

**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 one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as 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. 1 year 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 communicates 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	75	27
			Fieldwork	25	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)	
		<i>a) Practicing teaching Skill</i>		20	
		<i>b) T.L.M. Workshop in each Subject</i>		10	
		<i>c) Simulated teaching</i>		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

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

<b>B.A.B.Ed FOUR YEARS INTEGRATED COURSE</b>					<b>III</b>
<b>Year</b>					
<b>Course No.</b>	<b>Paper Code</b>	<b>Nomenclature</b>	<b>Paper</b>	<b>Max. Marks</b>	<b>Min. Marks</b>
<b>Course 38</b>	<b>9571</b>	<b>Assessment for Learning</b>	<b>Theory</b>	<b>100 (80+20)</b>	<b>36</b>
<b>Course 39</b>	<b>9572</b>	<b>Language across the curriculum (Including Reading &amp; Reflecting on texts)</b>	<b>Theory</b>	<b>100 (80+20)</b>	<b>36</b>
<b>Course 40</b>	<b>9573</b>	<b>School Internship (Phase I, 4 weeks) Internal assessment Engagement with the field: Tasks and Assignment for courses 20 &amp; 21</b>		<b>150</b>	<b>60</b>
<b>Course 41</b>	<b>9574</b>	<b>External Assessment one lesson of Pedagogy of a School subject.</b>		<b>100</b>	<b>40</b>
<b>Course 42</b>	<b>9605</b>	<b>Core Subject*</b>			
		<b>General Hindi</b>		<b>50</b>	<b>18</b>
<b>Course 43</b>	<b>9501</b>	<b>Economics I</b>	<b>Paper I</b>	<b>100</b>	<b>36</b>
	<b>9502</b>	<b>Economics II</b>	<b>Paper II</b>	<b>100</b>	<b>36</b>
<b>Course 44</b>	<b>9503</b>	<b>Sanskrit I</b>	<b>Paper I</b>	<b>100</b>	<b>36</b>
	<b>9504</b>	<b>Sanskrit II</b>	<b>Paper II</b>	<b>100</b>	<b>36</b>
<b>Course 45</b>	<b>9505</b>	<b>Geography I</b>	<b>Paper I</b>	<b>70</b>	<b>25</b>
	<b>9506</b>	<b>Geography II</b>	<b>Paper II</b>	<b>70</b>	<b>25</b>
	<b>9507</b>	<b>Geography Practical</b>	<b>Practical</b>	<b>60</b>	<b>22</b>
<b>Course 46</b>	<b>9508</b>	<b>Rajasthani I</b>	<b>Paper I</b>	<b>100</b>	<b>36</b>

	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

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

<b>Course 15</b>	<b>Hindi I</b>
	<b>Hindi II</b>
<b>Course 16</b>	<b>Home Science I</b>
	<b>Home Science II</b>
	<b>Home Science Practical I</b>
	<b>Home Science Practical II</b>
<b>Course 17</b>	<b>Sociology I</b>
	<b>Sociology II</b>
<b>Course 18</b>	<b>English I</b>
	<b>English II</b>



## **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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## **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/ Libralization/ Privatization.

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15. Haiah, K (1996) Why I am not a hindu : A sudra critique of Hindutwa philosophy, Culture and political economy Samya Publications.
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27. Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays New

Delhi:Rupa & Co.

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29. Zastoupil , L & Moir, M (1999) The Great Indian education debate : Documents relating to the Orientalist Anglicist controversy, 1781-1843. Psychology Press.



### 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

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

### 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
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9. Khera, shiv(2005) YOU CAN WIN. Chapters 6&7. Macmillan India Ltd. New delhi.
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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(11<sup>th</sup> 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  
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  
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.

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

**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

## 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 :-

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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।

**FIRST YEAR ARTS**  
**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 Grammar 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                              |

**FIRST YEAR ARTS**

**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 Eysenck. 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 शर्मा, एवं जे.डी. अग्रवाल     | सामान्य मनोविज्ञान, लक्ष्मी नारायण, आगरा ।                         |
| 13. डॉ० शर्मा, एवं एस.एन. भार्गव      | आधुनिक सामान्य मनोविज्ञान, हरप्रसाद, आगरा ।                        |
| 14. डॉ० प्रीति वर्मा एवं श्रीवास्तव । | आधुनिक सामान्य मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा               |
| 15. डॉ० अरुण 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.

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 behaviour. 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. | 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  |

## **PUBLIC ADMINISTRATION SCHEME**

<b>Two Papers</b>	<b>Min. Pass Marks 72</b>	<b>Max. Marks 200</b>
<b>Paper-I</b>	<b>3 hrs. Duration</b>	<b>100 Marks</b>
<b>Paper-II</b>	<b>3 hrs. Duration</b>	<b>100 Marks</b>

परीक्षक के लिए निर्देश :

(खण्ड-अ)

इस भाग में दस वस्तुनिष्ठ/लघुत्तरात्मक प्रश्न होंगे। प्रत्येक इकाई में से दो प्रश्न होंगे। प्रत्येक प्रश्न 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 प्रश्न 10 अंकों का होगा। इन प्रश्नों के उत्तर लगभग 250 शब्दों तक दिये जा सकते हैं। (50 अंक)

(खण्ड-स)

इस भाग में चार विवेचनात्मक प्रश्न सम्पूर्ण पाठ्यक्रम में से बनाये जाएँगे, 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 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 Presthus, 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**

**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**

- 4<sup>ण</sup> अयोध्यासिंह उपाध्याय 'हरिऔध' का संकलित अंश 'श्याम-संदेश' की व्याख्या एवं आलोचनात्मक प्रश्न।  
5<sup>ण</sup> 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  
'मंदिर 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, दृष्टान्त, 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 — I**

‘अलख आजादी की’ नाटक से व्याख्या एवं आलोचनात्मक प्रश्न

**इकाई — II**

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

**इकाई — III**

‘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 — IV**

हिन्दी नाटक और रंगमंच का विकास

**इकाई — V**

हिन्दी निबंध का विकास।

## 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
<b>PRACTICALS</b>				
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 <sup>प</sup>	कोर्थरन आर्म स्ट्रांग	:	शरीर सम्बन्धी ज्ञान
5 <sup>प</sup>	शीला एवं जैकसम एवं	:	शरीर के लिए शरीर सम्बन्धी ज्ञान डॉ. लक्ष्मीकान्त
6 <sup>प</sup>	इवलिंग पियर्स	:	शरीर और शरीर क्रिया विज्ञान
7 <sup>प</sup>	वृन्दासिंह	:	मानव शरीर एवं क्रिया विज्ञान
8 <sup>प</sup>	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        | : पारिवारिक साधन व्यवस्था एवं आंतरिक सज्जा |
| 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            |



## 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:

1. Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House.
2. Bose, N.K. 1975: Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990: Society in India, New Delhi : National Book Trust
4. Dube, S.C. 1995: Indian Village, London : Routledge.
5. Dube, S.C. 1958: India's Changing Villages, London : Routledge and Kegan Paul.
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation, Poona:Deccan College.
7. Mandelbaum, D.G. 1970 Society in India, Bombay : Popular Prakashan.
8. Srinivas, M.N. 1980 : India : Social Structure, New Delhi : Hindustan Publishing Corporation.
9. Srinivas M.N. 1963: Social Change in Modern India. California Berkeley: University of California Press.

10. Singh Yogendra 1973 : Modernization of Indian Tradition, Delhi: Thomson Press.
11. Uberoi, Patricia, 1993: Family, kinship and Marriage in India, New Delhi: Oxford University Press.
12. Ahuja Ram: Indian Social System, Jaipur : Rawat Prakashan, 1998
13. Sharma,K.L.: Indian Society, in Hindi & English both, NCERT : 1998
14. 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.

**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.

**UNIT E**

Social Change :

15. Concept and factors

16. Theories of social change : Ogburn, Sorokin and Veblen.

17. 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.

**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 City
Milton	:	
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.

Henry Derozio	:	Song of the Hindustani Minstrel
Michael Madhusudan Dutt	:	King Porus- A Legend of Old The Queen of Delhi's Dream
Toru Dutt	:	The Lotus Lakshman

### **Unit C- Grammar**

Basic Sentence Pattern (15 Marks)

Clauses (5 Marks)

**Paper Code : 9331**

## **First Year English Language & Literature**

**(Pass Course)**

The pattern of question papers 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 - II Prose and Fiction**

**M.M. 100**

### **Unit-A**

The following essays from *The Art of the Essayist* ed. by C.H. Lockett, Orient Longman.

Bacon	:	Of Youth and Age
Steele	:	The Spectator Club
Addison	:	Meditations in Westminster Abbey
Goldsmith	:	Beau Tibbs at Home
Lamb	:	Detached Thoughts on Books and Readings
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*

B.A. First Year  
**Subject: 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:**

1. Dayal, P., A Text book of Geomorphology, Shukla Book Depot, Patna, 1996.
2. Dury, G. H., The Face of the Earth, Penguins, 1980.
3. Ernst, W.G., Earth Systems: Process and Issues, Cambridge University Press 2000.
4. ICSSR, A Survey of Research in Physical Geography, Concept, New Delhi, 1983.
5. Kale, V. and Gupta, A., Elements of Geomorphology, Oxford University Press, Calcutta, 2001.
6. Monkhouse, F. J., Principles of Physical Geography, Hodder and Stoughton, London, 1960.
7. Pitty, A., Introduction to Geomorphology, Methuen, London, 1974.
8. Sharma, H. S., Tropical Geomorphology, Concept, New Delhi, 1987.
9. Singh, S., Geomorphology, Prayag Pustakalaya, Allahabad, 1998.
10. Small, R. J., The Study of Landforms, McGraw Hill, New York, 1985.
11. Sparks, B. W., Geomorphology, Longmans, London, 1960.



12. Steers, J. A., The Unstable Earth: Some Recent Views in Geography, Kalyani Publishers, New Delhi, 1964.
13. Strahler, A. N., Environmental Geo-Science, Hamilton Publishing, Santa Barbara, 1973.
14. Strahler, A. N. and A. H. Strahler, Modern Physical Geography, John Wiley & Sons, 1992.
15. Summerfield, M. A., Global Geomorphology, Longman, 1991
16. Thornbury, W. D., Principles of Geomorphology, Wiley Eastern, 1969.
17. Wooldridge, S. W. and R. S. Morgan, The Physical Basis of Geography: An Outline of Geomorphology, Longman Green & Co., London, 1959.
18. Wooldridge, S. W., The Geographer as Scientist, Thomas Nelson and Sons Ltd., London, 1956.
19. Barry, R. G. and R. J. Chorley, Atmosphere, Weather and Climate, Routledge, 1998.
20. Critchfield, H., General Climatology, Prentice-Hall, New York, 1975.
21. Das, P. K., The Monsoons, National Book Trust, New Delhi, 1968.
22. Lydolph, Paul E., The Climate of the Earth, Rowman and Allanheld, Totowa, N. J., 1985.
23. Mather, J. R., Climatology, McGraw Hill, New York, 1974.
24. Patterson, S., Introduction of Meteorology, McGraw Hill Book Co., London, 1969.
25. Stringer, E. T., Foundation of Climatology, Surjeet Publications, Delhi, 1982.
26. Trewartha, G. T., An Introduction to Climate, International Students Edition, McGraw Hill, New York, 1980.
27. Anikouchine, W. A. and R. W. Sternberg, The World Oceans: An Introduction to Oceanography, Englewood Cliffs, N. J. 1973.
28. Gerald, S., General Oceanography: An Introduction, John Wiley & Sons, New York, 1980.
29. Garrison, T., Oceanography, Wadsworth Co. USA, 1998.
30. King, C. A. M., Beaches and Coasts, E. Arnold, London, 1972.
31. King, C. A. M., Oceanography for Geographers, E. Arnold, London, 1975.
32. Sharma, R. C. and M. Vatel, Oceanography for Geographers, Chetnya Publishing House, Allahabad, 1970.
33. Shepard, F. P., Submarine Geology, Harper & Sons, New York, 1948.
34. Thurman, H. B., Introductory Oceanography, Charles Webber E. Merrill Publishing Co., 1984.
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 पब्लिकेयन्स, मेरठ, 1996
40. उपाध्याय एल. एन. : भौतिक भूगोल, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
41. तिकखा, 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. Mamoria, 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- शर्मा, जे.पी. : प्रायोगिक भूगोल, रस्तोगी प्रकाशन, मेरठ  
8. जैन षेपमल : 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

**B.A. I**

**Paper I : History of Medieval India**

**1206 - 1526 A.D.**

- UNIT-1 :
1. Significant source material of medieval India :  
Archaeological literary and historical
  2. Historiography - Different Approaches
  3. Rise of Turks, causes of Success of Arab invasion and its impact.

**UNIT - 2 : Slave Dynasty :**

1. Aibak - Early career, achievements as a commander, difficulties, an assessment.
2. Iltutmish -Early life, problems, achievements, an estimate, the successors and the rule of forty.
3. Razia - Her state policy, causes of her downfall, an assessment.
4. Balban - Early life and accession, his problems, theory of kingship, achievements, an estimate.
5. Causes of downfall of slave dynasty.
6. Khaliji Dynasty :

**Jalaluddin Firoz Shah Khaliji** - Early life and career, significant events of his reign, foreign policy, estimate.

**Alauddin Khaliji** - Early career and accession, difficulties, theory of kingship, Hindu policy, Domestic policy, revolts and its remedies, Administrative system, Price control and Market regulations, foreign policy, southern conquest, mongol invasion and its effects, an assessment.

**UNIT - 3 : Tughlaq Dynasty :**

1. Ghiasuddin Tughlaq - Domestic policy, foreign policy, death of Ghiasuddin.
2. Mohammad-bin-Tughlaq- Domestic policy schemes of Mohd. Tughlaq, Revenue reforms, Administrative reforms, foreign policy, Deccan policy, revolts, significance of his reign.
3. Firoz Shah Tughlaq - Early life, accession, was Firoz an usurper?, Domestic policy, foreign policy, Administrative reforms, an estimate. Invasion of Timur, causes and its effects. Causes of the downfall of Tughlaq dynasty.
4. Sayyid Dynasty : Khizr Khan - Victories, achievements, character. Mubarak Shah - His achievements. Alam Shah - Administrative achievements.

**5. Lodhi Dynasty :**

**Bahlol Lodhi** - Accession, main events of reign, character, assessment. Sikander Lodhi - Main events of his life, foreign policy.

**Ibrahim Lodhi** - Domestic policy, foreign policy, causes of failure, an estimate.

**UNIT - 4 :**

1. Nature of state, different theories of kingship.
2. Causes of downfall of Delhi Sultanate.
3. Central and provincial administration, army organization.
4. Development of literature and architecture.

#### **Books Recommended**

- (1) दिल्ली सल्तनत – ए.एल. श्रीवास्तव  
Delhi Sultanate - A.L. Srivastava
- (2) दिल्ली सल्तनत – एल०पी० शर्मा  
Delhi Sultanate - L.P. Sharma
- (3) पूर्व मध्यकालीन भारत – ए०बी० पाण्डेय  
Early Medieval India - A.B. Pandey
- (4) Foundation of Muslim Rule in India - A.B.M. Habibullah
- (5) Medieval Indian History - Ishwari Prasad
- (7) History of Qaraunah Truks in India - Ishwari Prasad
- (8) Growth of Khalji imperialism - Ishwari Prasad
- (9) Alauddin's Market Regulation - B.P. Saxena
- (10) Chronology of Mohd. Tughlaq - N.H. Rizvi
- (11) Firoz Shah Tughlaq - K.K. Basu
- (12) Sikandar Lodhi as a founder - A. Halim
- (13) The Administration of Sultanate of Delhi - I.H. Quraishi
- (14) Some Aspects of Muslim Administration - R.P. Tripathi
- (15) खिलजी वंश का इतिहास – के०एस० लाल
- (16) दिल्ली सुल्तनत – के०ए० निज़ामी

**Paper II : History of Europe  
1453 - 1815 A.D.**

**UNIT - 1 :**

1. Renaissance - Emergence, Nature & Impact.
2. The Reformation and Counter Reformation- Causes, nature of reformation, results.
3. Rise of National States - Causes, main monarchies and their growth - Ferdinand, Isabella of Spain, Louis XI of France, England - Henry VII, Holy Roman Empire.
4. Rise and Decline of Spain - Foreign Policy of Charles V, Philip II, Revolt of Netherland, Thirty Years War, Causes of downfall of Spain.

**UNIT - 2 :**

1. The Ascendancy of France - Background of religious and civil wars, Domestic policy of Henry IV, Regime of Louis XIII.
2. France at her Zenith - Domestic and foreign policy of Louis XIV.
3. England and Industrial Revolution – Queen Elizabeth I, the age of stuart, the civil war, Charles II, James II and Glorious revolution, causes of industrial revolution and its effects.
4. The Age of Enlightened Despotism - Meaning, prominent enlightened despots - Frederick the great, Maria Theresa, Joseph II of Austria, Catherine II, Weakness of enlightened despotism.

**UNIT - 3 :**

1. Rise of Modern Russia - Peter the great, Catherine II their foreign policies.
2. Austrian Empire - War of Austrian succession - Treaty of Aix-la-Chapelle, Causes of seven years war, The treaty of Hubertusberg, Foreign policy of Joseph II.
3. The Rise of Prussia - Domestic, foreign and religious policy of Frederick the great.

**UNIT - 4 :**

1. American War of Independence - Causes, events, results.
2. Commercial Revolution - Causes of Mercantilism, main thinkers, importance of Mercantilism and Criticism, Causes of its decline.
3. The Age of Reason - Main intellectuals, salient features of age of reason, impact of the age of reason.
4. France on the eve of revolution - Political, economic, religious and social condition, intellectual revolution.
5. French Revolution : Causes , Impact on the world.

## UNIT - 5

1. Napoleonic Era, Early achievements of Napoleon, Foreign policy as first consul, Napoleon as Emperor of France, Continental system, Causes of Napoleon's downfall.
2. Vienna Congress - Main principles and working, reconstruction of Europe.

### Books Recommended

- (1) यूरोप का इतिहास – बी०एन० मेहता
- (2) यूरोप का इतिहास – आर०सी० अग्रवाल  
History of Europe - R.C. Agrawal
- (3) यूरोप का इतिहास – वी०डी० महाजन  
History of Europe - V.D. Mahajan
- (4) History of Modern Europe - Sucheta Mahajan
- (5) यूरोप का इतिहास – एम०एल० शर्मा
- (6) यूरोप का इतिहास – गोपीनाथ शर्मा
- (7) Reading in European History - Bernard and Hedges
- (8) A Political & Cultural History of Modern Europe - Hayes
- (9) History of Europe - C.D. Hazen
- (10) A Short History of Europe - J.A.R. Marriot
- (11) Europe - Grant & Temperley
- (12) Europe - L. Mukherji
- (13) Europe - J. Roberts



**B.A. PART –I**  
**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  
Acrylic 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<br>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<br>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<br>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.

राजस्थानी साहित्य : प्रथम वर्ष, परीक्षा 2017

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

प्रथम प्रश्न—पत्र : आधुनिक गद्य

पाठ्य पुस्तकें

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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 काँच रो चिलको
- राजकुमार ओझा 'बुद्धिजीवी भारमली भाजी कोनी
- रामेश्वर दयाल श्रीमाली कांचली
- विजयदान, देथा राजीनांवों

- 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 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)

बी.एड. प्रथम वर्ष (संस्कृत) 2007–2008

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 पद्धतियाँ – 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।



(व्याख्यात्मक भाग)

50 अंक

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

(निबन्धात्मक भाग)

40 अंक

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

## सहायक पुस्तकें

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 वष 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 अचासन्धि

(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, अधिशीडस्थासां कर्म, उपान्वध्यायवसः कालाध्वनोरत्यसन्तसंयोगे, साधकतमं करणम्, अपवर्गे तृतीया, सहयुक्तेऽप्रधाने, योनाडगविकारः, इत्यथंभूतलक्षणे, कर्मणा यमभिप्रेति स सम्प्रदानाम्, रूच्यर्थानां प्रीयमाणः, धारेरुत्तमर्ण, क्रुधद्रुहेर्ष्यासूर्यार्थानां 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, बहुब्रीहि 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