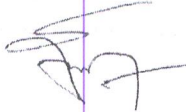
- | | |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2. Any one | 10 marks |

Every students will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :


- Working knowledge of and performing ability in one instrument other than Tabla for pupil teachers of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental musical.
- Ability to describe and to compose in the following Ragas:- Alhaiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj, Des, Bihag and Malkauns.
- Music and Folk Music

REFERENCES :-

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar : Adhunik Printer 1964
2. Bhatknda, V.N. karmic Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
3. Nhatnagar, S., Teaching of Music , Shimla: Monika Prakashan 1988.
4. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar






अकादमिक प्रभारी 141
महाराजा सुरजमल लूज विश्वविद्यालय
भरतपुर (सं.)

PEDAGOGY OF SCHOOL, SUBJECTS

PAPER CODE-22

PSYCHOLOGY TEACHING

80 Marks

Objectives

After completion of the course the pupil teachers will be able :

1. To enable an understanding about the meaning, nature, scope of psychology education.
2. To enable the distinction and overlap between psychology and educational psychology
3. To enable the role of various methods and approaches of teaching psychology.
4. To enable Approaches to organization of psychology curriculum and Methodology of developing curricular materials
5. To enable appropriate strategies for the transaction of psychology curriculum.
6. To enable use different media, materials and resources for teaching psychology.

UNIT I Introduction of Psychology

- Modern concept of Psychology
- Brief account of the development of modern scientific Psychology from Psychophysics
- Nature of Psychology as a science
- Subject matter of Psychology

UNIT 2 Need of Psychology

- Place of Psychology in modern life (a brief and general account)
- Contribution of Psychology in the various personal, familial, social, educational, occupational and clinical aspects of human life

- Importance of Psychology in the school curriculum- its unique nature and place in human life, correlation with other disciplines and its importance in developing understanding about self and other people

UNIT- 3 Aims and objectives of teaching Psychology

- Cognitive – Knowledge, understanding analysis, synthesis and evaluation of human behavior around
- Effective – development of right values, attitudes, interest and motivation related to study of human behavior
- Development of scientific outlook and skills towards human beings and in using psychological methods and tools.

UNIT- 4 Teaching strategies.

- Class – room based lecture, discussion, seminar, workshop, modeling
- Laboratory based – experimental studies
- Field based – survey, project, field visit of various form
- Observation
- Clinical – case study

UNIT- 5 Pedagogical analysis of content

- A general overview and content analysis
- Determination of behavioral objectives
- Selection of teaching strategies
- Achievement Test construction

Assignment :-

1. Class Test 10 marks
2. Any one of the following :- 10 marks
 - Case study of an adolescent learner
 - Case study of a learner with special needs