

MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR (Raj.)

SYLLABUS

FACULTY OF EDUCATION

SCHEME OF EXAMINATION & COURSE OF STUDIES



B.A.B.Ed. FOUR- YEARS INTEGRATED PROGRAMME

Mohanlal Sukhadia University, Udaipur (Raj.) – 313 001

MOHAN LAL SUKHADIA UNIVERSITY, UDAIPUR (Raj.)
Scheme of Examination and Course of Studies
BACHELOR OF ARTS (B.A.) & BACHELOR OF EDUCATION (B.Ed.)
B.A.B.Ed FOUR YEARS INTEGRATED COURSE

(B.A.B.Ed. Programme Is a Full Time, Four Academic Session Programme; Each Session
Will Be of 200 Days Duration)

1. INTRODUCTION

Destiny of a nation is shaped in its classrooms and teacher is the architect who shapes the destiny. Enlightened, emancipated and empowered teachers lead communities and nations towards better and higher quality of life. Teachers are expected to create soul cohesion, national integration and learning society. They disseminate knowledge and generate new knowledge. It is therefore, essential for nation to have a sound and effective programme of teacher preparation. The teacher education programme needs to be upgraded and updated periodically.

A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.A.B.Ed. Course. It was also endorsed by the Hon'ble Supreme Court of India in its judgement on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organised training institute is essential before a teacher may be duly launched." The NCTE (2009) recommended a four year B.A.B.Ed. Course. Earlier too in 1998 NCTE had recommended four year B.A.B.Ed. Course in its earlier curriculum framework. The NCERT had prepared four year B.A.B.Ed. Curriculum and launched it in the Regional Institutes of Education in 1999.

Now, finally the NCTE has recommended that the B.A.B.Ed. Course should be of four years duration and has prepared a Curriculum Framework for Four year B.A.B.Ed. Programme. Mohanlal Sukhadiya University also decided to introduce four year B.A.B.Ed. Course and has prepared a detailed course of study and Scheme of Examination for four years B.A.B.Ed. Course on the basis of guideline given in the curriculum framework. The four year B.A.B.Ed. Course will come in to force from the session commencing in 2016. The four year B.A.B.Ed. Course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into four parts. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has

been kept in mind while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences. Therefore it becomes essential for any nation to give necessary professional inputs to its teachers. Mohanlal Sukhadia University pursues the following curriculum for its pre-service teacher training programme. The curriculum also aims at developing language proficiency of the pupil teacher by providing him opportunities through different activities and course content.

The B.A.B.Ed. Courses are integrated progressive in accruing the double bachelor's degree which is the B.A. & B.Ed degree. The degree enables the students to complete the B.Ed Education along with the B.A. degree course. The courses are conducted by M.L.S.U.

2. OBJECTIVES OF THE COURSE

The objectives of theory course prescribed for the B.A. B.Ed. course are as follows:

1. To develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of the subjects.
2. To develop interest, attitude and knowledge which will enable them (i) to foster the all-round growth and development of children under their care and (ii) to provide guidance to individual pupils?
3. To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between societies and the school, between life and school work.
5. To become self-regulated learners; develop professional commitment and work as responsible professionals.
6. To make them comfortable with content and pedagogical effective use and utilization of ICT.
7. To enable them to critically analyse the various evaluation tools to serve CCE.
8. To reflect on teacher practices and interface with societal resources
9. To build up professional consciousness.

The objectives of practical work prescribed for the B.A. B.Ed. course are as follows:

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

1. Be conscious of a sense of values and need for their inculcation in children through all available means including ones own personal life.
2. Posses 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 an independent and integrated personality.

5. Arouse their curiosity and interest and secure their active participation in the education process.
6. Develop capacity for thinking and working independently and guide them to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the classroom situation and teaching techniques.
9. Define objectives of particular lessons and plan for achievement.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
11. Use appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and materials 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 the gifted pupils and take proper care of the pupils with special need.
16. Correlate knowledge of the subjects being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignment.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operate with the school teachers and administrators and learn to maintain school records and registers.

Learning Outcomes

After the completion of the course the student teacher is expected to attain the following learning outcomes:

1. Competence to teach effectively two school subjects at the secondary/senior secondary level.
2. Ability to translate broad objectives of secondary/senior 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 foster growth and development.
4. Ability to use (a) individualized instruction and (b) dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Use of Equipment for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
7. Readiness to spot talented and gifted children and capacity to meet their needs.
8. Ability to cater to the need of children with special needs.
9. Ability to organize various school programmes, activities for pupils.
10. Ability to provide guidance in educational, personal and vocational matters.
11. Ability to assess the all round development of pupils and to maintain a cumulative record.

12. Development of certain practical skills such as:
 - Black board work
 - Preparing improvised apparatus
 - Preparing teaching aids
13. Developing professional competence.
14. Readiness to participate in activities of professional organizations.

3. MODES OF LEARNING ENGAGEMENT

Overall Intention of Modes of Learning Engagement

- The Curriculum is so designed that the student-teachers internalize the nature of education and pedagogic process through enriched experiences.
- The kinds of learning engagement suggested will contribute to reduction of the gap between theory and practice by dovetailing both appropriately.
- The Curriculum emphasises the use of varied modes of learning engagement in accordance with the requirements.
- Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
- In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various courses.
- While visualizing modes of learning engagement, the nature of student teachers who are adults has been kept in mind. Instead of continuous teacher monitoring greater autonomy to learners has been recommended which is more relevant and in accordance with the andragogic principles of learning.
- Multiple learning engagements visualized being more active / interactive, the course work is clearly not meant to be burdensome and 'memory based', but challenging and engaging.

Some Specific Modes of Learning School Observation

- Observation of school infrastructure.
- Short Lesson plan.
- Innovation in teaching learning.
- Importance of interaction between Parents & Teachers.
- Tutorial classes.
- Prepare a Sociometry test.
- To develop and evaluate moral values.
- To prepare, administrate & analysis of a questionnaire.

These are suggestive modes of learning engagement. Teacher educators will have to create, design and evolve different modes of learning engagement based on the course and suited to the needs of student teachers.

Enhancement of Learning through School-based Experiences

Most courses require school experience for various purposes. A significant aspect is School observation. Single school visit for carrying out tasks related to course. School-based experience to learn not only classroom pedagogy, but also learning to function as a teacher in the school environment.

Perspectives in Education

Perspectives in Education include courses in the study of childhood, child development and adolescence, contemporary India and education

Course 1 Childhood and Growing Up

Course 2 Contemporary India and Education (Including Gender, School and Society)

The course on 'Childhood and Growing up' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of

Diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education.

These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicate meaningfully with children.

Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling,

Select three subjects by choosing any one subject in one group.

Group A – ECONOMICS / SANSKRIT

B – GEOGRAPHY / RAJASTHANI

C – POLITICAL SCIENCE / DRAWING

D – PSYCHOLOGY / HISTORY

E - PUBLIC ADMINISTRATION / HINDI / HOMESCIENCE

F – SOCIOLOGY / ENGLISH

4. EVALUATION

EVALUATION OF THEORY PAPERS

Some theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal sessional work. Out of 20 marks - 10 marks will be for sessional and 10 marks will be for mid-term test. The final external examination paper for **80 marks will be of three hour's duration**

1. Each question paper (80 MARKS) will have three sections- **Section A** will contain 10 very short answer type questions and the candidate will be required to attempt the entire ten questions. Each question will carry two marks. **Section-B** will contain 10 short answer type questions out of which a candidate is required to attempt any 5 questions (one question per unit to be attempted out of two questions per unit). Each question will carry 6 marks. **Section-C** will have 5 questions and a candidate will be required to attempt any three questions. There will be 10 marks for each question.
3. Very short answer type questions would aim at testing of critical thinking, knowledge of concepts, facts, definitions, laws, principles, generalization etc. and also understanding of principles and concepts.
4. Short answer type questions would aim at testing knowledge, definitions, laws, generalization etc. And also understanding of concepts.
5. Essay type questions are to aim at testing the abilities of critical thinking and application of principles taught in theory.

Question Type	No. of Questions per Unit	Total No. of Questions	No. of Questions to be attempted	Total Marks
Very short question type	2 Per Unit	10	10	10 x 2 = 20
short question type	2 Per Unit	10	5 (One question per unit to be attempted)	5 x 6 = 30
Long Question Type	1 Per Unit	5	3	3 x 10 = 30

5.THE CURRICULAR DETAILS FOR FOUR YEARS

ANNUAL DISTRIBUTION OF THE COURSES

B.A.B.Ed FOUR YEARS INTEGRATED COURSE					
I Year					
Cours No.	Paper Code	Name of Subject	Paper	Max. Marks	Min. Marks
Course 1	9371	Childhood and Growing up	Theory	100 (80+20)	36
Course 2	9372	Contemporary India and Education (Including Gender, School & Society)	Theory	100 (80+20)	36
Course 3	9373	Understanding the Self (Internal Assessment)		50	20
Course 4	9374	School Observation	Presentation & Documentation	50	20
Course 5	9601	Core Subjects*			
		a) Gen English.	Theory	100	36
	9602	b) Environmental Studies	Theory Fieldwork	75 25	27 9
Course 6	9301	Economics I	Paper I	100	36
	9302	Economics II	Paper II	100	36
Course 7	9303	Sanskrit I	Paper I	100	36
	9304	Sanskrit II	Paper II	100	36
Course 8	9305	Geography I	Paper I	70	25
	9306	Geography II	Paper II	70	25
	9307	Geography Practical	Practical	60	22
Course 9	9308	Rajasthani I	Paper I	100	36
	9309	Rajasthani II	Paper II	100	36
Course 10	9310	Political Science I	Paper I	100	36
	9311	Political Science II	Paper II	100	36
Course 11	9312	Drawing I	Paper I	85	31
	9313	Drawing II	Paper II	85	31
	9314	Submission Work		30	10
Course 12	9315	Psychology I	Paper I	70	25
	9316	Psychology II	Paper II	70	25
	9317	Psychology Practical	Practical	60	22
Course 13	9318	History I	Paper I	100	36
	9319	History II	Paper II	100	36

Course 14	9320	Public Administration I	Paper I	100	36
	9321	Public Administration II	Paper II	100	36
Course 15	9322	Hindi I	Paper I	100	36
	9323	Hindi II	Paper II	100	36
Course 16	9324	Home Science I	Paper I	75	27
	9325	Home Science II	Paper II	75	27
	9326	Home Science Practical I	Practical I	25	9
	9327	Home Science Practical II	Practical II	25	9
Course 17	9328	Sociology I	Paper I	100	36
	9329	Sociology II	Paper II	100	36
Course 18	9330	English I	Paper I	100	36
	9331	English II	Paper II	100	36

B.A.B.Ed FOUR YEARS INTEGRATED COURSE					
II Year					
Course No.	Paper Code	Nomenclature	Paper	Max. Marks	Min. Marks
Course 19	9471	Learning & Teaching	Theory	100 (80+20)	36
Course 20	9472 - 9483	Pedagogy of School Subject I	Theory	100 (80 +20)	36
Course 21	9472 - 9483	Pedagogy of School Subject II	Theory	100 (80+20)	36
Course 20 & 21	9472	1. Pedagogy of Economics			
	9473	2. Pedagogy of Sanskrit			
	9474	3. Pedagogy of Geography			
	9475	4. Pedagogy of Rajasthani			
	9476	5. Pedagogy of Political Science			
	9477	6. Pedagogy of Art			
	9478	7. Pedagogy of Psychology			
	9479	8. Pedagogy of History			
	9480	9. Pedagogy of Hindi			
	9481	10. Pedagogy of Home Science			
	9482	11. Pedagogy of Social science			
	9483	12. Pedagogy of English			
Course 22	9484	Pre-Practice Teaching	Practical	50	20

		(Internal Assessment)		(20+10+20)	
		a) Practicing teaching Skill		20	
		b) T.L.M. Workshop in each Subject		10	
		c) Simulated teaching		20	
Course 23	9485	Open Air Session / SUPW Camp (Internal Assessment)		50	20
Course 24		Core Subject*			
	9603	Elementary Computer Application	Theory	60	22
	9604	Practical	Practical	40	14
Course 25	9401	Economics I	Paper I	100	36
	9402	Economics II	Paper II	100	36
Course 26	9403	Sanskrit I	Paper I	100	36
	9404	Sanskrit II	Paper II	100	36
Course 27	9405	Geography I	Paper I	70	25
	9406	Geography II	Paper II	70	25
	9407	Geography Practical	Practical	60	22
Course 28	9408	Rajasthani I	Paper I	100	36
	9409	Rajasthani II	Paper II	100	36
Course 29	9410	Political Science I	Paper I	100	36
	9411	Political Science II	Paper II	100	36
Course 30	9412	Drawing I	Paper I	85	31
	9413	Drawing II	Paper II	85	31
	9414	Submission Work		30	10
Course 31	9415	Psychology I	Paper I	70	25
	9416	Psychology II	Paper II	70	25
	9417	Psychology Practical	Practical	60	22
Course 32	9418	History I	Paper I	100	36
	9419	History II	Paper II	100	36
Course 33	9420	Public Administration I	Paper I	100	36
	9421	Public Administration II	Paper II	100	36
Course 34	9422	Hindi I	Paper I	100	36
	9423	Hindi II	Paper II	100	36
	9424	Home Science I	Paper I	75	27

Course 35	9425	Home Science II	Paper II	75	27
	9426	Home Science Practical I	Practical I	25	9
	9427	Home Science Practical II	Practical II	25	9
Course 36	9428	Sociology I	Paper I	100	36
	9429	Sociology II	Paper II	100	36
Course 37	9430	English I	Paper I	100	36
	9431	English II	Paper II	100	36

B.A.B.Ed FOUR YEARS INTEGRATED COURSE					
III Year					
Course No.	Paper Code	Nomenclature	Paper	Max. Marks	Min. Marks
Course 38	9571	Assessment for Learning	Theory	100 (80+20)	36
Course 39	9572	Language across the curriculum (Including Reading & Reflecting on texts)	Theory	100 (80+20)	36
Course 40	9573	School Internship (Phase I, 4 weeks) Internal assessment Engagement with the field: Tasks and Assignment for courses 20 & 21		150	60
Course 41	9574	External Assessment one lesson of Pedagogy of a School subject.		100	40
Course 42	9605	Core Subject*			
		General Hindi		50	18
Course 43	9501	Economics I	Paper I	100	36
	9502	Economics II	Paper II	100	36
Course 44	9503	Sanskrit I	Paper I	100	36
	9504	Sanskrit II	Paper II	100	36
Course 45	9505	Geography I	Paper I	70	25
	9506	Geography II	Paper II	70	25
	9507	Geography Practical	Practical	60	22

Course 46	9508	Rajasthani I	Paper I	100	36
	9509	Rajasthani II	Paper II	100	36
Course 47	9510	Political Science I	Paper I	100	36
	9511	Political Science II	Paper II	100	36
Course 48	9512	Drawing I	Paper I	85	31
	9513	Drawing II	Paper II	85	31
	9514	Submission Work		30	10
Course 49	9515	Psychology I	Paper I	70	25
	9516	Psychology II	Paper II	70	25
	9517	Psychology Practical	Practical	60	22
Course 50	9518	History I	Paper I	100	36
	9519	History II	Paper II	100	36
Course 51	9520	Public Administration I	Paper I	100	36
	9521	Public Administration II	Paper II	100	36
Course 52	9522	Hindi I	Paper I	100	36
	9523	Hindi II	Paper II	100	36
Course 53	9524	Home Science I	Paper I	75	27
	9525	Home Science II	Paper II	75	27
	9526	Home Science Practical I	Practical I	25	9
	9527	Home Science Practical II	Practical II	25	9
Course 54	9528	Sociology I	Paper I	100	36
	9529	Sociology II	Paper II	100	36
Course 55	9530	English I	Paper I	100	36
	9531	English II	Paper II	100	36

B.A.B.Ed FOUR YEARS INTEGRATED COURSE					IV
Year					
Course No.	Paper Code	Name of Subject	Paper	Max. Marks	Min. Marks

Course 56	9671	Educational Management & creating an Inclusive school	Theory	100 (80+20)	36
Course 57	9672	Knowledge & Curriculum.	Theory	100 (80+20)	36
Course 58	9673	Drama & Art. (Internal Assessment)		50	20
Course 59	9674	Optional Courses (any 1). 1. Health & Physical Education. 2. Guidance & Counselling. 3. Peace Education.		50 (40+10)	18
Course 60	9675	School Internship (Phase II, 16 Weeks) Engagement with the field: Tasks and Assignment for courses 20 & 21		250	100
Course 61	9676	External Assessment Viva-Voce for School Internship subject		150	60

SYLLABUS

FIRST YEAR

Cours No.	Name of Subject
Course 1	Childhood and Growing up
Course 2	Contemporary India and Education (Including Gender, School & Society)
Course 3	Understanding the Self (Internal Assessment)
Course 4	School Observation
Course 5	Core Subjects*
	a) Gen English.
	b) Environmental Studies
Course 6	Economics I
	Economics II
Course 7	Sanskrit I
	Sanskrit II
Course 8	Geography I
	Geography II
	Geography Practical
Course 9	Rajasthani I
	Rajasthani II
Course 10	Political Science I
	Political Science II
Course 11	Drawing I
	Drawing II
	Submission Work
Course 12	Psychology I
	Psychology II
	Psychology Practical
Course 13	History I
	History II
Course 14	Public Administration I
	Public Administration II

Course 15	Hindi I
	Hindi II
Course 16	Home Science I
	Home Science II
	Home Science Practical I
	Home Science Practical II
Course 17	Sociology I
	Sociology II
Course 18	English I
	English II

Course 1 - CHILDHOOD & GROWING UP

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

1. Understand the Developmental characteristics of Childhood and adolescence.
2. Learn the Theories of development.
3. Understand Educational provisions of children at different stages of development.
4. Understand the Concepts and Components of Personality.
5. Know the Techniques of Personality Assessment.
6. Understand the Psycho-Analytic Theory of personality.
7. Understand the Concept and Importance of Mental Health and role of Teacher in Promoting Mental Health.
8. Acquire the Concept of Individual Variation and their Classroom Implications.
9. Understand nature and Characteristics of Intelligence.
10. Understand the Theories of Intelligence.
11. Acquire the skill of Measurement of Intelligence.

COURSE CONTENT

UNIT- I Basic Concepts of Child Development

1. Meaning, Scope and Importance of studying Child Development.
2. Methods of study of Children- Case Study, Observation and Field Studies.
3. Basic Concepts in Child Development-Growth V/S Development, Maturation V/S Learning, Heredity Vs. Environment (Family, Neighborhood, School and Community)
4. Principles of Growth and Development
5. Stages of Development.

UNIT- II Childhood

1. Developmental characteristics of Childhood with reference to Physical, Cognitive, Motor, Social, Emotional and Moral aspects.
2. Theories of Development- Piaget (cognitive), Erikson (Psychosocial)
3. Educational Implications of Development during Childhood.

UNIT- III Adolescence

1. Characteristics of adolescence development- Physical, Cognitive, Social and Emotional.
2. Difficulties during transition period- Difficulties in Social Transition, Conflicts, Social Attitude and Behavior, Influence of Peers, Conformity and Self assertiveness and Personality Integration.
3. Impact of Urbanization, Economic, Social and Political changes on the construction and experience of Adolescence.
4. Issues in adolescence -

- Identity crisis;
- Idealism and Hero worship
- Gender Issues
- Child Labor
- Changing Family Structures
- Peer Pressures
- Pressure of Competition
- Juvenile Delinquency

5. Critical analysis of significant events e.g. sexual abuse, Harassment, Gender and Poverty.
6. Guidance and Counseling of adolescents.

UNIT- IV Personality and Mental Health

1. Personality Concept, types and Components of Personality.
2. Psychoanalytic theory of Personality by Freud.
3. Factors affecting Personality development.
4. Assessment of Personality- Projective and Non-Projective Techniques.
5. Mental Health
 - a) Concept and Importance
 - b) Types of Conflicts and Defense Mechanisms
 - c) Role of Teacher in Promoting Mental Health

UNIT - V Individual Variations

1. Concept of Variation and Classroom, Implication with reference to Intelligence, Aptitude, Creativity, Emotional Stability, Social Adjustment, Self Concept and Interest.
2. Introduction to Socially disadvantaged children who are marginalized on account of class, caste, Language, ethnicity or gender, first class generation learners.
(Focus should be to understand how different socio political realities construct different childhoods Within children's lived contexts: Family, Schools, Neighborhood and Community through close Observation and interaction with children of different socio- economic and cultural backgrounds)
Intelligence, Nature and Characteristics
3. Theories of Intelligence
 - a) J.P. Guilford Structure of Intellect
 - b) Howard Garden's Theory of Multiple Intelligence.
 - c) Daniel Goleman's Model of Emotional Intelligence.
4. Measurement of Intelligence Types of Intelligence Tests – Verbal, Non- Verbal and Performance Tests.

SESSIONAL/PRACTICUM

Any Two from the following:

Practicum no.1 is compulsory for all.

1. Administration, Scoring, Interpretation and Reporting of one Mental Ability Test and one Personality Test .Any one from the following:
- 2 Preparation of case history of children from early childhood to adolescence taken from different Socio economic and cultural background in the context of family, schools, neighborhood and community.
- 3 Study of any one psychosocial issue related to adolescence (Child labour, Juvenile Delinquency, Pressure of Competition, Gender issues)
- 4 Study of any one issue represented and highlighted by media (sexual abuse and harassment, poverty, gender, child labour etc).

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42. Wertsch, J.V (1986) Vygotsky and the Social Formation of Mind, Harvard University press.
43. Woolfolk, (1987) Educational Psychology, Prentice Hall, Eaglewood Cliff.
44. Woolfolk, A.E (2009) Educational Psychology (11th Edition) (My Education Lab series) Prentice

Course 2- CONTEMPORARY INDIA & EDUCATION

(Including Gender, School & Society)

Objectives: Student teachers will be able to :-

1. Understand the diversified nature of Indian Society.
2. Understand the Marginalization and Inequality present in Indian Society.
3. Understand the Challenges and implications of Social diversity and inequality in school education.
4. Understand the role of Education in grooming children with respect to diversity.
5. Understand the Constitutional promises of freedom Social justice, equality and fraternity.
6. Critically examine the reflection of constitutional values in educational system.
7. Understand the policies related to education in pre and post independent india.
8. Critically examine the implementation of policies on education.
9. Understand the implications of Globalization, Privatization and Liberalization in education.
10. Develop gender sensitivity and understand the gender discrimination in family, school and society.

COURSE CONTENT

UNIT- I Indian Society & Education

1. Meaning, Nature & purpose of Education:
 - a) According to different thinkers i.e,Gandhi, Tagore, Aurobindo, J.krishnamurti, Rousseau and Dewey.
 - b) According to important National documents on Education i.e Education commission (1966) NPE (1986) its revision 1992, NCF (2005),
2. Concept of Social diversity, inequity and Marginalisation and role of Education to cope up with these issues.
3. Universalization of Education/RTE(2009) & its Challenges
4. Globalization, Liberalization, and Privatization and their implications in Education.

UNIT- II Education in India

1. Education in Pre Independence Period/ Macaulay's Minutes/ and major educational polices during preIndependence British Period.
2. Education in Post Independence period-
 - (a) Policies regarding Education in post Independence Period [Specially NPE (1986), RTE (2009)
 - (b) Important national documents on Education – Education commissions (1966), NCF (2005), Learning without burden (Yashpal committee report), NCFTE (2009)
 - (iii) Dellors commission report – relevance to Indian Conditions

UNIT- III – Challenges in Education

1. Language policy
2. Enhancement of quality in Education and role of SSA and RAMSA in this.
3. Increasing enrollment at different stages

UNIT- IV Gender, School and Society

1. (a) Gender Sensitivity and its importance for society
(b) Gender discrimination in Family
(c) Gender discrimination in society
(d) Gender discrimination in Schools
2. Role of Education, family, media and legislation in developing gender parity.

UNIT – V - Values in Education –

1. Values: concept and classification, unity of all life and being); tolerance; Values in modern Indian context with the reference to the Indian Constitution. Rights and Duties of a citizen as stated in constitution.
2. Value Education and role of school. Human rights & danger to Social Security, Role of Education in safe guarding human rights. Activities helpful in Inculcation of values.
3. Environmental Education- Role of teacher in Promoting Conservation of Environment.
4. Education for peaceful and cooperative living.

Practicum/Sessional work

Attempt any two-(One each from following sections)

Section A

1. Term paper on any one Topic/issues related to Education
2. Two abstract of any Two articles related to Education

Section B

1. Prepare a report on Co-curricular Activities of a school supporting Environment protection.
2. Case study of any one institution with reference to gender sensitivity.
3. Prepare a report of a group discussion conducted on language Policy/ Constitutional values/ Globalization/ Liberalization/ Privatization.

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3. Chakravarti, U.(1998). Rewriting history: The life and times of Pandita Ramabai Zubaan.
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16. Kumar, K (2013) Politics of Education in colonial India, India: Routledge.
17. Naik, J.P, & (1982) The education commission and after. APH Publishing
18. NCERT (2005) National curriculum framework .NCERT.
19. NCERT (2006a) Position paper-National focus group on education with special needs (NCF 2005) New Delhi: NCERT
20. NCERT (2006b) Position paper-National focus group on gender issues in the curriculum (NCF 2005) NCERT.
21. NCERT (2006c) Position paper –National focus group on problems of scheduled caste and scheduled tribe children (NCF2005) New Delhi: NCERT
22. NCERT (2006d) Position paper-National focus group on teaching of Indian language (NCF 2005) New Delhi: NCERT
23. Pathak, A. (2013) Social implications of Schooling: Knowledge pedagogy and consciousness. Aakar Books.
24. Raina, V (2010) FAQs on the right to free and compulsory education act 2009, Bharat Gyan Vigyan Samiti, UNICEF
25. Sabyasachi, B (1997) The Mahatma and the poet: Letters and debates between Gandhi and Tagore. National Book Trust.
26. Sykes, M (1987) The story of Nai Talim. Wardha: Nai Talim Samiti.
27. Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays New

Delhi:Rupa & Co.

28. The PROBE Team (1999) Public report on basic education in India. Delhi: Oxford University Press.
29. Zastoupil , L & Moir, M (1999) The Great Indian education debate : Documents relating to the Orientalist Anglicist controversy, 1781-1843. Psychology Press.

PAPER CODE- 9373

Course 3 - UNDERSTANDING THE SELF

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

1. Understand the development of self as a person and as a teacher.
2. Develop sensibilities, dispositions and skills to facilitate personal growth of their students in the classroom.
3. Know the development of self concept and the professional identity.
4. Develop social relational sensitivity.
5. Build resilience within to deal with conflicts.
6. Analyze self identity (one's implicit beliefs, stereotypes and prejudices resulting from gender, culture, assets and limitations of oneself).
7. Become aware of the impact of political, historical, and social forces on their identity formation.
8. Learn and practice effective communication skills.
9. Understand the philosophy of yoga.
10. Practice Yoga to enhance abilities of body and mind.

COURSE CONTENT

UNIT 1: Exploration Into Self

1. Meaning and Nature of Self and Self Concept. Role of Home, Neighborhood, Community, Peer Group, School in their development. Importance of Building social Relations.

(a) Pupil teachers are required to explore their own self, self concept and self esteem by Administering tests of self efficacy, Self concept, self esteem and self identity under the Supervision of facilitators and prepare their personality profile.

(b) Pupil Teachers will be required to administer above tests to five school students and prepare student profile. On the basis of this profile they are required to prepare a teaching strategy to Enrich self concept, classroom learning and enhance achievement of students

Note: Records of the above to be submitted for evaluation

2. Self Esteem and Self Identity: Meaning and Nature; Development process: parenting practices, role of caste class, gender, age, religion, school, role models in the development of self esteem and self identity. Development of Teachers Personality: role of social, cultural, Political, academic, Psychological and organisational factors.

Pupil teachers are required to:

- (a) Write down biographies of the best teachers they have come across
- (b) Interview Successful teachers, professionals, businessmen and prepare a report of their interview.
- (c) Collect success stories of high achievers in the field of academics/ sports / athletes/ actors and analyse them to identify their unique personality factors contributing to their success.
- (d) Identify their own best contribution as a teacher, identify challenging situations they have come across during class room teaching.

Note : Reports of the above will be presented and discussed in the group situation and to be submitted for evaluation.

3. Motivation: Meaning and importance of achievement motivation for achieving excellence.

Importance of Goal Determination and Goal Achievement. Achieving self actualisation in teaching Profession.

(Mode: Workshop in Small Groups)

Identify influences of motives in his/her achievement in schools, college/jobs/personal relations. Pupil teachers will reflect on their own contribution to enrichment of their family, society and peer group.

UNIT – II Communication

Meaning, nature, types; factors influencing communication: psychological, social, organisational.

Mass Communication: its impact on personality development and classroom learning. Effective listening and its role in the classroom, Characteristics of effective communication (body language, listening behaviour, responding strategies), Mastering Effective Communication.

Workshop of Pupil Teachers to restructure personality through:

- (a) Analysis of one's strengths and weaknesses, beliefs, prejudices, time management, life goals, professional commitment.
- (b) Developing effective listening and observation skills. Student teachers are required to develop in the workshop their personal strategies to enrich inner self as a teacher and stipulate its impact on their students.

UNIT – III Philosophy and use of Yoga

Philosophy of Yoga and its role in well being, use of yoga in different contexts; importance of Meditation; contribution to development of self.

- (a) Practice of Yoga Exercises and Meditation

SESSIONAL WORK

1. Reports of the practicums of the above units.

NOTE: In this paper there will be no external examination. Internally college will conduct a written examination carrying a weightage of 10 marks and a practical examination carrying a weightage of 20 marks, Viva Voce carrying a weightage of 10 marks and 10 marks will be awarded for sessional work.

College will conduct Internally

Total Marks : 50	Internal Assessment : 50
Written Examination	10 Marks
Practical Examination	20 Marks
Viva – Voce	10 Marks
Practicum / Sessional work	10 Marks

REFERENCES

1. Besant, A.(2005) An Introduction to Yoga. Cosmo. New Delhi.
2. Bhatnagar, Nitin (2012) Effective Communication and soft Skills. Pearson Education India
3. Covey, Stephen R.(2008) The Leader IN ME. Free Press. New York
4. 4. Craver,C.S & Scheier, M.F (1992) Perspective on Personality.(Second edit.) Alyn & Bacon. Boston.
5. Eriikson, E.H. (1963) Childhood and Society.(Second Edit.)Norton. New York
6. Gilmer,B.Von Haller (1970)Psychology. Harper and Row Publishers, New York, Chapter 9
7. Harishchander Shrivastav, Diwvedi,K (1975) Samaj Manovigyan .Uttar Pradesh Hindi Sansthan, Lukhnow
8. Kamla Ganesh & Usha Thakkar(edit.) (2005).Culture and Making of Identity in India. Sage Publications, New Delhi
9. Khera, shiv(2005) YOU CAN WIN. Chapters 6&7. Macmillan India Ltd. New delhi.
10. Louis L.Hay (1994) The Power is Within You. Hay House, Inc.
11. Norman Vincent.You Can If You Think You Can. Prentice Hall In. London
12. Pathak,Avijit(2002) Social Implications of Schooling, Rainbow publishers ,Delhi
13. Rao,P.V.K.(1995). Scientific and Psychological Significance of Yoga.Department of Education, BHU. Banaras.
14. Saraswati,T.S.(1999)Culture Socialisation and Human Development.Theory:Research and Applications in India.Sage Publications, New Delhi
15. Santrock,K.G.(2007)Child Development(11th Ed).McGrawHill,New York
16. Success Stories A Reader’s Digest Selection.RDIPrint and Publication PVT LTD ,Mumbai
17. Woolfolk,A.(2007)Educational Psychology (10ThEd).Allyn & Bacon ,Boston
18. Yadav, Y.P & yadav, R.(2003). Art of Yoga. New Delhi: Friends

FIRST YEAR
Course 5- (a)GENERAL ENGLISH

MM: 50

(Common for Science, Social Sciences and Humanities & Commerce Faculties)

(1) Texts :

1. The Many Worlds of Literature ed: Jasbir Jain: Macmilan India.
2. Animal Farm: By George Orwell

Or

A Vendor of Sweets: By R.K. Narayan

Distribution of Marks :

Marks

1. Current English for Language skills:	15
(a) Short-answer questions (5 out of 10) each carrying 1 mark = 5 marks	
(b) General questions (2 out of 4) each carrying 4 marks = 8 marks	
(c) Questions on vocabulary = 2 marks	
2. Animal Farm or A Vendor of Sweets:	10
(a) Two questions (out of 4) each question carrying 5 marks = 10 marks	
2. Grammar :	13
(a) Tenses	3 marks
(b) Modal Auxiliaries	2 marks
(c) Phrasal Verbs	3 marks
(d) Clause (Nominal, Adjectival, Adverbial)	2 marks
(e) Use of Non-finite verbs (Gerunds, Participles and infinitives)	3 marks
3. Comprehension and Composition:	12
(a) Precis writing	5 marks
(b) Essay (about 300 words) on one topic out of four topics	7 marks

Books Recommended :

1. Pit Corder: An Intermediate English Grammar
2. Thompson and Martinet: A Practical English Grammar (ELBS - Oxford University Press)

FIRST YEAR

Course 5-(b)ENVIRONMENTAL STUDIES

(Credit Course)

(Compulsory for all Faculties)

The Environmental Studies (Compulsory) Examination shall consist of one theory paper of three hour duration and a field work. The student has to pass in theory as well as in field work separately.

Distribution of Marks	Max. Marks	Min. Pass Marks
Theory Paper	75	27
Field Work	25	09
Total	100	36

Pattern of question paper in the examination and distribution of marks :

The Environmental Studies (Compulsory) Examination will have a theory paper consisting two parts, A and B and a field work.

In Part A, total 10 questions will be set in the paper selecting at least one from each unit. Each question to be answered in about 50 words. All questions are compulsory. Each question carries 2.5 marks, total 25 marks.

In Part B, total 10 questions will be set, selecting at least one from each unit. Five questions have to be answered by the student selecting not more one from a unit. Each question to be answered in about 350 words. These questions carries 10 marks each, total 50 marks.

Field Work: Student will have to submit a typed/ hand written report of about 20 pages based on study of a local area of environmental interest. The report will be assessed by an internal examiner under the supervision of Dean/Principal of the College.

Suggested Books:

1. Chaudhary B.L. and J. Pandey (2004) : Environmental Studies (In Hindi), APEX Publishing House, Udaipur.
2. Purohit, S.S., Q.J. Shammi and A.K. Agrawal (2004), A Text Book of Environmental Sciences (In English), Student Edition, Jodhpur.

SYLLABUS

UNIT-1: The Multidisciplinary Nature of Environmental Studies

Definition, Scope and Importance; Need for public awareness (2 lectures).

UNIT-2: Natural Resources

Renewable and Non-renewable Resources: Natural resources and associated problems.

a) **Forest Resources:** Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

b) **Water Resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

c) **Mineral Resources:** Use and exploitation, environmental effects of extracting and using minerals resources, case studies.

d) Food Resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

e) Energy Resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

f) Land Resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

* Role of an individual in conservation of natural resources.

* Equitable use of resources for sustainable lifestyles. **(8 Lectures)**

UNIT-3: Ecosystem

* Concept of an ecosystem

* Structure and function of an ecosystem

* Producers, consumers and decomposers

* Energy flow in the ecosystem

* Ecological succession

* Food chains, food webs and ecological pyramids.

* Introduction, types, characteristic features, structure and function of the following ecosystem -

(a) Forest ecosystem, (b) Grassland ecosystem, (c) Desert ecosystem, (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) **(6 lectures)**.

UNIT-4: Bio-diversity and its conservation

* Introduction-Definition: Genetic, species and ecosystem diversity.

* Biogeographically classification of India.

* Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

* Biodiversity at global, national and local levels.

* India as a mega-diversity nation

* Hot-spots of biodiversity

* Threats of biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.

* Endangered and endemic species of India.

* Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity **(8 lectures)**

UNIT-5: Environmental Pollution

Definition:

* Causes, effects and control measures of: (a) Air pollution; (b) Water pollution; (c) Soil pollution; (d) Marine pollution; (e) Noise pollution; (f) Thermal pollution; (g) Nuclear hazards.

* Solid Waste Management: Causes, effects and control measures of urban and industrial wastes.

* Role of an individual in prevention of pollution.

* Pollution case studies.

* Disaster management: floods, earthquake, cyclone and landslides. **(8 lectures)**

UNIT-6: Social Issues and the Environment

* From Unsustainable to sustainable development

* Urban problems related to energy

* Water conservation, rain water harvesting, watershed management

* Resettlement and rehabilitation of people; its problem and concerns. Case studies.

* Environmental ethics: Issues and possible solutions.

- * Climatic change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
- * Wasteland reclamation
- * Consumerism and waste products
- * Environment Protection Act
- * Air (Prevention and Control of Pollution) Act
- * Water (Prevention and Control of Pollution) Act
- * Wildlife Protection Act
- * Forest Conservation Act
- * Issues involved in enforcement of environment legislation
- * Public awareness (**7 lectures**).

UNIT-7: Human Population and the Environment

- * Population growth, variation among nations
- * Population explosion - Family Welfare Programme
- * Environment and Human Health
- * Human Rights
- * Value Education
- * HIV/AIDS
- * Women and Child Welfare
- * Role of Information Technology in Environment and Human Health
- * Case Studies (**6 lectures**)

UNIT-8: Field Work

- * Visit to a local area to document environmental assets - river/forest/grassland/hill/mountain
- * Visit to a local polluted site - Urban/Rural/ Industrial/Agricultural
- * Study of common plants, insects, birds
- * Study of simple ecosystems - pond, river, hill slopes etc. (Field work Equal to **5 lecture** hours).

First Year Arts
Paper – I
Course 6-MICRO ECONOMICS

UNIT – I

Introduction: Definitions of Economics – Wealth, Welfare, Scarcity and Development related definitions, Nature and Scope of Economics, Methods of Study Normative and Deductive Approach, Choice as an Economic Problem, Micro and Macro Economics, Static and Dynamic Analysis, The Concept of Equilibrium.

UNIT – II

Consumer Behavior: Utility Analysis- Cardinal Approach – Law of Diminishing Marginal Utility and Law of Equi-Marginal Utility, Ordinal Approach- Indifference Curve Analysis – Consumer's Equilibrium, Price, Income and Substitution effects (Hicksian Approach). Demand- Meaning, Law of Demand and Demand Curve, Elasticity of Demand – Price, Income and Cross Elasticity, Consumer's Surplus.

UNIT – III

Producer's Behaviour: Production Function, Laws of Variable Proportions and Stages of Production, Different Concepts of Cost and Revenue Curves and their relationship. Isoquants – Factor Substitution and Returns to Scale, Equilibrium of the Firm, Expansion Path.

UNIT – IV

Market Forms: Perfect and Imperfect Markets, Characteristics and Determination of Equilibrium Price and Quantity in Perfect Competition and Monopolistic Competition. Monopoly Market – Characteristics, Determination of Equilibrium Price and Quantity under Monopoly. Price Discrimination. Measures of Monopoly Power. Effects of Taxation on Equilibrium of the Firm.

UNIT – V

Distribution: Marginal Productivity Theory of Distribution, Concept of Wages, Determination, Substance, Theory of Wages and Modern Theory of Wager Determination, Concept of Rent, Theories of rent – Different Rent and Quasi-rent. Concepts of Interests – Classical and Keynesian Theories of Interest, Concepts of

Profits, Innovation, Risk and Uncertainty Theories of Profit.

Basic Reading List :-

1. Koutsyannis, A. – Modern Micro Economics, Macmillan.
2. Samuelson, P.A. and W.D. Nardhaus – Economics, Tata McGraw Hill, New Delhi.
3. Misra and Puri – Advanced Economic Theory, Himalaya Publishing Company, Bombay.
4. Seth, M.L. – Principles of Economics, Laxmi Narayan Agrawal, Agra.
5. Ahuja, H.L. – Principles of Micro Economics, S. Chand and Co. Ltd., New Delhi.
6. Jhingan, M.L. – Micro Economic, Vrinda Publications Pvt. Ltd., New Delhi.
7. नाथूरामका, एल.एन. – व्यष्टि अर्थशास्त्र, कॉलेज बुक हाऊस, जयपुर
8. ओझा बी. एल. – व्यष्टि अर्थशास्त्र, आदर्श प्रकाशन जयपुर
9. बरला, सी. एस. – व्यष्टि अर्थशास्त्र
10. झिंगन, एम.एल. – व्यष्टि अर्थशास्त्र, वृन्दा पब्लिकेशन, नई दिल्ली।
11. सेठ, एम.एल. – अर्थशास्त्र के सिद्धान्त, लक्ष

First Year Arts
Paper – II
INDIAN ECONOMIC ENVIRONMENT

UNIT – I

Characteristics of Indian Economy, Trends and Sectoral Composition of National Income, Broad Demographic Features: Population Size and Growth Rates, Sex Composition, Rural-Urban Migration.

Occupational Distribution; Problems of Over-population, Population Policy.

UNIT – II

Nature and Importance of Agriculture, Trends in Agricultural Production and Productivity Status and Need for Irrigation Development, Land Reforms, Green Revolution and Need for Second Green Revolution, Agricultural Marketing, Rural Indebtness, Rural Credit, Agriculture Policy (Latest).

Trends in Industrial Development during the Planning Period, Growth and Problems of Small Scale Industries, Economic Infrastructure for Industrial Development, Transport Power and Industrial Finance, Industrial Policy of 1956, 1991 and Latest.

UNIT – III

Objectives, Strategy, Achievements and Failures of Indian Plans, Current Five Year Plan- Objectives, Allocation and Targets.

New Economic Reforms – Liberalization, Privatization and Globalization, Major Problems of Indian Economy – Poverty, Inequality and Unemployment.

UNIT – IV

Role of Foreign Trade; Trends in Exports and Imports, Composition and Direction of Indian's Foreign Trade, Problems of Balance of Payment, Export Promotion Measures and the New EXIM Policies, Role and Importance of FDI and MNCs.

5

UNIT – V

The Position of Rajasthan's Economy in Indian Economy, Broad Demographic Features, Trends and Sectoral Corporation of State Domestic Product, Trends in Agriculture and Industrial Production and Productivity, Tourism Development in Rajasthan.

Problem of Famine and droughts, Tribal Development Schemes of Rajasthan, Latest Five Year Plan of Rajasthan – Objectives, Strategy.

Basic Reading List

1. Agrawal, A.N. – Indian Economy, Vishwa Prakashan.
2. Misra and Puri – Indian Economy, Himalaya Publishing House, New Delhi.
3. Dutta, Rudra and Sundaram – Indian Economy, S. Chand and Company, New Delhi.
4. मिश्रा एवं पुरी – भारतीय अर्थव्यवस्था, हिमालय पब्लिशिंग हाऊस, नई दिल्ली।
5. रुद्र दत्त एवं सुन्दरम – भारतीय अर्थव्यवस्था, एस. चन्द एण्ड कम्पनी, नई दिल्ली।
6. नाथुरामका, एल.एन. – भारतीय अर्थव्यवस्था, कॉलेज बुक हाऊस, जयपुर।
7. ओझा, बी.एल. – भारती अर्थव्यवस्था, आदर्श प्रकाशन, जयपुर।

बी.एड. प्रथम वर्ष (संस्कृत) 2007–2008

Course 7-प्रथम प्रश्न पत्र : काव्य ,नाटक एवं प्रायोगिक व्याकरण

अंक – 100

पाठ्यक्रम –

1. काव्य – नीतिशतकम् – भर्तृहरि
2. नाटक : स्वप्नवासवदत्तम् – भास
3. प्रायोगिक व्याकरण

समग्र पाठ्यक्रम पांच इकाइयों में तथा प्रश्नपत्र तीन खण्डों में विभाजित किया गया है। इसका विस्तृत विवरण निम्नलिखित है –

पाठ्यक्रम की इकाइयाँ**प्रथम इकाई –**

नीतिशतक की प्रथम पांच पद्धतियां – मूर्खपद्धति, विद्वत्पद्धति, मानशौर्यपद्धति, अर्थपद्धति, दुर्जनपद्धति।

द्वितीय इकाई –

नीतिशतक की शेष पद्धतियाँ – सज्जनपद्धति, परोपकारपद्धति, धैर्यपद्धति, दैवपद्धति, कर्मपद्धति।

तृतीय इकाई

स्वप्नवासवदत्तम् के एक से चार अंक

चतुर्थ इकाई –

स्वप्नवासवदत्तम् के पंचम व षष्ठ अंक

पंचम इकाई –

प्रायोगिक व्याकरण

प्रश्न-पत्र का विस्तृत अंक विभाजन**प्रथम खण्ड****(वस्तुनिष्ठात्मक भाग)****10 अंक**

इस खण्ड के अन्तर्गत विकल्परहित वस्तुनिष्ठात्मक दस प्रश्न पूछे जायेंगे। ये सम्पूर्ण पाठ्यक्रम पर आधारित होंगे तथा समस्त इकाइयों से समान रूप से सम्बद्ध होंगे।

इस खण्ड के अन्तर्गत कुल पांच प्रश्न (व्याख्याएं) शत-प्रतिशत विकल्प के साथ पूछे जायें। इनमें से प्रत्येक प्रश्न का उत्तर (व्याख्या) लगभग 250 शब्दों में देना होगा। प्रत्येक प्रश्न के लिये 10 अंक निर्धारित हैं। इनका पाठ्यक्रमानुसार विभाजन निम्न प्रकार से है —

(क) नीतिशतक की प्रथम पांच पद्धतियों (मूर्खपद्धति, विद्वत्पद्धति, मानशौर्यपद्धति, अर्थपद्धति, दुर्जनपद्धति) के श्लोकों में से दो श्लोक देकर किसी एक की व्याख्या पूछी जाएगी।

10 अंक

(ख) नीतिशतक की शेष पद्धतियाँ (सज्जनपद्धति, परोपकारपद्धति, धैर्यपद्धति, दैवपद्धति, कर्मपद्धति, कमपद्धति) के श्लोक में से दो श्लोक देकर किसी एक की व्याख्या पूछी जाएगी। 10 अंक

(ग) स्वप्नवासदत्तम् के प्रथम चार अंकों में से दो श्लोक देकर किसी एक श्लोक की व्याख्या पूछी जाएगी।

10 अंक

(घ) स्वप्नवासवदत्तम् के प्रथम व षष्ठ अंक में से दो श्लोक देकर किसी एक श्लोक की संस्कृत व्याख्या पूछी जाएगी।

10 अंक

(ङ) पाठ्यक्रम में निर्धारित पुस्तकों में से सन्धि, समाज एवं प्रकृति-प्रत्यय विषयक पांच प्रयोगों पर व्याकरणात्मक टिप्पणियां पूछी जाएगी।

10 अंक

तृतीय खण्ड

इस खण्ड के अन्तर्गत कुल दो प्रश्न विकल्पों के साथ पूछे जाएंगे। इनमें से प्रत्येक का उत्तर लगभग 400 शब्दों में देना होगा। इन दो प्रश्नों के क्रमशः 20-20 अंक निर्धारित हैं।

1. उक्त खण्ड के प्रथम प्रश्न के अन्तर्गत नीतिशतक में से संबंधित समीक्षात्मक दो प्रश्न देकर एक का उत्तर पूछा जाएगा।

20 अंक

2. उक्त खण्ड के द्वितीय प्रश्न के अन्तर्गत स्वप्नवासवदत्तम् नाटक से सम्बन्धित आलोचनात्मक दो प्रश्न देकर एक का उत्तर पूछा जाएगा।

20 अंक

1. संस्कृतव्याकरणप्रवेशिका – डॉ. बाबूराम सक्सेना
2. स्नातकसंस्कृतरचनानुवादकौमुदी – पं. ननदकुमार शास्त्री
3. संस्कृतव्याकरणकौमुदी (1–4 भाग) – पं. ईश्वरचन्द्र विद्यासागर
4. हायर संस्कृत ग्राम – एम.आर.काले
5. बृहद्अनुवादचन्द्रिका – प. चक्रधर हंस नौटियाल
6. सिद्धान्तकौमुदी प्रथम भाग – पं. बालकृष्ण व्यास
7. स्टूडेंटस गाइड टू संस्कृत कम्पोजिशन – मू.ले.बी.एस. आप्टे अनु. डॉ. उमेश चन्द्र पाण्डे
8. रचनानुवादकौमुदी – डॉ. कपिलदेव द्विवेदी

बी.ए. प्रथम वर्ष संस्कृत परीक्षा

द्वितीय प्रश्न पत्र : गद्य, व्याकरण एवं अनुवाद

100 अंक

संपूर्ण पाठ्यक्रम पांच इकाइयों में और प्रश्न पत्र तीन खण्डों में विभक्त है। अंक विभाजन निम्न प्रकार से है –

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

पाठ्यक्रम एवं विस्तृत विवरण :

1. गद्य –

हितोपदेश–मित्रलाभ (अश्लील अंश को छोड़कर) – नारायण विरचित

2. व्याकरण –

(क) लघुसिद्धान्तकौमुदी – संज्ञाप्रकरण तथा अच्चासन्धि

(ख) समास – अव्ययीभाव, तत्पुरुष, कर्मधारय, द्विगु, बहुब्रिहि एवं द्वन्द्व समासों का सोदाहरण सामान्य परिचय अपेक्षित हैं

(ग) कारक – निम्नलिखित सूत्रों का अध्ययन अपेक्षित है –

कर्तुरीप्सिततमं कर्म, अकथितं च, अधिशीङस्थासां कर्म, उपान्वध्यायवसः कालाध्वनोरत्यसन्तसंयोगे, साधकतमं करणम्, अपवर्गे तृतीया, सहयुक्तेऽप्रधाने, योनाङ्गविकारः, इत्यथंभूतलक्षणे, कर्मणा यमभिप्रेति स सम्प्रदानाम्, रूच्यर्थानां प्रीयमाणः, धारेरूत्तमर्ण, क्रुधद्गुहेर्ष्यासूर्यार्थानां यं प्रतिकोपः, तादर्थ्यं चतुर्थी वाच्या, नमःस्वस्तिस्वाहास्वधालं वषड्योगाच्च, ध्रुवमयोपायेऽपादानम् भीत्रार्थानां भयहेतुः, वारणार्थनामीप्सितमः, आख्यातोपयोगे, जनिकर्तुः, प्रकृतिः, भुवः प्रभवश्च, दूरान्तिकार्थेभ्यो द्वितीया चा, पृथग्विनानानाभिस्तृतीयाऽन्यतरस्याम्, षष्ठी शेषे, षष्ठीहेतुप्रयोगे कर्तृकर्मणोः कृतिः तुल्यार्थैरतुलोपभाम्यां तृतीयान्यतरस्याम्, आधारोऽधिकरणम्, सप्तम्यधिकरणे च, यस्य च भावेन भावलक्षणम् षष्ठी चानादरे, यतश्च निर्धारणम्।

(घ) शब्दरूप –

सर्व, विश्व, इदम्, अदस्, तत्, यत्, एतत् सर्वनाम् एवं एक से दश तक की संख्यावाची शब्दों के तीनों लिंगों एवं सभी विभक्तियों के रूप तथा मातृ, पितृ, आत्मन्, धनुष्, वधू, स्त्री नानम्, भगवत्, विद्वस्, राजन्, भवत्, पुमान्, वेधस्, सरित्, वाच्, दिश् शब्द ।

3. अनुवाद – हिन्दी से संस्कृत में ।

पाठ्यक्रम की इकाइयाँ

प्रथम इकाई – हितोपदेश का मित्रलाभ

द्वितीय इकाई – लघुसिद्धान्तकौमुदी से संज्ञाप्रकरण तथा अच् संधि

तृतीय इकाई – समास तथा कारक प्रकरण ।

चतुर्थ इकाई – शब्द रूप

पंचम इकाई – अनुवाद (हिन्दी से संस्कृत)

प्रथम खंड

(वस्तुनिष्ठ भाग)

10 अंक

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

द्वितीय खण्ड

(व्याख्यात्मक भाग)

50 अंक

इस खंड के अन्तर्गत शत-प्रतिशत विकल्पों के साथ कुल पांच प्रश्न (व्याख्यासिद्धि) आदि पूछे जायेंगे। प्रत्येक प्रश्न के लिए 10 अंक निर्धारित हैं। इनका पाठ्यक्रमानुसार विभाजन निम्नलिखित प्रकार से होगा –

(क) हितोपदेश में से चार श्लोक देकर किन्हीं दो श्लोकों की व्याख्या पूछी जाएगी। 10 अंक

(ख) लघुसिद्धान्तकौमुदी के संज्ञाप्रकरण से चार सूत्र देकर किन्हीं दो सूत्रों की उदाहरण सहित सिद्धि और अच्सन्धि प्रकरण से चार शब्द देकर किन्हीं दो की सूत्र निर्देशपूर्वक सिद्धि पूछी जाएगी।

10 अंक

(ग) समास – अव्ययीभाव, तत्पुरुष, कर्मधारय – द्विगु, बहुव्रीहि एवं द्वन्द्व समासों में से प्रत्येक समास में से दो-दो के क्रम से दस समस्त पद देकर किन्हीं पांच का सन्धि विग्रह नाम निर्देशपूर्वक पूछा जाएगा।

10 अंक

(घ) शब्द रूप – पाठ्यक्रम में दिये गये शब्द रूपों में से बीस रूप देकर किन्हीं दस रूपों के लिंग-वाचन-विभक्ति पूछी जाएगी।

10 अंक

(ङ) इसके अन्तर्गत बीस हिन्दी में वाक्य देकर किन्हीं दस वाक्यों का संस्कृत में अनुवाद पूछा जाएगा।

10 अंक

तृतीय खंड

(विवेचनात्मक भाग)

40 अंक

1. इस खंड के अन्तर्गत कुल दो विवेचनात्मक प्रश्न (विकल्पों के साथ) पूछे जाएंगे।
2. हितोपदेश में वर्णित मुख्य विषय से सम्बद्ध अथवा उसमें वर्णित कथा का सारांश और उससे मिलने वाली शिक्षा, उपदेश, संदेश, महत्व आदि पर आधारित दो प्रश्न देकर एक पूछा जाएगा।

20 अंक

3. कारक – पाठ्यक्रम में दिये गये सूत्रों में से आठ सूत्र देकर किन्हीं चार सूत्रों की सोदाहरण व्याख्या पूछी जाएगी।

20 अंक

सहायक पुस्तकें

1. लघुसिद्धान्तकौमुदी : (संज्ञा-संधि-कारक-स्त्रीप्रत्यय-समास प्रकरणम्) – डॉ. आद्याप्रसाद मिश्र
2. स्नातकसंस्कृतव्याकरण – डॉ. नेमीचन्द्र शास्त्री
3. संस्कृत व्याकरणप्रवेशिका – डॉ. बाबूराम सक्सेना
4. स्नातकसंस्कृतरचनानुवादकौमुदी : पं. नन्दकुमार शास्त्री

B.A. First Year
Subject: Geography
Course 8-Paper I - Physical Geography

Paper I - Physical Geography

Unit – I

- a) Definition and scope of physical geography.
- b) Origin of the earth - Tidal Hypothesis of James Jeans and Big Bang theory.
- c) Interior of the earth.
- d) Origin of the continent and oceans:- Wegner's theory of Continental drift and Plate tectonics.
- e) Theories of mountain building:- Geosynclines Organ theory of Kober and Plate tectonic theory.

Unit – II

- a) Isostasy :- Concept and Views of Airy and Pratt.
- b) Diastrophism: - Faults & folds.
- c) Weathering: - Physical, Chemical and Biological.
- d) Drainage pattern and Cycle of erosion :- Davis & Penck.
- e) Landforms: - Fluvial, coastal and arid.

Unit – III

- a) Composition and structure of the atmosphere.
- b) Atmospheric temperature: – Isolation and heat budget.
- c) Atmospheric pressure :- Vertical and horizontal distribution of air pressure.
- d) Winds: - Planetary, periodic and local winds.
- e) Jet stream.

Unit – IV

- a) Air masses: - Source region and classification of air masses.
- b) Fronts :- Front genesis and frontolysis , Type of fronts.
- c) Cyclones :- Tropical and temperate cyclones.
- d) Anti cyclones.
- e) Climatic classification by Koeppen.

Unit – V

- a) Reliefs of the ocean basins - Bottom reliefs of the Indian ocean.
- b) Distribution of temperature and Salinity of oceans.
- c) Ocean currents : - Atlantic ocean and Pacific ocean currents.
- d) Tides :- Type and theory of origin (Progressive wave and Stationary Wave theory.
- e) Coral reefs :- Conditions of growth, types and origin according to Darwin and Murray.

Suggested Readings:

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35. Weisberg, J. and Howard, Introductory Oceanography, McGraw Hill Book Co., New York, 1976.
36. सविन्द्रसिंह : भौतिक भूगोल, वसुन्धरा प्रकाशन, गोरखपुर, 1997
37. शर्मा एच.एस. : "भौतिक भूगोल" पंचशील प्रकाशन, जयपुर
38. चतुर्भुज मामोरिया एव जैन : भौतिक भूगोल एवं जीव मण्डल, साहित्य भवन आगरा, 1996
39. वीरेन्द्र सिंह चौहान : भौतिक भूगोल, रस्तोगी पब्लिकेशन्स, मेरठ, 1996
40. उपाध्याय एल. एन. : भौतिक भूगोल, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
41. तिक्खा, रामनाथ : भौतिक भूगोल, केदारनाथ रामनाथ, मेरठ
42. तिवारी, ए. के. : जलवायु विज्ञान के मूल तत्व, राज.हिन्दी ग्रन्थ अकादमी, जयपुर
43. नेगी, बी. सी. : जलवायु विज्ञान तथा समुद्र विज्ञान, केदारनाथ रामनाथ, मेरठ

Paper Code : 9306

B.A. First Year

Subject: Geography

Paper: II Human Geography

Unit – I

- a) Definition and scope of Human geography.
- b) Its relation with other social sciences.
- c) Schools of Human geography: - Determinism, Possibilism and Neo –

Determinism.

- d) Concept of Man – Environment relationship.
- e) Fundamental principles of Human geography: Principles of activities, Principle of areal differentiation, Principle of terrestrial unity.

Unit – II

- a) Stages of evolution of man
- b) Races of mankind: - criteria of classification according to G. Taylor
- c) Classification and distribution of races according to G. Taylor
- d) Factors of evolution of human races
- e) Migration zone theory by Griffith Taylor

Unit – III

- a) Distribution of Tribes in the world.
- b) Habitat, Occupation & social organization: Pigmies, Badawins, Eskimos and Khirgiz,
- c) Distribution of Tribes in India
- d) Habitat, economic activities and social organization of Bhil, Naga, Toda and Santhal.
- e) Early economic activities of mankind :- Food gathering, Hunting, Fishing & Shifting cultivation.

Unit – IV

- a) Distribution of population: world distribution pattern physical, economic and social factors influencing spatial distribution.
- b) Concept of over population, under population, optimum population and zero population growth.
- c) Demographic transition theory.
- d) Migration-internal and international, general laws of Migration
- e) Concept of human development and population problems and policy of India.

Unit – V

- a) Settlement: origin and types of settlement.
- b) Rural settlement-Pattern of rural settlements, house types and building materials, rural settlement in India
- c) Urban settlement- origin of towns, patterns of cities.
- d) Functional classification of cities, zoning of cities, Christaller's theory
- e) Urbanization and problems: slums, town planning, concept and principles.

*Note – Stencils are to be permitted in the examination.

Suggested Readings:

1. Brunhes, J. : Human Geography
2. Huntington, E.: The Principles of Human Geography, John Wiley & Sons, N.Y.
3. Perpillou, A.V. : Human Geography, Longmans, 1965
4. Money, D.C.: An Introduction to Human Geography; U.I.P. London
5. Karan, M.P. : Manav Bhugol ke Siddhant, Kitabghar, Kanpur
6. Matoria, C.B. : Principles of Human Geography
7. Negi, B.S. : Human Geography- An Ecological Aproach, Kedarnath Ramnath, Meerut, 1982
8. Dwivedi, R.L. & Singh, R.L. : Manav Bhugol ki Samiksha
9. Blache Vidal de la : Manav Bhugol ke Siddhant (in Hindi)

**Subject: Geography
Practical**

Practical: Cartography-I (Scales and presentation of geomorphic and climatic data)

The art and science of cartography; history; techniques and preparation of maps and their classification.

1. Scales: plain, diagonal, comparative, time and Venire's (two exercises of each scale and two scales on each sheet). (10 exercises)
2. Enlargement, reduction and combination of maps (2 exercises)
3. Methods of representation of relief: hachure, form line, contour and layer tint methods. (4 exercises on two sheets)
4. Composite features to be drawn with the help of contours based on topo sheets representing the typical areas of glaciated region, arid region, region and fluvial region (any one of either youth, mature and old stage). (4 exercises)
5. Drawing of profiles: serial (at least four), composite, superimposed and projected. (4 exercises on two sheets)
6. Knowledge of principles and working of weather instruments including self- recording instruments: thermometer, thermograph, barometer, barograph, hygrometer, hygrograph, rain gauge, rainograph, wind wane and cup anemometer.
7. Weather symbols: based on Indian weather maps. (one exercise)
8. Study and interpretation of Indian weather maps: One each of December-January and July August. (2 exercises)
9. Representation and interpretation of climatic data:
10. (a) Rainfall histogram (b) Hyther graph, (c) Climograph, (d) Rainfall variability graph (departure from mean). (4 exercises)

Notes:

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

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

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

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

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

Suggested Readings:

1. Monkhouse, F. J., Maps and Diagrams, Methuen & Co. Ltd., London.
2. Robinson, A. R., Elements of Cartography, Chapman & Hall.
3. Singh, R. L., Elements of Practical Geography, Kalyani Publishers.
4. Raize, E., General Cartography, McGraw Hill Book Co., London.
5. Singh, R. N. and Kanaujia L. R. S., Map Work & Practical Geography, Central Book Depot, Allahabad.
6. Mishra, R. P. and A. Ramesh, Fundamentals of Cartography, Concept Publishers, New Delhi.
- 7- भार्मा, जे.पी. : प्रायोगिक भूगोल, रस्तोगी प्रकाशन, मेरठ
8. जैन शेषमल : प्रायोगात्मक भूगोल, साहित्य भवन आगरा

9. भल्ला, एल. आर.	:	प्रायोगात्मक भूगोल, के.डी. प्रकाशन, अजमेर
10. मामोरिया चतुर्भुज	:	मानचित्र विज्ञान एवं प्रायोगात्मक भूगोल, साहित्य भवन, आगरा
11. पंवार, आर. एस.	:	मानचित्र विज्ञान एवं प्रायोगात्मक भूगोल, तुलसी प्रकाशन, मेरठ
12. वर्मा, एल एन.व आर. एम लोढा	:	प्रायोगात्मक भूगोल, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
13. सिंह, एल.आर.;	:	मानचित्र एवं प्रायोगात्मक भूगोल, सेन्ट्रल बुक डिपो, इलाहाबाद
14. सिंह एवं कन्नोजिया	:	प्रायोगात्मक भूगोल की रूपरेखा, सेन्ट्रल बुक डिपो, इलाहाबाद

Paper Code : 9308

Course 9-राजस्थानी साहित्य : प्रथम वर्ष, परीक्षा 2017

इस परीक्षा में 100-100 अंकों के दो प्रश्न-पत्र होंगे।

प्रथम प्रश्न-पत्र : आधुनिक गद्य

पाठ्य पुस्तकें

इकाई – प्रथम

1. राजस्थानी एकांकी संग्रह संस्करण, 1989,

सम्पादक : गणपति चन्द्र भण्डारी,

प्रकाशक : राजस्थान साहित्य अकादमी, उदयपुर

इकाई – द्वितीय

2. मांझल रात : लेखिका रानी लक्ष्मी कुमारी चूडावत

प्रकाशक : साहित्य संस्थान, उदयपुर

इकाई – तृतीय

3. उकरास

सम्पादक : सांवर दइया

प्रकाशक : राजस्थानी भाषा, साहित्य एवं संस्कृति, अकादमी, बीकानेर

(केवल निम्नलिखित दस कहानियाँ)

- अन्नाराम सुदामा सूरज री मौत
- करणीदान बारहठ थे बारै जावो
- बैजनाथ पंवार हिरणी
- मनोहर सिंह राठौड़ सांढ
- माधव नागदा नीलकंठी

- यादवेन्द्र शर्मा चन्द्र कौच रो चिलको
- राजकुमार ओझा 'बुद्धिजीवी भारमली भाजी कोनी
- रामेश्वर दयाल श्रीमाली कांचली
- विजयदान, देथा राजीनावों
- सवाईसिंह शेखावत कूपल

इकाई – चतुर्थ

4. उक्त तीनों पाठ्य पुस्तकों से ससंदर्भ व्याख्यात्मक प्रश्न।

इकाई – पंचम

5. अनुवाद हिन्दी से राजस्थानी

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

खण्ड 'अ'

इसमें दस वस्तुनिष्ठ लघुत्तरात्मक प्रश्न होंगे। प्रत्येक इकाई में से दो प्रश्न होंगे। प्रत्येक प्रश्न दो अंकों का होगा। ये दस प्रश्न विकल्प रहित होंगे। प्रत्येक प्रश्न का लघुत्तर लगभग 50 शब्दों से अधिक न हो। (अंक 20)

खण्ड 'ब'

इस भाग में पाठ्यक्रम की प्रत्येक इकाई से दो प्रश्न पूछे जायेंगे। कुल दस प्रश्न होंगे जिनमें विकल्प भी इसी इकाई से होंगे। प्रत्येक प्रश्न दस अंकों का होगा। इन प्रश्नों के उत्तर लगभग 250 शब्दों तक दिये जा सकते हैं। (अंक 50)

टिप्पणी :-प्रत्येक इकाई पर आलोचनात्मक प्रश्न पुस्तक, विषय-वस्तु इत्यादि पर पूछे जा सकते हैं तथा दो व्याख्याएँ 10-10 अंकों की पूछी जा सकती हैं।

खण्ड 'स'

इस भाग में पांच विवेचनात्मक प्रश्न पूछे जायेंगे जिन से दो प्रश्नों के उत्तर देने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 300 शब्दों में देना होगा। प्रत्येक प्रश्न पन्द्रह अंक का होगा। इन प्रश्नों में एक प्रश्न के दो भाग हो सकते हैं। (अंक 30)

Paper Code : 9309

द्वितीय प्रश्न-पत्र – आधुनिक राजस्थानी काव्य पाठ्य पुस्तकें

इकाई – प्रथम

1. जन नायक प्रताप : लेखक रामसिंह सोलंकी

प्रकाशक : प्रताप शोध प्रतिष्ठान, उदयपुर ।

इकाई – द्वितीय

2. राजस्थान के कवि : सम्पादक रावत सारस्वत (राजस्थानी)
प्रकाशक : राजस्थानी भाषा, साहित्य एवं संस्कृति अकादमी, बीकानेर

इकाई – तृतीय

3. कलायण : लेखक नानूराम संस्कर्ता
प्रकाशक : राजस्थानी साहित्य एवं संस्कृति जनहित प्रन्यास गंगाशहर रोड़, बीकानेर

इकाई – चतुर्थ

4. उक्त तीनों पाठ्य पुस्तकों से ससंदर्भ व्याख्यात्मक प्रश्न

इकाई – पंचम

5. आधुनिक राजस्थानी काव्य का सामान्य परिचय। उक्त पांचों इकाईयां तीन खण्डों में विभक्त होंगी, जिनमें निम्न प्रकार अंकों का विभाजन रहेगा।

खण्ड 'अ'

इसमें दस वस्तुनिष्ठ लघुतरात्मक प्रश्न होंगे। प्रत्येक इकाई में से दो प्रश्न होंगे। प्रत्येक प्रश्न दो अंकों का होगा। ये दस प्रश्न विकल्प रहित होंगे। प्रत्येक प्रश्न का लघुतर लगभग 50 शब्दों से अधिक न हो। (अंक 20)

खण्ड 'ब'

इस भाग में पाठ्यक्रम की प्रत्येक इकाई से दो प्रश्न पूछे जायेंगे। कुल दस प्रश्न होंगे जिनमें विकल्प भी इसी इकाई से होंगे। प्रत्येक प्रश्न दस अंकों का होगा। इन प्रश्नों के उत्तर लगभग 250 शब्दों तक दिये जा सकते हैं। (अंक 50)

टिप्पणी :- प्रत्येक इकाई पर आलोचनात्मक प्रश्न पुस्तक, विषय-वस्तु इत्यादि पर पूछे जा सकते हैं तथा दो व्याख्याएँ 10-10 अंकों की पूछी जा सकती हैं।

खण्ड 'स'

इस भाग में पांच विवेचनात्मक प्रश्न पूछे जायेंगे जिन से दो प्रश्नों के उत्तर देने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 300 शब्दों में देना होगा। प्रत्येक प्रश्न पन्द्रह अंक का होगा। इन प्रश्नों में एक प्रश्न के दो भाग हो सकते हैं। (अंक 30)

FIRST YEAR ARTS

Course 10- POLITICAL SCIENCE

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

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

PAPER-I

FOUNDATIONS OF POLITICAL SCIENCE

Unit-I: Meaning, Scope and Nature of Political Science: Traditional and Contemporary Perspectives; Behaviouralism and Post-Behaviouralism; Interdisciplinary Approach in Political Science.

Unit-II: Concepts: Liberty, Equality, Power, Authority, Legitimacy, Political Development, Political Modernization, Political Culture, Sovereignty and Pluralism.

Unit-III: Democracy and Dictatorship. Parliamentary and Presidential System, Federalism, Political Parties.

Unit-IV: Civil Society and Human Rights; Organs of Government and their Functions (with reference to recent trends); Theory of Separation of Powers and Checks and Balances.

Unit-V: Theories of the Origin of State: Social Contract and Evolutionary Theory. Political Ideologies: Liberalism, Marxism.

Suggested Readings :

1. A. Appadorai: Substance of Politics.
2. A. Ashiravdam: Principles of Political Science.
3. J.C. Johari : Principles of Political Science.
4. M.C. Chagla : The Law and the State.
5. R.G. Gettel : Political Science
6. S.W. Garner : Political Science and Government
7. H.W. Laski : A Grammer of Politics.

- | | | |
|----|------------------|----------------------------------|
| 8. | R.C. Agarwal : | A Political Theory |
| 9. | L.S. Rathore : | In Defence of Political Theory |
| 10 | एस. पी. वर्मा : | राजनीति शास्त्र के सिद्धान्त |
| 11 | पी. के. चट्टा : | राजनीति विज्ञान के मूल आधार |
| 12 | बी. एल. फड़िया : | राजनीति विज्ञान के मूल आधार |
| 13 | पुखराज जैन : | राजनीति विज्ञान के मूल सिद्धान्त |

Paper Code : 9311

PAPER-II

INDIAN POLITICAL THINKERS

Unit-I: Manu, Kautilya Shukra

Unit-II: Raja Ram Mohan Roy, Swami Vivekanand, Dyanand Saraswati.

Unit-III: Gopal Krishna Gokhale, Bal Gangadhar Tilak, Sir Saiyad Ahmed Khan.

Unit-IV: M.K.Gandhi, J.L. Nehru and Dr. B.R. Ambedkar.

Unit-V: M.N. Roy, Jai Prakash Narain and Dr. Ram Manohar Lohia.

Suggested Readings:

- | | | | |
|-----|-------------------|---|--|
| 1. | B.A. Saletoro | : | Ancient Indian Political Thought and Institutions. |
| 2. | के. पी. जयसवाल | : | हिन्दु राजतन्त्र |
| 3 | ए. एस. अल्टेकर | : | प्राचीन भारत में राज्य और शासन |
| 4. | J.P. Sood | : | Main Currents of Indian Political Thought |
| 5. | वी. पी. वर्मा | | आधुनिक भारतीय राजनीतिक और सामाजिक चिन्तन |
| 6 | विष्णु भगवान | | भारतीय राजनीतिक विचारक |
| 7 | श्यामलाल पाण्डे | | भारतीय राजनीति शास्त्र के प्रणेता |
| 8 | अवस्थी एवं अवस्थी | | प्रतिनिधि भारतीय राजनीतिक चिन्तन |
| 9 | परमात्मा शरण | | प्राचीन भारत में राजनीतिक चिन्तन एवं संस्थाएं |
| 10. | A. Appadorai | : | Twentieth Century Political Thought |
| 11 | पुखराज जैन | : | भारतीय राजनीति विचारक |

B.A. PART –I
Course 11-DRAWING AND PAINTING
Ist Paper- Theory
Fundamentals of Visual Art & Indian folk Art.

MM:-40

Unit-I A) Simple study : Definition and Meaning of Art

B) Elements of Painting

1. Line
2. Form
3. Colour
4. Tone
5. Texture
6. Space

Unit- II : Principles of Composition

1. Proportion
2. Rhythm
3. Dominance
4. Harmony
5. Unity
6. Balance

Unit- III : Medium and Techniques

A) Medium

1. Dry Medium

- Powder Colour
- Pastel Colour

2. Wet Medium

- Water
- Oil
- Acrylic

B) Techniques (Traditional, All Prima, Impasto, Mix Media Etc.)

- Pastel Colour
- Water Colour
- Tempera Colour
- Oil Colour

Unit-IV : Indian Folk Art

1. Origin
2. Definition
3. Types - Rangoli, Mandna, Alpna, Sanjhi, Apna, Leela, Gudwana , Ahpan

Suggested Readings:

1. Roopankan: G.K. Agarwal
2. Chitrakala Ke Anga: C.L. Jha
3. Chitran Vidhan: Sharma and Kshetriya
4. Roopprada kala ke Mool Aadhar: Sharma & Agarwal
5. Kala Ki Parakh: K.K. Jaiswal
6. Kala ka Darshan: Ramchandra Shukla
7. Kala Vivechana: Kumar Vimal

B.A. PART -I
DRAWING AND PAINTING
IIInd PAPER- PRACTICAL

M.M.:30

This Practical paper should be divided into two units.

Unit-I Creative Designing (Ornamental/ Geometrical/ folk/computer) with minimum one human figure is compulsory.

- | | | |
|----|-------------------------------|--|
| 1. | Size: | 9" × 9" Maximum |
| 2. | Duration of Time: | 4 Hours |
| 3. | Medium : | Water /poster colour |
| 4. | Submission of Sessional work: | 5 Plates
25 Sketches in Sketch book |

Division of Marks

Examination	= 20	
5 Plates and 25 Sketches for submission	= 5 + 5 = 10	Total = 30

OR**Rendering**

- | | | |
|----|-------------------------------|--|
| 1. | Size: | Quarter Imperial |
| 2. | Duration of Time: | 6 Hours |
| 3. | Medium : | Oil/ Water/Acrylic/Pastel |
| 4. | Submission of Sessional work: | 5 Plates
25 Sketches in Sketch book |

Division of Marks

Examination	= 20	
5 Plates and 25 Sketches for submission	= 5 + 5 = 10	Total = 30

Unit II Still Life Painting**M.M. 30**

- | | | |
|----|-------------------------------|--|
| 1. | Size : | Quarter Imperial |
| 2. | Duration of Time: | 6 Hours |
| 3. | Medium : | Oil/Water/Acrylic/Pastel colour |
| 4. | Submission of Sessional work: | 5 Plates
25 Sketches in Sketch book |

Division of Marks

Examination	= 20	
5 Plates and 25 Sketches for submission	= 5+5= 10	Total =30
Total Practical Marks		=60

INSTRUCTIONS

1. Above mentioned second paper practical's in two units should be treated in two courses and two individual periods should be allotted for every batch. One batch should be constituted of maximum 30 students.
2. Ist paper theory should be allotted another individual period.
3. Art material should be provided from the college for the demonstration for the class to the teacher.
4. Drawing Boards should be provided for each student from the college/Institution.
5. The objects of still life should be purchased by the college for conducting Art classes.

FIRST YEAR ARTS

Course 12-PSYCHOLOGY

General Instructions: will be followed as per university norms*

1. There will be two theory papers of 70 marks each and Practical of 30 marks in each paper. The candidate will be required to pass separately in theory and practical examination.
2. Each theory paper will require four teaching periods of 45 minutes and four practical periods per week per paper. Practical class will consist of a group of 20 students.
3. Scheme : (Scheme will be followed as per university rules)

PAPER – I: BASIC PSYCHOLOGICAL PROCESSES

Unit-I: Nature and Scope of Psychology: Psychology as a science of behavior, scientific methods of Psychology, Fields and application of Psychology.

Unit-II: Response Mechanisms: Peripheral, central and autonomic Nervous system, Endocrine glands, Sensory Process : vision-visual phenomena; structure and function of eye, colour blindness. Audition: Structure and function of ear Perception: Nature, attending and perceiving perceptual organisation.

Unit-III : Learning, Remembering and Thinking: **Learning:** Nature of learning, Factors and methods of learning, procedure of learning. Learning curves. Theories: Trial and Error, conditioning – classical and operant; Learning by Insight. Memory and Forgetting; Nature of remembering, retention, forgetting and factors of forgetting.

Thinking: Nature of thinking, concept formation and problem solving.

Unit-IV: Motivation and Emotion:

Motivation: Meaning and nature of motivation; need, drive, incentive, primary and secondary motives.

Emotions: Meaning, Nature of emotion, Theories of emotion: James-lange and Canon Bard, Physical changes during emotions.

Unit-V: Individual Differences: Intelligence; Meaning and nature, Measurement of Intelligence: Methods and Types of tests, factors affecting Intelligence. Personality: Meaning, Nature and factors affecting personality. Classification of personality, Jung, Kretschmer & Sheldon and Eysnck. Assessment of Personality.

Books Recommended:

- | | |
|---------------------------------------|--|
| 10. Morgan, King Robinson | Introduction of Psychology, New Delhi Tata McGraw Hill, 6/C, 1976. |
| 11. Hilgard, & Atkinson | Introduction of Psychology, New Delhi, Oxford & IBH 6/C, 1976. |
| 12. डॉ० भार्मा, एवं जे.डी. अग्रवाल | सामान्य मनोविज्ञान, लक्ष्मी नारायण, आगरा । |
| 13. डॉ० भार्मा, एवं एस.एन. भार्गव | आधुनिक सामान्य मनोविज्ञान, हरप्रसाद, आगरा । |
| 14. डॉ० प्रीति वर्मा एवं श्रीवास्तव । | आधुनिक सामान्य मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा |
| 15. डॉ० अरूण कुमार सिंह | आधुनिक सामान्य मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा । |

PAPER – II : SOCIAL PSYCHOLOGY

Unit-I: Meaning, nature and scope of social psychology and its relation with social sciences. Methods of social psychology, observation-participant and non-participant, Interview, Field experimentation, sociometry.

Unit-II: Social perception: Its nature and meaning, effects of motive, attitudes and values of social perception. Social norms – Meaning, tradition custom, law and fashion. Socialization – meaning, nature and process of socialization. Agents of Socialization.

Unit-III: Attitude and Social change: Meaning, nature characteristics and methods of measurement of attitude. Thurston and Likert methods, attitude change.

Unit-IV: Prejudice and stereotypes: Meaning, nature; effect on social behavior. Methods of removing prejudices.

Leadership: Meaning, nature characteristics and functions of leader. Types of leader.

Unit-V: Social cognition: Meaning, nature and determinants. Communication-meaning nature, factors and types: Verbal and non-verbal, one way v/s two way, one sided v/s two sides.

Books Recommended:

1. 1
S.S. Mathur Social Psychology
2. Kretch and Krutchfield Individual in society. McGraw Hill, 1962.
3. M.C. David J.W. and Harary Social Psychology, New Delhi Willey Eastern, 1979.
4. Lindgren, G. An introduction to Social Psychology, New Delhi
5. लाल बच्चन त्रिपाठी आधुनिक सामाजिक मनोविज्ञान, हरप्रसाद भार्गव, आगरा
6. डॉ० के.एन. श्रीवास्तव आधुनिक सामाजिक मनोविज्ञान, हरप्रसाद भार्गव, आगरा
7. सिंह एवं पाण्डे सामाजिक मनोविज्ञान राजस्थान, हिन्दी ग्रन्थ अकादमी, जयपुर
8. Baron & Byrend Social Psychology, Pranteci Hall India, New Delhi
9. Paliwal, Murty Suprithy Social Psychology

PAPER – II : SOCIAL PSYCHOLOGY

Unit-I : Meaning, nature and scope of social psychology and its relation with social sciences. Methods of social psychology, observation-participant and non-participant, Interview, Field experimentation, sociometry.

Unit-II : Social perception: Its nature and meaning, effects of motive, attitudes and values of social perception. Social norms – Meaning, tradition custom, law and fashion. Socialization – meaning, nature and process of socialization. Agents of Socialization.

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Unit-V: Social cognition: Meaning, nature and determinants. Communication-meaning nature, factors and types: Verbal and non-verbal, one way v/s two way, one sided v/s two sides.

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1. S.S. Mathur Social Psychology
2. Kretch and Krutchfield Individual in society. McGraw Hill, 1962.
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6. डॉ० के.एन. श्रीवास्तव आधुनिक सामाजिक मनोविज्ञान, हरप्रसाद भार्गव, आगरा
7. सिंह एवं पाण्डे सामाजिक मनोविज्ञान राजस्थान, हिन्दी ग्रन्थ अकादमी, जयपुर
8. Baron & Byrend Social Psychology, Pranteci Hall India, New Delhi
9. Paliwal, Murty Suprithy Social Psychology

Paper code:9317

PSYCHOLOGY PRACTICAL

Note : Students have to complete any six practical of GENERAL PSYCHOLOGY and six practical of SOCIAL PSYCHOLOGY under the supervision of the teacher concentrated. Marks in the examination will be awarded on the basis of regularity and conceptual understanding

PAPER-I: GENERAL PSYCHOLOGY

- 1- Maze Learning
- 2- Span of attention
- 3- Methods of Learning (Any two)
- 4- Intelligence
- 5- Immediate Memory Span
- 6- Concept Formation.
- 7- Knowledge of Results
- 8- M.P.I.
- 9- Mirror Drawing
- 10- Any (teachers' Choice)

PAPER-II: SOCIAL PSYCHOLOGY

- 1- Test of Values
- 2- Attitude Measurement
- 3- One Way v/s Two Way Communication
- 4- Leadership
- 5- Sociometry (Formation of Sociogram and Sociometry)
- 6- Level of Aspiration
- 7- Use of Observation Methods
- 8- Study of Family values
- 9- Stereotypes
- 10- Any (Teacher's Choice).

FIRST YEAR ARTS
Course 13- HISTORY
PAPER I – HISTORY OF INDIA UPTO 1000 A.D.

Unit I

SOCIAL AND CULTURAL PATTERNS

- 1) Survey of the sources : Literary, Archeological.
- 2) Prehistoric hunter-gatherers, Paleolithic cultures-sequence and geographical distribution. Mesolithic cultures distribution.
- 3) Concept of the Neolithic-advent of food production. Neolithic-Chalcolithic cultures.
- 4) Harappan Civilization-origin, extent, urban planning. Urban decline and the late Harappan Cultures.

Unit II

- 1) Society, Polity, Economy, Culture & Religion as reflected in Vedic Literature.
- 2) Social developments Varna, Jati and occupational categories, 16 Sanskaras, and 4 Purusharthas.
- 3) Rise of new religious movements in north India - Buddhism and Jainism.
- 4) The Mauryan Empire-Ashoka's Dhamma-its nature and propagation, Mauryan Art and Architecture.
- 5) Post Mauryan social & cultural developments with special reference to the Kushanas and Satavahanas. Kushana (Mathura & Gandhara) Art and Architecture.

Unit III

- 1) Sangam Age - Literature, Society and Culture.
- 2) Developments in the Gupta and post-Gupta times (up to 1000A.D.)
- 3) North: Society, Art, Architecture, Literature, Philosophy, Science and Technology.
- 4) South: Bhakti movement, art and architecture.
- 5) Status of women: Marriage, Property, Rights, Sati and Purdah.
- 6) Shifts in Varna and Proliferation of Jati.

POLITICAL & ECONOMIC PATTERNS

Unit IV

- 1) The Harappan Civilization-nature of Political and Economic Organization. Economic Patterns in non-Harappan India.
- 2) The Mauryas: Administration and Economy.
- 3) Post Mauryan Period: Sungas, Western Kshatrapas – Nahpan & Rudra Daman, Satavahanas –Gautamiputra Satkarni, Kushanas – Kanishka, Craft Production & Trade.
- 4) The Gupta Empire, Administration, Agrarian and Revenue systems and Trade.

Unit V

- 1) Post-Gupta period up to 750 A.D. Pallavas, Chalukyas and Vardhanas – Harsh Vardhana.
- 2) Polity and Economy: (c.a.d. 750-1000)
- 3) North India: Gurjara-Pratiharas.
- 4) Deccan: Rashtrakutas.
- 5) South India Cholas and their Contemporaries.
- 6) Invasions of Arabs.

Books Recommended:-

- 1) Chakrabarti, D.K. Indian an Archaeological History Palaeolithic Beginnings of Early Historic Foundations.

- 2) Allchin, Bridget & F Raymond : Origins of a Civilization : The Pre History & Early Archaeology of South Asia.
- 3) Ghosh, N. : Bharat Ka Prachin Itihas.
- 4) Majumdar, R.C. : Advance History of India Part –I.
- 5) Tripathi, R.C. : Pracheen Bharat Ka Itihas.
- 6) Jha D.N. & K.N. Shrimali : Pracheen Bharat.
- 7) Mahajan V.D. : Ancient India (also in Hindi).
- 8) Om Prakash : Pracheen Bharat.
- 9) Agrawal, V.S. : Indian Art Vol I. (also, in Hindi).
- 10) Champaklakshmi, R. : Trade, Ideology & Urbanisation : South India (300 BC – 1300AD)
- 11) Mittal A.K. : Pracheen Bharat Ka Rajnitik avem Sanskritik Itihas Vol. I
- 12) Sastri, K.A.N. : A History of South India (also in Hindi).

Paper Code : 9319

PAPER – II : HISTORY OF INDIA 1000-1707 A.D.

M.M. 100

Unit I

- 1) Survey of Sources of Medieval Indian History.
- 2) Ghaznavids and Ghorids and their Impact.

Unit II

- 1) Foundation and Consolidation of the Sultanate, Causes of the Success of the Turks, Iltutmish, Razia, Balban, The Mongols and the Sultanate.
- 2) Expansion : -
 - i. Khaljis – Conquests, Administrative and Economic reforms.
 - ii. Tughlaqs – Mohammad – bin – Tughlaq and Feroz Shah Tughlaq.
- 3) Causes of Disintegration of Sultanate.

Unit III

- 1) Advent of the Mughals.
- 2) The second Afghan Empire, Administration of Sher Shah Suri.
- 3) Economy : Trade & Commerce.
- 4) Religion and culture : Bhakti and Sufi movements.

Unit IV

- 1) Consolidation and territorial Expansion of Mughals.
- 2) Mughal Empire – 1707-relation with Rajputs, Sikhs, Deccan Kingdom, Marathas, Persia and central Asia.
- 3) Mughal Administration and institution, Administrative structure, land revenue system, Mansabdari system.
- 4) Society & Economy
 - (i) Agriculture, Trade and Commerce
 - (ii) Social classes – Ulema, Nobility, Zamindars, Peasantry, Artisans, Agricultural labour.
 - (iii) Status of Women.
- 5) Religion and Culture : Religious policies of Akbar and Aurangzeb, Composite culture.

Unit V

- (i) Decline and disintegration of the Mughal Empire.

- (ii) Bahmani, Vijayanagar, Marathas.
- (iii) Administration, Society and Economy.
- (iv) Art and Architecture of Mughals.

Books Recommended

1. Pandey Dr. A.B. : Purva Madhya Kaleen Bharat
2. Shrivastava A.L. : Sultanate of Delhi (also in Hindi).
3. Ishwari Prasad : History of Medieval India (also Hindi)
4. Verma Harish Chandra : Madhya Kaleen Bharat Ka Itihas. Vol. I & II
5. Satish Chandra : : Medieval India, from Sultanate to Mughal
6. Tripathi R.P. : Indo Islamic Architecture.
7. Desai. Z.A. : Indo Islamic Architecture.
8. Rizvi S.A.A. : The Wonder that was India. Vol. II.
9. Sastri K.A.N. : History of South India
10. Satish Chandra : Parties and Politics in Mughal Court.
11. Sarkar J.N. : Fall of Mughal Empire
12. Desai G.S. : New History of Maratha People (Vol I & II.)

Paper Code : 9320

Course14- PUBLIC ADMINISTRATION SCHEME

Two Papers Min. Pass Marks 72 Max. Marks 200

Paper-I 3 hrs. Duration 100 Marks

Paper-II 3 hrs. Duration 100 Marks

परीक्षक के लिए निर्देश I :

(खण्ड-अ)

इस भाग में दस वस्तुनिष्ठ/लघुत्तरात्मक पत्र न होंगे। प्रत्येक इकाई में से दो पत्र न होंगे। परन्तु यहाँ एक अंक का होगा। ये दस प्रश्न विकल्प रहित होंगे। लघु उत्तर लगभग 20 शब्दों में होगा। (10 अंक)

(खण्ड-ब)

इस भाग में पाठ्यक्रम की पर एक इकाई से दो प्रश्न पूछे जायेंगे। कुल दस प्रश्न होंगे, जिनमें से पाँच प्रश्न करने होंगे। जिनके विकल्प भी इसी इकाई से होंगे। परन्तु एक पत्र न 10 अंकों का होगा। इन पत्रों के उत्तर लगभग 250 शब्दों तक दिये जा सकते हैं। (50 अंक)

(खण्ड-स)

इस भाग में चार विवेचनात्मक पत्र न सम्पूर्ण पाठ्यक्रम में से बनाये जाएँगे, जिनमें से दो पत्रों के उत्तर देने होंगे। परन्तु एक प्रश्न का उत्तर लगभग 500 शब्दों में देना होगा। परन्तु एक प्रश्न बीस अंकों का होगा। इन प्रश्नों में से एक प्रश्न के दो भाग भी हो सकते हैं। (40 अंक)

(2)

PAPER-I

ELEMENTS OF PUBLIC ADMINISTRATION

UNIT-I

Meaning, Nature and Scope of Public Administration, Importance of Public administration in Modern Society, Public and Private Administration. Evolution of the study of the Public Administration.

UNIT-II

Public Administration as a Social Science and its Relationship with Political Science, Economics, Sociology and Law.

Approaches to the study of Public Administration : Classical and

Humanistic.

UNIT-III

Principles of Organization : Formal and Informal Organization, Hierarchy, Unity of Command, Span of Control, Coordination, Centralisation-Decentralisation.

UNIT-IV

Chief Executive, Line and Staff, Supervision, Delegation, Leadership, Communication, Decision-Making.

UNIT-V

Personnel Administration : Civil Service and its Role in a Developing Society; classification, Recruitment, Training and Promotion.

Books Recommended:

1. John Pfiffner and Robert Prethuis, Public Administration.
2. Dimock and Dimock, Public Administration.
3. Torrfy, Principles of Management.
4. Jhon, D. Millat, Management in Public Services
5. E.N. Goledden, Essentials of Public Administration.
6. M.P. Sharma, Principles and Practice of Public Administration (Allahabad, Kitab Mahal)
7. D.R. Sachdeva and Meena Sogani, Public Administration, Concepts and Application (New Delhi Associated Publishing House, 1981)
8. A. Awasthi, S.R. Maheshwari, Public Administration (Agra, Laxmi Narain Agarwal, 1987)
- (3)
9. C.P. Bhambri, Public Administration (Meerut, Jai Prakash Nath & Co. 1987)
10. A.R. Tyagi: Public Administration (Meerut, Jai Prakash Nath & Co. 1987)
11. Vishnu Bhagwan & Vidya Bushan, Public Administration
12. Avasthi and Maheshwari, Lok Prakashan
13. C.P. Bhambri, Lok Prakashan.
14. Harish Chandra Sharma, Lok Prakashan Ke Adhaar
15. Vishnu Bhagwan and Vidhya Bhushan, Lok Prakashan
16. B.L. Fadia, Lok Prakashan
17. Ravindra Sharma, Lok Prakashan Ke Tatwa
18. Surendra Kataria : Lok Prashasan Ke Tatwa

Paper Code : 9321

PAPER-II

PUBLIC ADMINISTRATION IN INDIA

UNIT-I

Historical background of Indian Administration with special reference to influence of British period, Salient features of Indian Administration since independence.

UNIT-II

The Union Executive : The President, Prime Minister and Council of Ministers, The Organisation and working of Central Secretariat, Cabinet Secretariat, Prime Minister's Office, Ministry of Home and Ministry of Personnel, Pension and Public Grievances.

UNIT-III

Major Forms of Public Enterprises in India: Departments, Corporations, Companies, Parliamentary Committee on public undertakings.

UNIT-IV

Financial Administration : Budget : Formulation, Approval and Execution,

Comptroller and Auditor General of India, Parliamentary Committees : Public Accounts, Estimates Committee, Control Over Administration : Legislative, Executive & Judicial.

UNIT-V

Personnel Administration—Classification, Recruitment and Training of All

India Services, Problems of Indian Administration. Corruption & Administrative Reforms with special reference to Administrative Reforms Commission and Sarkaria Commission.

Books Recommended :

1. S.R. Maheshwari : Indian Administration
2. C.P. Bhambhri : Public Administration in India
3. P. Sharan : Public Administration in India
4. D.D. Basu : An Introduction to the Constitution of India
5. K.V. Rao : Parliamentary Democracy in India
6. Laxmi Narain : Principles and Practice of Public Enterprises Managements
7. B.B. Mishra : Administrative History of India (5)
8. Ramesh Arora : Indian Public Administration
9. V.M. Sinha : Personnel Administration
10. P.D. Sharma & : Bhartiya Prashashan B.M. Sharma
11. Saroj Chopra : Bharat Mein Lok Prashashan
12. R.S. Darda : Bharat Mein Lok Prashashan
13. B.L. Fadia : Bharat Mein Lok Prashashan
14. Avasthi & Avasthi : Indian Administration (In Hindi also)

Paper Code : 9322

Course 15-बी.ए. प्रथम वर्ष, हिन्दी साहित्य

प्रथम प्रश्न-पत्र काव्य

पाठ्य पुस्तक –

1. आधुनिक काव्य सोपान – सम्पादक : डॉ. सत्येन्द्र पारीक प्रकाशक : पुनीत प्रकाशन, ए-3 कांतिनगर, जयपुर

पाठ्यविषय पाँच इकाइयों में विभक्त होगा।

इकाई – I

4ण अयोध्यासिंह उपाध्याय 'हरिऔध' का संकलित अंश 'श्याम-संदेश' की व्याख्या एवं आलोचनात्मक प्रश्न।

5ण मैथिलीशरण गुप्त का संकलित अंश 'चित्रकूट में राजसभा' की व्याख्या एवं आलोचनात्मक प्रश्न।

इकाई – II

– जयशंकर प्रसाद का संकलित अंश 'वरुणा की कछार', 'वे दिन' और 'बीती विभावरी',

'पेशोला की प्रतिध्वनि' से व्याख्या एवं आलोचनात्मक प्रश्न।

– सुमित्रानन्दन पंत का संकलित अंश 'पर्वत प्रदेश में पावस', 'मौन निमंत्रण', 'नौका विहार',

'द्रुत झरो', 'बापू के प्रति' और 'ताज' से व्याख्या एवं आलोचनात्मक प्रश्न।

इकाई – III

– महादेवी वर्मा का संकलित अंश 'वसंत-रजनी', 'जीवन विरह का जलजात', 'बीन भी हूँ मैं

तुम्हारी रागिनी भी हूँ', 'रूपसि तेरा घन-केश-पास!', 'मैं नीर भरी दुख की बदली', और

'मदिर का दीप' से व्याख्या एवं आलोचनात्मक प्रश्न।

– सूर्यकांत त्रिपाठी 'निराला' का संकलित अंश 'जागो फिर एक बार', 'संध्या सुंदरी', 'बादल

राग', 'विधवा', 'गहन है यह अंधकार' और 'स्नेह निर्झर बह गया है' से व्याख्या एवं आलोचनात्मक प्रश्न।

इकाई – IV

– रामधारी सिंह 'दिनकर' का संकलित अंश 'अनल-किरीट', 'नारी', 'प्रतिशोध', से व्याख्या और आलोचनात्मक प्रश्न।

– सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' का संकलित अंश 'बावरा अहेरी', 'नदी के द्वीप' से व्याख्या और आलोचनात्मक प्रश्न।

– 'हरी घास पर क्षण भर', 'कलगी बाजरे की' से व्याख्या और आलोचनात्मक प्रश्न।

इकाई – V

– हिन्दी साहित्य के इतिहास का सामान्य परिचय।

आधुनिक हिन्दी कविता के सोपान – भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नयी कविता।

– छंद ज्ञान – दोहा, चौपाई, सोरठा, रोला, उल्लाला, गीतिका, हरिगीतिका, कवित्त, सवैया, छप्पय, कुण्डलिया, मंदाक्रांता, वसंत तिलका, वंशस्थ, द्रुतविलंबित के लक्षण और उदाहरण।

– अलंकार ज्ञान – अनुप्रास, यमक, वक्रोक्ति, उपमा, रूपक, उत्प्रेक्षा, तिशयोक्ति, भ्रांतिमान, संदेह, दृष्टांत, उदाहरण, अर्थान्तरन्यास, तद्गुण, मीलित, ब्याज-स्तुति के लक्षण और उदाहरण।

बी.ए. प्रथम वर्ष,
हिन्दी साहित्य
द्वितीय प्रश्न-पत्र
गद्य

पाठ्य पुस्तकें –

1. अलख आजादी की – लेखक : सुशील कुमार सिंह
प्रकाशक : वाणी प्रकाशन, 21-ए, दरियागंज, नई दिल्ली
2. आधुनिक निबंध – संपादक : डॉ. विश्वनाथ प्रसाद तिवारी तथा डॉ. कृष्णचंद्र लाल।
प्रकाशक : ज्ञान भारती, 4/14, रूप नगर, दिल्ली
पाठ्य विषय पाँच इकाइयों में विभक्त होगा।

इकाई – ५

‘अलख आजादी की’ नाटक से व्याख्या एवं आलोचनात्मक प्रश्न

इकाई – ६

‘आधुनिक निबंध’ में संकलित ‘बनाम आस्था’, ‘छायावाद’, ‘देवदारू’, ‘गिलहरी’,
‘लार्ड कर्जन’, ‘करुणा’, ‘साहित्यकार की निबंधों से व्याख्या एवं आलोचनात्मक प्रश्न।

इकाई – ७

‘आधुनिक निबंध’ में संकलित ‘साहित्य में आत्माभिव्यक्ति’, ‘तुलसी के सामाजिक
मूल्य’, ‘एक लम्बी कविता का अंत’, ‘अस्ति की पुकार – हिमालय’, ‘हरी-हरी दूब और
लाचार क्रोध’ से व्याख्या एवं आलोचनात्मक प्रश्न।

इकाई – ८

हिन्दी नाटक और रंगमंच का विकास

इकाई – ९

हिन्दी निबंध का विकास।

Course 16-HOME SCIENE

	Duration of Exam.	M.M.	Min. M.	Total No. of Hours/ Week
Paper-I: Human Physiology	3 Hrs.	75	27	3
Paper-II: Family Resource Management	3 Hrs.	75	27	3
PRACTICALS				
Prac. II: First-aid and Home Nursing	3 Hrs.	25	09	2
Prac. II: Family Resource Management and Interior Designing	3 Hrs.	25	09	2

Paper – I**Human Physiology****Max. M. 75****(An Elementary Knowledge of the subject is expected)****Unit I**

1. Structure, functions and division of a cell. Tissues of the body, General characteristics and functions.
2. Blood: composition, functions, Blood clotting, Blood groups and Blood transfusion.
Heart : Structure and functions simple Structure of Blood Vessels. Blood Pressure and Pulse rate.

Unit II

3. Skeleton system:
 - a) Main Bones of the Body
 - Functions of bones
 - Classification of Joints

15. Skeleton system Joints:
 - a) Structure & functions of Respiration
 - a. Mechanism of respiration
 - b. Tissue Respiration

Unit III

5. Digestive system: Purpose of digestion. Structure and functions of digestive organs
Mechanism of digestion and absorption of Proteins, Fats and Carbohydrates
6. Excretory system: Structure and functions of Urinary Tract System, composition of Urine, Abnormal constituents of Urine

Unit IV

7. Nervous system:
- a) The central nervous system (Brain and spinal cord)
 - b) Peripheral nervous system (Types of nerves)
 - c) Autonomous nervous system
 - d) Reflex arc

Unit V

8. Endocrine system: Ductless glands of the body. Hormones definition and their roles. Effect of over and under activity of hormones.

16. Sense Organ:

- Eye : Structure and function
- Ear : Structure and function
- Tongue : Structure and function
- Nose : Structure and function
- Skin : a) Structure
b) Function as sensory organs and Excretory Organs

References:

1. Evelyn Pearce : Anatomy and Physiology for Nurses
2. Ross and Smity : Anatomy and Physiology for Nurses
3. Taylor : The Living Body

4 ^प	कोथरन आर्म स्ट्रांग	:	शरीर सम्बन्धी ज्ञान
5 ^प	शीला एवं जैकसम एवं	:	शरीर के लिए शरीर सम्बन्धी ज्ञान डॉ. लक्ष्मीकान्त
6 ^प	इवलिंग पियर्स	:	शरीर और शरीर क्रिया विज्ञान
7 ^प	वृन्दासिंह	:	मानव शरीर एवं क्रिया विज्ञान
8 ^प	संध्या वर्मा	:	शरीर क्रिया विज्ञान

Paper Code : 9325

Paper – II

Family Resource Management and Interior Designing

Unit I

Family Resource Management : Concept and Importance

Management Process : Planning, Controlling and Evaluation

Family : Meaning, Function, Types – Nuclear and Joint and Stages of family life cycle

Family wants : Importance, characteristics, Types and Factors affecting

Unit II

Family Resources: : Importance, characteristics, Types, Factors affecting use of resources

(A) Motivating factors of Management: Goals, values and Standards – Their meaning, classification and characteristics.

Decision making as crux of Management, Types and steps in decision making.

Time Management:

- Tools in Time Management: Time costs, Time norms and Time patterns
- Peak loads
- Work curves
- Rest periods: Length and frequency
- Management process applied to time management

Unit III

Energy Management:

- f. Nature and characteristics of work
- g. Work analysis and body mechanics
- h. Work simplification
- i. Fatigue – Concept and Types: Physiological and Psychological

Utility Analysis:

- j. Marginal utility
- k. Diminishing marginal utility
- l. Principles of substitution and Law of equimarginal utility

Time and Labour saving equipments: Concept and Important of Household equipments.

Unit IV

Money Management:

Types of family income

Family expenditure

Budget and Family accounts

Saving systems and Investments

Consumer Economics:

Market: Types and Problems faced in market

Consumer problems: Rights and Responsibility

Government Aids and Protection to consumer

Unit V

House Planning:

- (A) Advantages and Disadvantage of owned and Rented house.
- (B) Selection of site for own house. Different activity areas of the house.
- (C) Preliminary knowledge of household materials for construction.

Principles of Design and Elements of Arts.

Selection and Care of Furniture, Furnishing and Accessories.

Books Recommended:

1. Naglini Ogale, Varghese : Home Management
2. Bharathi : Home and Resource Management
3. Dr. (Mrs.) Bela Bhargava : Family Resource Management
4. डॉ (श्रीमती) बेला भार्गव : सज्जा
पारिवारिक साधन व्यवस्था एवं आंतरिक
5. डॉ (श्रीमती) आशा पारीख : गृह प्रबन्ध एवं गृह व्यवस्था
6. कान्ति पाण्डे एवं प्रमिला वर्मा : गृह प्रबन्ध
7. डॉ वृन्दा सिंह : गृह प्रबन्ध एवं आन्तरिक सज्जा

Paper Code:9326

FIRST YEAR T.D.C. ARTS HOME SCIENCE

Practical – I

First Aid and Home Nursing

Max. M. 25

First Aid:

1. Aims, Scope and Rules of First Aid.
2. Household measures or First Aid in common accidents:
 - (A) Burns and Scalds
 - (B) Wounds and Haemorrhages (External)
 - (C) Sprains, Fractures and Dislocations
 - (D) Common Poisoning
 - (E) Dog bite
 - (F) Simple Unconsciousness
 - (G) Epilepsy
 - (H) Foreign bodies in the Eye, Ear, Nose and Throat
 - (I) Heat stroke
 - (J) Gas leakage

3. Techniques of Artificial Respiration
4. First Aid Box

Home Nursing:

1. Room for the sick: Bed making for Non confined and confined to Bed patient.
2. Essential items for the sick room: Bedpan, Urinal, Hot water bottle, Ice-cap, Back rest, Air ring, Eye glass, Spittoon, Measuring glass, Feeding cup, Thermometer and Disposable Enema.

3. Demonstration of B.P. instrument, Catheter; Glucometer and Inhaler.

7

4. Basic knowledge about the following:

(A) Measurement and Recording of Temperature and Pulse rate.

(B) Application of Triangular, Roller Bandages and Readymade bandage.

Distribution of Marks:

1. Internal Assessment (Sessional)

Files and First-Aid Box 08 (3+5)

2. Home Nursing:

(a) Bed Making 03

(b) Bandaging 03

(c) Spotting 03

3. Viva-Voce on First-aid 08

Total 25

References:

1. First Aid St. John's Ambulance Association. I Red Cross Road.
2. Home Nursing St. John's Ambulance Association.
3. Where there is no doctor. Vahi Publication.
4. प्राथमिक चिकित्सा एवं गृह परिचर्या – डॉ. मनोरमा वैद ।

Paper Code:9327

**FIRST YEAR T.D.C. ARTS
HOME SCIENCE**

Practical – II

Family Resource Management and Interior Designing

Max. M. 25

1. Floor Decoration – Alpana and Rangoli.
2. Preparation of any one article from Waste material.
3. Arrangement of Rooms: Drawing room, Bedroom, Living room, Children's room and kitchen through application of Elements of Arts and Principles of Designs.
4. Decoration for Birthday party and one Festival.
5. Time and Labour saving equipments:
Principles, use and care of the following equipments: Toaster, Oven, Pressure cooker, Mixer grinder and Juicer, Gas stove, Microwave, Solar cooker, Iron, Room cooler. Refrigerator, Geyser, Washing machine, Vacuum cleaner, Gas chimneys, Water purifiers (Aqua guard and Reverse Osmosis) and Air conditioner.
6. Table setting for formal and informal occasions.
7. Fixing fuse, Repair of Electric plugs, Regulator fixing on Gas cylinder.

Duration for Practical 3 hrs

Max Marks : 25

Min. Marks : 09

1. Internal assessment sessional 08
2. Arrangement of Room/ Decoration for occasion 04

3. Rangoli/ Alpana 04
4. Cleaning of metal 04
5. Viva 05

Paper Code : 9328

Course 17-FIRST YEAR SOCIOLOGY,

There will be TWO Theory papers of 100 Marks each.

M.M:- 100

Paper – I : INTRODUCTION TO SOCIOLOGY (1681)

Paper – II : SOCIETY IN INDIA : STRUCTURE AND CHANGE (1682)

Detailed contents of papers :-

PAPER I : INTRODUCTION TO SOCIOLOGY (1681)

UNIT A

Sociology and Sociological Perspective :

-The meaning and subject matter of sociology. The sociological perspective, Relationship between sociology and other social sciences. Sociological Methods : Historical and Functional.

UNIT B

Basic Concepts :

Society , Community , Institution , Association, Culture.

UNIT C

Basic Concepts:

Social Structure : concept and characteristics, Social Group : concept and types, Status and Role : concept and types, Norms and Values : concept,classification of social norms.

UNIT D

The Individual and Society :

Socialization :Concept, stages, agencies and theories.

Social Control: concept,forms and agencies.

Social Stratification : concept, characteristics and basis.

UNITE

Social Change :

1. Concept and factors
2. Theories of social change : Ogburn, Sorokin and Veblen.
3. Concept : Evolution, Revolution, Progress and Development

Essential readings:

Bottomore, T.B. 1972 Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India) .

Harlambos, M.1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press. Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice Hall of India.

Jayaram N. 1988. Introductory Sociology . Madras: Macmillan India. J.P. Singh.1999.Sociology: Concept and Theories, Prentice Hall of India.

Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers. Schaefer, Richard T and Robert P.Lamm. 1999 Sociology . New Delhi: Tata- McGraw Hill.

B.K. Nagla and S. B. Singh : Introduction Sociology. New Delhi: NCERT 2002 (Both in English & Hindi language).

N.K. Singhi and V. Goshwami , Samaj Shrastra Vivechan (In Hindi) Jaipur, Raj. Hindi Granth Academi, 2000 (Rev. Edition.) Doshi, S.L. and Jain P.C. Samajshastra Ki Nai Disayen (in Hindi) National Pub. 2002

Pedagogy :

While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study.

For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies.

Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

Paper Code : 9329

FIRST YEAR SOCIOLOGY

Paper- II : SOCIETY IN INDIA: STRUTURE AND CHANGE (1682)

M.M:- 100

UNIT A

1. The Textual and the Field views of Indian Society: Textual Views, G.S. Ghurye, Radha Kamal Mukherjee and Louis Dumont.
2. Field Views - M.N. Srinivas, S.C. Dube, K.M. Kapadia.

UNIT B

The Structure and Composition of Indian Society: Villages, Towns, Cities. Weaker Sections: SC, ST, Women and Minorities.

UNIT C

Cultural and Ethnic Diversity : Unity in Diversity, Cultural Diversities: Regional, Linguistic and Religious. Population Profile and Related Issues.

UNIT D

Basic Institutions of Indian Society: Caste, Family, Hindu Marriage, Changing Dimensions.

Kinship : concept, categories and behaviour.

UNIT E

Processes of Social Change : Sanskritization, Urbanization, Westernization, Modernization, Globalization.

Essential readings:

4. Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House.
5. Bose, N.K. 1975: Structure of Hindu Society. New Delhi
6. Dube, S.C. 1990: Society in India, New Delhi : National Book Trust
7. Dube, S.C. 1995: Indian Village, London : Routledge.
8. Dube, S.C. 1958: India's Changing Villages, London : Routledge and Kegan Paul.
9. Karve, Irawati, 1961 : Hindu Society : An Interpretation, Poona:Deccan College.
10. Mandelbaum, D.G. 1970 Society in India, Bombay : Popular Prakashan.
11. Srinivas, M.N. 1980 : India : Social Structure, New Delhi : Hindustan Publishing Corporation.
12. Srinivas M.N. 1963: Social Change in Modern India. California Berkeley: University of California Press.
13. Singh Yogendra 1973 : Modernization of Indian Tradition, Delhi: Thomson Press.
14. Uberoi, Patricia, 1993: Family, kinship and Marriage in India, New Delhi: Oxford University Press.
15. Ahuja Ram: Indian Social System, Jaipur : Rawat Prakashan, 1998
16. Sharma,K.L.: Indian Society, in Hindi & English both, NCERT : 1998
17. Srinivas, M.N., Field and Field Worker (ed.) A.M. Shah's latest edition.

Pedagogy :

The use of audio – visual media should be a necessary and important component of instruction.

The participation and involvement of students should be ensured through formal and informal discussions in the class room and field visits. They should be encouraged to write short essays on the local situation and local issues under the guidance of the teacher.

Wherever possible, illustrations should be drawn from the local situation.

Course 18-First Year English Language & Literature
(Pass Course)

The pattern of question paper will be as follows:

Section A (10 Marks)

Ten very short type questions of one mark each from all sections

Section B (50 Marks)

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

Section C (40 Marks)

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

Paper – I: Drama, Poetry and Grammar M.M. 100

Unit –A

Shakespeare: *As You Like It*

Unit – B

The following poems from *The Poet's Pen* Selected and annotated by P. E. and Homi Dustoor, Oxford University Press.

Shakespeare	:	When to the Sessions Like as the Waves : When the Assault was Intended to the
Milton	:	City
A. Pope	:	From "An Essay on Man"
Blake	:	The Tiger
Cowper	:	On the Receipt of My Mother's Picture
Wordsworth	:	She was a Phantom of Delight
Shelley	:	The Cloud
Tennyson	:	Ulysses

The following poems from Golden Treasury of Indo – Anglian Poetry, ed. by Vinayak Krishna Gokak, Sahitya Akademi.

Lucas	:	Third Thoughts
Chesterton	:	On the Pleasures of No Longer Being Very Young
Lynd	:	The Student

Unit – B

The following short Stories from *Spectrum - An Anthology of Short Stories* Edited by J. Sasikumar and Paul Gunashekhar, Orient Longman.

Chinua Achebe	:	Marriage is a Private Affair
O. Henry	:	The Ransom of Red Chief
K.A. Abbas	:	Sparrows
Maxim Gorky	:	The Mother of a Traitor
W.Somerset Maugham	:	The Verger

Unit – C

Thomas Hardy: *The Mayor of Casterbridge*

SECOND YEAR

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

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

Course 19-LEARNING AND TEACHING

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

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

COURSE CONTENT

UNIT-I Learning and Motivation

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

UNIT- II Individual Differences and Cognitive Processes

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

UNIT- III Teaching and Teaching Process

1. Teaching:

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

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

2. Teaching Process:

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

UNIT- IV Models of Teaching

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

UNIT-V Teaching as a Profession

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

SESSIONAL WORK

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

I –Section-A

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

II-Section-B:

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

REFERENCES

1. चौहान, आर.एस. (2007), अधिगम व विकास का मनोविज्ञान, जयपुर : अग्रसेन शिक्षा प्रकाशन
2. मिश्रा मंजू (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, जयपुर यूनिवर्सिटी बुक हाऊस

3. राजोरिया, अरुण कुमार, अरोड़ा प्रीति (2007), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, जयपुर : कविता प्रकाशन
4. कुलश्रेष्ठ, एस.पी. (1988) : शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
5. सक्सैना एवं ओबेराय (1995) : शिक्षक की तकनीकी, विय रखेजा, सूर्य पब्लिकेशन, मेरठ
6. Aggarwal, J. C. (1995), Essentials of Educational Psychology, Delhi: Vikas Publishing House Pvt. Ltd.
7. Benjafield, J. G. (1992), Cognition, Prentice Hall, Englewood Cliffs.
8. Brown, J. S., Collins A and Dugrid, P (1989), Situated Cognition and the Culture of Learning, Educational Researcher, 32-42.
9. Bhatia, K. K. (2003), Bases of Educational Psychology The Learner – Nature and Development, New Delhi: Kalgoni publisher.
10. Bains, Narinder Singh (2008). Shiksha Manovigyan Avam Vikas Ki Avastha, Jaipur : Jain Prakashan.
11. Bhatnagar, S. C. (1977) : Shikshan Shilp Vigyan.
12. Barnard H. C. (1970) : An Introduction to teaching, UI Publication, U.S.A.,
13. Becker, H. J., & Riel, M. M. (2000). Teacher professional engagement and constructivist compatible computer use (Report No. 7). Irvine, CA: Center for Research on Information Technology and Organizations.
14. Buch, M. B. and Santharam M R (1972) Communication in Classroom, CASE, Faculty of Ed. & Psy. M S Univ. Baroda
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Course 20&21 - PEDAGOGY OF ECONOMICS

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

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

COURSE CONTENT

UNIT -I Nature of Discipline

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

UNIT-II Economics as a Subject in School Curriculum.

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

UNIT- III Pedagogy of Economics.

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

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

UNIT -IV Planning and Strategies

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

UNIT -V Evaluation in Economics

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

PRACTICUM/SESSIONAL WORK

Any Two of the following:

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

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- 25- त्यागी गुरु रणदास (1993) : अर्थ शास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा

26- पाण्डेय, कामता प्रसाद : अर्थ शास्त्र शिक्षण, मेरठ

27- सिंह हरनारायण एवं सिंह राजेन्द्र : अर्थ शास्त्र शिक्षण, प्रकाशन—लक्ष्मीनारायण अग्रवाल — आगरा

INTERNET RESOURCES

Online! A Reference Guide to Using Internet Resources.

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

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

Constructive approach -

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

Course 20 & 21 - संस्कृत का शिक्षण शास्त्र

उद्दे य— प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

1^प भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।

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

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

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

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

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

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

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

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

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

11^प संस्कृत के प्रश्नपत्रों का विश्लेषण कर सकेंगे।

पाठ्यक्रम

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

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

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

3. भारत में संस्कृत भाषा की स्थिति

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

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

राष्ट्रीय शिक्षा नीति (छत्तम्बर 1986) ए क्रियान्वयन कार्यक्रम (संस्कृत 1992)

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

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

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

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

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

2. संस्कृत भाषा शिक्षण के सूत्र

3. संस्कृत शिक्षण के उद्देश्य

संस्कृत सामान्य एवं विविष्ट उद्देश्यों में अन्तर

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

संस्कृत विविष्ट उद्देश्यों का व्यवहारगत भाब्दावली में निर्धारण

इकाई —III संस्कृत भाषा शिक्षण कौशल, विधियाँ एवं उपागम

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

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

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

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

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

2. इकाई योजना एवं पाठ योजना का नियोजन।

इकाई योजना का सम्प्रत्यय, महत्त्व एवं सोपान।

पाठयोजना का सम्प्रत्यय, महत्त्व एवं सोपान।

इकाई योजना एवं पाठयोजनाओं का निर्माण एवं शिक्षण।

3. शिक्षण एवं अधिगम सामग्री और साधन

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

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

इकाई-ट संस्कृत में आकलन

संस्कृत में विभिन्न प्रकार के प्रश्नों का निर्माण –

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

2 अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न,

3 निबंधात्मक प्रश्न, समस्या-समाधान, सृजनात्मक,

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

सजगता के प्रश्न।

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

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

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

विलेखन

सत्रीय कार्य

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

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

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

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

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

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

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Course 20 & 21 - PEDAGOGY OF GEOGRAPHY

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

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

COURSE CONTENT

UNIT-I Nature of Social science as a discipline

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

UNIT-II Geography as a subject in schools

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

UNIT-III Pedagogy of geography

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

e. Latitude and longitudes

UNIT-IV Planning for Teaching Geography

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

UNIT-V Assessment in Geography

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

SESSIONAL WORK/PRACTICUM

Any two out of the following

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

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Course 20 & 21 . राजस्थानी का शिक्षण शास्त्र

उद्दे यः— प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

1^प राजस्थानी भाषा के स्वरूप को जान सकेंगे।

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

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

4^प भाषायी अभिव्यक्ति के प्रकारों को जान सकेंगे।

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

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

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

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

9^प राजस्थानी शिक्षण के महत्व को समझ सकेंगे।

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

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

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

पाठ्यक्रम—विषयवस्तु

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

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

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

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

(4) राजस्थानी शिक्षण के उद्देश्य एवं व्यवहारगत परिवर्तन।

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

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

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

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

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

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

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

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

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

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

(2) राजस्थानी शिक्षण के सूत्र एवं सिद्धान्त

(3) राजस्थानी भाषा का अन्य विषयों से सम्बन्ध

(4) राजस्थानी शिक्षण में चुनौतियाँ

११ इकाई चार—राजस्थानी शिक्षण की विभिन्न विधाएँ

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

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

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

(4) व्याकरण एवं रचना शिक्षण।

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

१२ इकाई पाँच— राजस्थानी शिक्षण में सहायक सामग्री एवं नवाचार

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

(2) भाषा प्रयोगशाला।

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

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

(5) निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण।

सत्रीय कार्य—निम्नांकित में से— (कोई दो)

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

संदर्भ पुस्तकें

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Course 20 & 21 - PEDAGOGY OF POLITICAL SCIENCE

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

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

COURSE CONTENT

UNIT- I Nature of Social Science as a Discipline –

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

UNIT-II Political Science as a School subject –

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

UNIT –III Planning and strategies -

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

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

UNIT-IV Pedagogical Analysis and mode of Learning engagement –

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at Secondary and Sr. Secondary level.

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

UNIT-V Assessment and evaluation in Political Science.

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

SESSIONAL WORK

Any two of the following:-

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

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Course 20 & 21 - PEDAGOGY OF ART

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

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

COURSE CONTENT

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

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

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

UNIT-II Meaning and Nature of Visual Arts:

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

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

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

UNIT – IV Planning and Instructional Support System in Art:

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

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

UNIT – V Evaluation in Teaching of Art:

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

SESSIONAL WORK

Any two of the following:

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

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

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17. कुसुम भार्मा : कला शिक्षा।
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Course 20 & 21 - PEDAGOGY OF PSYCHOLOGY

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

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

COURSE CONTENT

UNIT-I Nature of Discipline

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

UNIT – II Psychology as a Subject in School Curriculum-

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

UNIT-III Pedagogy of Psychology

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

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

UNIT-IV Planning and Strategies –

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

UNIT-V Assessment and Evaluation –

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

PRACTICUM/SESSIONAL WORK

Any two of the following –

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

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

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Course 20 & 21 - PEDAGOGY OF HISTORY

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

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

COURSE CONTENT

UNIT-I Nature of Discipline-

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

UNIT – II History as a Subject in School Curriculum-

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

UNIT-III Pedagogy of History –

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

UNIT-IV Planning and Strategies –

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

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

UNIT-V Assessment and Evaluation –

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

PRACTICUM/ SESSIONAL WORK

Any two of the following –

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

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Pvt.Ltd, X.

Course 20 & 21 . हिन्दी का शिक्षण भास्त्र

उद्दे य- प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त-

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

पाठ्यक्रम-विषयवस्तु

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

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

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

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

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

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

इकाई- ११ हिन्दी शिक्षण की विभिन्न विधाएँ

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

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

इकाई- १२ हिन्दी शिक्षण में सहायक सामग्री एवं नवाचार

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

सत्रीय कार्य

निम्नांकित में से कोई दो

1. विद्यालय की किसी एक साहित्यिक गतिविधि की योजना निर्माण, क्रियान्विति करना तथा प्रतिवेदन तैयार करना।
2. भाषायी कौशलों (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार-चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
3. हिन्दी भाषा में प्रयुक्त अन्य भाषाओं के शब्दों का संकलन, अध्ययन एवं व्याकरण की प्रकृति के अनुसार वर्गीकरण।
4. भाषा शिक्षण के दौरान आने वाली समस्याओं पर क्रियात्मक अनुसंधान का क्रियान्वयन कर प्रतिवेदन तैयार करना।:-
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Course 20 & 21 - PEDAGOGY OF HOME SCIENCE

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

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

COURSE CONTENT

UNIT-I Nature of Discipline

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

UNIT –II Home Science as a Subject in School Curriculum

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

UNIT-III Pedagogy of Home Science

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

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

UNIT-IV Planning and Strategies

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

UNIT-V Assessment and Evaluation

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

PRACTICUM/ SESSIONAL WORK

Any two of the following –

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

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- 17- Sharma R.C. (2005), Science Teaching, New Delhi, Dhanpat Rai Publishing Co. Pvt. Ltd.
- 18- Sood J.K. (1987), Teaching Life Sciences, Chandigarh, Kohli Publishers.

Course 20 & 21 - PEDAGOGY OF SOCIAL SCIENCE

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

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

COURSE CONTENT

UNIT-I Nature of Discipline-

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

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

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

UNIT-III Pedagogy of Social Science –

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

UNIT-IV Planning and Strategies –

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

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

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

UNIT-V Assessment and Evaluation –

1. Concept of Evaluation.

2. Concept and advantages of Continuous and Comprehensive Evaluation.

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

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

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

PRACTICUM/ SESSIONAL WORK

Any two of the following –

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

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

suggest appropriate remedial measures.

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

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

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

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

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

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

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

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

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

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

Baroda:

Acharya Book Depo.

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

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

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

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

Course 20 & 21 - PEDAGOGY OF ENGLISH

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

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

COURSE CONTENT

UNIT -I Nature of language as a Discipline.

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

UNIT-II English as a School subject

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

Rajasthan.

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

UNIT-III Teaching of english language skills

(a) *listening:*

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

(b) *Speaking:*

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

(c) *Reading skills:*

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

(d) *Writing Skills:*

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

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

UNIT-IV Pedagogical analysis and mode of learning in english

(a) Approaches, methods and techniques

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

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

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

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

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

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

PRACTICUM / SESSIONAL WORK

Any two of the following:

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

REFERENCE

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

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

Course 23- OPEN AIR SESSION / SUPW CAMP

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

Performance of students will be evaluated internally.

Objectives of the camp will be as follows:-

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

Suggested activities for Open Air Session/SUPW Camp

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

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

Guideline for assessment Max Marks 50

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

Course 24-Elementary Computer applications

Common for Arts, Science & Commerce Faculties

1. Information concepts and processing:

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

2. Elements of Computer Inter Processing System:

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

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

4. Operating System Concept:

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

5. Computer and Communication:

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

6. Programming Language:

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

7. Personal Computer Software:

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

8. Internet Technology:

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

9. E-Commerce:

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

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

Laboratory:

Paper Code-9604

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

Course -25 MACRO ECONOMICS**UNIT – I**

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

UNIT – II

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

UNIT – III

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

UNIT – IV

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

UNIT – V

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

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

Basic Reading List

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

Second Year

Paper – II

Paper Code-9402

FINANCIAL ECONOMICS

UNIT – I

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

UNIT – II

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

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

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

UNIT – III

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

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

UNIT – IV

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

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

UNIT – V

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

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

Basic Reading List

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

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

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

UNIT I: Japan (Asia)

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

UNIT II: Egypt (Africa)

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

UNIT III: United State of America (North America)

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

UNIT IV: Brazil (South America)

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

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

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

References:

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

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

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

Suggested Readings:

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

B.A. Second Year Subject: Geography

Paper Code-9407

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

Map projections:

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

Presentation socio-economic data:

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

Basic statistical methods:

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

Notes:

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

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

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

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

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

Suggested Readings:

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

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

Course-29 POLITICAL SCIENCE

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

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

PAPER-I: MODERN CONSTITUTIONS

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

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

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

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

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

Suggested Readings :

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

PAPER-II: INDIAN POLITICAL SYSTEM

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

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

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

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

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

Suggested Readings :

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

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

Course -31 PSYCHOLOGY

General Instructions:

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

PAPER – I : PSYCHOLOGICAL STATISTICS AND RESEARCH METHODOLOGY

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

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

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

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

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

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

Books Recommended:

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

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

PAPER – II : PSYCHOPATHOLOGY

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

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

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

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

Books Recommended:

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

SECOND YEAR

HISTORY

SCHEME

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

Note :

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

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

SECOND YEAR

Paper Code-9418

Course-32 HISTORY (PASS COURSE)

PAPER-I

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

Unit I

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

Unit II

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

India. Sindh and Punjab.

Unit III

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

Unit IV

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

Unit V

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

Books Recommended:

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

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

M.M. 100

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

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

Unit V

India 1947-1950

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

Books Recommended

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

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

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

Paper-I 3 hrs. Duration 100 Marks

Paper-II 3 hrs. Duration 100 Marks

परीक्षक के लिए निर्देश I :

(खण्ड—अ)

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

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

शब्दों में होगा। (10 अंक)

(खण्ड—ब)

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

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

(खण्ड—स)

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

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

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

PAPER-I Paper Code-9420
ADMINISTRATIVE INSTITUTIONS

UNIT-I

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

UNIT-II

Organisation of Government :

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

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

(7)

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

UNIT-III

Democracy and Administration : Features of a Democratic

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

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

UNIT-IV

Organisation and function of following Institutions :

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

UNIT-V

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

Books Recommended :

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

PAPER-II Paper Code-9421

STATE ADMINISTRATION IN INDIA

UNIT-I

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

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

UNIT-II

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

UNIT-III

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

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

(9)

c. Directorate of College Education

d. Directorate of Agriculture

UNIT-IV

Office of Divisional Commissioner — position, power and functions.

District Collector : position, Powers and functions.

UNIT-V

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

Removal of Public Grievances, Lokayukta, Administrative Reforms and

Innovation in state Administration.

Books Recommended :

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

Course-34 हिन्दी साहित्य

प्रथम प्रश्न-पत्र : काव्य

पाठ्य पुस्तक –

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

इकाई-I

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

इकाई- II

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

इकाई – III

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

इकाई – IV

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

इकाई – V

रीतिकालीन काव्य की प्रवृत्तियाँ, काव्य धाराएँ और उनकी विशेषताएँ

रस, काव्य-गुण और काव्य-दोष परिचय

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

जिसका अंक विभाजन इस प्रकार रहेगा –

9423

द्वितीय प्रश्न-पत्र :: गद्य

पाठ्य पुस्तके -

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

इकाई - I

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

इकाई - II

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

इकाई - III

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

इकाई - IV

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

इकाई - V

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

SECOND YEAR

Course – 35 HOME SCIENE

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

Food and Nutrition

Unit I

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

Basic Foods groups, Functions of Foods.

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

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

Unit II

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

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

Unit III

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

Unit IV

- Malnutrition – Definition, Concept, Causes and Prevention.

6. Meal Planning:

Principles and Factors affecting meal planning.

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

7. Food spoilage – causes.

8. Food Preservation – Principles and Methods.

Unit V

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

(A) Fever

(B) Peptic Ulcer

(C) Constipation and Diarrhea

(D) Over weight and under weight

(E) Diabetes

(F) Liver diseases

(G) Cardiovascular disease

References:

Rose: Foundation of Nutrition Macmillan & Co.

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

W.R. Arkryod: Human Nutrition and Diet.

Davidson Passmore: Human Nutrition of Dietetics.

सुधा नारायण – आहार विज्ञान।

उषा मिश्रा, अलका अग्रवाल – आहार एवं पोषण विज्ञान ।

मुक्ता अग्रवाल – भोजन एवं पोषण ।

सुधा नारायण – आहार नियोजन ।

डॉ. वृन्दा सिंह – आहार विज्ञान एवं पोषण ।।

HOME SCIENCE

Paper – II

Community Health and Family Welfare

Unit I

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

30. Hygiene: (a) Personal Hygiene

Food Hygiene – Public Health Hazards due to contaminated food.

Disposal of waste – Methods (household waste)

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

Unit II

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

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

15. National and International Agencies involved in family welfare.

WHO

UNICEF

Unit III

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

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

Primary Health Centre (PHC)

Hospital

Red Cross Society

Unit IV

- Reproductive System: a) Structure and Functions

Menstrual cycle

Fertilization

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

Unit V

9. Preparation of Confinement.

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

(H) Puerperal seps – Causes, Prevention and treatment

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

Abortions and miscarriage – symptoms, types and care.

Family planning – Importance and methods.

References:

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

HOME SCIENCE Paper Code-9426
Practical – I

Max. M. 25

Basic Food Preparation

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

Distribution of Marks: Max. M. 25

1. Sessional and file 08
 2. Preparation of Two Recipes 7+7=14
(one basic recipe and one value addition)
 3. Table, Serving 03
- Total 25**

HOME SCIENCE Paper Code-9427
Practical – II

Meal Management and Preparation of Audio Visual Aids

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

Distribution of Marks: Max. M. 25

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

Total 25

Course-36 SECOND YEAR SOCIOLOGY

There will be Two Theory papers of 100 marks each .

M.M:- 100

Paper – I : Social Research Methods (2681)

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

Detailed contents of Papers:

Paper – I : Social Research Methods Paper Code-9428

M.M:- 100

UNIT A

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

UNIT B

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

UNIT C

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

UNIT D

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

UNIT E

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

Essential Readings:

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

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

Pedagogy :

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

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

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

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

SECOND YEAR SOCIOLOGY

Paper Code-9429

Paper-II : Issues and Problems in Indian Society

M.M:- 100

UNIT A

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

UNIT B

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

UNIT C

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

UNIT D

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

UNIT E

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

Essential Readings:

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

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

References:

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

Pedagogy:

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

Course-37 Second Year English Language & Literature

(Pass Course)

The pattern of question paper will be as follows:

Section A (10 Marks)

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

Section B (50 Marks)

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

Section C (40 Marks)

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

Paper Code-9430

Paper – I : Drama

M.M. 100

Unit -A

Shakespeare: *Macbeth*

Unit - B

Ibsen : *A Doll's House*

Unit - C

Shaw : *Arms and the Man*

Second Year English Language & Literature

(Pass Course)

The pattern of question paper will be as follows:

Section A (10 Marks)

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

Section B (50 Marks)

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

Section C (40 Marks)

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

Paper Code-9431

Paper - II : Poetry

M.M. 100

Unit - A

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

Donne : Goe, and Catch a Falling Star

Marwell : Thoughts in a Garden

Gray : Elegy Written in a Country Churchyard

Wordsworth : Lines Composed above Tintern Abbey

Shelley : To a Skylark

Ode to the West wind

Keats : Ode on a Grecian Urn

Ode to Autumn

Unit - B

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

Oxford University press

Browning : My Last Duchess

Arnold : Dover Beach

Yeats : To a Shade

Eliot : Journey of the Magi

Unit - C

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

Longman.

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

Sri Aurobindo : Transformation
The Tiger and the Deer

Sarojini Naidu : Village Song
The Soul's Prayer

Unit -D

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

(10 Marks)

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

35. Literary Appreciation

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

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

THIRD YEAR

Course-38 ASSESSMENT FOR LEARNING

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

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

COURSE CONTENT

UNIT- I Overview concept of assessment

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

UNIT- II Assessment of Subject based learning

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

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

UNIT- III Context of assessment and evaluation

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

UNIT- IV Data analysis & feedback

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

UNIT V Reforms in assessment for learning

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

SESSIONAL WORK

(Any two of following)

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

REFERENCES

1. A.J. (2001). *Educational Assessment for Student* (3rd Ed.) Upper Saddle River , NJ: Prentice Hall.
2. Agarwal, Y.P.,(1990) *Statistical Method: Concept, Application and Computation*, Sterling Publisher Pvt. Ltd. New Delhi.
3. Angelo, Thomas A. and Patricia Cross. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. (2nd edition). San Francisco: Jossey-Bass.
4. Banta, Trudy W. et al. (1996) *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass.
5. Battersby, Mark. (1999) "So What is a Learning Outcome Anyway?" Vancouver, B.C.: Learning Outcomes Network; Centre for Curriculum, Transfer and Technology.
6. Becker, H.J., & Reil, M.M. (2000), *Teacher professional engagement and constructivist compatible computer use* (Report No. 7). Irvine, CA: Center for Research on information Technology and organization.
7. Black, P. & Wiliam, D (1998). *Assessment and Classroom Learning*. *Assessment in Education* 5(1) pp. 7–71.
8. Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2003) *Assessment for learning: putting it into practice* (Maidenhead, Open University Press).
9. Black, P.J. & Wiliam, D. (1998) *Inside the Black Box: Raising standards through classroom assessment*. King's College, London.
10. Bransford, J., Brown, A.L., & Cocking, R. R. (Eds.), (2000): *How People Learn: Brain, Mind, Experience and School*, Washington, DC: National Academy Press.
11. Burke, K. (2005), *How to Assess the Authentic Learning*(4th Ed.) Thousand Oaks, CA: Corwin.
12. Burke, K., Fogarty, R., & Belgrad, S (2002) : *The Portfolio connection: Student Work Linked to standard* (2nd Ed.) Thousand Oaks, CA: Corwin.
13. Carr, J.F., & Harris, D.E. (2001): *Succeeding with standards: linking curriculum, assessment, and action planning*. Alexandria, V.A.: Association for Supervision and Curriculum Development.
14. Chouhan, S.S., (1990): *Innovation in Teaching Learning Process*, Vikas Publication, New Delhi.
15. Cooper, Damian. (2006). *Talk About Assessment: Strategies and Tools to Improve Learning*. Toronto, ON: Thomson Nelson. Government of British Columbia [7]
16. Danielson, C. (2002). *Enhancing student Achievement: Framework for school improvement*.
17. Ecclestone, Kathryn (2010). *Transforming formative assessment in life long learning*. McGraw Hill. Eng.
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Websites link

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

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

Paper code-9572

Course-39 LANGUAGE ACROSS THE CURRICULUM

(Including reading and reflecting on text)

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

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

COURSE CONTENT

UNIT –I Language and society

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

UNIT- II Language development

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

UNIT- III Classroom and language

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

UNIT- IV Reading and writing

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

UNIT –V Reading and Reflecting on text

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

SESSIONAL WORK

Any two of the following:

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

REFERENCES

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2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.) Learning to read in American school: Basad readers and content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classroom: The Reaing Teacher, 670-674.
4. Erlwanger, S.H. (1973). Benny's conception of rules and answers in IPI mathematics. Journal of children's mathematical behavior, 1 (2), 7-26
5. Grellet, f. (1981). Developing reading skills: A practical gude to reading comprehension exercises. Cambridge University Press.
6. Ladson-Billings. G. (1995). Toward a theory of culturally Relevant Pedagogy. American Educational research journal. 32(3), 465-491.
7. NCERT. (2006d) Position paper National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
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Course : 40 INTERNSHIP PROGRAMME (School Intership Phase-I)

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

Objectives –

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

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

Execution of the Internship Programme

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

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

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

Practice Teaching

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

PAPER CODE-9574

Course: 41 EXTERNAL ASSESSMENT

ONE FINAL LESSON OF PEDAGOGY OF A SCHOOL SUBJECT

[I YEAR]

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

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

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

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

d) The Principle of the college concerned.

e) One senior member of the college.

f) Two external examiners appointed by the university.

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

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

Course-42 सामान्य हिन्दी

पाठ्य पुस्तकें –

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

इकाई – I

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

इकाई – II

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

इकाई – III

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

इकाई – IV

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

इकाई – V

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

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

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

UNIT – II

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

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

UNIT – III

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

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

UNIT – IV

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

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

UNIT – V

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

Basic Reading List

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

Third Year T.D.C. Arts

Paper – II

INTERNATIONAL ECONOMICS

UNIT – I

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

UNIT – I

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

UNIT – III

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

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

UNIT – IV

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

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

UNIT – V

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

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

Basic Reading List

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

Course-44

Paper code - 9503

बी. ए. तृतीय वर्ष संस्कृत परीक्षा 2009-2010

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

प्रथम प्रश्नपत्र - वैदिक व लौकिक काव्य एवं गद्य

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

100 अंक

3. गद्य - शुकनासोपदेश - बाणभट्ट

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

पाठ्यक्रम की इकाइयाँ

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

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

द्वितीय इकाई - कठोपनिषद्- प्रथम अध्याय प्रथम दो वल्ली।

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

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

पंचम इकाई - शुकनासोपदेश

व्यक्रम एवं विस्तृत विवरण

प्रश्नपत्र का विस्तृत अंक विभाजन -

वैदिक काव्य - वेदचयनम्

प्रथम खण्ड

(वस्तुनिष्ठात्मक भाग)

10 अंक

1) निम्नलिखित सूक्तों का अध्ययन अपेक्षित है -

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

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

द्वितीय खण्ड

(व्याख्यात्मक भाग)

50 अंक

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

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

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

ग. किरातार्जुनीयम् - प्रथम सर्ग

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

घ. किरातार्जुनीयम् - प्रथम सर्ग

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

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

तृतीय खण्ड

विवेचनात्मक भाग

40 अंक

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

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

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

सहायक पुस्तकें -

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

322

323

ए. तृतीय वर्ष संस्कृत परीक्षा 2009-2010

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

100 अंक

म -

संस्कृत-साहित्य का इतिहास -

सके अन्तर्गत निम्नलिखित विषय निर्धारित हैं।

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

दर्शन

सके अन्तर्गत निम्नलिखित विषय निर्धारित हैं-

गवद्गीता - द्वितीय अध्याय मात्र।

भारतीय दर्शन की मूल अवधारणाएं।

बौद्धदर्शन - चार आर्यसत्य, अष्टांगमार्ग

जैन दर्शन - अनेकान्तवाद, पंचमहाव्रत

वेदान्त तथा मीमांसादर्शन - अविद्या, ब्रह्म, अर्थापत्तिप्रमाण।

ग. अनुवाद - हिन्दी से संस्कृत में

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

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

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

स्त्रीप्रत्यय - टाप्, डीप् ।

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

विस्तृत विवरण -

प्रथम खण्ड

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

पाठ्यक्रम की इकाइयाँ -

10 अंक

Paper Code:-9504

द्वितीय इकाई - 10 अंक

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

तृतीय इकाई - 10 अंक

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

चतुर्थ इकाई - 10 अंक

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

पंचम इकाई - 10 अंक

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

द्वितीय खण्ड

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

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

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

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

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

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

तृतीय खण्ड

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

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

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

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

Suggesting Readings:

1. Deshpande, C. D., India - A Regional Interpretation, Northern Book Centre, New Delhi, 1992.
2. Farmer, B. H., An Introduction to South Asia, Methuen, London, 1983.
3. Govt. of India, India - Reference Annual, Pub. Div, New Delhi, (latest edition)

4. Govt. of India, National Atlas of India, NATMO Publication, Calcutta.
5. Govt. of India, The Gazetteer of India, Vol. I & III Publication Division, New Delhi, 1965.
6. Khullar, D. R., India: A Comprehensive Geography, Kalyani Publishers, Ludhiana, 2000.
7. Learmonth, A. T. A. et al (ed), Man and Land of South Asia, Concept, New Delhi.
8. Manorama Press, Manorma Year Book, Kottayam (Kerala), (Latest Edition).
9. Mitra, A., Levels of Regional Development of India, Census of India, Vol. 1, Part I-A (i) and (ii), New Delhi, 1967.
10. Routray, J. K., Geography of Regional Disparity, Asian Institute of Technology, Bangkok, 1993.
11. Shafi, M, Geography of South Asia, McMillan & Co., Calcutta, 2000.
12. Singh, G., Geography of India. Atmaram & Sons, Delhi.
13. Singh, R. L. (ed), India: A Regional Geography, National Geographical Society, India,
14. Spate, O. H. K. and Learmonth, A. T. A., India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.
15. Times of India Press, Times of India Year Book, Bombay (Latest Edition)
16. Vaidiya, K. S., Dynamic Himalaya, University Press, Hyderabad, 1998,
17. Wadia, D. N., Geology of India, McMillan & Co., London, 1967.
- 18- गौड कृपाशंकर : भारत की भौगोलिक समीक्षा, हिन्दी प्रचार पुस्तकालय, वाराणसी
- 19- मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल, आगरा बुक स्टोर, आगरा
- 20- दुबे, रामनाथ : भारत का आर्थिक भूगोल, किताब महल, इलाहाबाद
- 21- तिवारी विश्वनाथ : भारत का वृहद् भूगोल, रामप्रसाद एण्ड सन्स, आगरा
- 22- चौहान, वीरेन्द्रसिंह : विशाल भारत, रस्तोगी एण्ड कम्पनी, मेरठ
23. चौहान, तेजसिंह : भारत का भूगोल, विज्ञान प्रकाशन, जयपुर

Paper Code-9506

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

Suggesting Readings:

- Bhalla, L. R., Rajasthan ka Bhugol, Kuldeep Publication, Ajmer (Hindi).
- Census of India, Rajasthan Series, General Population Tables of 1961 to 2001.
- DST (Govt. of Rajasthan), Resource Atlas of Rajasthan, Jaipur.
- Govt. of Rajasthan, Statistical Abstract (latest edition), Jaipur.
- Mishra, V. C., Geography of Rajasthan, National Book Trust, New Delhi.
- NCEAR, Techno-economic Survey of Rajasthan, Vol. I and II, New Delhi.
- Publication Division, Govt. of India, India (Latest edition), New Delhi.
- Spate, O. H. K., India and Pakistan, Methuen, 1960.
- चौहान, तेजसिंह : राजस्थान का भूगोल, विज्ञान प्रकाशन, जोधपुर
- लोढा, राजमल एवं महेश्वरी, दिपक : राजस्थान का भूगोल, हिमांशु पब्लिकेशन्स, उदयपुर
- मामोरिया, चतुर्भुज व जैन शेषमल : राजस्थान का भूगोल, साहित्य भवन पब्लिकेशन्स, आगरा
- सक्सेना, एच.एम. : राजस्थान का भूगोल, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- विजयवर्गीय, राम रक्षपाल : राजस्थान का भू-विज्ञान एवं खनिज सम्पदा, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

Paper Code-9507

B. A. Third year
Subject: Geography

Practical: Surveying, Topographical Maps and Remote Sensing

I. Surveying:

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

II. Topographical maps:

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

III. Remote sensing:

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

Notes:

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

a. Paper	30 Marks
b. Record Work*	10 Marks
c. Viva-voce**	5 Marks
d. Field survey and viva- voce	15 Marks (10+5)

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

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

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

Suggesting Readings:

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

Paper Code-9508

Course-46 राजस्थानी साहित्य : तृतीय वर्ष परीक्षा,

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

इकाई – प्रथम 20 अंक

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

इकाई – चतुर्थ

4. राजस्थानी साहित्य के उत्तरकाल से सम्बन्धित प्रश्न

इकाई – पंचम

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

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

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खण्ड 'अ'

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

(अंक 10)

खण्ड 'ब'

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

(अंक 50)

खण्ड 'स'

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

(अंक 40)

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

संदर्भ :-

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

Paper Code-9509

द्वितीय प्रश्न पत्र : प्राचीन एवं मध्यकालीन काव्य

पाठ्य पुस्तके

इकाई – प्रथम 20 अंक

1. मीरां वृहत्त पदावली भाग प्रथम

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

इकाई – द्वितीय 20 अंक

2. गोरा बादल चरित चउपई

सम्पादक : फतहसिंह
प्रकाशक : राजस्थान प्राच्य विद्या प्रतिष्ठान,
जोधपुर

इकाई – तृतीय 20 अंक

3. द्रोपदी विनय (रामनाथ कविया कृत)

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

इकाई चतुर्थ 20 अंक

4. उक्त तीनों पाठ्य पुस्तकों से ससंदर्भ व्याख्यात्मक प्रश्न
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इकाई – पंचम 20 अंक

5. छंद

दूहा (भेद, लक्षण उदाहरण सहित)

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

खण्ड 'अ'

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

(अंक 10)

खण्ड 'ब'

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

(अंक 50)

खण्ड 'स'

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

(अंक 40)

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

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THIRD YEAR ARTS
Course-47 POLITICAL SCIENCE

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

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

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

Paper Code-9510

PAPER-I : WESTERN POLITICAL THOUGHT AND ISMS

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

Unit-II : St. Thomas Aquinas, Machiavelli.

Unit-III: Idealism and Individualism.

Unit-IV: Anarchism and Fascism

Unit-V: Socialism and Nationalism.

Suggested Readings :

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

PAPER-II: INTERNATIONAL RELATIONS

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

Suggested Readings :

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

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

Course-48

PAPERCODE:-9512

PART-B : OUTDOOR STUDY

4 Period One Hour

Max. Marks : 30

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

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

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

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

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

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THIRD YEAR ARTS, ██████████

FOREST RESOURCES AND THEIR UTILIZATION

**PAPER-I
SILVICULTURE AND FOREST MANAGEMENT**

Unit-1

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

Unit-2

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

Unit-3

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

Unit-4

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

Unit-5

Objectives and Principles of forest management working plans.

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Books Recommended :

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

All Books are published by Sangeet Karyalaya, Hathras.

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THIRD YEAR ARTS 2009 - 2010

DRAWING & PAINTING

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

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

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

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

**PAPER-I
COMPOSITION**

Time : 5 Hrs. (Examination)

M.M. : 85

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

Time : 5 Hrs. (Examination)

M.M. : 85

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

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

Size : Half Imperial.

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Paper Code - 9513

PAPER-II

Unit-1

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

Unit-2

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

Unit-3

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

Unit-4

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

Unit-5

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

Note:

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

Note:

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

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

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

Total marks : 05

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

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

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Paper Code: - 9514

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

Time : 4 Hours

M.M. : 75

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

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

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

Total marks : 05

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

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

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

Note:

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

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

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

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

Total marks : 05

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

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

Books Recommended :

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

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Course-49 PSYCHOLOGY

General Instructions:

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

PAPER CODE : 9515

PAPER – I HEALTH PSYHOLOGY

Unit-I Meaning of Health in socio-cultural contexts

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

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

models.

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

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

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

BOOKS RECOMMENDED:

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

PAPER – II : GUIDANCE & COUNSELLING

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

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

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

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

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

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

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

Books Recommended:

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

PAPER CODE :9517

PRACTICALS

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

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

M.M. 100

Unit I

Sources of History of Rajasthan :

Archaeological, Literary & Archival

Early civilization in Rajasthan : Kalibanga & Ahar.

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

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

Unit II

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

Marwar – Jodha, Maldeo, Chandra Sen

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

Unit III

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

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

Unit IV

Maratha Penetration and Rajput Resistance – Causes and Impacts.

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

Role of Rajasthan in the Revolt of 1857.

Unit V

Causes of political awakening in Rajasthan.

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

Constitutional development in Rajasthan, Formation of Rajasthan.

Trade and Commerce in Rajasthan.

Books Recommended:-

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

Paper Code-

9519

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

M.M. 100

Unit I

Decline of Feudalism and the Rise of the Modern era.

Renaissance – Causes, Main elements, Importance

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

Economic origin of the modern western world-Mercantilism

Unit II

The rise of new absolute Monarchies –

Emergence of the Nation state

England, France, Russia & Prussia

Unit III

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

American war of Independence – Causes – its Significance.

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

contemporary society and significance.

Unit IV

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

Unit V

Age of conservation – 1815 to 1848

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

12 | Page

Books Recommended:-

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

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

M.M. 100

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

14 | Page

Books Recommended:

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

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

THIRD YEAR ARTS,
Course -51 PUBLIC ADMINISTRATION SCHEME
Two Papers Min. Pass Marks 72 Max. Marks 200
Paper-I 3 hrs. Duration 100 Marks
Paper-II 3 hrs. Duration 100 Marks

परीक्षक के लिए निर्देश I :

(खण्ड-अ)

इस भाग में दस वस्तुनिष्ठ/लघुत्तरात्मक पत्र न होंगे। प्रत्येक इकाई में से दो पत्र न होंगे। प्रत्येक पत्र न एक अंक का होगा। ये दस प्रश्न विकल्प रहित होंगे। लघु उत्तर लगभग 20 शब्दों में होगा। (10 अंक)

(खण्ड-ब)

इस भाग में पाठ्यक्रम की प्रत्येक इकाई से दो प्रश्न पूछे जायेंगे। कुल दस प्रश्न होंगे, जिनमें से पाँच प्रश्न करने होंगे। जिनके विकल्प भी इसी इकाई से होंगे। प्रत्येक पत्र न 10 अंक का होगा। इन पत्र नों के उत्तर लगभग 250 शब्दों तक दिये जा सकते हैं।

(50 अंक)

(खण्ड-स)

इस भाग में चार विवेचनात्मक पत्र न सम्पूर्ण पाठ्यक्रम में से बनाये जाएँगे, जिनमें से दो पत्र नों के उत्तर देने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 500 शब्दों में देना होगा। प्रत्येक प्रश्न बीस अंक का होगा। इन प्रश्नों में से एक प्रश्न के दो भाग भी हो सकते हैं।

(40 अंक)

Paper Code-9520

PAPER-I
COMPARATIVE ADMINISTRATIVE SYSTEMS

UNIT-I

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

UNIT-II

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

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Books Recommended :

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

Paper Code-9521

PAPER-II
LOCAL ADMINISTRATION

UNIT-I

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

UNIT-II

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

and Single Purpose Agencies.

UNIT-III

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

UNIT-IV

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

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

UNIT-V

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

Books Recommends :

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

बी.ए. तृतीय वर्ष,

Course-52 हिन्दी साहित्य

Paper Code-9522

प्रथम प्रश्न-पत्र : काव्य

पाठ्य पुस्तकें –

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

पाठ्य विषय पाँच इकाइयों में विभक्त होगा।

इकाई – I

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

इकाई – II

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

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

इकाई – III

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

एवं आलोचना ।

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

इकाई – IV

नहुष की व्याख्या एवं आलोचना ।

भक्ति काव्य धारा का परिचय ।

शब्द शक्ति परिचय

बी.ए. तृतीय वर्ष,

हिन्दी साहित्य

Paper Code-9523

द्वितीय प्रश्न-पत्र : गद्य

1. निबंध चयनिका – संपादक : डॉ. गोविन्द रजनीश

प्रकाशक – पुनीत प्रकाशन, ए-3 कांतिनगर, जयपुर

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

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

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

प्रकाशक – सोनाली पब्लिकेशन, जयपुर

पाठ्य विषय पाँच इकाइयों में विभक्त होगा।

इकाई – I

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

— इकाई II

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

और आलोचनात्मक प्रश्न ।

इकाई – III

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

इकाई – IV

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

इकाई – V

उपन्यास साहित्य का विकास ।

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

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

Paper Code: 9524

THIRD YEAR T.D.C. ARTS

HOME SCIENCE

Paper – I

Human Development & Family Relationship

Unit I

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

Scope, Importance and Methods of Child Study.

53. (a) Growth and Development – Definition

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

Unit II

27. Development during Infancy, Early and Late Childhood:

Physical and Motor development

Social development

Emotional development

Mental and Cognitive development

Speech and language

Personality

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

Unit III

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

Unit IV

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

Unit V

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

Books Recommended:

Child Development: Laura E. Berk II Ed.

Text book of Child Development: Rajammal P. Devdas.

Child Development: Hurlock.

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

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

THIRD YEAR T.D.C. ARTS

HOME SCIENCE

Paper – II

Textiles and Laundry

Unit I

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

Unit II

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

Unit III

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

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

Unit IV

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

Unit V

15. (a) Laundry – Material

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

16. Principles and methods of laundry.

17. Stain removal – common stains.

References:

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

Paper Code - 9526

HOME SCIENCE

Practical – I

Duration: 3 Hrs.

M. M. 25

Clothing Construction

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

Jabla, Frock Blouse, Petticoat, Salwar, Girls Kameez

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

Practical – I

Distribution

M.M. 25

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

Paper Code – 9527

Practical – II

Duration: 3 Hrs.

M. M. 25

Laundry Work

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

Practical – II

Distribution of Marks

M.M. 25

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

4.	Washing	7
	Total	25

References:

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

THIRD YEAR

Course-54 SOCIOLOGY

There will be TWO Theory papers of marks each:

Paper - I : Foundation of Sociological Thought

Paper- II – Any One of the following :

II – A – Social Anthropology

OR

II – B – Rural and Urban Sociology

Detailed Course Contents of Papers

Paper Code - 9528

Paper – I - Foundation of Sociological Thought

M.M

UNIT – A

The Emergence and Development of Sociological Thought :

67. Transition from Social Philosophy to Sociology.

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

UNIT - B

The Pioneers

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

UNIT – C

The Classical Tradition:

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

UNIT – D

Theoretical Approaches: Social Action : T. Parsons.

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

UNIT – E

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

Essential Readings:

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

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

Pedagogy:

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

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

Paper Code - 9529

THIRD YEAR SOCIOLOGY

Paper – II (A): Sociology of Tribal Society

M.M.

UNIT – A

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

Unit-B

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

Unit-C

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

Unit-D

Social Mobility and Change: Hinduization and Sanskritization;

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

Unit-E

Tribal Integration and Identity.

Major Tribal Communities of Rajasthan.

Tribal Movements in Rajasthan: Motilal Tejawat and Govind Giri.

Essential readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

Bailey, F G : Tribal, Caste and Nation.

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

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

TRIBE : A Bilingual journal of TRI, Udaipur.

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

Pedagogy:

Audio-visual methods should be used.

Students should be taken on field visits to tribble areas.

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

Paper Code - 9530

Third Year English Language & Literature

Course-55(Pass Course)

The pattern of question paper will be as follows:

Section- A

(10 Marks)

Ten objective type questions of one mark each from all units.

Section -B

(50 Marks)

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

Section -C

(40 Marks)

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

Paper - I : Drama and Poetry

M.M. 100

Unit - A : Drama

Shakespeare : *The Merchant of Venice*

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

Unit - B: Poetry

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

Milton : Lycidas

Dryden : Alexander's Feast

Coleridge : Kubla Khan

Coleridge : Frost at Midnight

Tennyson : Crossing the Bar

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

Unit - C: Indian English Poetry

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

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

		The Doubt
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Paper Code - 9531

Third Year English Language & Literature

(Pass Course)

The pattern of question paper will be as follows:

Section- A **(10 Marks)**

Ten objective type questions of one mark each from all units.

Section -B **(50 Marks)**

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

Section -C **(40 Marks)**

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

Paper - II : **FICTION** **M.M. 100**

Unit – A: Indian English Fiction

Raja

Rao : Kanthapura

Mulk Raj Anand : Coolie

Unit - B: British Fiction

Jane Austen : Pride and Prejudice

Hemingway : The Old Man and the Sea

Unit - C: Phonetics

Transcription (10 words out of 20: 10 Marks)

Word Accent (10 Marks)

FORTH YEAR

Course No.	Name of Subject
Course 32	Educational Management & creating an Inclusive school
Course 33	Knowledge & Curriculum.
Course 34	Drama & Art. (Internal Assessment)
Course 35	Optional Courses (any 1). 1. Health & Physical Education. 2. Guidance & Counselling. 3. Peace Education.
Course 36	School Internship (Phase II, 16 Weeks) Engagement with the field: Tasks and Assignment for courses 12 &13.
Course 37	External Assessment Viva-Voce for School Internship subject

PAPER CODE-9671

Course-56 EDUCATIONAL MANAGEMENT AND CREATING INCLUSIVE SCHOOL

Objectives: After completing the course the student Teachers will be able to -

1. Develop understanding about concept and importance of Educational Management
2. Understand the educational Management structure at different levels.
3. Understand the role of Heads and Teachers in School Management.
4. Understand the importance of Management of different resources in school system
5. Develop an institutional plan for a secondary school
6. Understand the characteristics of inclusive school and appreciate diversity
7. Develop skills and practices for creating inclusive school so as to address the special needs of children with different backgrounds.

COURSE CONTENT

UNIT-1 Introduction to Educational Management

1. Concept, need, Functions & recent trends in Education Management

2. Characteristics of Effective Educational Management.
3. Management structure of education in India at different levels – Centre, State and Local.
4. Educational Management in the state of Rajasthan with special reference to School Education.

UNIT-2 Management of Resources

1. Leadership role of Principal – Characteristics & skills. Role in building the climate of a school.
2. Material resource Management.
3. Human Resource Management – Recruitment, Orientation and Professional development of Teachers.
4. Financial Management –Budgeting, Monitoring and Auditing.
5. School community Symbioses – Utilization of Community resources for school development, role of PTA and SMC.
6. Managing school supervision- Concept, need, principles, scope and techniques of supervision.

UNIT-3 Management of School Activities

1. Time Management – School Calendar, preparation of time table – concept, principles, types
2. Curricular & Co curricular activities- Their importance, Principles, planning and effective organization.
3. Institutional Planning, Concept, Areas and Steps

UNIT-4 Inclusive Education:

1. Meaning, Need and Importance of inclusive education
2. Historical overview of education of children with disabilities – from welfare to right
3. Policies related to inclusive education
4. Barriers of Learning and Participation
5. Challenges in Inclusive Education.

UNIT-5 Creating inclusive School

1. Characteristics of inclusive school
2. Understanding student needs.
3. Inclusive Practices – Collaboration, Team work peer strategies and innovative instructional practices.
4. Role of Teacher in inclusive education

5. Role of Principal in managing inclusive schools.
6. Role of Government for promoting inclusive education.

PRACTICUM/ SESSIONAL WORK

(One from each of the following two sections)

Section -A

1. Study of an institutional plan of a school
2. A critical study of a secondary school time-table
3. Study the management of co-curricular activities of a school.
4. Study the leadership role of Headmaster of a Secondary School.

Section -B

1. Case-study of an inclusive school.
2. Case study of an individual with disability.
3. Study of inclusive practices of a secondary school.

REFERENCES

1. Agrawal, J.C. (2010) Shiksha Vyavastha Ka Adhar Tatha Prabandhan, Agra, Agrawal Publications.
2. Allen, L.A. (1995) – Management and Organization, McGraw-Hill Auckland.
3. Baquer, A & Sharma, A. (1997) Disability: Challenges VS Responses: CAN, New Delhi.
4. Bhatnagar, Suresh (1996), Shaikshik Prabandh Avam Shiksha Ki Samasyaye, Meerut, Surya Publication.
5. Dave, Amritlal Avam Anya (2015), Bharat Me Shaikshik Vyavastha Avam Vidyalaya Prabandh, Meerut, R. Lall Book Depot.
6. Farrell, M. (2004) Special Educational Needs: A Resources for Practitioners, New Delhi, Sage Publications.
7. Hearty, S. & Alur, M. (eds.) (2002) Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications.
8. Jaswant Singh (1959), How to be successful the school Headmaster, Jalandhar, University Publishers.
9. Khan, M.S. (1996) – Educational Administration, ES-362, Block-4, New Delhi.
10. Kochhar, S.K. (1970, Secondary School Administration, New Delhi, Sterling Publishers.
11. Kochhar, S.K. (1994) – Secondary School Administration, Sterling Publishers, New Delhi.
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13. Mohanty, J. (2000) – School Management, Administration and Supervision, Deep and Deep, New Delhi.
14. Mohi-u-ddin, M.S. (1962) School Organization and Management, Baroda, Acharya Book Depot.
15. Mukerji, S.N. (1963), Secondary School Administrating, Baroda, Acharya Book Depot.
16. Mukherji, S.N. (1962), Administration of Education in India, Baroda, Acharya Book Depot.
17. NCERT (2000) Assessment of Needs for Inclusive Education: Report of the First Regional Workshop for SAARC Countries, NCERT, New Delhi, India.
18. Puri, M. & Abraham, G. (eds.) (2004) Handbook of Inclusive Education for Educators, Administrators, and Planners, New Delhi, Sage.
19. Reynolds, C.R. and Janzen, F.E. (eds.) Encyclopedia of Special Education: A reference for the Education of the Handicapped and other Exceptional Children and Adults, Vol. No. 2 ed. USA, John Willey and Sons, Inc.
20. Safaya, R.N. (2006), Modern School Administatoin and Organziation, New Delhi, Dhanpat Rai Publishing (Pvt.) Limited.
21. Sidhu, K.S. (1992) – School Organization and Administration Sterling Publisher, New Delhi.
22. The persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act (1995) Ministry of Law, Justice and Company Affairs (Legislative Department)

Course-57 KNOWLEDGE AND CURRICULUM

Objectives: On completion the course the student teacher will be able to:

1. Develop understanding of meaning philosophical basis and sources of knowledge.
2. Develop understanding of the relationship between knowledge and curriculum.
3. Develop understanding of Activity, Discovery and Dialogue related to modern child centered education with reference to Gandhi, Tagore, Dewey, Plato and Freire.
4. Understand the concept of Nationalism, Secularism and Universalisation with special reference to Tagore and J.krishnamurthi.
5. Understand the changes brought about by Industrialization,
6. Implications of Democracy, Individual autonomy, Equality, Social justice for education.
7. Understand the difference between Curriculum framework, Curriculum, Syllabus and textbook.
8. Understand the Principles of Curriculum Construction.
9. Understand the assessment modes of Curriculum Evaluation.

COURSE CONTENT

UNIT- I Epistemology, Knowledge and Knowing

1. Epistemology: Meaning; Philosophical basis of Knowledge according to Western and Indian Philosophy.
2. Distinction between : Knowledge and Belief; Knowledge and Information ; Knowledge and Skill; Knowledge and Reason; Knowledge and Education; knowledge and Training
3. Facets of Knowledge Such as Local and Universal ; Concrete and Abstract ; Theoretical and Practical; Contextual and Textual; School and out of School.
4. Process of Knowing Process of Construction of Knowledge; Factors involved in construction of Knowledge; The role of Knower and Known in Construction and Transmission of Knowledge; The role of Culture in Knowing

UNIT -II Forms of Knowledge and Its Organization in Schools.

1. Categorization of Knowledge; Basis of Categorization;
2. The essential forms of Knowledge.
3. Basis of selection of categories of Knowledge in School Education.
4. The responsibility of Selection Legitimacy of inclusion of knowledge in School curriculum.

UNIT- III Educational Thinkers and Child Centered Education

Basis of Child Centered Education in relation to Activity, Discovery and Dialogue with reference to Gandhi, Tagore, Dewey, Plato and Freire. Social basis of Education in the context of society in relation to Democracy, Industrialization and Ideas of Individual Autonomy Equality and Social- justice.

1. Concepts of Nationalism, Universalization and Secularism and their interrelationship with education.
2. Critical Multiculturalism and Democratic education as the basis of analyzing concepts of learning rooted in school practices.

UNIT- IV Principles of Curriculum construction

1. Meaning and need of Curriculum.
2. Principles of Curriculum construction
3. Differentiation between curriculum framework, Curriculum and Syllabus.
4. Determinates of Curriculum
5. Social-Political-cultural-economic diversity.
6. Socio-Political aspirations including ideologies.
7. Economic necessities and Technological possibilities.
8. National priorities and International contexts.
9. Considerations in curriculum making.
10. Relevance and specificity of educational objectives for concerned level.
11. Critical issues: Environmental concerns, Gender differences, Values and Social sensitivity.

UNIT –V Curriculum Development and its Implementation

1. Different approaches of curriculum development: Subject centered: Environmentalist (incorporating local concerns) Behaviorist ; Competency based, Learner centered and Constructivist
2. Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teacher's role in transacting, developing and researching curriculum.
3. Operationalisation of curriculum into learning situations; selection and development of learning resources i.e. text books, teaching – learning materials and resources outside the school- local environment, community and media.
4. Process of Curriculum evaluation; Evolving assessment modes, need of model of Continuous Comprehensive Evaluation; Feedback from learners, teachers, community and administrators.

PRACTICUMS

Attempt any two of the following.

1. Report on analysis of operationalisation of Curriculum into learning situations in school and outside school in any one school.
2. Conduct a survey on feedback of curriculum from learners/ Teachers/ community and prepare a report.
3. Prepare a report of a group discussion conducted on 'democratic education'/'multiculturalism' as the basis of analyzing school practices.
4. Prepare three activities to develop awareness about Environmental concerns, Gender sensitivity and Social Sensitivity (one on each issue).

Reference

1. Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty.M.C MLLAN publication.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
3. Letha ram mohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
4. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.
5. Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
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- 7^० यादव, शियाराम, 2011 पाठ्यक्रम विकास अग्रवाल प्रकाशन.
8. Shulman L. S. (1986) those who understand: knowledge growth in teaching. Educational researcher.
9. Sinha, S. (2000) Acquiring literacy in schools, seminar.
10. Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation .
11. Tagore, R. (2003) Civilization and progress in crisis in civilization and other essays.: rupa &co. New Delhi.
12. Pathak, A (2013) Social implications of schooling: knowledge pedagogy and consciousness. Aakar books, New Delhi.

Course 58 - DRAMA AND ART IN EDUCATION

(Internal Assessment)

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

1. Understand the role of fine arts in enhancing the creative potentials of an individual;
2. Understand the concept and basics of different art forms (all the visual and performing arts);
3. Understand the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression;
4. Respond to the beauty in different Art forms;
5. Develop ability to appreciate the inherent rhythm, beauty and harmony in visual and performing art forms (specifically regional, traditional and classical art forms)
6. Enhance skills for integrating different Art forms across school curriculum at secondary level ;
7. Develop skill to create artistic pieces through waste materials;
8. Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions;
9. Develop awareness regarding the role of arts and crafts in the society and day-to-day life situation;
10. Get acquainted with the life and work of the local artists/artistes;
11. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist;
12. Develop the ability to use drama and other visual and performing art processes to generate new knowledge, understanding and perception of the world;
13. Get acquainted with the vast range of the regional and traditional art forms in the light of National Integration.
14. Gets an opportunity for self expression resulting in emotional harmony.
15. Communicate important social issues through drama.

COURSE CONTENT

Note : The entire course will be based on practical oriented.

UNIT - I: Visual Arts and Crafts

Experiencing visual and plastic resources and means of creative expression:

1. Exploration and Experimentation with different '*materials*' of two dimensional and three dimensional Visual Arts - such as lines, strokes, colours, shades, tones, textures etc. by rendering through pencil, charcoal, crayon and pastel, pen and ink, water, poster and acrylic colours, rangoli, alpna, and mandana materials, clay and metal scraps wire, thread, coloured papers, printed materials from magazines and news paper, cardboards and other available throw away materials.
2. Exploration, experimentation and expressing with different techniques of Visual Arts like Sketching; Drawing; Painting; Poster making; Chart making; Block and Stencil printing; Collage and Mosaic work with a variety of coloured papers and coloured printed pictures/ photographs from magazines and news papers; Clay modeling; Hanging mobiles and Stables; Paper cutting and folding, and other local crafts work etc.
3. Framing and displaying of Art works.

UNIT-II Performing Arts: Dance, Music, Theatre and Puppetry Performing arts: Music and Dance

Experiencing Rhythmic and Kinetic resources and means of creative expression through:

1. Exploration and Experimentation with the terms used in Music and Dance like-Nada, Swara (Shudha, Komal, Tivra), Saptak, Sargham, Mandra, Madhyama, Tar, Arohi Avarohi, Raga, Ragini, Laya, Maatra, Tal, Avartal, Mishra Sam Tal, Gati, Padghat, Classical, Regional and Folk forms of Music and Dance and other related elements.
2. Listening/viewing and exploring Regional Art forms of music and dance through live and recorded performances.

PAPER CODE-9674

Course 59 - OPTIONAL COURSE

1. HEALTH AND PHYSICAL EDUCATION

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

1. Develop Physical fitness.
2. Understand the concept, aims & objectives of Health & physical education.
3. Understand various communicable diseases
4. Understand and practice good posture, Balance diet, first aid
5. Understand the characteristics of hygienic environment along with contributing factors and its importance.
6. Understand the rules & regulations and develop skill of organizing different physical education activities.
7. Develop competencies in games & athletic events
8. Conduct tournaments, competitions & Athletic Meets.

COURSE CONTENTS

UNIT-I Health Education

1. Meaning, Concept, Aims & Objectives, School Health Programme. Nutrition & Balanced Diet
Components of balanced diet, major sources & mal nutrition.

2. Posture Concept & values Postural deformities and their management.

3. Communicable diseases Mode, Control & Prevention Physical fitness & first aid Physical
fitness

meaning, elements & importance. First aid in the following- Wounds, cuts, Hammaerage,
dislocation, fracture, bites of insects, sprain & strain.

UNIT-II Physical Education

1. Concept, definition, aims, objectives and importance. Its place in school programme. A
suggestive physical education programme in an Indian school

UNIT-III Management & organization of different physical education activities.

1. Rules of important major games and sports. Methods of marking a standard track (400 m),
Connected areas & their rules.

2. Organization, Management & administration of tournaments, intramurals, play day, health day,
play centers and other similar activities. Organizing Indigenous games like Kho-Kho, Kabbadi,
Malkham etc. Indian street games-Satoliya, Gilli–Danda, and Rumal Jhapatta etc.

3. Officiating, Coaching, fundamental skills & ground marking of any two major games.

SESSIONAL WORK

Any one of the following:

1. Organize games / sports / health activities during OAS/SUPW Camp

2. Conduct awareness programme on issue of social health

3. Prepare an exhibition / awareness rally/poster competition on health awareness in nearby
schools.

4. Organize a programme on health & hygiene.

5. Organize intramurals.

REFERENCES

1. Educational Dimensions of Physical Education- V.KRISHANA MURTHY AND N.

PRAMESHWARA RAM: Sterling Publishers Pvt. Ltd., New Delhi.

2. Rules of Games and sports – YMCA PUBLISHING HOUSE, Jai Singh Road, New Delhi-1

3. Physical Education and Health- Dr. A.K. Uppal, Dr. G.P. Gautam, Friends Publications, New
Delhi.

4. Physical activities for Secondary School (T.I.P.E. Kandivali Bombay-Sub).

5. Syllabus of Exercise for Primary and Middle Schools, Education Department, Govt. of Rajasthan.
6. Loyal : Sharirik Shiksha (Shakuntala Prakashan, Lucknow)
7. Health Education & Physical Education(2003) – Krishna Puri & Dr. Soti Shivendra Chandra, Surjeet
Publication; 7-K Kolhapur Road, Kamla Nagar, Delhi-110007.
8. Health Education and Physical Education Teaching, Dr. Veena Sharma & Onkar Singh Tyagi, Arihant Shiksha Prkashan 50, Pratap Nagar-II, Tonk Phatak, Jaipur.

2. GUIDANCE AND COUNSELLING

Objectives: On completion of this course the student will be able to:-

1. Understand the meaning, nature and scope of guidance.
2. Understand various types of guidance.
3. Develop skills in administrating and interpreting testing and non testing tools of data collection.
4. Know and use the information and methods of guidance programme of special learners.
5. Understand with the meaning, nature and techniques of counselling.
6. Develop/learn the skills to organize guidance programme in the secondary schools.

COURSE CONTENTS

UNIT-1 Introduction to Guidance and Counselling

1. Meaning, Purpose, Scope, Nature and Functions of Guidance.
2. Need of Guidance at various stages
3. Principles of Guidance
4. Types of Guidance: Educational, Vocational and Personal guidance (Their Meaning, Objectives, needs and Importance)
5. Guidance services: Need and Importance
6. Types of Guidance Service, Individual inventory service, Information Service, Counselling Service,
Follow up service.

UNIT-2 Guidance Programme, Services and Procedures

1. Individual and group procedure of guidance and counselling.
2. Characteristic of good guidance programme.
3. Group guidance Techniques, Class-talks, Career Talks, Career Conference, Group discussion, Career exhibitions, Audio-Visuals Techniques.
4. Role of various community Agencies in school guidance progrmme.
5. Out line of minimum guidance programme at secondary on senior secondary level.

6. Meaning of Nature of Counselling and Role of Teachers as a Counsellor

UNIT-3 Guidance for special learner and Tools and Techniques

1. Concept of special learner Guidance needs of special learner
2. *Guidance methods for*
3. Special learner
4. Case study method
5. Remedial measures
6. *Tools and Techniques*
7. Types of tools
8. Standardized and self made tools
9. Techniques; Interview; Observation; Rating Scale & Check List
10. *Sources of Collecting data*
11. Cumulative record card
12. Anecdotal record card
13. Autobiography

PRACTICUM/SESSIONAL WORK

Any one of the following:-

1. Group Guidance – One career talk
2. Critical study of guidance programme in any senior secondary school.
3. Survey of Guidance needs of Adolescents
4. Celebration of Career day ensuring participation of all

SUGGESTED READING

1. Aggrawal, J.C. (2004). Educational Vocational Guidance and Counselling, Delhi : Daaba House
2. Asch, M. (2000). Principles of Guidance and Counselling, New Delhi: Sarup and Sons
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5. दवे इन्दु, फाटक अरविन्द – निर्देशन के मूल तत्व, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1982
6. Erickson, Clifford E: A Basic Text for Guidance workers, N.Y. Prentice Hall Inc.
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8. Gupta, V.K. (2004). Educational Guidance and Counselling. Ludhiana: Ankur Publications
9. जायसवाल सीताराम (1992) शिक्षा में निर्देशन और परामर्श आगरा, विनोद पुस्तक मंदिर
10. Jones, J.A. (1970) : Principles of Guidance, Tata Mcgraw Hill, Bombay
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12. Myres, (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill
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15. NCERT (2008): Counselling Process and Strategies (Module-2) New Delhi: NCERT
16. NCERT (2008). Guidance for human developments and Adjustment (Module-3). New Delhi: NCERT
17. NCERT (2008). Introduction to Guidance (Module-1) New Delhi: NCERT
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19. Robinson (2005). Principles and Procedures in Student Counselling, New York: Harper & Row
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23. Taxler, A.E. (1964): Techniques of Guidance, McGraw Hill, New York.
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3. PEACE EDUCATION

Objectives: On completion of this course the student will be able to-

1. Explain about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships.
2. Understand the views of different philosophies about peace.
3. Understand importance of Peace and factors responsible for disturbing peace.
4. Understand and resolve conflicts within self and in society.
5. Use pedagogical skills and strategies in and out of classroom for promoting peace.

COURSE CONTENT

UNIT-I Understanding peace as a dynamic Social reality

1. Concept, Need and importance of peace education.
2. Peace values vis-a-vis constitutional values : Importance of the attitudes, beliefs and values of peace viz compassion, cooperation, love etc. that foster inner peace and constitutional values of justice , equality, freedom, respect for differences and ecological resources that ensure peace in society.

3. Challenges to peace by increasing stresses, conflicts crimes, terrorism, violence and wars resulting in poor equality of life.
4. Nature and causes of conflicts.
5. Conflicts at different levels in society: With himself, interpersonal, intrapersonal, organizational, interstate and global.
6. Role of Social and Ecological condition and processes that sustain conflict: limited resources, poverty, political interest, economic interest, socio-cultural and ecological conditions, environmental resources viz. water, mineral, forests, energy etc.

UNIT-II Role of various thinkers and agencies in promoting peace

1. Concept of Peace according to the following thinkers - Gandhi, Krishnamurthy, Aurbindo, Vivekananda, Rabindranath Tagore, Gijubhai Badheko, Mother Terasa initiatives at National and International levels.
2. Agencies contributing to peace – UNESCO, Gandhi Peace Foundation etc.

UNIT-III Empowerment of Self

Awareness of the influence of Social milieu on self Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighborhood, etc. which promote healthy discipline, shunning violence.

1. Negative experiences generate stress, anger, aggressor
2. Yoga, meditation, anger/stress management, as practices that restore positive physical healthy and attitudes.
3. Role of different subjects in inculcation of PEACE.
4. Suggested Activities in schools for promoting peace.
 - a. Celebration of Festivals of different religions/ important days
 - b. Exposure to personalities working or fostering peace in society.
 - c. Practice of Yoga & Meditation.
 - d. Peace Rallies
5. Intervention in resolution of societal conflicts.

PRACTICUM/SESSIONAL

Any one of the following:-

1. Visits to organizations connected with peace and inter cultural harmony and aesthetic appreciation to experience peace as reality submission of reports on experiences.
2. Analysis of morning assembly programme of a school from the point of peace.
3. Preparation of a report on school programmes for promoting to Peace.
4. Case study of a child suffering from bad habit.
5. Developing an action plan for Peace in school and local community.

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Course 60 - INTERNSHIP PROGRAMME (School Internship Phase-II)

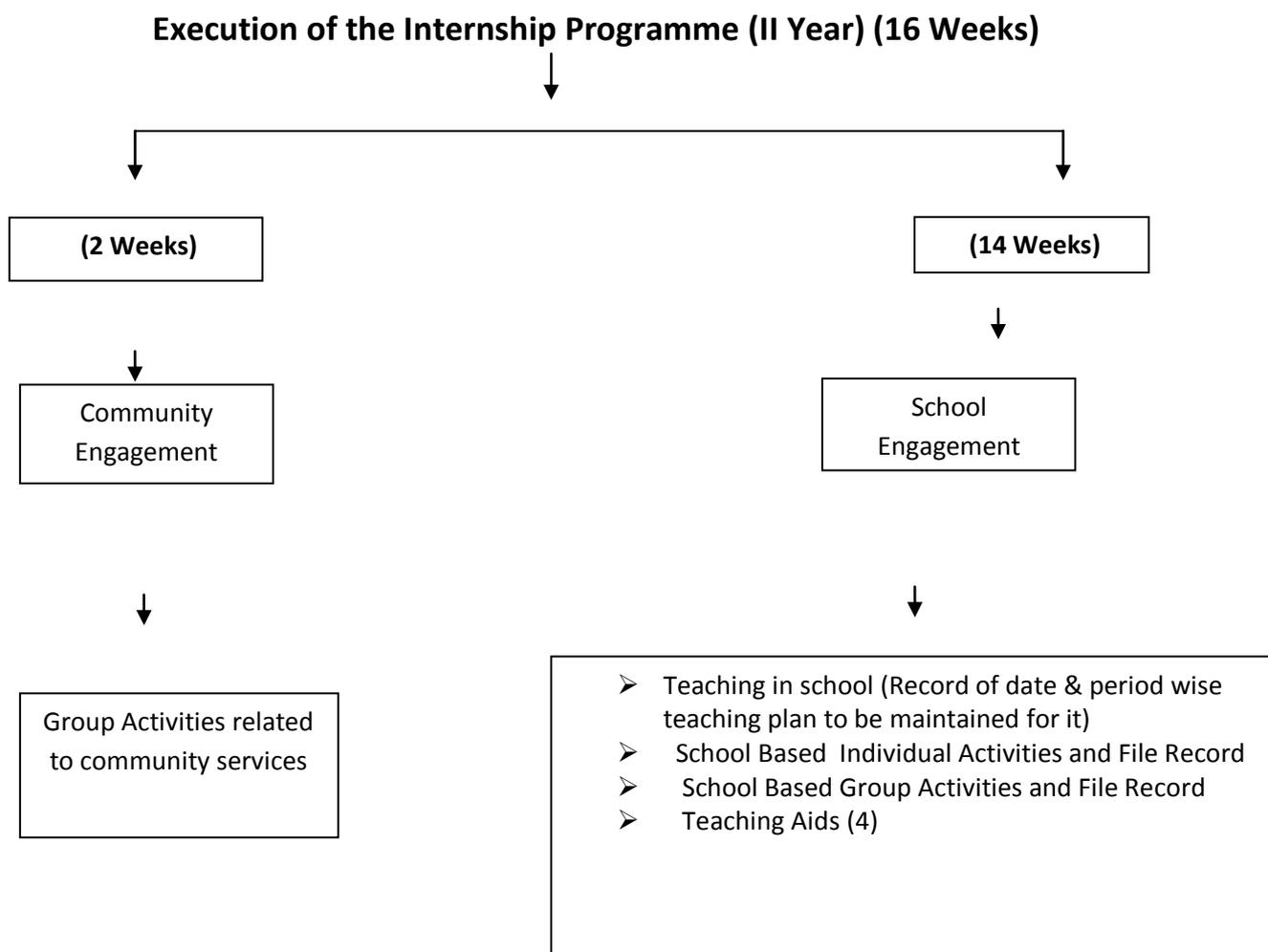
School Internship is designed to lead to the development of broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning,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

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

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

9. Get acquainted with the functioning of SMC.

As per the School Internship: Framework and Guidelines (Jan., 2016) of the NCTE Regulations, 2014, following revised plan of the School Internship is proposed for the consideration of the committee.



During the 14 weeks period of internship in schools, the student-teachers will perform the under mentioned tasks:-

1) Interact with Headmaster and mentor teachers of the school about the two teaching

Subjects he/she has offered.

2) They will teach at least 3-4 periods per day (Minimum of 200 lessons).

3) They will have to discharge the duties of a class- teacher of any class.

4) They will have to participate in the following activities individually as well as in group. The suggested individual and the group activities are as follows:-

A) Individual Activity

1. Preparation of time table of the school other than that in force.
2. Maintaining students' attendance and preparing a monthly record of students' attendance.
3. Maintaining Teacher's diary.
4. Case study of a special child.
5. A critical study and report of Institutional plan of the school.
6. Preparation of a progress report of a student of the class of which he /she is the Class teacher.
7. Analysis of school syllabus and textbooks of their pedagogy subjects.
8. Undertaking of Action Research Project on at least one problem area of Schooling.

B) Group Activity

1. Organising Morning Assembly
2. Organising Literary and Cultural Activities
3. Organising Games and Sports Activities

4. Participation in Parent's-Teacher Meeting and Meeting of School Management Committee (SMC)
5. Observing and participating in Mid-day Meal Programme
6. Organising Science Club or other Club Activities
7. Maintaining discipline in the school.
8. Participating in Community Contact Programmes like- Rallies, awareness Campaigns, community health campaigns, cleanliness campaigns and so on.

NOTE: - From group activities (1) to (7), each student- teacher has to participate in at least 5 of the activities and activity no. (8) is compulsory for all student-teachers

5) Study of various records maintained by the school (for instance, stock register, service book, letter receipt & dispatch register, Library book accession & issue register, scholar register, leave account, T.A. bill etc.)

NOTE: - Each student - teacher has to submit a file in which detailed reports of all the activities and tasks observed and discharged by him/her are to be mentioned along with reflective thinking. A viva- voce will be conducted after the internship programme. The file record, the viva-voce and the lesson plan diary will form the basis of assessment of the internship programme. The student-teachers performance shall be assessed jointly by the TEI Principal and faculty (The grade recommended for a particular student by the Principal and mentor teachers of internship school must also be considered.)

Evaluation for Internship Programme

Evaluation for internship programme will consist of two parts – Internal Evaluation & External Evaluation, the details of which are as follows:

INTERNAL EVALUATION		
1	Teaching in Schools (Record of date and period wise teaching plan to be maintained for it.	100
2	Individual Activities and File Record	80
3	Group Activities and File Record	30
4	Teaching Aid (4)	20
5	Community Engagement and Report writing	20
Total Marks		250
Course-61EXTERNAL EVALUATION Paper code 9676		
1.	Viva-Voce for Internship Programme (50 marks) Written test based on internship (50 marks) Power point presentation and documentation of internship (50 marks)	150
Total Marks		400

Note:-

1. The grand total for the internship programme of both the years is 550 marks (150+400)
2. The weightage of external evaluation (Viva-voce for II Year) of internship will be 150 marks.
3. During the viva- voce, student will present all the records of the work done during the internship (II Year) programme viz. teaching in school, individual and group activities.
4. Power point presentation (including videos of various activities) of the work done by the students during the second year of internship is desirable at the time of viva-voce.

The Board of examiners for Viva-voce will consist of:

- a) The Principal of the college concerned.
- b) One senior member of the college. (Preferably Internship Incharge)

c) Two external members appointed by the university.