

Syllabus and Course Scheme
Academic year 2018-19



University of Kota

FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of

B.A.-B.Ed.

Examination Part- III (2019)

Four Years Integrated Course

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

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.- B.Ed. 16	Elementary Computer Application (Compulsory)*	100	-	-	100
II	B.A.-B.Ed. 17	Language Across the Curriculum	80	20	-	100
IV	B.A.-B.Ed-18(G-A)	Guidance and Counseling in School	80	20	-	100
V VI & VII	B.A.-B.Ed 19, 20 & 21 (G-B)	Content (Select any Three) 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Music(I & II)	100+100 100+100 100+100 100+100 100+100 100+100 100+100 100+100/ 75+75 100 75+75 75+75 40+40	- - - - - - - - - - - -	- - - - - - - 50 (Psy.) 40+40+20 50 25+25 80+40	600
VIII	B.A.-B.Ed. 22(a,b)	Pedagogy of a School Subject (part-1) , I & II Year(candidate shall be required to offer any two papers from the following for part-3 & other for part-4). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science	80	20		100

		11.Art				
Practicum	B.A.-B.Ed. 23	Special Training Programme <ul style="list-style-type: none"> • Micro Teaching(5 Skills) • Simulated Teaching(5 Lessons) • Practice Lesson during Internship Teaching(4 Weeks 15 Lessons) • Observation of Teaching of Peer Group(5) • Technology Based Lessons(2 Lessons) • Criticism Lesson 			10 10 50 05 10 15	100
		Final Lesson	100			100
						1100

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

B.A.- B.Ed. 16

ELEMENTARY COMPUTER APPLICATIONS

Scheme:

Duration : 2 Hrs.

M.M.Pass Marks: 36

Theory : 100

Multiple Questions-100 and Q.P. of four series for theory. Each question shall carry 1 mark, with no negative marking. As such, 1 mark shall be awarded for the correct answer in each question. Note:

1. The marks secured in this paper shall not be counted in awarding the division to a candidate.
2. The candidate has to clear compulsory paper in four chances.
3. Non appearing or absent in the examination of compulsory paper will be counted a chance.

Syllabus for compulsory paper of “Elementary Computer Applications”

(First year of B.A./B.Sc./B.Com./Intergrated B.Sc.-M.Sc. Courses)

1. **Introduction to Information Technology:** evolution and generation of computers, types of computers, micro, mini, mainframe and super computer, Architecture of a computer system: CPU, ALU, Memory (RAM, ROM families), cache memory, input/output devices, pointing devices. Development of Super Computers in India “PARAM”: History, Characteristics,

Strength, Weakness and basic Architecture.
2. **Number system:** (Binary, octal, decimal and hexadecimal) and their inter-conversions, character codes (ASCII, EBCDIC and Unicode). Logic gates. Boolean Algebra, machine, assembly and high level language including 3 GL and 4 GL.
3. **Concept of Operating system:** types of operating systems, need of OS, batch processing, multi-processing, Single user & Multi user OS, distributed and time sharing operating systems, Process and memory management concept, Introduction to Unix, Linux, Windows, Windows NT systems and their simple commands.
4. **Internet:** Concepts, email services, world wide web, web browsers, search engines. Exploring various Citizen-centric services of Govt. of India such as Income Tax Services, Passport Seva, Ticket Booking(IRCTC & RSRTC), National Voters Service Portal, LPG service.
5. **Word processing packages:** standard features like tool bar, word wrap, text formatting, paragraph formatting. Effects to text, Mail-merge.
6. **Presentation packages:** Slide creation, slide shows, adding graphics, formatting, customizing and printing custom and animation.

7. **Computer networking:** Type of networks, LAN, MAN and WAN, concept of bridges and routers, gateways and modems. ISDN and leased lines, Teleconferencing and videoconferencing.
8. **Multimedia Technology:** Introduction, framework for multimedia devices, image compression standards, JPEG, MPEG and MIDI formats.
9. **Database Management Systems:** Data, field and records, information database, creation of a database file, insertion, deletion and updating of records, modifying structure, editing and browsing of records, searching, sorting and indexing of records, retrieving of records and report generation. Data processing in government organizations.
10. **E-commerce:** Concept of e-commerce, benefits and growth of e-commerce, security considerations and hazards of virus and other security risks, anti-virus software, electronic payment system. E-Commerce: An Indian perspective, Digilocker, attendance.gov.in, mygov.in, Swachh Bharat Mission, E-Hospital, National Scholarship portal, E-Sampark, UID, various modes of Digital payment of govt. of India.

Note: The theory Q. P. will carry 100 multiple choice questions of 1 mark each. Question paper of four series shall be printed. Duration of Question Paper shall be of two hours.

B.A.- B.Ed. 17

LANGUAGE ACROSS THE CURRICULUM

Objectives:

The student teacher will be able:

- To understand children's language background for effective teaching and learning.
- To create sensitivity to the language diversity that exists in the classroom
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To enhance the theoretical understanding of multilingualism in the classroom.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To understand the nature of reading comprehension in the content area and writing in specific content areas.
- To understand interplay of language and society.
- To understand function of language and how to use it as a tool.
- To understand language and speech disorder and make remedial measures too.

Unit-I : Language and Society:-

1. Language – Introduction, types, components, linguistic skills and interrelationship between language and literacy.
2. Relationship of language and society: Identification, power and discrimination.
3. Nature of multilingualism: Managing multilingualism in classroom
4. Constitutional status of languages: Hindi, English, Regional languages
5. Language policy in Education

Unit- II : Language development

1. Theories of language development and its implementation in teaching, psychological basis of language.
2. The home language and school language and teaching learning process, the power dynamics of the standard language as the school language Vs. home language on dialects.
3. Deficit theory and discontinuity theory of language and teaching – learning process.

Unit-III : Language acquisition

1. Understanding Hindi alphabets & its logical & simple classification
2. Language acquisition and cognitive development, Learning languages with fun
3. Culture acquisition through language.

Unit-IV : Classroom and Language:-

1. Understanding the nature of classroom, discourse, strategies for using and language in the classroom to promote learning in the subject area.
2. Tools for learning: Dictionary, Discussion, Natural exposition, Word puzzles
3. The nature of questioning in the classroom, Types of questions and teacher control.

Unit-V : Development of Reading and writing

1. Nature of reading comprehension in the content area (Informational reading), nature of expository texts vs. narrative texts, transactional texts vs reflective texts.
2. Scheme theory, text structures , know how of examining content area of texts books.
3. Strategies for reading text book, children, note making, summarizing, making reading writing connections.
4. Process writing: Analyse children's writing to understand their conception, writing with a sense of purpose, writing to learn and understand.

Practicum/Field Work

1. Narrate your first experience of first day for internship programme.

2. Collect a literary style poem of any language and critically analyse it diagnoses speech defects of primary level student and make a remedial strategy.
3. Prepare a list of at least 10 proverb of any language and interpret their cultural significance.
4. Collect a literary style poem of any language and analyse it.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10 = 20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reaing Teacher, 670-674.
4. Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. Journal of children's Mathematical Behavior, 1(2), 7-26 University of Kota, Kota 30
5. Grellet, f. (1981). Developing reading skills: A practical Gude to reading comprehension exercises. Cambridge University Press.
6. Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational research journal. 32(3), 465-491.
7. NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
8. Sankhla, Arjun Singh, (2013) Hindi Bhasha Shikshan aur Praveenta, Arihant Shiksha Prakashan Jaipur.
9. Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Taks help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1) 38

B.A.- B.Ed. 18

GUIDANCE AND COUNSELLING IN SCHOOL

OBJECTIVES:-

MARKS- 100

The course will enable the student teachers to –

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

UNIT 1. GUIDANCE IN SCHOOL

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance (steps).
- Issues and problems of Guidance.
- Role of school in Guidance.

UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

- Personal, Educational and vocational Guidance.
- Tools :- Records of students.
- Rating scale.
- Psychological tests.
- Questionnaire and Inventories.
- Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry.

UNIT 3. COUNSELLING IN SCHOOL

- Concept, Need and Meaning of Counseling.
- Principles of Counseling.

- Counseling Process and Role.
- Directive, Non-Directive and Eclectic counseling.
- Qualities and role of a school counselor.

UNIT 4. TOOLS AND TECHNIQUES IN COUNSELING

- Individual counseling and Group counseling.
- Lectures, discussions and Dramatics as techniques in counseling.
- Importance of follow-up in counseling.
- Counseling for the children with special needs.
- Counseling for parents.

UNIT 5. GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION

GUIDANCE OF CHILDREN WITH SPECIAL NEEDS

- Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under achiever.
- Slow learning and first generation learners.
- Guidance of learning disabled, Drug addicts and alcoholics.
- De addiction centers, Career resource centre.
- Evaluation of counseling, Need for research and reforms in guidance and counseling.

Tasks and Assignments

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

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.

References:-

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

B.A.- B.Ed. 19,20,21

Hindi Literature

प्रश्नपत्र —प्रथम —हिन्दी काव्य—3 (आधुनिक हिन्दी कविता)

समयावधि— 3 घंटे

पूर्णांक — 100

नोट : इस प्रश्न पत्र में 03 खण्ड निम्न प्रकार होंगे :

खण्ड अ

इस खण्ड में प्रत्येक इकाई से 02 लघु प्रश्न लेते हुए कुल 10 प्रश्न होंगे। प्रत्येक लघु प्रश्न का उत्तर लगभग 20 शब्दों में हो।
कुल अंक — 10

खण्ड ब

इस खण्ड में प्रत्येक इकाई से 2 प्रश्न अथवा व्याख्या लेते हुए कुल 10 प्रश्न अथवा व्याख्याएँ होंगी। प्रत्येक इकाई में से एक प्रश्न अथवा व्याख्या का चयन करते हुए कुल 5 प्रश्न अथवा व्याख्या करनी होगी। प्रत्येक प्रश्न अथवा व्याख्या का उत्तर लगभग 250 शब्दों में हो।
कुल अंक — 50

खण्ड स

इस खण्ड में 4 प्रश्न वर्णनात्मक होंगे। (प्रश्न में भाग भी हो सकते हैं) जो सभी इकाइयों में से दिये जायेंगे किन्तु प्रत्येक इकाई से एक से अधिक प्रश्न नहीं होगा। 2 प्रश्नों के उत्तर दिये जाने हैं। प्रत्येक प्रश्न का उत्तर लगभग 500 शब्दों में हो।
कुल अंक — 40

इकाई— प्रथम

(क) निर्धारित कवि

1. मैथिलीशरण गुप्त —

- (प) द्वापर से — विधूता
(पप) यशोधरा से — यशोधरा 5 एवं 6

2. जयशंकर प्रसाद —

आँसू से — 19 छन्द (नाविक — इस सूने तट पर है खेल आँख का मनका)

लहर से — 3 गीत एवं 1 कविता

- (प) ले चल वहाँ भुलावा देकर
(पप) बीती विभावरी जाग रही
(पपप) मेरी आँखों की पुतली में
(पअ) एक कविता —3
पेशोला की प्रतिध्वनि

3. सूर्यकान्त त्रिपाठी 'निराला'

- (प) जूही की कली ("परिमल" से)
(पप) बादल-राग —6 ("परिमल" से)
(पपप) तोड़ती पत्थर ("अनामिका" से)
(पअ) स्नेह निर्झर बह गया है ("अणिमा" से)

इकाई— द्वितीय

4. सुमित्रानन्दन पन्त —

- (प) प्रथम रश्मि ("वीणा" से)
(पप) आँसू की बालिका ("पल्लव" से)
(पपप) भौन निर्मंत्रण ("पल्लव" से)
(पअ) द्रुत झरो ("युगान्त" से)
(अ) आ: धरती कितना देती है ("अतिमा" से)

5. महादेवी वर्मा —

- (प) जो तुम आ जाते एक बार
(पप) कौन तुम मेरे हृदय में
(पपप) मधुर मधुर मेरे दीपक जल
(पअ) मैं नीर मरी दुख की बदली

6. नागार्जुन —

- (प) सिन्दूर तिलकित भाल (पप) हरिजन—गाथा
(पपप) सत्य (पअ) बहुत दिनों के बाद

इकाई—तृतीय

7. सच्चिदानन्द हीरानन्द वात्स्यायन "अज्ञेय" –
 (प) आज थका हिय हारिल मेरा (पप) सागर-मुद्रा -2
 (पपप) नदी के द्वीप (पअ) कितनी नावों में कितनी बार
8. गजानन माधव मुक्तिबोध –
 (प) ब्रह्मराक्षस (पप) कल जो हमने चर्चा की थी
9. धूमिल –
 (प) मोचीराम (पप) पटकथा
10. रघुवीर सहाय –
 (पद्ध) रामदास (पप) अधिनायक
 (पपप) आत्महत्या के विरुद्ध

इकाई-चतुर्थ

(ख) आधुनिक हिन्दी कविता का इतिहास : वाद और प्रवृत्तियाँ

इकाई-पंचम

(ग) आधुनिक हिन्दी कविता के वैचारिक आधार एवं तत्त्व-मानववाद, विकासवाद, आधुनिकता, मार्क्सवाद, मनोविश्लेषण, अस्तित्ववाद, फैंटेसी, मिथक, प्रतीक

सहायक ग्रन्थ :

- हिन्दी साहित्य का इतिहास – सं. डॉ० नगेन्द्र, मयूर पेपरबैक्स, नोएडा
- हिन्दी साहित्य का दूसरा इतिहास – डॉ० बच्चन सिंह, राधाकृष्ण, नयी दिल्ली
- आधुनिक साहित्य की प्रवृत्तियाँ – डॉ० नामवर सिंह, लोकभारती, इलाहाबाद
- हिन्दी आलोचना के बीज शब्द – डॉ० बच्चन सिंह, वाणी, नं. दि.

प्रश्नपत्र –द्वितीय नाटक और निबंध

समयावधि- 3 घंटे

पूर्णांक – 100

नोट : इस प्रश्न पत्र में 03 खण्ड निम्न प्रकार होंगे :

खण्ड अ

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कुल अंक – 10

खण्ड ब

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कुल अंक – 50

खण्ड स

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कुल अंक – 40

पाठ्यक्रम:

इकाई-प्रथम

- (क) नाटक
 भारत दुर्दशा – भारतेन्दु हरिश्चन्द्र
 धुवस्वामिनी – जयशंकर प्रसाद

इकाई-द्वितीय

(ख)	निबन्ध – संग्रह	:	10 निबन्ध
	पद्म बालकृष्ण भट्ट	—	साहित्य जन-समूह के हृदय का विकास है
	पद्म चन्द्रधर शर्मा "गुलेरी"	—	धर्म और समाज
	पद्म रामचन्द्र शुक्ल	—	उत्साह
	पद्म हजारीप्रसाद द्विवेदी	—	देवदारु
	पद्म महादेवी वर्मा	—	प्रणाम

इकाई—तृतीय

पद्म अज्ञेय	—	सौन्दर्यबोध और शिवत्वबोध
पद्म हरिशंकर परसाई	—	भोलाराम का जीव
पद्म निर्मल वर्मा	—	भारतीय संस्कृति और राष्ट्र
पद्म विद्या निवास मिश्र	—	हल्दी—दूब और दधि—अच्छत
पद्म कुबेरनाथ राय	—	मधुर—मधुर रसराज

इकाई—चतुर्थ

(ग) हिन्दी नाटक एवं रंगमंच तथा निबन्ध का इतिहास

इकाई – पंचम

- (घ) (प) नाटक की विधा और उसके तत्त्व
(पप) निबन्ध विधा – स्वरूप और शैलियाँ

सहायक ग्रन्थ :

1. हिन्दी नाटक – डॉ० बच्चन सिंह, राधाकृष्ण, नयी दिल्ली
2. प्रसाद के नाटक – डॉ० सिद्धनाथ कुमार, अनुपम प्रकाशन, पटना
3. हिन्दी का गद्य साहित्य – डॉ० रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी

Sanskrit

प्रथम प्रश्न पत्र—भारतीय धर्म एवं दर्शन

समय 3 घण्टे

पूर्णांक—100

नोटः— प्रश्न पत्र का निर्माण संस्कृत भाषा में किया जाएगा। 10 प्रतिशत अंक संस्कृत माध्यम से उत्तर प्रस्तुत करने हेतु निर्धारित है। इस प्रश्नपत्र में सम्पूर्ण पाठ्यक्रम को तीन खण्डों में विभक्त किया गया है जिसका विस्तृत विवरण निम्न प्रकार है—

खण्ड अ— इस खण्ड में प्रत्येक इकाई से 02 लघु प्रश्न लेते हुए कुल 10 प्रश्न होंगे।

प्रत्येक लघु प्रश्न का उत्तर लगभग 20 शब्दों में हो।

अंक—10

खण्ड ब— इस खण्ड में प्रत्येक इकाई से 2 प्रश्न लेते हुए कुल 10 प्रश्न होंगे। प्रत्येक इकाई में से एक प्रश्न का चयन करते हुए कुल 5 प्रश्न करने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 250 शब्दों में हो।

अंक—50

खण्ड स— प्रश्न संख्या 12 करना अनिवार्य है। यह व्याख्यात्मक प्रश्न से संबद्ध है। छात्रों को प्रश्न संख्या 13, 14, 15 में से कोई एक प्रश्न करना होगा। प्रत्येक प्रश्न का उत्तर लगभग 500 शब्दों में है।

अंक—40

इस प्रश्न पत्र का समस्त पाठ्यक्रम निम्न प्रकार से पांच इकाइयों में विभाजित होगा –

विशेष : प्रश्न पत्र निर्माता से अपेक्षा की जाती है कि खण्ड 'स' में प्रश्न संख्या

13,14,15 के निर्माण के समय, भारतीय दर्शन के सिद्धान्त, गीता और मनुस्मृति में प्रत्येक पर एक-एक प्रश्न का निर्माण करे।

पाठ्यक्रम–

1. तर्क संग्रह – अन्नम् भट्ट
2. श्रीमद्भगवद्गीता (द्वितीय अध्याय)
3. रामायण–सुन्दरकाण्ड (15वां अध्याय)
4. मनुस्मृति (द्वितीय अध्याय)
5. भारतीय दर्शन के सिद्धान्त

भारतीय दर्शन के निम्नलिखित बिन्दुओं से संबंधित प्रश्न पूछे जाएंगे।

- | | |
|---------------------------------------|---------------------------------|
| (अ) भारतीय दर्शन की विशेषताएँ | (ब) सांख्य दर्शन का सत्कार्यवाद |
| (स) योग दर्शन का ईश्वरवाद | (द) अद्वैत वेदान्त का मायावाद |
| (य) न्याय वैशेषिक में मोक्ष का स्वरूप | (र) वैशेषिक दर्शन का परमाणुवाद |
| (ल) पूर्वमीमांसा में धर्मस्वरूप | (व) चार्वाक की प्रमाण मीमांसा |
| (ह) बौद्ध दर्शन का शून्यवाद | (च) जैन दर्शन में अनेकान्तवाद |

प्रश्न संख्या 12 का अंक विभाजन निम्न प्रकार होगा–

- (अ) तर्क संग्रह में से ही 2 में से 1 की सप्रसँ हिन्दी व्याख्या
(ब) गीता (द्वितीय अध्याय) में से दो श्लोकों में से एक की सप्रसँ हिन्दी व्याख्या

खण्ड–(ब)

- इकाई–1 तर्कसंग्रह के दो खण्डों में से एक की संस्कृत व्याख्या।
इकाई–2 गीता के दो श्लोकों में से एक की हिन्दी में सप्रसंग व्याख्या।
इकाई–3 सुन्दरकाण्ड (अध्याय 15) दो श्लोकों में से एक की हिन्दी में व्याख्या।
इकाई–4 मनुस्मृति (द्वितीय अध्याय) दो श्लोकों में से एक की हिन्दी में व्याख्या।
इकाई–4 भारतीय दर्शन से सम्बन्धित दो सामान्य प्रश्नों में से एक का उत्तर।

खण्ड (स)

प्रश्न संख्या 12 अनिवार्य है।

- (अ) तर्कसंग्रह के 2 खण्डों से 1 की सप्रसंग व्याख्या।
(ब) श्रीमद्भगवद्गीता के 2 श्लोकों में से 1 की सप्रसंग व्याख्या।
प्रश्न संख्या 13, 14, 15 में से कोई एक प्रश्न का उत्तर देना है।
(प्रश्न संख्या 13, 14, 15 में से सभी इकाइयों से प्रश्न पूछे जाएंगे।)

सहायक पुस्तके –

1. तर्क संग्रह– आचार्य चेषराज चर्मा
2. तर्क संग्रह– डॉ. चन्द्र चोखर द्विवेदी
3. श्रीमद्भगवद्गीता (द्वितीय अध्याय)– डॉ. विश्वनाथ चर्मा
4. श्रीमद्भगवद्गीता (द्वितीय अध्याय)– डॉ. बाबूराम त्रिपाठी
5. श्रीमद्भगवद्गीता (द्वितीय अध्याय)– डॉ. यद्यन्त कुमार जोषी
6. श्रीमद्भगवद्गीता (द्वितीय अध्याय)– डॉ. राकेश चास्त्री
7. रामायण–सुन्दरकाण्ड (15वां अध्याय)–प्रो. श्यामलाल चर्मा
8. रामायण–सुन्दरकाण्ड (15वां अध्याय)– डॉ. इन्द्रारानी गुप्ता

9. रामायण—सुन्दरकाण्ड (15वां अध्याय)— डॉ. हिमा गुप्ता
10. मनुस्मृति (द्वितीय अध्याय)— डॉ. श्रीकृष्ण ओझा
11. मनुस्मृति (द्वितीय अध्याय)— डॉ. प्रभाकर यास्त्री
12. मनुस्मृति (द्वितीय अध्याय)— डॉ. यद्यवन्त कुमार जोशी
13. भारतीय दर्शन के सिद्धान्त— डॉ. यद्यवन्त कुमार जोशी
14. भारतीय दर्शन के सिद्धान्त— डॉ. बलदेव उपाध्याय
15. भारतीय दर्शन के सिद्धान्त— डॉ. रामप्रकाश सारस्वत

द्वितीय प्रश्न पत्र—काव्य, गद्य, व्याकरण एवं निबन्ध

समय 3 घण्टे

पूर्णांक—100

नोट:— प्रश्न पत्र का निर्माण संस्कृत भाषा में किया जाएगा। 10 प्रतिशत अंक संस्कृत माध्यम से उत्तर प्रस्तुत करने हेतु निर्धारित है।

खण्ड अ— इस खण्ड में प्रत्येक इकाई से 02 लघु प्रश्न लेते हुए कुल 10 प्रश्न होंगे। प्रत्येक लघु प्रश्न का उत्तर लगभग 20 शब्दों में हो। **अंक—10**

खण्ड ब— इस खण्ड में प्रत्येक इकाई से 2 प्रश्न लेते हुए कुल 10 प्रश्न होंगे। प्रत्येक इकाई में से एक प्रश्न का चयन करते हुए कुल 5 प्रश्न करने होंगे। प्रत्येक प्रश्न का उत्तर लगभग 250 शब्दों में हो। **अंक—50**

खण्ड स— प्रश्न संख्या 12 करना अनिवार्य है। यह व्याकरण तिङन्त प्रकरणम् से संबद्ध है। छात्रों को प्रश्न संख्या 13, 14, 15 में से कोई एक प्रश्न करना होगा। प्रश्नों में भाग भी हो सकते हैं। प्रत्येक प्रश्न का उत्तर लगभग 500 शब्दों में है। **अंक—40**

इस प्रश्न पत्र का समस्त पाठ्यक्रम निम्न प्रकार से पांच इकाइयों में विभाजित होगा —

पाठ्यक्रम

1. इकाई प्रथम — महाकाव्य — किरातार्जुनीयम् (प्रथम सर्ग)
2. इकाई द्वितीय — गद्यकाव्य — विश्रुतचरितम्
3. इकाई तृतीय — नीतिशास्त्र — नीतिशतकम्
4. इकाई चतुर्थ — व्याकरण — (तिङन्त एवं वाच्यपरिवर्तन)
5. इकाई पंचम — निबन्ध

निर्देश — खण्ड 'ब'

इकाई प्रथम — किरातार्जुनीयम् (प्रथम सर्ग) से दो श्लोकों में से एक श्लोक की हिन्दी व्याख्या।

इकाई द्वितीय — विश्रुतचरितम् से दो गद्यांशों में से एक गद्यांश की हिन्दी व्याख्या।

इकाई तृतीय — नीतिशतकम् से दो श्लोकों में से एक श्लोक की हिन्दी व्याख्या।

इकाई चतुर्थ — 10 वाक्यों में से पाँच वाक्यों का वाच्य परिवर्तन।

इकाई पंचम — संस्कृत निबन्ध रचना (जिनके विषय निम्न प्रकार हैं)

कालिदासः, बाणः, भारविः, भारतीय—संस्कृतेः संस्कृत—भाषायाः महत्त्वं, च परोपकारः, सत्संगतिः, परिश्रमः, विद्यायाः महत्त्वम्, स्त्री—शिक्षा, पर्यावरणस्य महत्त्वम्, पर्यावरणप्रदूषण समस्या समाधानं च, राष्ट्रनिर्माणे यूनां योगदानम्, अभिनवजनसंचारक्रान्तिः।

खण्ड 'स'

प्रश्न संख्या 12 करना अनिवार्य है। लघु सिद्धान्त कौमुदी-तिङन्त प्रकरण

(भू, एध्, अद्, हु, दिव्, षुज्, तुद्, रूध्, तन्, डुकृज् एवं चुर् धातुओं की लट्, लृट्, लोट्, लङ् और विधिलिङ् लकारों में रूप सिद्धि)

(अ) निर्धारित धातुओं के निर्धारित लकारों में से चार धातु रूपों की रूप सिद्धि-अंक-10(4□□2.5)

(ब) पाठ्यक्रम में निर्धारित सूत्रों में से चार सूत्रों की व्याख्या - अंक-10(4□2.5)

प्रश्न संख्या 13,14,15 किरातार्जुनीयम् (प्रथम सर्ग), विश्रुतचरितम् एवं नीतिशतकम् में से प्रत्येक पर एक-एक प्रश्न का निर्माण करे।

सहायक पुस्तके -

- 1- किरातार्जुनीयम् (प्रथम सर्ग)- डॉ.विश्वनाथ चर्मा
- 2- किरातार्जुनीयम् (प्रथम सर्ग)-डॉ. यद्यवन्त कुमार जोषी
- 3- किरातार्जुनीयम् (प्रथम सर्ग)- डॉ. राकेय चास्त्री
- 4- विश्रुतचरितम्- डॉ.विश्वनाथ चर्मा
- 5- नीतिशतकम्- डॉ. यद्यवन्त कुमार जोषी
- 6- नीतिशतकम्- डॉ. राकेय चास्त्री
- 7- नीतिशतकम्- डॉ. रूपनारायण त्रिपाठी
- 8- लघु सिद्धान्त कौमुदी - डॉ. पुष्कर दत्त चर्मा
- 9- लघु सिद्धान्त कौमुदी - डॉ.बाबूराम त्रिपाठी
- 10- संस्कृत निबंध कलिका - प्रो. रामजी उपाध्याय
- 11- निबंध चतकम् - डॉ. कपिल देव द्विवेदी
- 12- संस्कृत निबंध निकुंज - डॉ. वासुदेव कृष्ण चतुर्वेदी

English Literature

Scheme

Two papers	Min Pass Marks - 72	Max. Marks :200
Paper - I-English Poetry and Drama	Duration 3 hrs.	Max. Marks :100
Paper - II-Prose and Fiction	Duration 3 hrs.	Max. Marks :100

Paper I -English Poetry and Drama

Note : The question paper will contain three sections as under -

Section -A : One compulsory question with ten parts, with 2 parts from each unit .

Short answer, in 20 words each. Total Marks : 10

Section - B : 10 questions with 2 questions each unit; 5 questions to be attempted, taking one from each unit, answer approximately in 250 words .

Total marks : 50

Section - C : 04 questions (questions may have sub divisions) covering all units

but not more than one question from each unit. Descriptive type

answer in about 500 words. 2 questions to be attempted.

Total Marks : 40

Note. Q. No. 12 (i.e. 1st question of Section -C) will be compulsory. It will contain 7 Passages for Reference to Context from the texts marked for Detailed Study, out of which 4 are to be attempted.

Unit I (For detailed study)

Alfred Lord Tennyson : The Lotus Eaters.

Break, Break, Break

Robert Browning	:	My Last Duchess.
Mathew Arnold	:	Dover Beach.

Unit- II (For Detailed Study)

G.M.Hopkins	:	The Sea and the Skylark.
W.B.Yeats	:	The wild Swans at Coole.
Robert Frost	:	Birches.
Rupert Brooke	:	The Soldier.

Unit- III (For Detailed Study)

T.S.Eliot	:	Preludes.
W.H.Auden	:	In Memory W.B. Yeats
Dylan Thomas	:	Fern Hill.

Unit-IV (For detailed study)

Henrik Ibsen: The Doll's House.

G.B.Shaw: The Apple Cart.

Unit-V (For non detailed study)

Literary History	:	The Victorian Period
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Features of 20th Century Literature

Literary Terms	:	Dramatic Monologue Paradox,
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Antithesis, Symbol,

, Free Verse, Short Story.

Recommended Books :

1. W.H.Hudson : An Outline History of English Literature.
2. M.H.Abrams : A Glossary of Literary Terms (McMillan)

Paper-II- Prose and Fiction

Note : The question paper will contain three sections as under -

Section -A : One compulsory question with ten parts, with 2 parts from each unit .

Short answer, in 20 words each.

Total Marks : 10

Section - B : 10 questions with 2 questions each unit; 5 questions to be attempted,

taking one from each unit, answer approximately in 250 words .

Total marks : 50

Section - C : 04 questions (questions may have sub divisions) covering all units

but not more than one question from each unit. Descriptive type answer in about

500 words. 2 questions to be attempted.

Total Marks : 40

Note. Q. No. 12 (i.e. 1st question of Section -C) will be compulsory. It will contain 7

Passages for Reference to Context from the texts marked for Detailed Study, out of which 4 are to be attempted.

Essays and short stories are prescribed from the following books:

- i) Susanta K. Sinha (ed.) : English Essayists.
- ii) Shiv K. Kumar (ed.) : Short stories of yesterday and today (OUP).

Unit-I (For detailed study)

- E.V. Lucas : The Town Week
- G.K. Chesterton : On the pleasure of No Longer Being Very Young.
- A.G.Gardiner : On Superstitions.

Unit-II (For detailed study)

- Hillaire Belloc : In Praise of Ignorance
- Aldous Huxley : Selected Snobberies.
- J.B. Priestely : On Getting off to Sleep

Unit-III (For detailed study)

- Joyce Cary : Growing Up.
- Nathaniel Hawthorne : Dr. Heidegger's Experiment.
- O'Henry : The Gift of the Magi.

Unit-IV (For detailed study)

- Raja Rao : A Client
- Manohar Malgaonkar : Upper Division Love.

Unit-V (For non-detailed study)

- Khushwant Singh : 'Train to Pakistan'

بی اے (اردو) سال سوم B.A. (Urdu) Part III

Paper 1 - Urdu Zaban-o-Adab Ki Tareekh Ka Khaka

پرچہ اول - اردو زبان و ادب کی تاریخ کا خاکہ

کل نمبر: ۱۰۰

وقت: تین گھنٹے

نصاب پانچ یونٹ پر مشتمل ہو گا۔
لیکن

پرچہ تین حصوں پر مشتمل ہو گا جس کی تفصیل اس طرح ہے
حصہ اول: اس حصہ میں ایک لازمی سوال ہو گا۔ جس میں ہر اکائی
سے دو مختصر سوال لیتے ہوئے کل دس (۱۰) مختصر سوالات
ہونگے ہر مختصر سوال کا جواب تقریباً بیس (۲۰) الفاظ میں
ہو گا۔

کل نمبر: ۱۰

حصہ دوم: اس حصہ میں پانچ یونٹ ہو گی۔ ہر یونٹ میں دو سوالات
ہو گے جس میں سے ایک سوال حل کرنا ہو گا۔ اس طرح
کل پانچ سوالات کے جوابات دینے ہوں گے۔ ہر سوال
کا جواب تقریباً ۲۵۰ الفاظ میں مشتمل ہو گا۔

کل نمبر: ۵۰

حصہ سوم: اس حصہ میں چار تفصیلی سوال ہونگے۔ جو پورے نصاب
سے دئے جائیں گے لیکن ایک یونٹ میں سے ایک سے
زیادہ سوال نہیں ہو گا۔ صرف دو سوال کے جواب دینا ہے
ہر جواب تقریباً ۵۰۰ الفاظ میں ہو گا۔ کل نمبر: ۴۰

پہلی یونٹ (Unit-I)

- اردو زبان کی ابتداء سے متعلق مختلف نظریات
- اردو زبان کا ارتقاء ۱۷۰۰ء تک

دوسری یونٹ (Unit-II)

- وکن میں اردو شعر و ادب (مغل عہد حکومت تک)
- شمالی ہند میں اردو شاعری کا ارتقاء۔ ۱۸۵۷ء تک
- شمالی ہند میں اردو نثر کا ارتقاء۔ ۱۸۵۷ء تک

تیسری یونٹ (Unit-III)

- علی گڑھ تحریک کا تعارف اور ادبی خدمات
- اردو میں جدید نظم کا آغاز و ارتقاء

چوتھی یونٹ (Unit-IV)

- اردو میں رومانی تحریک کا آغاز۔ (اسباب و محرکات)
- اردو ادب پر رومانی تحریک کے اثرات (نثر و شاعری)

پانچویں یونٹ (Unit-V)

- اردو میں ترقی پسند تحریک کا آغاز۔ (اسباب و محرکات)
- اردو ادب پر ترقی پسند تحریک کے اثرات۔
(نظم، غزل، افسانہ، ناول، تنقید)
- اردو شعر و ادب ۱۹۴۷ء کے بعد (غزل، نظم، افسانہ، ناول، تنقید)

معاون کتب:

- ۱۔ اردو ادب کی تنقیدی تاریخ۔ سید احتشام حسین
- ۲۔ تاریخ ادب اردو۔ نور الحسن نقوی
- ۳۔ اردو ادب کی مختصر ترین تاریخ۔ ڈاکٹر سلیم اختر
- ۴۔ دکنی ادب کی تاریخ۔ محی الدین قادری زور
- ۵۔ اردو ادب کی تحریکیں۔ ڈاکٹر انور سمیں
- ۶۔ اردو میں رومانی تحریک۔ ڈاکٹر محمد حسین
- ۷۔ اردو میں ترقی پسند ادبی تحریک۔ ڈاکٹر خلیل الرحمن اعظمی
- ۸۔ اردو شاعری کا فنی ارتقا۔ ڈاکٹر فرمان فتح پوری
- ۹۔ سر سید اور علی گڑھ تحریک۔ خلیق نظامی

بی اے (اردو) سال سوم B.A. (Urdu) Part III

پرچہ دوم 2 - Paper

اصنافِ نثر و نظم

وقت: تین گھنٹے
نصاب پانچ یونٹ پر مشتمل ہو گا۔
کل نمبر: ۱۰۰

پرچہ تین حصوں پر مشتمل ہو گا جس کی تفصیل اس طرح ہے
حصہ اول: اس حصہ میں ایک لازمی سوال ہو گا۔ جس میں ہر اکائی
سے دو مختصر سوال لیتے ہوئے کل دس (۱۰) مختصر
سوالات ہونگے ہر مختصر سوال کا جواب تقریباً بیس (۲۰)
الفاظ میں ہو گا۔

کل نمبر ۱۰

حصہ دوم: اس حصہ میں پانچ یونٹ ہوگی۔ ہر یونٹ میں دو سوالات ہو گئے جس میں سے ایک سوال حل کرنا ہوگا۔ اس طرح کل پانچ سوالات کے جوابات دینے ہوں گے۔ ہر سوال کا جواب تقریباً ۲۵۰ الفاظ میں مشتمل ہوگا۔

کل نمبر ۵۰

حصہ سوم: اس حصہ میں چار تفصیلی سوال ہونگے۔ جو پورے نصاب سے دئے جائیں گے لیکن ایک یونٹ میں سے ایک سے زیادہ سوال نہیں ہوگا۔ صرف دو سوال کے جواب دینا ہے ہر جواب تقریباً ۵۰۰ الفاظ میں ہوگا۔ کل نمبر ۴۰

نوٹ: سیکشن 'C' میں ایک لازمی سوال تشریح پر مشتمل ہوگا۔

پہلی یونٹ (Unit-I)

- افسانہ ، انشائیہ ، رپورٹاژ
- فن ، صنفی خصوصیات ، اجزائے ترکیبی اور تاریخ
- افسانہ: حیات اللہ انصاری ”آخری کوشش“ بہار چمن ہرٹس ٹھکر کی بیٹی
- انشائیہ: مشتاق احمد یوسفی ”پڑیے گر بیمار“
- رپورٹاژ: قرۃ العین حیدر ”وکن ساٹھار نہیں سنسا میں“
- مجوزہ متون پر تشریحی اور تنقیدی سوالات

(۱۰)

دوسری یونٹ (Unit-II)

- خاکہ ، سوانح اور تنقید
- فن ، صنفی خصوصیات ، اجزائے ترکیبی اور تاریخ
- خاکہ : رشید احمد صدیقی ”سراقبال“
- تنقید : مجنوں گور کھپوری۔ ”ادب اور زندگی“
- مجوزہ متون پر تنقیدی اور تشریحی سوالات

تیسری یونٹ (Unit-III)

- پابند نظم اور آزاد نظم
- ہیئت ، فن اور ارتقا
- اختر الایمان۔ ”ایک لڑکا“
- ن ، م راشد۔ ”سباویراں“
- میراجی۔ ”سمندر کا بلاوا“
- مجوزہ متون پر تنقیدی اور تشریحی سوالات۔

چوتھی یونٹ (Unit-IV)

- قطعہ اور رباعی
- اکبر الہ آبادی: ”عشرتی گھر کی محبت کا مزا بھول گئے“
- اقبال: ”خدا تجھے کسی طوفان سے آشنا کر دے“
- رباعیات انیس: (۱) کیا فائدہ فکر بیش و کم سے ہو گا۔

(۲) دنیا بھی عجب سرائے فانی۔ (۳) ماں باپ سے بھی سوا شفقت تیری
(۴) عزت رہے یارو آشنا کے آگے۔

رباعیات امجد: (۱) ہے کعبہ و بت خانہ میں جلوہ تیرا
(۲) پیراہن نگ و نام صد چاک کیا (۳) ہر وقت رواں ہے چشم تر سے دریا
(۴) دنیا ہے عجب مقام عبرت افزا
• مجوزہ متون پر تنقیدی اور تشریحی سوالات۔

پانچویں یونٹ (Unit-V)

• گیت : صنفی خصوصیات اور ارتقا
• اختر شیرانی: ”اودیس سے آنے والے بتا“
• ساحر لدھیانوی: ”وہ صبح کبھی تو آئے گی“
• مجوزہ متون پر تنقیدی اور تشریحی سوالات۔

معاون کتب:

- (۱) اردو نثر کا فنی ارتقا ڈاکٹر فرمان فتح پوری
- (۲) انشائیہ اور انشائیہ نگار ڈاکٹر محمد حسین
- (۳) اردو میں خاکا نگاری ڈاکٹر صابر سید
- (۴) ادب کا مطالعہ ڈاکٹر اطہر پرویز
- (۵) اردو میں رپور تاژ نگاری ڈاکٹر طلعت گل
- (۶) اردو میں سوانح نگاری الطاف فاطمہ
- (۷) نیا افسانہ وقار عظیم
- (۸) انتخاب نثر و نظم، برائے بی اے سال سوم: ڈاکٹر فریدہ بانو

History

Paper –I Modern Indian History (1740 – 1947 A.D.)

Duration:3 hrs.
Marks:100

Max

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20

words for each part. Total
marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each

unit, answer approximately in 250 words. Total
marks : 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one

question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total
marks : 40

Unit-I

Third Battle of Panipat and its consequences, Marathas under Mahadi ji Sindhia and Nana Phadnavis, Maratha struggle with the British. Causes of the failure of the Marathas.

Unit-II

Establishment of British rule in Bengal and consequent administrative changes during (1772-1773). Emergence of regional powers. Mysore, Panjab and Awadh their struggle with British and their absorption in the British Empire.

Unit-III

Uprising of 1857, causes, nature and consequences. Growth of British paramountcy in the Princely States 1858-1947. Main features of Permanent Roytwari and Mahalwari land revenue settlements and their impact on peasantry.

Unit-IV

Drain of wealth and its consequences. Economic impact of British rule, causes of the Emergence of Indian Nationalism. Role of Moderates and Extremists, Revolutionary activities. Salient features of Government of India Act of 1919 and 1935.

Unit-V

- (1) Struggle for Freedom Movement from 1920 to 1947.
- (2) Growth of Communal Politics.
- (3) Factors leading to Independence and partition of India.

Books Recommended:

1. Bisheswar Prashad: Bondage and Freedom.
2. G.S. Sardesai : New History of the Marathas. Vol. III (also in Hindi)
3. Sumit Sarkar : Modern Indian 1885 to 1947.
4. B.N. Pande (ed.): Centenary History of the India National Congress (1885-1985). Vikas Publishing House, New Delhi, 1985
5. Tara Chand: History of Freedom Movement in India in 4 Vols. Publication Division, New

Delhi.

Paper –II Indian Culture & Heritage

Duration:3 hrs.

Max Marks:100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20

words for each part.
10

Total marks :

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each

unit, answer approximately in 250 words.
50

Total marks :

Section-C : 04 questions (question may have sub division) covering all units but not more than one

question from each unit, descriptive type, answer in about 500 words, 2 questions to be

attempted.
40

Total marks :

Unit-I (Culture & Civilization)

- Meaning and salient features of Indian culture, unity in diversity, difference between culture and civilization.
- The historical framework of Indian culture, culture links in ancient India and the outside world.
- Cultural synthesis of Indian culture with Islam and West.
- Indian towns and places of cultural importance, centre of learning in ancient India.

Unit-II (Religion & Society)

- Six system of Indian Philosophy.

- b. Indus and Vedic Religion, Buddhism and Jainism, Bhagvism.
- c. Bhakti movement and Sufism, Shikism
- d. Framework of Indian Society: Varnashram & caste system in Ancient India and changes in society during medieval India. Position of Women in India through in Ages.

Unit-III (Literature & Science)

- a. Vedic literature, Epics : Ramayan, Mahabharat, Sanskrit Literature of ancient India.
- b. Kalidas, Tulsidas, Ravindra nath Tagore and Bhartendu Harish Chandra.
- c. Journalism in Pre-independence India and its role in freedom struggle.
- d. Development of Science in ancient India. Contribution of C.V. Raman and J.C. Bose to science, Role of Indians in industrial growth in first half of twentieth century.

Unit- IV (Art and Architecture)

- a. Rock art in Pre-historic times, Main features of Buddhist architecture, Contribution of Jainism to Indian Art; Development of art under Maurayas, Kushans and Cholas.
- b. Development of temple architecture sculpture and painting in ancient India style and main features.
- c. A Brief surveys of mughal architecture and painting, Indian classical dances.

Unit-V (Indian Renaissance and freedom struggle)

- a. Social and religious reform movement in North and South India. Muslim reform movement in modern India.
- b. Main streams of freedom struggle. Role of Gokhale, Tilak, Ghandhi and Veer Savarkar, Lala Hardayal and Subhash Bose of freedom struggle.
- c. Role of woman in freedom struggle.
- d. Our constitution – Formation and salient feature.

Books Recommended:

- | | | |
|-------------------------|---|--|
| 1. Pande, G.C. | : | The foundation of Indian Culture, Vol. I & II |
| 2. Hiriyanna, M | : | Essentials of Indian Philosophy |
| 3. Pande, Sushmita | : | Medieval Bhakti Movement |
| 4. Majumdar, R.C. (Ed.) | : | The history of culture of Indian people Vols.
I to XII (Relevant portion) |
| 5. Nehru, J.L. | : | Discovery of India |
| 6. Hussain, Abid | : | The National Culture of India |
| 7. Bipin Chandra | : | Freedom Struggle |
| 8. Sevaram Krishnan, V | : | Culture Heritage of India (Bhawan Publication) |

OR

Paper –II Contemporary India (1947-2000 A.D.)

Duration:3 hrs.

Max Marks:100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 40

Unit-I

Legacy of freedom struggle- Socio-Cultural values of Non- Violence, National integration, Social Equality, Women participation. Problems and process of integration of Princely States

into Indian Dominion (1947-1949) and their re-organization in 1956, Problems of displaced persons and rehabilitation Process. Framing of Indian Constitution – Main features and major amendments

Unit-II

Agrarian reforms and Bhudan Movement, Planned economy. Industrialization-Policy, Programme and Progress.

Mixed economy, Green revolution, Nationalisation of Banks and abolition of Privy Purses, Liberalization.

Unit-III

Major Political parties and their role in democracy, From one party dominance to Coalition. Elements of foreign policy: relations with neighbors, Non-Alignment and SAARC.

Unit-IV

Changing social structure : Challenges and problems- population growth, unemployment, poverty, communalism.

Social movements- woman, dalits and other Backward Classes. Role of middle class.

Unit-V

Progress and achievements in Science and technology, Changing trends in dance, music painting, Literature and Mass Media.

Books Recommended :

1. Guha, Ramchandra : India After Gandhi
2. Khilnani, Sunil : The Idea of India (also in Hindi)
3. Sen, Amartya : Class in India
4. Dixit, J.N. : Indian Foreign Policy

Political Science

Scheme :

Two Papers	Minimum Pass Marks: 72	Maximum Marks: 200
Papers-I	3 Hrs. Duration	Marks 100
Papers-II	3 Hrs. Duration	Marks 100

Paper 1 : Representative Western Political Thinkers

Duration : 3 hrs.

M.M. :100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit. Answer approximately in 250 words. Total marks: 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Unit 1:

Plato : His writings, his views on ideal state, individual, justice, education and his contribution.

Aristotle : Writings, his views on state, individual, classification of government, revolution and his contribution.

Unit 2 :

Confucius : Writings, views on state, individual, society, social organization and contribution.

Thomas Aquinas : Writings, views on state, religion, laws, individual, society and his contribution.

Machiavelli : Writings, views on individual, state, as child of his own age, religion and his contribution as modern political thinker.

Unit 3 :

Hobbes : Writings, views on state, individual, society, social contract, sovereignty and his contribution.

Locke : Writings, views on state, individual, property, society, social contract, constitutional democracy and his contribution.

Rousseau : Writings, views on state, individual, society, general will, social contract and his contribution.

Unit 4 :

Bentham : Writings, views on individual, state, government, utilitarianism, theory of pleasure and pains and his contribution.

J.S. Mill (John Stuart Mill) : Writings, his views on state, individual, Liberty, Liberalism and representation and his contribution.

Unit 5 :

Hegel : Writings, methods, his views on state, individual, society, idealism and his contribution.

Karl Marx : Writings, methods, his views on state, individual, society, historical materialism, class-struggle, surplus value, state ownership, communism and his contribution.

Books

Recommended :

1. M.B. Foster : Masters of Political Thought
2. W.T. Jones : Masters of Political Thought
3. W. Dunning : A History of Political Theories
4. J.P. Sood : History of Political Thought Vol. I & II
5. G.H. Sabine : History of Western Political Thought

6. C.L. Wayper : Political Thought
7. Barker : Greek Political Thought

Paper-II International Relations Since 1945

Duration : 3
hrs.

M.M. :100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit. Answer approximately in 250 words. Total marks : 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 40

Unit-I : Nature of International Relation, Cold War, De-colonisation, Resurgence of new states in Asia & Africa

Unit-II : U.N.O.- Organisation , Working, Role & Challenges in post cold war era

Unit-III : Foreign Policies- United States of America, Russia & China.

Unit- IV : Foreign Policy of India, its relation with neighboring countries & Non-Alignment Policy.

Unit- V New International Economic Order, North –South Dialogue, SAARC, ASEAN, Arab- Israel Conflict, International Terrorism. Global Environmental issues.

Selected Readings :

4. Mahendra Kumar : International Politics
5. Friedman : Introduction to World Politics

Public Administration

Scheme:Two Papers

	Duration	Min. Pass Marks 72	Max. Marks 200
Paper - I	3hrs.	36	100 Marks
Paper-II	3hrs.	36	100 Marks

Paper – I – Administrative Thinkers

3 hrs. duration

Max. Marks : 100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 40

Unit – I

Administrative Ideas of Kautilya, Henri Fayol and F.W. Taylor with particular reference to :

1. Kautilya :

- (i) The Machinery of Government
- (ii) Principle of Authority and Obedience

2. Henri Fayol

- (i) Managerial Activities
- (ii) Principles of Organization

3. F.W. Taylor

- (i) The Scientific Management Movement
- (ii) Impact of Taylorism on organization Theory

Administrative Ideas of Elton Mayo, Chester Barnard and Herbert Simon with special reference to :

1. Elton Mayo :

- (i) Hawthorne Experiments
- (ii) Human Relation Approach

2. Chester Bernard :

- (i) Organization a Consciously Coordinated Cooperative System.
- (ii) Authority and Responsibility

3. Herbert Simon :

- (i) Decision making as heart of Administration
- (ii) Stages in Decision Making Process
- (iii) Rationality in Decision Making

Unit – III

Administrative Ideas of Mc Gregor, Frederic Herzberg and Maslow with special reference to :

1. Mc Gregor :

(i) Theory ‘X’ and Theory ‘Y’

(ii) Conflict Management

2. Frederick Herzberg :

(i) Two factor Theory

(ii) Job Enrichment

3. Abraham Maslow :

(i) Need – Hierarchy Theory

Unit – IV

Administrative Ideas of F.W. Riggs, Max Weber and Chris Argyris with special reference to :

1. F.W. Riggs :

(i) Sala Model in Prismatic Society

(ii) Concept of Development

2. Max Weber :

(i) Ideal type Model of Bureaucracy

(ii) Authority and Legitimacy

3. Chris Argyris

(i) Organizational Theory : Fusion Model

(ii) Organizational Changes

Unit – V

Administrative Ideas of Rensis Likert, Peter Drucker and Yehezkel Dror with special reference to :

1. Rensis Likert :

(i) Supervisory Style

(ii) Management Systems 1-4

2. Peter Drucker :

(i) Management by objectives

(ii) Concept of Effective Executive

3. Yehezkel Dror

(i) Policy Science

Core Books & References :

1. F.W. Taylor : Scientific Management

2. Chester Barnard: The functions of the executive

3. Tilest, Kempner and Mills: Management Thinkers

4. Herbert Simon: Administrative Behaviour

5. Simon: The new science of Management Decision

6. March and Simon: Organization

7. Riggs: Administration in Developing Countries

8. Riggs(Ed.): Frontiers of Developing Countries

9. Weiduer (Ed.) : Development Administration in Asia (In items numbers and 9 only the articles of Riggs have to be studied)

10. Chandra Hirawat : Prashasanik Vicharak (Hindi)

11. S.S. Ali : Eminent Administrative Thinkers

12. S.R. Maheshwari : Administrative Thinkers

13. Henry Fayol : General & Industrial Management

14. Gullick & Urulick : Papers on the Science of Administration

15. Narendra Thori : Prashasnik Vicharak (In Hindi).

16. Prasad, Prasad & Pardha Sardi : Administrative Thinkers

Subsidiary Readings :

1. Nicolos P. Mauzelis : Organization and Bureaucracy
2. Fermont E. East and James E. Rosenzwlew : Organization and Management
3. James March and Herbert Simon : Organization
4. Katz and Kahu : The Social Psychology of Organization
5. William G. Scott : Organization Theory – A Behavioural Analysis
6. Billy Hodge and Herbert Johnson : Management of Organization Behaviour
7. Ziggs : The Ecology of Public Administration
8. Riggs : Thailand : Modernization of Bureaucratic Policy

PAPER II - LOCAL ADMINISTRATION IN INDIA

3hrs. duration

Max. Marks : 100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having : parts from each unit, short answer in 20 words for each part. Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 40

Unit-I

Meaning, nature and significance of Local-Self government in modern state. Evolution of Local-self Government in India ,Constitutional status to local Government:Salient features of 73rd and 74th Constitutional Amendment Act.

Unit-II

The Organisational structure of Urban Local-Self Government in India with special reference to the 74th Constitutional Amendment Act. Composition, Functions, Powers and role of various kinds of local bodies, Local Administration of the Metropolitan towns, Municipal Corporation and their problems of Autonomy and Accountability. District Planning Committees.

Unit-III

Theory and practice of Democratic Decentralisation in India, Panchayati Raj Institutions-Zila parishad, Panchayat Samiti, Village Panchayats, Gram Sabha, and ward sabha : their organisation and functions in the context of 73rd Constitutional Amendment.

Unit-IV

Personnel Administration in Rural and Urban Local Self Government, Classification, Recruitment, promotion and training. Problems of Local Self Government Employees regarding service conditions.

Unit-V

Financial Administration of Local Bodies in India, strengthening of local resources with special reference to role of State Finance Commission. Mechanism of control over local bodies at state level. The role of Directorate of Local bodies and Panchayat and Development Department of State.

BOOKS RECOMMENDED:

- 1- R. Agarwal : Municipal Government in India.
- 2- S.R.Maheshwari : Local Government in India.

- 3- M.V. Mathur : Panchayati Raj in Rajasthan.
- 4- R.L.Khanna : Municipal Government and Adm
in India.
- 5- S.K. Bhoglee : Local Government in India.
- 6- H.C. Sharma : Bharat Main Esthaniya Sasan
(in Hindi)
- 7- Ashok Sharma : Bharat main Sthaniya Prashasan (Hindi)

SUBSIDIARY READINGS:

- 1- S.C. Jain : Community Development and Panchayati Raj.
- 2- Government of Rajasthan :Sadik Ali Report : 1964
- 3- Government of Rajasthan :Village Panchayat Act, 1953.
- 4- Government of Rajasthan : Panchayat Samities and Zila Parishads Act 1959.
- 5- Government of Rajasthan :Municipalities Act, 1959
- 6- Government of India :Diwakar Committee Report, 1963
- 7- Balwant Rai Mehta :Committee Report, 1957.

JOURNALS:

- 1- Nagarlok, Delhi.
- 2- Journal of Local - self Government, Bombay.
- 3- Kurukshetra.

ECONOMICS

Scheme:

Two paper	Time	Min Pass Marks : 72	Max Marks : 200
Paper I-Money, Banking And Public Finance Marks	3 hrs	36 Marks	100
Paper II-(A) - Quantitative Techniques Marks	3 hrs	36 Marks	100
OR			
(B) - History of Economic Thought Marks	3 hrs	36 Marks	100

Paper I - Money, Banking And Public Finance

Duration 3 hours
100

Max. Marks-

Note : The question paper will contain three sections as under –

- Section-A :** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 10
- Section-B :** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 50
- Section-C :** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 40

Unit I

Basic Concepts

Money - meaning, functions and classification, Gresham's law; Role of money in capitalist, socialist and mixed economies; paper systems of note issue.

Value of Money and Inflation

Meaning, uses and limitations of index numbers; Quantity theory of money. Cash transaction and cash balance approaches; The Keynesian approach; Inflation, Deflation and Reflation- definition, types, causes and effects of inflation on different sectors of the economy; Demand pull and cost - push inflation; Measures to control inflation; Trade- off between inflation and unemployment Philips curve.

Unit - II

Commercial Banking

Meaning and types; Functions of commercial banks; The process of credit creation- Purpose and limitations; Evolution of commercial banking in India after independence; Recent reforms in banking sector in India. Determination of Money Supply - High powered Money and Money Multiplier.

Unit - III

Central Banking

Functions of Central Bank, Quantitative and qualitative methods of credit control-Bank rate policy, Open market operations, Variable reserve ratio and selective method; Role and functions of the Reserve Bank of India; Objectives and limitations of monetary policy with special reference to India.

Unit - IV

Nature and scope of Public finance

Meaning and scope of public finance; Distinction between private and public finance; Public goods Vs. Private goods; The principle of maximum social advantage; Market failure; Role of the Government.

Public Expenditure

Meaning, classification and principal of public expenditure; Canons and effects of public expenditure; Trends in public expenditure and causes of growth of public expenditure in India.

Unit V

Taxation

Sources of Public revenue, Taxation- meaning, canons and classification of taxes; Division of tax burden - The benefit and ability - to - pay approaches; Impact and incidence and shifting of taxes; Taxable capacity, Effects of taxation; Characteristics of a good tax system.

Budget

Preparation and passing of Centre and Rajasthan State Govt. Budget. Various concepts of budget deficits, Recent Budget of Central and Rajasthan State.

Basic Reading List :

1. Ackley, G. (1978), Macroeconomics : Theory and policy, McMillan publishing Co., New Yourk.
2. Gupta, S.B. (1994), Monetary Economics, S Chand & Company, New Delhi
3. Houghton. E.W. (Ed.) (1988), Public Finance, Pengui, Baltimore.
4. Jha. R. (1998), Modern Public Economics, Routledge, London,
5. Mithani, D.M. (1981), Macroeconomic Analysis and Ploicy, Oxford & IBH., NewDelhi.
6. Mithani, D.M. (1988), Modern Public finance, Himalaya Publishing House, Mumbai.
7. Musgrave, R.A. and P.B. Musgrave (1976), Public finance in Theory and Practice, Mc Graw Hill, Kaogakusha, Tokyo.
8. Shapiro, E. (1966), Macroeconomic Analysis, Galgotia Publication, New Delhi.

Paper II (A) - Quantitative Techniques

3 hrs. duration

Max. Marks :100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks: 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 40

Unit -I

Calculus

Differentiation of a function: Maxima and Minima, Elasticities, Equilibrium of a firm and consumer: Inter-relationship among total, marginal and average cost and revenues. Integration of a function, consumer's and producer's surplus.

Matrix and Determinants

Various types of matrices, Determinants, Inverse of a matrix, Cramer's rule, Concept of linear programming - Graphic Method.

Unit - II

Introduction to Statistics

Basic concepts; Population, Sample, Parameter, Frequency Distribution, Cumulative frequency; Graphic and Diagrammatic representation of data, Techniques of data collection; Sampling Vs. Population, primary and secondary data.

Central Tendency and Dispersion

Measures of central tendency; Mean, Median, Mode, Geometric mean and Harmonic mean, Measures of dispersion, Range, Mean Deviation, Standard deviation, Coefficient of variation, Quartile deviation and Skewness.

Unit - III

Correlation and Regression

Simple correlation; Coefficient of Correlation - Karl Pearson and Rank Correlation, Regression analysis, Estimation of regression line in a bivariate distribution - Least squares method, Interpretation of regression coefficients,

Unit - IV

Time series and Index Numbers

Time Series Analysis - Concept and components - Determination of regular, trend and seasonal indices; Index numbers- concepts, price relative, quantity relative, value relative; Laspeyres's, Paasche's and Fisher's, family budget method; Problems in the construction and limitation of index numbers, Tests for ideal index number.

Unit - V

Probability and Distribution

Probability : Concept, Rules of Probability (Addition and Multiplication), Interpolation (Newton's and Binomial Method).

Indian Statistics

Current population census 2001. Statistical system in India. Agriculture, Industrial and Trade Statistics in India

Basic Reading List :

1. Allen, R.G.D (1974), Mathematical Analysis for Economists, McMillan Press London.
2. Black. J. and J.F. Bradley (1973), Essential Mathematics for Economists, John Wiley and Sons.
3. Chiang, A.C., Fundamental Methods of Mathematical Economics (3rd Edition), McGraw Hill, New Delhi.
4. Croxton, F.E., D.J. Cowden and S. Klein (1973) applied General Statistics, Prentics Hall, New Delhi.
5. Gupta, S.C. and V.K. Kapoor (1993), Fundamentals of Applied Statistics, S. Chand and Sons, New Delhi.
6. Speigal M.R. (1992) Theory and Problems of Statistics, McGraw Hill Book, London.
S. P. Gupta - Statistics Methods

OR

Paper II (B) - History of Economic Thought

Duration 3 hours

Max. Marks- 100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 40

Unit- I

Early Period

Economic Thought of Plato and Aristotle - Doctrines of Just Cost and Just Price. Mercantilism: Main characteristics; Physiocracy: natural order, primacy of agriculture, social classes, taxation. Economic ideas of Locke and Hume

Unit - II

Classical Period

Adam Smith - division of labour, theory of value, capital accumulation, distribution; David Ricardo - Value theory of rent, distribution ideas on economic development and international al trade.

Thomas R. Mathus - theory of population

Karl Marx - theory of value, surplus value, profit.

Unit - III

Marginalists

The marginalist revolution: Jevons and Warlas

Distribution - Marshall as a great synthesizer: role of time in price determination, ideas on consumer's surplus, quasi-rent, organization as a factor of production

Pigou: Welfare Economics

Schumpeter: role of entrepreneur and innovation

Unit - IV

Keynesian Ideas

The aggregate economy, Liquidity Preference. Theory and Liquidity trap, Marginal Efficiency of Capital and Marginal Efficiency of Investment, role of fiscal policy, deficit spending, multiplier principle, cyclical behaviour of the economy.

Unit- V

Indian Economic Thought

Early economic ideas: Kautilya

Modern economic ideas: Nawroji, Ranade, R.C. Dutt

Economic ideas of Gandhi ; Village, Swadeshi, Cottage Industries, Trusteeship

Early approaches to planning ; Gadgil : Co-operation as a way of life and strategy of development.

Sociology

Scheme:

Two Papers		Min. Pass Marks: 72	Max. Marks: 200
Paper I	3Hours Duration	For Non Collegiate Students	100 Marks Theory
Paper I	3Hours Duration	For Regular & Ex. Students	80 Marks Theory
Paper II	3Hours Duration	For Non Collegiate Students	100 Marks Theory
Paper II	3Hours Duration	For Regular & Ex. Students	80 Marks Theory
Practical	3Periods per Week	For Regular & Ex. Students	40 Marks Practical

Paper I: Survey Methods in Social Investigations

3 hrs. duration

Marks: 100 & 80

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks : 10(For NC & Regular Candidates)

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks: 50(For NC), 40(For Regular & Ex. candidates)

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted.

Total marks:40(For NC),30(For Regular & Ex. Candidates)

Unit- I

Scientific Study of Social Phenomena

7. Natural Sciences and Social Sciences: Relationship and Debate

8. Social Survey and Social Research: Meaning and Nature
9. Scientific Method: Meaning, Stages and Importance

Unit- II

Logic of Social Research

11. Objectivity and Subjectivity in Sociological Inquiry
12. Hypothesis: Meaning, Types and Formulation process
13. Primary and Secondary Data: Forms and Sources

Unit- III

Tools and Techniques for Data Collection

4. Observation and Interview
5. Questionnaire and Schedule
6. Case Study Method

Unit- IV

Procedure of Selecting Representative Units

4. Sampling: Meaning and Types
5. Methods for Sample Selection and its Limitations
6. Content Analysis

Unit- V

Quantitative Issues in Social Research

4. Tabular Presentation of Data: Bivariate and Multivariate
5. Statistical Averages: Meaning and Types
6. Calculation of Mean, Median and Mode

Essential Readings:

Bajaj and Gupta 1972 Elements of Statistics, New Delhi, R. Chand & Company

Beteille, A. and T.N. Madan	1975	Encounter and Experience: Personal Accounts of Field work, New Delhi, Vikash Publishing House
Bryman, Alan	1988	Quality and Quantity in Social Research, London, Unwin Hyman
Garrett, Henry	1981	Statistics in Psychology and Education, David McKay
Goode and Hatt		Methods in Social Research
Jayaram, N.	1989	Sociology: Methods and Theory, Madras, MacMillan
Kothari, C.R.	1989	Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern
Moser, C.A.		Survey Methods in Social Investigation
Punch, Keith	1996	Introduction to Social Research, London, Sage
Shipman, Martin	1988	The Limitations of Social Research, London, Sage
Srinivas, M.N. and A.M. Shah	1979	Fieldworkers and the Field, Delhi, Oxford
Young, P.V.	1988	Scientific Social Survey and Research, New Delhi, Prentice Hall

Paper II: Social Problems in Contemporary India

3 hrs. duration

Marks: 100 & 80

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks : 10(For NC & Regular Candidates)

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks:50(For NC),40(For Regular & Ex. candidates)

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted.

Total marks:40(For NC),30(For Regular & Ex. Candidates)

Unit- I

Social Problems: Some Conceptual Issues

3. Social Problem and Social Disorganization: Meaning and Relations
4. Social Problems: Theoretical Perspectives
5. Social Problems: Types and Factors

Unit- II

Structural Problems in Contemporary India

- 2 Rural problems, Gender Disparity
- 3 Communalism and the Problems of Minorities
- 4 Problems of Deprived Social Categories: Scheduled Castes and Scheduled Tribes

Unit- III

Familial Problems in Contemporary India

4. Dowry, Divorce
5. Child Marriage, Problems of Elderly

6. Problems of Youth in India, Aids Problem

Unit- IV

Disorganizational Problems in Contemporary India

4. Crime, Juvenile Delinquency
5. Corruption, Drug Addiction
6. Terrorism, Casteism

Unit- V

Development Problems in Contemporary India

17. Poverty, Unemployment
18. Illiteracy, Environmental Pollution
19. Problems of Slums, Development Induced Displacement, National Defecation campaign

Essential Readings:

Ahuja, Ram		Social Problem in India
Berremman, G.D.	1979	Caste and Other Inequalities: Essays in Inequality, Meerut, Folklore Institute
Beteille, Andre	1974	Social Inequality, New Delhi, OUP
Beteille, Andre	1992	Backward Classes in Contemporary India, New Delhi, OUP
Gadgil, Madhav and Guha, Ramchandra	1996	Ecology and Equity: The Use and Abuse of Nature in Contemporary India, New Delhi, OUP
Gill, S.S.	1998	The Pathology of Corruption, New Delhi, Harper Collin Publishers
Guha, Ramchandra	1994	Sociology and the Dilemma of Development, New Delhi,

		OUP
Guha, Ranjit	1991	Subaltern Studies, New York, OUP
Inden, Ronald	1990	Imaging India, Oxford, Brasil Blackard
Kothary, Rajni (Ed.)	1973	Caste in Indian Politics
Lewis, Oscar	1966	—Culture of Poverty , Scientific American Vol. II & V, No. 4, pp. 19-25
Madan, T.N.	1991	Religion in India, New Delhi, OUP
Ministry of Home Affairs	1998	Crime in India, New Delhi, Government of India
Sharma, Ursula	1983	Women, Work and Property in North West India, London, Tavistock

Note: students Practical exam. of 40 marks will be based on field work report (15-20 handwritten pages) on any social problem or social evil through the method of social survey using interview schedule as a tool with classification, tabulation, presentation of data and analysis including viva voce by external and internal examiner. Frame work of Practical work: Formulation of problem, construction of tools (schedule, questionnaire, interview guide), Classification and tabulation, Interpretation and report writing.

Work Load & Exam.: 3 Periods per week per batch of 50 students should be allotted for practical work.

student will have to secure minimum pass marks separately in theory and practical components of Ist & IInd paper.

Students shall select any of the Urban or Rural locality and prepare the field work/survey report under the guidance of supervisor.

The survey would be focused at defecation campaign.

PSYCHOLOGY

SCHEME:

Two Paper		Min. Pass Marks : 54	
Max.Marks: 150			
Paper- I- Mental Measurement	Duration 3 hrs.		75
Marks			
Paper- II- Industrial Psychology	Duration 3 hrs.		75
Marks			
Practical	Duration 3 hrs.	Min. Pass Marks: 18	Max.
Marks-50			

Paper I – Research Methodology

Duration 3 hours
Marks-75

Max.

Note: The question paper will contain three sections as under-

Section-A One compulsory question with 10 parts, parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks: 10

Section-B 10 questions, 2 question from each unit, 5 question to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 35

Section-C : 04 question (question may have sub division) covering all units but not more than question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted.

Total

marks:30

Unit-I

Meaning, Nature and types of psychological tests.
Uses of psychological test & Limitations.

Unit-II

Reliability: Meaning and , Types of Reliability.
Validity: Meaning and types of

Unit-III

Measurement: Meaning ,types of scales, (Nominal scale, Ordinal scale, Interval scale, Ratio scale) function and advantage and disadvantage.
Sampling-Meaning & type

Unit-IV

Rating Scales: Meaning and types ,Schedules.
Questionnaire- Meaning & types

Unit-V

Problem, Hypothesis-Meaning and types,
Variables and Controls in Experiments.

BOOKS RECOMMENDED :

Anastasi, A. : Psychological Testing (McMillan)

Freeman, P.S. : Psychological Testing (Oxford and IBH)
Singh A. K. : Test Measurement and Research Methods in Behavioral Science (Bharti Bhawan Publication, Patna)

PSYCHOLOGY PRACTICALS

Practicals (Research Methodology)

1. Individual test/Group test
2. Verbal/non-verbal test
3. Variables
4. Problem
5. Hypothesis
6. Any other proposed by the teacher

PAPER – II - INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY

Duration 3 hours

Max.

Marks-75

Note: The question paper will contain three sections as under-

Section-A One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks: 10

Section-B 10 questions, 2 question from each unit, 5 question to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 35

Section-C : 04 question (question may have sub division) covering all units but not more than

question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted.

Total

marks:30

Unit-I

Nature, Scope and Importance of Industrial Psychology.

Unit-II

Personnel Selection, Employee Training- Meaning, & methods.

Job Analysis, Job Evaluation-Meaning, & methods.

Unit-III

Industrial Morale, Job Satisfaction- Meaning and factors.

Job Enrichment, Work Motivation-Meaning and factors.

Unit-IV

Accidents- meaning, & causes;

Fatigue: Meaning, & causes.

Unit-V

Advertisement – Meaning and importance.

Conflict – Meaning causes and management; Recreational facilities

BOOKS RECOMMENDED:

Blum & Naylor : Industrial Psychology (CBS)

Harrel : Industrial Psychology (Oxford & IBH)

Schultz : Psychology in Industry Today (Macmillan)

Mckormic : Industrial Psychology (prentice Hall)

Robins : Organizational Behaviour (prentice Hall)

Katz & Kahn : social psychology of Organizations (Wiley Eastern Ltd.)

Luthans : Organizational Behaviour (Tata McGraw Hill)

Practicals (Industrial Psychology)

- | | |
|------------------------|--------------------------------------|
| 1. Work Motivation | 2. Job Satisfaction |
| 3. Advertisement skill | 4. Job Morale/Employee Morale |
| 5. Job Analysis | 6. Any other proposed by the teacher |

Note: Students have to complete atleast four tests / experiments from each papers, in consultation with the teacher during exam.

PHILOSOPHY

Scheme:

Paper I duration 3 hrs. Min.Marks 72

Max.Marks 200

Part-A- Nayaya Vaisheshik

Max.Marks 100

OR

Part-B- Sankhya Yoga

Paper II duration 3 hrs.

Max.Marks 100

Part-A- Plato

OR

Part-B- Contemporary Indian Philosophers

Duration : 3 hrs

Max.Marks-100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted.

Total marks : 40

Note:-From the following Parts A & B, students have to opt at least one paper from each part i.e. they have to select two papers in all. Taking one paper from each Part.

Paper-I

Part-A - Nayaya Vaisheshik

Unit -I

Sixteen categories (Nayaya), method of study of a text- Uddeshya, Lakshan, pariksha.

Unit-II

Nature and kinds of Praman, Critique of Arathapatti and Anuplabdhi.

Unit-III

Pramanyavada and theory of Causation.

Unit-IV

Nature of self, Bandhan and Moksha.

Unit-V

Nature and Kinds of Padartha (Vaisheshik), Sonyoga and Samvaya relation.

BOOKS PRESCRIBED:

1. Tarka Bhasha- Keshav Mishra
2. Sapta Padartha- Shiva Ditya

OR

Part -B Sankhya Yoga

Duration : 3 hrs

Max.Marks-100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted.

Total marks : 40

Unit-I

Trividh dukh and its annihilation, Bondage and Liberation

Unit-II

Praman and satkaryavad.

Unit-III

Prakrati- Vyakta –Avayakta, Process of Evolution, Purush.

Unit –IV

Nature of yoga, Ashtang sadnan of Yoga, Nature and Kinds of Samadhi.

Unit—V

Chitta Bhumi, Chitta Vratti, Panch Klesh, Kriya Yoga, Ishwar.

BOOKS PRESCRIBED:

- 1 Samkhya Tattva Kaumodi - Vachaspati Misra
- 2 Patanjali Yoga Sutra (Vyas Bhashya)- Swami Hari Haranand Aranya

Paper-II

Part-A Plato

Duration : 3 hrs

Max.Marks-100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted.

Total marks : 40

Unit-I

Books 1 & 2

Books 3 & 4	Unit-II
Books 5 & 6	Unit-III
Books 7 & 8	Unit-IV
Books 9 & 10	Unit-V

BOOKS PRESCRIBED: Republic- Plato

OR

Part-B- Contemporary Indian Philosophers

Duration : 3 hrs

Max.Marks-100

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part.

Total marks : 10

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 50

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted.

Total marks : 40

Unit-I

Vivekanand

Unit-II

Aurbindo,

Unit-III

Mahatma Gandhi

Unit-IV

Radhakrishnan,

Unit-V

Tagore, Iqbal

BOOKS PRESCRIBED:

1. Contemporary Indian Philosophy- Laxmi Saxena
2. Contemporary Indian Philosophy- Basant Kumar Lal

DRAWING AND PAINTING

Scheme

Theory Paper I : Introductory Study of Major Movements of Western Art

Duration : 3 Hours Min. Pass Marks : 36 Max. Marks: 100

Practical Paper I A : Study from life (Full figure)

Duration: 5 Hours Min. Pass Marks : 14 Max. Marks : 40

OR

Practical Paper I B : Reproduction and Enlargement of Paintings

Duration: 5 Hours Min. Pass Marks : 14 Max. Marks : 40

Practical Paper II : Creative Composition

Duration: 5 Hours Min. Pass Marks : 14 Max. Marks : 40

Submission of Practical works

Min. Pass Marks : 08 Max. Marks:20

Total Pass Marks : 72 Total Max. Marks: 200

Theory paper I- Introductory Study of Major Movements of Western Art

Duration 3 Hours Min. Pass Marks:36 Max. Marks:100

Scheme:

Note:- The question paper will contain three sections as under-

Section –A : One compulsory question with 10 Parts having 2 parts from each unit.

Short answer in 20 words for each part.

Total marks :10

Section-B: 10 questions 2 questions from each unit, 5 questions to be attempted taking one from each unit. Answer approximately in 250 words. Total marks 50

Section:- C 04 questions (question may have sub division) covering all units but not more than one question from each unit. Descriptive type answer in about 500 words. 2 questions to be attempted. Total marks : 40

Unit I

Pre-historic painting, Egypt, Greco- Roman Classical Art

Unit – II

Byzantine Art, Gothic Art, Cimabue, Giotto, Masaccio, Sandro Botticelli

Unit - III

Painting of Renaissance's Period, Baroque Art-Caravaggio, Rubens, Rembrandt, Durer

Unit - IV

Early period of Modernism – Neoclassicism, David, Romanticism -Gericault, Delacroix, & Realism – Courbet, Daumier

Unit – V

Modern Art- Impressionism, Manet, Monet, Cubism-Braque, Picasso-Abstract Art, Kandinsky, Mondrian, Paul Klee.

Practical Paper I A

Study from Life (Full figure)

Max Marks :- 40

Min. Marks : 14

Size :- Half Imperial

Medium :- Water Colour & Oil Colour

Duration:- 5 Hours, 2 sittings of 2.30 hours, each with a break of 30 minutes.

Model :- Male or Female (20 to 60 years)

Model should be arranged against drapery background with simple folds. The study should represent a realistic image of model with proper handling of medium and technique. The drawing should be correct and the effect of light and shade must be considered.

OR

Practical Paper I B

Reproduction & Enlargement of Paintings

Max Marks :- 40

Min. Marks :14

Size :-Half Imperial

Medium :- Water Colour or Oil Colour or Mix Media as of the reference painting.

Duration:- 5 Hours, 2 sittings of 2.30 hours, each with a break of 30 minutes.

Students will reproduce or enlarge the art work done by master artists. These works will be figurative works & will be done in Grid Method. The **reference** painting could be miniature or modern work of Art.

Note:-

Coloured zerox or scanned copies of **reference** art work along with details (size & medium) & instructions will be provided to each candidate.

Practical Paper II

Creative Composition

Max Marks :- 40

Min. Marks :14

Size :-Half Imperial

Medium :- Water Colour or Oil Colour

Duration:- 5 Hours, 2 sittings of 2.30 hours, each with a break of 30 minutes. Composition should be based on any subject related to life., its important events and the world around us. composition should be created with two or three human figures. Style of composition could be stylized, traditional or modern. Subject may cover festivals, important events from life (indoors & outdoors) like workers, travelers and group meetings.

NOTE:-

6. The external examiner will decide five subjects. Students have to choose one out of these five subjects and compose it in a technique and style of his/her choice.
7. Students have to complete a composition choosing anyone colour scheme.
8. Students can use different texture to show the density in his/ her composition.

Submission of work

Min. Pass Marks: 08 Max. Marks :20 Each Candidate will have to submit the following works one month before the commencement of the annual Examination.

9. Ten plates of the work done (5 plates of life study full figure - practical paper **I A** or 5 plates of Reproduction & Enlargement of Painting – practical paper **I B** and five plates of Creative Composition practical paper II on ½ imp. Size paper).

10.A Sketch Book of not less than 100 Sketches, size $\frac{1}{4}$ Imp. Subject Human Figure, Animals, Lanes, Trees. Medium -ink, pencil and water colour.

Note: Submission work will be submitted to the Head of the Department of Drawing & Painting of the college one month before the commencement of Examination. The marks of the submission work will be awarded internally by the Head of the Department with the consent of the concerning teacher. In case of any dispute the decision of the HOD will be final. Submission Work will be retained till the declaration of result and one month thereafter. If not claimed, they will be destroyed. Candidate should pass in theory as well as in practical paper separately .

There should be minimum 10 periods for the regular study. (4 periods for theory and 6 for practical including 1 periods for sketching of one hour each). Practical examination will be conducted at the centres. An external examiner will examine the answer sheets in consultation with an internal examiner who is the subject teacher of the department of Drawing & Painting.

Practical Paper I & II will be evaluated separately. There will be no supplementary examination in practical paper I & II. It is compulsory to pass in every paper separately including submission of work..

The department should also arrange for an educational tour to ancient Art centres like Ajanta, Ellora, Elephanta, Khajuraho, National Art Gallery, New Delhi, and to fine Art institutions in other cities of the country. In each practical batch there should not be more than twelve students, also in sketching period.

GEOGRAPHY

Scheme

Two Papers		Min. Pass Marks : 54	Max. Marks : 150 marks
Paper – I	Duration : 3 hours		75 marks
Paper – II	Duration : 3 hours		75 marks
Practical	Duration : 6 hrs.	Min. Pass Marks : 18	Max. Marks : 50

Paper – I - WORLD REGIONAL GEOGRAPHY

Duration 3 hrs.

Max.Marks : 75

Note : The question paper will contain three sections as under –

- Section-A :** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 10
- Section-B :** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 35
- Section-C :** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 30

Unit – I

World as a Whole : Major Physical Features; Rivers; Climatic Regions; Natural Vegetation; Soils; Agricultural Types. Production and distribution of Wheat, Rice, Cotton, Sugarcane, Tea and Coffee. Power Resources. Major Industries -Iron & Steel, Textile, Engineering and Chemical. Transportation-Land, Water and Air.

Unit – II

Asia : Relief, Drainage, Climate, Natural Vegetation, Soils. Spatial distribution of Population.

Economic Base : Agriculture, Minerals, Power Resources and Industries.

Unit – III

Europe : Relief, Drainage, Climate, Natural Vegetation, Soils. Spatial distribution of Population.

Economic Base – Agriculture, Minerals, Power Resources and Industries.

Unit – IV

North America : Relief, Drainage, Climate, Natural Vegetation, Soils. Spatial distribution of

Population. **Economic Base** : Agriculture, Minerals, Power Resources and Industries.

Unit – V

Three Southern Continents (South-America, Africa & Australia) : Relief, Drainage, Climate,

Natural Vegetation, Soils. Spatial Distribution of Population. **Economic Base** : Agriculture, Minerals, Power Resources and Industries.

Note: Questions should be asked on whole continent not a particular country.

Books Recommended -

1. Cole, J. : A Geography of the World's Major Regions, Routledge, London, 1996.
2. Cole, J.P.: Latin America – Economic and Social Geography, Butterworth U.S.A., 1975.
3. Deblij, H.J.: Geography : Regions and Concepts, John Wiley, New York, 1994.
4. Dickinson, J. Petal : The Geography of the Third World, Routledge, London, 1996.
5. Gourou. P. : The Tropical World, Longman, London, 1980.
6. Jackson, R.H. & Hudman. L.E. : World Regional Geography : Issues for Today, John Wiley, New York, 1991.
7. Kolb. A.: East Asia – Geography of the Cultural Region, Methuen, London, 1977.
8. Minshull. G.N. : Western Europe, Hoddard & Stoughton, New York, 1984.
9. Patterson, J.H. : Geography of Canada and the United States, Oxford University Press, 1985.
10. Songquiao. Z. : Geography of China, John Wiley, New York, 1994.
11. Ward P.W. & Miler, A.: World Regional Geography: A Question of Place, John Wiley, New York.

Paper – II -GEOGRAPHY OF INDIA

Duration 3 hrs.

Max.Marks : 75

Note : The question paper will contain three sections as under –

- Section-A :** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 10
- Section-B :** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 35
- Section-C :** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 30

Unit – I

Locational importance of India in the context of South and South-East Asia. Unity within diversities. Relief, Drainage, Climate–Indian Monsoon, Soils and Natural Vegetation and Wild life.

Unit – II

Agriculture : Wheat, Rice, Sugarcane, Tea, Coffee, Rubber and Cotton. Agricultural regions of India. Green Revolution. **Minerals and Power Resources** - Distribution, Production and Conservation.

Unit – III

Industries : Location, Distribution and Production of Iron & Steel, Textile, Paper-Pulp, Chemical Fertilizers, Cement. Industrial regions of India. **Transportation** – Land, Air and Water. International Trade.

Unit – IV

Population : Growth, Distribution, Density, Urban-Rural, Urbanisation, Population-explosion.

Population Problems, Policies and Planning.

Unit – V

Contemporary Issues : Regional disparity, Poverty, Globalization. Impact of Development on Environment. Social and Ethnic Tension. Gender Discrimination and Empowerment of Women.

Books Recommended :

1. Deshpande C.D. : India – A Regional Interpretation, Northern Book Centre, New Delhi, 1992.

2. Farmer, B.H. : An Introduction of South Asia, Methuen, London 1983.
3. Government of India : India – Reference Annual, 2001 Pub. Div. New Delhi, 2001.
4. Government of India : National Atlas of India, NATMO Publication, Calcutta.
5. Government of India : The Gazetteer of India. Vol. I & III Publications, New Delhi, 1965.
6. Learmonth, A.T.A. et al. (ed.) : Man and Land of South Asia, Concept, New Delhi.
7. Mitra, A. : Levels of Regional Development India Census of India. Vol. I Part I-A (i) and (ii) New Delhi, 1967.
8. Routray, J.K. : Geography of Regional Disparity, Asian Institute of Technology, Bangkok, 1993.
9. Shafi, M : Geography of South Asia, McMillan & Co., Calcutta, 2000.
10. Singh, R.L. (ed.) : India : A Regional Geography, National Geographical Society, India, Varanasi, 1971.
11. Spate. O.H.K. & Learmonth. A.T.A. : India and Pakistan – Land, People and Economy, Methuen & Co., London, 1967.
12. Valdiya, K.S.: Dynamic Himalaya, University Press, Hyderabad, 1998.
13. Wadia, D.N. : Geology of India, McMillan & Co., London, 1967.

GEOGRAPHY PRACTICAL

(Only for Regular & Ex.-Students)

Practical : 6 periods per week per batch of 20 students

Duration :6 hrs.	Min. pass Marks : 18	Max. Marks : 50
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Lab. Work (written paper)	Two hours duration	18
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(Three questions out of 4 questions to be attempted)

Field Survey and Viva-Voce (2 hours)	(8+4) 12
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Record Work and Viva-Voce (1 hour)	(8+4) 12
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Project Report and Viva-Voce (1 hour)	(6+2) 08
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Total 50

Note : Record work should be prepared on practical work book only.

(Only for Non-Collegiate Candidates)

Practical : 6 periods per week per batch of 20 students

Duration : 6 hrs.	Min. pass Marks : 18	Max. Marks : 50
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Lab. Work (written paper)	Two hours duration	24
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(Three questions out of 4 questions to be attempted)

Field Survey and Viva-Voce (2 hour) (8+4) 12

Record Work and Viva-Voce (1 hour) (10+4) 14

Total 50

Note : Record work should be prepared on practical work book only.

Contents :

- (1) Classification, choice, properties, limitations and use of projections.
- (2) Construction of following projections –
 - a Cylindrical (Equatorial case): Simple, Equal Area and Mercator.
 - b. Conical (Polar Case)-one and two Standard parallels, Bonne's & Polyconic.
 - c. Zenithal (Polar Case)- Gnomonic, Stereographic, Orthographic, Equal area.
 - d. Conventional: Mollweide's
- (3) Study and Interpretation of Indian Topographical Sheets.
- (4) Cartograms – traffic flow cartogram
- (5) Calculation of Co-efficient of correlation by Spearman and Karl Pearson.
- (6) Introduction to Remote Sensing & G.I.S.
- (7) Prismatic Compass Survey –methods, Correction of bearing, removal of error.
- (8) Survey report (10-15 pages) based on environmental problems of any area (only for regular students).

Books Recommended :

1. Kellaway, George : Map Projections, Methuen & Co. London.
2. Steers, J.K. : Map Projections, University of London Press, London.
3. Singh, R.L. : Elements of Practical Geography, Kalyani Publishers, New Delhi.
- 4- Study and interpretation of Indian Topographical Sheets.

HOME SCIENCE

Schedul of Examination :

Paper	Duration of exam	Max. Mark	Min. Marks	Total No. of /week
Paper I-Human Development & Family relationship	3 hrs.	75	27	03
Paper II-Family Resources Managment & Interior designing	3 hrs.	75	27	03
Practicals: I & II	6 hrs.	50	18	2/batch+2

PAPER I - HUMAN DEVELOPMENT & FAMILY RELATIONSHIP

Duration: 3 hrs.

Max. Marks 75

Note : The question paper will contain three sections as under –

- Section-A :** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 10
- Section-B :** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 35
- Section-C :** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 30

Unit - I

1. Introduction : Meaning, definition, scope, importance of Human development
2. Principles of development : Factors influencing development.
3. Heredity and Environment.
4. Prenatal development, physical development : Birth to Puberty.
5. Motor development : Reflexes of New born, sequence of motor development, motor skills, handedness.

Unit - II

- 6. (a) Speech development : Speech and language, prespeech forms of communication, stages in speech development, bilingualism, speech disorders and speech defects.
- (b) Cognitive development : Cognition, Cognitive abilities in childhood.
- 7. (a) Play : Meaning, value, characteristics and Kinds of play.
- (b) Creativity Meaning and development, creative activities of children.

Unit III

- 8. Personality development : Meaning, definition, types of personality and its determinants.
- 9. Moral Development : Meaning of Moral behaviour, development of morality.
- 10. Mental and Intellectual development - Nature, Stages, I.Q. Intelligence testing
- 11. Discipline : Meaning and essentials, parental disciplinary techniques.
- 12. Emotional development : Characteristics of children's emotions basic emotions and their development.

Unit IV

- 13. Social development : Meaning and process of social development and socialization, agents of socialization, social adjustment, social acceptance.
- 14. Behavioural problems in children thumb sucking, nailbiting, enuresis, telling lies, aggressiveness, shyness, absentism, room/school.
- 15. Modern era problems related to teenage – Drug addiction, use of internet /social media
- 16. Exceptional Children (Only elementary knowledge is required)
 - 1. Handicapped.
 - 2. Learning disabled children.
 - 3. Emotionally disturbed children.
 - 4. Juvenile delinquent children.
 - 5. Gifted children.

UNIT-V

- 17. Adolescence: Characteristics, Changes, conflicts interests, adjustments.
- 18. Adulthood: Characteristics, changes, Mate selection, marital adjustment, responsibilities of parenthood.
- 19. Old Age: Characteristics, attitudes, problems and adjustment.

Reference:

1. Hurlock E. B. :Child Development, 1978 McGraw Hill, London
2. Hurlock E.B. :Development Psychology - A Life Span Approach. 1980. 5th Ed. Tata Mc Grow Hill, London.
3. Udayshaker : Exceptional children. Sterling, Publishers. N. Delhi
4. Devadas R.P. &: Text Book on Child.
Jaya N.A.

Paper II - Family Resources Management & Interior Designing

Duration: 3 hrs.

Max. Marks 75

Note: The question paper will contain three sections as under –

- Section-A :** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10
- Section-B :** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 35
- Section-C :** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 30

Unit - I

Household Economics.

- (a) Wants - Definition, Classification, characteristics and factors influencing want.
- (b) Family income :-
 - (i) Types of income
 - (ii) Budget, Meaning and steps in making a family budget.
 - (iii) Saving, importance, factors determining saving, characteristics of investment and various saving and investment schemes, LIC Bank and post office.
- (d) Markets: Definition, types of market and online marketing.
- (e) Consumer problems and various programmes for their protection.

Unit -II

Family Resources Management

- (a) Definition and concept of Home Management.
- (b) Family - Meaning, types, function and problems related to different stages of family life cycle.
- (c) Motivating factors of Home Management : Values goals and standards. Meaning, classification affecting their inter-relationship.
- (d) Management process:
 - (i) Decision making: Importance and steps involved in decision making.
 - (ii) Planning, controlling and Evaluation.
- (e) Resources - Type, importance, characteristics, factors affecting resource selection.

Unit - III

Time and Energy Management:

- (a) Management of time:
 - (i) Tools in time management.
 - (ii) Process of managing time.
- (b) Energy Management - Concept and process
 - (i) Body mechanics Classes of change, work simplification.
 - (ii) Introduction to ergonomics

- (iii) Fatigue - Concept, types and ways to overcome fatigue.
- (c) Household Equipments:

Principles, uses and care of - pressure - cooker, refrigerator, washing machine, electric iron, vaccum cleaners, microwave ovens, non- stick utensils. Chimneys, water Purifier Air Conditioner small kitchen tools .

Unit-IV

House Designing

- (a) The modern family and its housing needs.
- (b) Effects of housing on family life and activites.
- (c) Division of space on basis of activities.
- (d) Factors governing the house plans : Selection of site, orientation, income, socio-economic stage of family, life cycle. Occupation and activities of the family members, room orientation, grouping of rooms, functionalism, circulation within and between the rooms, flexibility etc.

Unit-V

Interior Decoration

- (a) Design : Meaning and types.
- (b) Objectives of interior decoration.
- (c) Principles of arts and their application in interior decoration balance proportion, harmony, rhythm, emphasis.
- (d) Elements of arts and their application in interior decoration, Lines, texture, form, pattern and colour.
- (e) Furniture - Selection and principles of arrangements.
- (f) Furnishing, Selection of curtains, carpet and other furnishing material.

References:

1. Dewet, K.K. & Verma :Elementary Economic Theory, S.Chand & Co. Delhi.
2. Ahuja, H.L. : Principles of Micro - Economics, S. Chand & Co. Delhi.
3. Agrawal A.N. : Elementary Economics.
4. Gros, Irma H. : Management for Modern Families Sterling

- & Cradall E.M. Publishers (p) Ltd. Delhi.
5. Nicketi, Paulen & : Management in Family Living Johan willey
Dorsey M. & Sons, New York.
 6. Rutt. Anna Hong : Home Furnishing - Willey Eastorn P.Ltd.
N. Delhi
 7. Poet Losies, J. and Packett Marys Household Equipment John Willey
& Sons and Packett Mary S.
 8. Agan, Tessie : The house - Its Plans and Use - Oxford &
IBH Publishing Co., New Delhi.
 9. Despande R.S. : Modern Ideal homes for United Book
Corpn. Poona.

HOME SCIENCE PRACTICAL

Duration 6 hrs

Minimum: 18

Max. Marks : 50

Part I : Clothing Construction

1. Equipments uses for measuring - cutting and drafting.
2. General principles for clothing construction:
 - (a) Study of body measurements in relation to height and age.
 - (b) Taking body measurements for different types of garments.
 - (c) Importance of drafting and making paper pattern.
 - (d) Calculating the amount of material required for different garments.
 - (f) Preparation of fabric - straightening - shrinking and pressing.
3. Construction process in garments making (Samples)
 - (a) Neck Line finish - piping, facing.

- (b) Collar
- (c) Placket.
- 4. Drafting, cutting and stitching of the following:
 - (a) Children's garments: Jhabla, panty, Gathered frock, A line frock.
 - (b) Men's garments - Plain Payjama.
 - (c) Lady's garments: petticoat
 - (d) Utility items: (Any one) - Hand Bag, wall hanging, apron ,Multi purpose kit

References:

1. Mathews Mary :Practical clothing Construction I & II Cosmic Press, Madras.
2. S. Doongaji & :Basic Pocesses of clothing Construction.
B.R.Deshpande
3. N. Phutni, S.J.Singh :Drafting,Tecniquesfor Garments Construction Agriculture
Research, International Centre, Hisar.

Part II - Interior Decoration

1. Major Problems:
 - (a) Arrangements of various rooms on floor graph (By Scale)
 - (b) Arrangements of various corners of rooms of floor.
 - (c) Arrangements of various occasions (Diwali, Birthday, Party, New Years etc.)
 - (d) Serving of meals - formal, informal, traditional
2. Minor Problems:
 - (a) Cleaning and polishing of metals, glass, plastic, leather, wood.
 - (b) Floor decoration - Rangoli and Alpana.
 - (c) Flower arrangements.
 - (d) Pottery decoration.
 - (e) Wall decoration.
 - (f) Gift packing.
 - (g) Labour saving devices - Use and care (Syllabus given under paper II - Unit III of theory.)
3. Preparation of one utility/decorative article during the term.

Distribution of marks for Practical Examinations.

Part I - Clothing Constructions

Duration of Examination : 3hrs

Max. Marks : 25

(a)	Sessional work and file	10
(b)	Drafting and cutting of fabric	04
(c)	Stitching of garments	08
(d)	Overall effect of garments	03

Part II - Interior Designing and Decoration

Duration of Examination : 3hrs

Max. Marks : 25

(a)	Sessional and file	07
(b)	Major problems (Any One)	10
(c)	Minor problems (Any Two)	08

Grand Total (Part-I + Part-II) 50

INDIAN MUSIC

(Vocal & Instrumental)

Scheme :

Theory Papers

Min. Marks : 29

Max. Marks : 80

Paper I	2 Hours per week	3 hrs.	Max. Marks 40
Paper II	2 hrs. Per Week	3 hrs.	Max. Marks 40
Practical I & II	Min. Marks : 44		Max Marks : 120
Practical I	6 hrs. Periods per week		Max Marks : 80
Practical II	4 hrs. periods per week		Max Marks : 40

Paper-I- “Principles of Indian Music”-III

Time :3 hours

Max. Marks : 40

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 05

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks : 20

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks : 15

Unit – I

- (6) Comparative Study of ragas of the prescribed course.
- (7) To write Theka of following tal in Dugun Tigun & Chaugun:Sooltal Adachautal, panjabi, Dhamar, Teevra, Rupak, Ektal, Jhaptal.
- (8) Notation : Writing of Composition of prescribed course.

Unit – II

- (9) Historical study of Rag Classification in details (Matang to Modern period)
- (10) Qualities of Good Music Listeners.

Unit-III

1. Description of following Gharana"s Agra, Gwalior, Kirana, Senia
2. Utility of Gharana in the present context.

Unit-IV

- (4) Utility of music in Society.
- (5) Utility of Music in Therapy
- (6) Contribution of woman musicians in the field of music.

Unit-V

- e. Folk Music with special reference to Gujarat, Madhya Pradesh, Bengal, Assam & Odisha.
- f. Qualities of good music performer & performance.

Paper-II-“Knowledge of Indian Music:Applied & General”-III

Time : 3 hours

Max. Marks: 40

Note : The question paper will contain three sections as under –

Section-A : One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks : 05

Section-B : 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks: 20

Section-C : 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 15

Unit-I

- d. Importance of composition in classical music and qualities of good composition.
- e. Classical music publicity & media.
- f. Aim of music education in Universities.

Unit-II

- e. Modern Shuddha Scale of Karnataka & Hindustani Music.
- f. 35 types of Karnatak Music tal according to “Panchjati” classification.
- g. Major & Minor Scale of Western Music.
- h. Frequencies of Shuddha & Vikrit notes of Indian & Western Music.

Unit –III

- e. Contribution of the following artists:- Pt. Nikhil Banarjee. Pt. Omkar Nath Thakur, Ustad Ali Akbar Khan. Pt. S.N. Ratanjankar.
- f. Impact of Rajasthani Folk Music on Classical Music.
- g. Professional dimensions of music.
- h. General study of Ravindra Sangeet.

Unit-IV

- d. Utility of time theory
- e. Raga & Rasa.
- f. Ragang classification of Pt. Narayan Moreshwar Khare.
- g. Raga & Ritu.

Unit-V

- e. Classification of musical instrument.
- f. Application of music in education.
- g. Career for students offering music.

PRACTICAL-I

Max. Marks: 80

6 hrs period per week

Note : Question paper will be set on the spot by the mutual consultation of Internal and external Examiner.

Ragas Prescribed :

1. To sing/ play slow Khyal gat and a fast Khyal gat of the candidate choice Marks 20
in any two ragas.
2. To sing/play slow Khyal./gat of examiner" s choice. Marks 15
3. To sing/play fast Tarana/gat of examiner" s choice. Marks 15
4. To sing a dhrupad or Dhamar with Layakaris / Alap with special practice in meend. Gamak, Krinatan, Zazama. Marks 10
5. To play Thekas on Tabla. Marks 10
6. Tunning of Instrument Tanpura/Sitar. Marks 05
7. To sing/play given combinations or recognize etc. Marks 05

Ragas prescribed :

Jaijaiwanti, Purvi, Patdeep, basant, Puriya, Bihag, Jounpuri, Shudha Sarang, Sudha Kalyan, Gaud Malhar, Bahar.

Instructions for students offering Vocal Music:

5. To the accompaniment of Table to sing slow & drut khayal with sufficient varieties of Alaps and Tans in any two Ragas.
6. To sing drut khyals in any six ragas not selected under Clause I.
7. To sing Dhrupad & Dhamar with sufficient Layakaris in two Ragas not selected under Clause I and II
8. To sing a Tarana in any Raga.

Instructions for students offering Instrumental Music:

1. To the accompaniment of Tabla to play slow and fast gat with sufficient alaps & Tans with variety in any two Ragas from prescribed Ragas.
2. To Play fast gat any six Ragas not selected under Clause I.
3. To play Alaps with special practice in meend, krintan, Gamak, Jamjama in any two Ragas. Not selected under Clause I and II
4. To play three gat in any Raga Composed in Roopak Jhaptal, Dadara & Ektal.

Common Instructions:

1. To play Thekas on Tabla of the following Talas, Choutal. Jhumara, Tilwada.
2. Practice of Tuning of the Instrument which offered.

Books Recommended:

1. Pt. Bhatkhande Krmik Pustak malika part –I, II, III and IV
2. Rag Darshan _ II : Manik Bhua Thakurdas.
3. Abhinav Raag Manjari by Pt. S.N. Ratanjankar
4. Sangeet Sushma I, II, III and ICV.
5. Khyal Darshan _ Pt. Manik Bhua Thakurdas.
6. Rag Parichaya Part- I, II by Harish Chandra.
7. Sitar Malika- Bhagwat Saran Sharma.
8. My Music, My Life_ Ravi Shanker.
9. Sangeet vishard – Vasant

PRACTICAL –II
(Vocal & Instrumental)

4 Hours period Per Week

Max. Marks: 40

Prescribed Ragas (Vocal & Instrumental) – Marva, Sohani, Todi, Multani

(A) Stage performance (Vitambit & Drut Khayl/Vuitambit & Drut Gat of student" s

choice with Alap & Tan)

20 Marks

(B) Drut Khayal/Drut Gat with Alap and Tan of Examiner" s Choice.

10Marks

10 Marks

(C) Comprative Study of Ragas-

B.A.B.Ed. 22 (a & b)

PEDAGOGY OF HINDI

उद्देश्य

- भाषा की अलग अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा और साहित्य के संबंध को जानना
- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों की भाषाई विकास के प्रति समझ बढ़ाना और उसे सुमुन्नत करने के लिए विद्यालय में तरह – तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने – सिखाने के सृजनात्मक दृष्टिकोण को समझना

विषय वस्तु

इकाई 1 हिन्दी भाषा की प्रकृति व विषयपरकता

1. समाज में भाषा
(अ) भाषा और लिंग
(ब) भाषा और अस्मिता
(स) भाषा और वर्ग
2. विद्यालय में भाषा
(अ) घर की भाषा और स्कूल की भाषा में विषयवस्तु समझने में उनकी भूमिका
(ब) ज्ञान सृजन और भाषा
(स) विषय के रूप में भाषा और माध्यम भाषा में अंतर
(द) बहुभाषिक कक्षा व शिक्षक की सृजनात्मक भूमिका
3. संविधान और शिक्षा समितियों की रिपोर्ट में भाषा – भाषाओं की स्थिति
(अ) धारा 343 – 351, 350
(ब) कोठारी कमीशन (64 से 66)

(स) रा द्वीय भाषा नीति — 1986, पी.ओ.ए. — 1992

इकाई — 2 स्कूली वि ाय के रूप में हिन्दी भा ा

स्कूली वि ाय के रूप में हिन्दी भाषा की निम्नलिखित वि ायवस्तु का अध्ययन कर उनको पढ़ाये जाने के तरीकों पर सामान्य विमर्श

1. हिन्दी भा ा: वर्णमाला स्वरसंधि, समास, काल, विभाजन, पल्लवन, पत्र लेखन, पद्य समीक्षा इत्यादि।
2. स्कूली वि ाय के रूप में हिन्दी भाषा ि िक्षण की चुनौतियाँ
3. रोचकता के साथ ि िक्षण
4. स्कूली स्तर पर भाषा को समृद्ध व सहज बनाने के उपाय
5. सामान्य पाठ योजना के चरण व पाठ ि िक्षण के संदर्भ में उद्देश्य लेखन

इकाई 3 हिन्दी भाषा को सीखने — सिखाने की पद्धतियाँ/तरीके भाषा सीखने सिखाने की विभिन्न दृ ि टियाँ

1. भाषा अर्जन और अधिगम की दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार
2. भाषा सीखने सिखाने की बहुभा ि िक दृ ि ट — जॉन डुई, ब्रुनर, जे. प्याजे, एल. वाथगात्स्की चॉम्स्की व भारतीय भाषाभा ि ित्रियों पाणिनी, कामता प्रसाद गुरु किमोरी दास वाजपेयी आदि के दृ ि टकोण में।
3. भाषा अर्जन के आधुनिक तरीके
भाषा ि िक्षण की प्रचलित विधियाँ /प्रणालियाँ और उनका विभले ाण
 1. व्याकरण अनुवाद प्रणाली
 2. प्रत्यक्ष प्रणाली
 3. ढाँचागत प्रणाली
 4. प्राकृतिक प्रणाली
 5. संप्रे ाणात्मक प्रणाली

इकाई 4 हिन्दी भाषा का ि िक्षाशास्त्रीय वि ि लेशन व अधिगम आधार

1. संदर्भ में भाषा — संदर्भ में व्याकरण और संदर्भ में शब्द
2. भाषायी दक्षताएँ — सुनना, बोलना, पढ़ना और लिखना
सुनना और बोलना — सुनने का कौ ि ल, बोलने का लहजा — भाषाई विविधता और हिन्दी पर इसका प्रभाव, पढ़ने— पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौ ि ल विकास के स्रोत और सामग्री, रोल प्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहासता से संप्रे ाणात्मक वातावरण का निर्माण
पढ़ना — पढ़ने के कौ ि ल, पढ़ने के कौ ि ल विकास में समझ का महत्त्व, मौन और मुखर पठन, गहन—पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौ ि ल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थियॉरस, भाब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्त्व।
लिखना — लिखने के चरण, लेखन — प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)
भाषा का स्वरूप

1. भाषायी व्यवहार के विविध पक्ष – नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तन शीलता (उच्चारण के संदर्भ में) हिन्दी की बोलियाँ,
2. भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ।

इकाई 5 हिन्दी भाषा में मूल्यांकन

1. भाषा विकास की प्रगति का आकलन – सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो
2. प्रश्नों का स्वरूप, प्रश्नों के आधार बिन्दु – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पना शीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)
3. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

गतिविधि /पोर्टफोलियो/परियोजना कार्य (कोई दो)

1. हिन्दी में लिखित किसी भी लेख के विभिन्न पक्षों का अध्ययन कर उसी शैली का एक अन्य लेख किसी अन्य भाव पर केन्द्रित कर लिखें।
2. भाषायी कौशल (सुनना, बोलना, पढ़ना, लिखना) के सीखने सम्बन्धित चार चार गतिविधियाँ तैयार कर प्रतिवेदन प्रस्तुत करना।
3. बालकों की पारिवारिक पृष्ठभूमि के सम्बन्ध में संवाद स्थापित करते हुए उनके भाषा कौशल को परिवेशीय प्रभाव के आधार पर परखिए।
4. किसी विषयवस्तु पर विविध प्रश्नों का समावेश करते हुए 25 अंको के एक मूल्यांकन प्रश्न पत्र का निर्माण करना।
5. हिन्दी व संस्कृत की वर्णमाला का तुलनात्मक अध्ययन कर दोनों के बीच में समानताओं व असमानताओं पर टिप्पणियाँ लिखो।

PEDAGOGY OF ENGLISH

Objectives

The student teacher will be able to:

- Understand the Nature & Role of English language
- Understand the pronunciation patterns in English
- Understand the linguistic behaviour of the individual and the society
- Understand the different roles of language
- Understand the relation between literature and language
- Develop creativity among learners
- Examine authentic literary and non literary texts and develop insight and appreciation
- Understand the use of language in context, such as grammar and vocabulary
- To be able to develop activities and tasks for learners
- Understand the importance of home language and school language
- To be able to use multilingualism as a strategy in the classroom situation
- Understand about the teaching of Poetry, Prose and Drama
- Identify methods, approaches and materials for teaching English at different levels
- Understand constructive approach to language teaching and learning
- Understand the process of language assessment
- Familiarise students with our rich culture, heritage and aspects of our contemporary life

Course Content

Unit -I: Nature & Role of English Language as a discipline

Nature of English language

English as a global language

Aspects of Linguistic Behaviour: Language as a rule-governed behaviour

Pronunciation—linguistic diversity, its impact on English Speech and writing,
Understanding symbolical coding for pronunciation.

Linguistic System: The organisation of sounds; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, Syntax and semantics.

English Language And Society: Gender Biasness in use of language; Language and Identity; Language and Power; Language & career opportunities,

Language In School: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; multilingual classrooms; Multicultural awareness and language teaching.

Unit -II : POSITION OF ENGLISH IN INDIA

Role of English Language In The Indian Context:

Position of English as second language in India
English and Indian languages
Challenges of teaching and learning English
Formal & informal learning of English

Understanding the following labels used in the dictionaries in Indian context
Approving, Disapproving, Figurative, Formal, Humorous, Informal, Ironic, Literary, Offensive, Rare Slang, Spoken, Technical, Written.

Unit – III : AN OVERVIEW OF LANGUAGE TEACHING & MEDHODOLOGIES

Different Approaches/Theories To Language Learning And Teaching (Mt&Sl)

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

A Critical Analysis Of The Evaluation Of Language Teaching Methodologies:

Grammar translation method
Direct method
Structural-situational method
Audio-lingual method
Communicative approach

Unit - IV: Acquisition Of Language Skills For English As A School Subject Grammar & Vocabulary

A surface discussion of the contents of grammar at Secondary & Senior Secondary level & the inter linkages of the topics.

Ways of Building Vocabulary.

Dictionary as a formal source of vocabulary building

Instructional Design

Logical arrangement of Instructional Design for teaching any topic

Steps for teaching a prose lesson

Steps for teaching a poetry lesson

Acquisition of Language Skills (In Reference To English):: Listening, Speaking, Reading And Writing.

Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for

developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources

Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.

Major barriers of Listening, Speaking, Reading & Writing Prevalent practices in Indian classrooms for developing Listening, Speaking, Reading Writing skills & challenges.

Innovative practices in developing LSRW skills.

UNIT – V : EVALUATION STRATEGIES OF ENGLISH

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.

Activities/Practicum/Fieldwork (Any two of the following)

Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:

- How the different forms of language have been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?
- Does it help in language learning?

Now write an analysis based on the above issues.

Do a survey of two schools (Secondary or Senior Secondary) in your neighbourhood to find out the challenges faced by the teachers and the learners in the teaching-learning process of English. The survey may be based on types of books introduced,

family support in learning, school resources support, teaching strategies, learning hurdles etc. Prepare the findings in report form.

Preparation of five cards, five pictures cards and five cross word puzzles.

Keeping in view the needs of the children with special needs prepare two activities for English teaching.

Picking up a child from family/School Prepare a portfolio of any exceptional child/specially-abled/slow learner about his/her developmental aspects of language.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10 = 20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

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PEDAGOGY OF SANSKRIT

Part - I

उद्देश्य

प्रशिक्षणार्थी इस पाठ्यक्रम को पढ़ने के उपरान्त—

- भाषा की विभिन्न भूमिकाओं को समझ सकेंगे।
- भारत में संस्कृत भाषा की स्थिति एवं महत्व को समझ सकेंगे।
- संस्कृत भाषा के तत्त्वों का प्रत्यास्मरण कर सकेंगे और उनका सही प्रयोग कर सकेंगे।
- संस्कृत शिक्षण के सिद्धान्त, सूत्र, सामान्य एवं विशिष्ट उद्देश्यों को समझ सकेंगे।
- मूलभूत भाषा कौशल, जैसे—श्रवण, भाषण, वाचन एवं लेखन के सम्प्रत्यय, महत्व एवं विकास को समझ सकेंगे।
- संस्कृत शिक्षण की विभिन्न विधियों एवं उपागमों का प्रत्यास्मरण कर सकेंगे और इनका समुचित प्रयोग कर सकेंगे।
- संस्कृत साहित्य की विधाएँ, जैसे— गद्य, पद्य, कथा, नाटक आदि का सम्प्रत्यय, महत्त्व, शिक्षण प्रणालियों व सोपानों को समझ सकेंगे और इनमें इकाई योजनाओं एवं पाठयोजनाओं का निर्माण कर सकेंगे।
- संस्कृत शिक्षण को रोचक एवं प्रभावी बनाने के लिए उचित शिक्षण सहायक सामग्री एवं साधनों का चयन निर्माण एवं उपयोग कर सकेंगे।
- संस्कृत शिक्षण में विभिन्न प्रकार के प्रश्नों की रचना कर सकेंगे।
- माध्यमिक शिक्षा बोर्ड, राजस्थान के नमूने (पेटर्न) के आधार पर संस्कृत पाठ्यपुस्तक पर प्रश्न पत्र तैयार कर सकेंगे।
- संस्कृत के प्रश्नपत्रों का विश्लेषण कर सकेंगे।

पाठ्यक्रम

इकाई —1 भाषा की भूमिका, संस्कृत भाषा की स्थिति, महत्व एवं तत्व

1. भाषा की भूमिका, भाषा एवं समाज, भाषा एवं लिंग, भाषा एवं पहचान (अस्मिता), भाषा एवं भावित्ति।
2. घर की भाषा एवं विद्यालय की भाषा, अधिगम में संस्कृत की केन्द्रितता
3. भारत में संस्कृत भाषा की स्थिति

- 1 भाषा शिक्षा सम्बन्धी संवैधानिक प्रावधान (धारा 343-351, 350 अ)
- 2 संस्कृत भाषा संबंधी नीतियां —संस्कृत आयोग (1956-57), कोठारी आयोग (1964-66)
राष्ट्रीय शिक्षा नीति (NPE)- 1986ए क्रियान्वयन कार्यक्रम (POA)- 1992
राष्ट्रीय पाठ्यचर्या रूपरेखा-2005(भाषा शिक्षा) — संस्कृत की स्थिति
4. संस्कृत भाषा का महत्त्व, संस्कृत भाषा एवं साहित्य, संस्कृत भाषा एवं भारतीय भाषाएं, संस्कृत भाषा का संरचनात्मक, सांस्कृतिक एवं सामाजिक महत्त्व, आधुनिक भारतीय भाषा के रूप में संस्कृत का महत्त्व, विद्यालय स्तर पर संस्कृत शिक्षण से सम्बन्धित अनुभूत समस्याएं
5. संस्कृत भाषा के तत्त्व भादरूप, लिङ्ग-ज्ञान, धातु रूप (दालकार), सर्वनाम रूप, विशेषण रूप, अव्यय, उपसर्ग, प्रत्यय, सन्धि, समास, विभक्ति (कारक), वाक्य संरचना एवं वाक्य परिवर्तन का ज्ञान एवं प्रयोग

इकाई -2 संस्कृत भाषा शिक्षण के सिद्धान्त, सूत्र एवं उद्देश्य

1. संस्कृत भाषा शिक्षण के सिद्धान्त, कक्षा शिक्षण के सामान्य सिद्धान्त, बोलने व लिखने में अनुरूपता का सिद्धान्त, अभ्यास का सिद्धान्त आदि ।
2. संस्कृत भाषा शिक्षण के सूत्र
3. संस्कृत शिक्षण के उद्देश्य
 - 1 सामान्य एवं विशिष्ट उद्देश्यों में अन्तर
 - 2 विभिन्न स्तर पर संस्कृत शिक्षण के उद्देश्य (उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक)
 - 3 विशिष्ट उद्देश्यों का व्यवहारगत भावदावली में निर्धारण

इकाई -3 संस्कृत भाषा शिक्षणकौशल, विधियां एवं उपागम

1. संस्कृत भाषा शिक्षण कौशल श्रवण, भाषण, वाचन एवं लेखन कौशलों का सम्प्रत्यय, महत्त्व एवं विकास, भाषायी शिक्षण कौशलों को विकसित करने की पाठ्यसहगामी गतिविधियां भलोकपाठ, संस्कृत गीत पाठ, अनुच्छेद लेखन, कथा लेखन, पत्र लेखन, कक्षा पत्रिका, भित्ति पत्रिका, विद्यालय पत्रिका, अन्त्याक्षरी, कवि दरबार, समस्यापूर्ति, प्रश्नोत्तरी, सृजनात्मक लेखन, भाषायी खेल ।
2. संस्कृत भाषा शिक्षण की विधियां, पाठाला विधि, पाठ्यपुस्तक विधि, व्याकरण-अनुवाद विधि, प्रत्यक्ष विधि, द्विभाषा विधि ।
3. संस्कृत भाषा शिक्षण के उपागम, मौखिक उपागम, संग्रन्थन उपागम एवं सम्प्रेक्षण उपागम ।

इकाई -4 संस्कृत साहित्य की विभिन्न विधाएं, पाठ नियोजन, शिक्षण एवं अधिगम सामग्री

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

2. इकाई योजना एवं पाठ योजना का नियोजन।
इकाई योजना का सम्प्रत्यय, महत्त्व एवं सोपान।

पाठयोजना का सम्प्रत्यय, महत्त्व एवं सोपान।
इकाई योजना एवं पाठयोजनाओं का निर्माण एवं शिक्षण।

3. शिक्षण एवं अधिगम सामग्री और साधन
प्रिन्ट मीडिया व अन्य वाचन-सामग्री जैसे - अधिगमकों द्वारा चयनित पुस्तकें, पत्रिकाएं, समाचार पत्र, कक्षा पुस्तकालय इत्यादि।
दृश्य-श्रव्य साधन जैसे-वस्तु, चित्र, रेखाचित्र, मानचित्र, प्रतिकृति, भयाम पट्ट, फ्लैट कार्ड, टेप रिकार्डर, पारदर्शी, रेडियो, कम्प्यूटर एवं सीडी इत्यादि।

इकाई-5 संस्कृत में आकलन

संस्कृत में विभिन्न प्रकार के प्रश्नों का निर्माण -

1. वस्तुनिष्ठ प्रश्न - रिक्त स्थान पूर्ति प्रश्न, बहु विकल्पी प्रश्न, सुमेलन पद प्रश्न, सत्य-असत्य प्रश्न,
 2. अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न,
 3. निबंधात्मक प्रश्न, समस्या-समाधान, सृजनात्मक, आलोचनात्मक सोच को विकसित करने वाले, कल्पना को जीवित करने वाले एवं परिवेष्टित सजगता के प्रश्न।
1. भाषा विकास की प्रगति का आकलन सतत एवं समग्र आकलन की तकनीक, मौखिक, लिखित, स्व आकलन, भालाका आकलन, सहपाठी आकलन एवं समूह आकलन
 2. विभिन्न तालिकाओं सहित नीलपत्र का निर्माण, प्रश्नपत्र का निर्माण, उत्तर एवं अंकयोजना, पद विशेषण

सत्रीय कार्य

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

1. रा.मा. वि. बोर्ड द्वारा कक्षा 10 के संस्कृत छात्रों के लिए निर्मित प्रश्नपत्र का विश्लेषण एवं भाषा भुद्धता को ध्यान में रखकर विशेषण करना।
2. कक्षा 8 के संस्कृत छात्रों के लिए विभिन्न तालिकाओं सहित नीलपत्र बनाकर एक आदर्श प्रश्नपत्र संस्कृत में तैयार करना।
3. माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक में प्रयुक्त किसी एक पर-अव्यय, उपसर्ग, प्रत्यय, विभक्ति, सन्धि, समास, लकार और वाक्य में से कक्षा शिक्षण संव्यूहन तैयार करना।
4. शिक्षण प्रदर्शन की चर्चा कर और उपर्युक्त सुझाव देकर एक प्रतिवेदन तैयार करना।
5. संस्कृत की किसी कथा से संबंधित चित्रों की पारदर्शी अथवा स्लाइड्स तैयार करना।

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PEDAGOGY OF URDU

Objectives:

The student teacher will be able to :-

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Develop creativity among learners;
- Examine authentic literary and non literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Urdu at different levels;
- Understand constructive approach to language teaching and learning;
- Understand the process of language assessment;
- Familiarise students with our rich culture, heritage and aspects of our contemporary life.
- Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;

Course Content

Unit – I : Nature & Role of Urdu as a Discipline

Urdu Language: Concept, Nature & Origin & Development

Language And Society:

- Language and gender
- Language and identity
- Language and power
- Language and class (society).

Language In School:

Concept of home language and the school language
Language and construction of knowledge

Difference between language as a school-subject and language as a means of learning and communication

Multilingual classrooms

Constitutional Provisions And Policies Of Language Education:

Position of languages in India

Constitutional provisions and policies of language education (Articles 343, 351, 350A)

Kothari Commission (1964-66);

National Curriculum Framework-2005 (language education)

Position of Urdu as first, second and third languages in India.

Unit - II: Position of Urdu Language As A School Subject In India Role of Urdu Language In India:

Origin and development of Urdu Language

Pre-and post-partition Different forms of urdu

Urdu as a language of knowledge

Urdu at International level

Challenges of teaching and learning Urdu

Changing trends & goals in reference to Urdu

Unit – III : An Overview Of Language Teaching & Methodologies

Different Approaches/Theories/ To Language Learning And Teaching (Mt&SI):

Philosophical, social and psychological bases of approaches to Language

Acquisition and Language learning

Inductive and deductive approach

A Critical Analysis of the Evaluation Of Language Teaching Methodologies:

Grammar translation method

Direct method

Structural-Situational method

Audio-lingual method
Natural method
Communicative approach.

Unit - IV: Pedagogical Analysis & Evaluation Strategies of Urdu

Aspects of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.

Linguistic System: The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Assessment Strategies

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.

Feedback to students, parents and teachers.

Unit V: Acquisition of Language Skills for Urdu As A School Subject

Grammar in Context; Vocabulary In Context.

Acquisition of Language Skills: Listening, speaking, reading and writing.

Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Higherorder skills; elementary knowledge of Urdu Script(Khat-e-naskh, khat-e-nastaliq, khat-e-shikasta)

Practicum/activities/Field work (Any Two of the following)

Assign a task to the students to collect at least 15 Motivational ‘Urdu Shayaries’ of renowned ‘Shayar’ and prepare a report of the same for presenting it in class.

Imaginatively draft some Urdu based dialogues of some historical character & Present them in class and take written feedback from peers.

Do a survey of five schools in your neighbourhood to find out:

Level of introduction of Urdu

Materials (Textbooks) used in the classroom

Select a purely Hindi speaking child studying in classes (6 to 8) & ask him/her at least 10 general questions to find out that how Urdu is understood around.

Analyse the question papers of Urdu language (Previous 3 Years)-Classes X and XII (any board) in the light of new approach of assessment.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10 = 20 Marks

Covering Unit I to V)

External Evaluation

80 Marks

References

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Urdu Zaban Ki Tadress : Moenuddin
Taders-e-Zaban-e-Urdu : Inamullah Sharwani
Hum Urdu Kaise Likhaan : Rasheed HasanKhan 5.Urdu Imla : Rasheed Hasan Khan
Quwaid-e-Urdu : Maluvi Abdul Haq
Fun-e-Taleem – Tarbal : Fazal Hussain
Ghazal and Dars-e-Ghazal : Akhtar Ansari
Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden

PEDAGOGY OF SOCIAL SCIENCE

Objectives

The student teacher will be able to:

Understand the aims and objectives of teaching Social Science.

Develop an understanding of the nature of social sciences, as an individual and integrated disciplines.

Encourage to grasp concepts and to develop thinking skills.

Define and differentiate the concept of Social Science and explain its relative position in the Syllabus.

Evaluate the existing school syllabus of Social Science.

Review the Text-book of Social Science (Secondary level).

Apply appropriate methods and techniques of teaching particular topics at different levels.

Prepare; select and utilize different teaching aids.

Perform Pedagogical Analysis of various topics in social science at secondary level.

Understand the concept of multiple assessment techniques.

Course Content

Unit - I: Nature of Social Science as a Discipline

Meaning, Concept, Needs of social science teaching.
Nature and scope of social science teaching.

Historical development of social science as a discipline.
Changing areas of social science as a subject.

Unit – II : Social science as a school subject

Importance of social science in school curriculum.

Aims & objectives of teaching social science at secondary level. Writing objectives in behavioural terms.

Correlation of Social Science with other School Subjects – History, Geography, Economics, Civics & Environmental Sciences.

4. Changing trends and goals of teaching social science with reference to N.C.F. 2005.

Unit III: Methodology of Teaching-learning of social science

Methods and devices of teaching social science at secondary level - Lecture, Project, Problem solving, socialised recitation. Questioning; dramatization, role plays; Discussion, story-telling. Excursion and team teaching as a method.

Planning, organizing and conducting of small community survey.

3.

Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

History – Chronological events and their inter relatedness, epoch-making events.

Geography – Flora & Fauna, Important Physical features of geography Local, National and International context.

Civics – Fundamentals of democratisation society and developing good citizenship.

Economics – Fundamentals of economics and different market patterns, globalizations and Indian economy.

Modes of learning engagement in social studies -

Providing opportunities for group activities

Group/Individual Presentation

Providing opportunities for sharing ideas

Teaching aids and activities in laboratory work

Reflective written assignments

Library survey

Field trips

Unit V: Assessment & Evaluation of Social Science learning

Assessment of social thinking, logical reasoning and to discourage mechanical manipulation and rote learning-

Planning of evaluation in social science

Formative and summative evaluation in social science

Continuous and comprehensive evaluation (CCE) in social sciences at secondary level

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Construction of achievement test/question paper in social science.

Practicum/Field Work (Any two of the following)

Identify and interpret news related to positive social changes or initiatives.

A Panel discussion —good social environment for good ecological environment.||

Conduct a community survey on some existing social problem and find out the reasons of the problem.

Write a reflective journal on the effect of globalisation in villages (specified village).

Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10 = 20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

PEDAGOGY OF CIVICS

Objectives

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Civics.
- Develop an understanding of the nature of Civics.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Civics and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Civics.
- Review the Text-book of Civics/political science (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Civics/political science at secondary level.
- Understand the concept of multiple assessment techniques.

Course Content

Unit - I: Nature of Civics/political science as a Discipline

- Meaning, Concept, Needs of Civics/political science teaching.
- Nature and scope of Civics teaching.
- Historical development of Civics as a discipline.
- Civics vis-à-vis Political Science.
- Importance of Studying Civics in the context of National Integration and International understanding.

Unit – II : Civics as a school subject

Importance of Civics in school curriculum.

Aims & objectives of teaching Civics/political science at secondary level. Writing objectives in behavioural terms.

Correlation of Civics with other School Subjects – Social Science Geography, Economics, History.

Civics in developing local, national and international understanding of political scenario.

Unit - III: Methodology of Teaching-learning of Civics/political science

Methods and devices of teaching civics/political science at secondary and senior secondary level - Lecture, Project, Problem solving, Role plays, Discussion and supervised study method. Techniques of questioning & Interview.

Excursion and team teaching as a method.

Developing civic sense: National Days' celebration, Prompting for intensive reading, Respecting the legendary Personalities & Value inculcation through activities.

Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

Understanding the fundamental rights, duties & directive principles as mentioned in Indian constitution.

Understanding the evolution of Indian constitution
Understanding the Secularism, Democracy & Socialism
An overview of the eminent Political Thinkers

Modes of learning engagement in Civics-

Providing opportunities for group activities
Group/Individual Presentation
Providing opportunities for sharing ideas
Teaching aids and activities in civics room
Reflective written assignments
Library survey

Unit - V: Assessment & Evaluation of Civics learning

Purpose and concept of evaluation in civics.

Objective & Process Based Evaluation

Planning of evaluation in Civics

Formative and summative evaluation in Civics

Continuous and comprehensive evaluation (CCE) in Civics

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Evaluation and objectivity, Blue Print, achievement test/question paper in Civics.

Practicum/Field Work (Any two)

Make biography of any emerging political party of India discuss its impact on local politics.

Arrange a discussion session in classroom about the directive principle of nation and lead the discussion that how people breach it.

Collect some photography from magazines, newspaper etc of some burning political issue and prepare an album.

Prepare and execute a team-teaching plan based on Civics.

Construct an achievement test based on civics.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10=20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

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PEDAGOGY OF ECONOMICS

Objectives

The student teacher will be able to:

Understand the aims and objectives of teaching Economics.

Develop an understanding of the nature of Economics.

Encourage to grasp concepts and to develop thinking skills.

Define and differentiate the concept of Economics and explain its relative position in the Syllabus.

Evaluate the existing school syllabus of Economics.

Review the Text-book of Economics (Secondary level).

Apply appropriate methods and techniques of teaching particular topics at different levels.

Prepare; select and utilize different teaching aids.

Perform Pedagogical Analysis of various topics in Economics at secondary level.

Understand the concept of multiple assessment techniques.

Course Content

Unit I : Nature of Economics as a Discipline

Meaning, Concept, Needs of Economics teaching.

Nature and scope of Economics teaching.

Historical development of Economics as a discipline.

Understanding the nature & scope of Micro and Macro Economics

Unit II: History as a school subject

Importance of Economics in school curriculum.

Aims & objectives of teaching Economics at Secondary & Senior Secondary level.
Writing objectives in behavioural terms.

Correlation of Economics with other School Subjects – Social Science Geography, Civics, History.

Understanding the Global Economy.

Unit III: Methodology of Teaching-learning of History

Methods and devices of teaching Economics at secondary and senior secondary level
- Lecture, Project, Questioning, Discussion, Workshop, Problem Solving

Enriching Economics knowledge through General reference materials, reference books Journals & encyclopaedia & using them in classroom teaching.

3. Planning, organizing and conducting a trip to places of Economic importance.

Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

Understanding the Monetary & Fiscal policy of India.

Economic Development-Meaning, Factors, Role of Agriculture, Industry and foreign Trade in Economic Development.

Problems of Indian Economy-Major factors of controlling population explosion, poverty and unemployment.

Understanding demand and supply, types of markets

Modes of learning engagement in Economics -

Providing opportunities for group activities

Group/Individual Presentation

Providing opportunities for sharing ideas

Teaching aids and activities in Economics room

Reflective written assignments

Library survey

Field trips to sources of Economics

Unit V: Assessment & Evaluation of Economics learning

Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -

Planning of evaluation in Economics

Formative and Summative Evaluation in Economics

Continuous and Comprehensive Evaluation (CCE) in Economics

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Evaluation and objectivity, Blue Print, achievement test/question paper in Economics.

Practicum/Field Work (Any two of the following)

Study a mismatch in Demand & Supply of agriculture based products (Onion, tomato etc) in local markets & analyse how the prices are effected. The sellers can be randomly interviewed.

Conduct a survey based study on economic condition of rural people of your area.

Prepare a report on how the rural area women earn money through different skill based products of cottage industries.

Do a small survey of Local/urban/metropolitan market & trace some shops & items where ‘_Consumer Surplus’ dominates.

Collect some articles based on burning issues of Indian Economy from the

Local/National newspapers to present them in classroom or bulletin Board and keep the record of the same.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10=20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

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PEDAGOGY OF GEOGRAPHY

Objectives

Student-teachers will be able to:-

- Understand the aims and objectives of teaching Geography.
- Develop an understanding of the nature of Geography.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of Geography and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of Geography.
- Review the Text-book of Geography (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.
- Perform Pedagogical Analysis of various topics in Geography at secondary level.
- Understand the concept of multiple assessment techniques.

Course Content

Unit I: Nature of Geography as a Discipline

Meaning, Concept, Needs of Geography teaching.
Nature and scope of Geography teaching.
Historical development of Geography as a discipline.
Role of Geography in developing international understanding.
Changing trends in Geography

Unit - II: Geography as a school subject

Importance of Geography in school curriculum.

Aims & objectives of teaching Geography at secondary level. Writing objectives in behavioural terms.

Correlation of Geography with other School Subjects – Social Science, Civics, Economics, History, Natural Sciences and Environmental sciences

Unit - III: Methodology of Teaching-learning of Geography

Methods and devices of teaching Geography at secondary and senior secondary level
- Lecture, Project, Problem solving, Discussion and Supervised Study Method.
Techniques of Questioning & Interview, Field Trip, laboratory Method, Regional Method, Inductive & Deductive Method

Excursion as a method.

Developing an understanding of Local, National & International features of Geography.

Unit - IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

Understanding: Physical Features, Oceans, Mountain Ranges, Sea currents, Desserts, Plains, Trade Winds.

Understanding: Natural Disasters.
Understanding the longitudes & latitudes

Understanding the physical locations of the continents, Peninsulas, Canals, Bays etc

Modes of learning engagement in Geography -
Providing opportunities for group activities
Group/Individual Presentation
Providing opportunities for sharing ideas
Teaching aids and activities in civics room
Reflective written assignments
Library survey

Unit - V: Assessment & Evaluation of Geography learning

Purpose and Concept of Evaluation in Geography.

Objective & Process Based Evaluation

Planning of Evaluation in Geography

Formative and Summative Evaluation in Geography

Continuous and Comprehensive Evaluation (CCE) in Geography

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Evaluation and objectivity, Blue Print, achievement test/question paper in Geography.

Practicum/Field Work (Any two)

Make a detailed sketch of the Nile river & describe how it flows through different countries.

Conduct a survey of the people of different social strata residing in different Geographical locations and compile it in report form.

Plan your own teaching strategy on any topic of your choice based on geography.

Watch any programme of Bear gryll_s Man Vs Wild Series on Discovery channel and write your experiences about the flora & fauna aspects.

Prepare an sketch of the main Geographical features of India with descriptions.

References

- Singh, L.P.: Practical Geography, Allied publication, Allahabad.
- Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.
- Kaul, A.K.: Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.
- Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers, New Delhi, 1987.
- Gopsil, G.H.: The Teaching of Geography, Macmillan K Co.Ltd, London, 1958.
- Macnee: Teaching of Geography, Oxford University Press, and Bombay.
- Source Book for Teaching of Geography, UNESCO Publishing.

PEDAGOGY OF HISTORY

Objectives

The student teacher will be able to:

- Understand the aims and objectives of teaching History.
- Develop an understanding of the nature of History.
- Encourage to grasp concepts and to develop thinking skills.
- Define and differentiate the concept of History and explain its relative position in the Syllabus.
- Evaluate the existing school syllabus of History.
- Review the Text-book of History (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.

Perform Pedagogical Analysis of various topics in History at secondary level.
Understand the concept of multiple assessment techniques.

Course Content

Unit - I : Nature of History as a Discipline

Meaning, Concept, Needs of History teaching.
Nature and scope of History teaching.
Historical development of History as a discipline.
Changing areas of History as a subject.

Importance of Studying Local History, National History and World History in the context of National Integration and International understanding.

Unit II: History as a school subject

Importance of History in school curriculum.

Aims & objectives of teaching History at secondary level. Writing objectives in behavioural terms.

Correlation of History with other School Subjects – Social Science Geography, Economics, Civics, Art & Literature.

Changing trends and goals of teaching History with reference to N.C.F. 2005.

Unit III: Methodology of Teaching-learning of History

Methods and devices of teaching history at secondary and senior secondary level - Lecture, Project, Chronological Method, Biographical Method, Source Method. Questioning, dramatization, Role plays, Discussion, story-telling.

Excursion and team teaching as a method.

Planning, organizing and conducting a trip to primary and secondary sources of knowing history.

Unit IV: Pedagogical Analysis and mode of learning Engagement

Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-

Chronological events and their inter relatedness, epoch-making events.

Understanding ancient, medieval and modern history in reference to emergence of different civilizations.

Understanding international history.

Modes of learning engagement in history -

Providing opportunities for group activities

Group/Individual Presentation

Providing opportunities for sharing ideas

Teaching aids and activities in history room

Reflective written assignments

Library survey

Field trips to sources of history

Unit - V: Assessment & Evaluation of History learning

Assessment of chronological knowledge and understanding it in contemporary context and logical reasoning -

Planning of evaluation in history

Formative and summative evaluation in history

Continuous and comprehensive evaluation (CCE) in history

Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Evaluation and objectivity, Blue Print, achievement test/question paper in history.

Practicum/Field Work

Any two of the following

Watch a T.V. program based on historical events & mark out its deviations from authentic books of renowned writers.

Analyse two different writer's interpretation of Battle of Haldi Ghati & mark out different findings of theirs.

Prepare a survey based report on the primary sources available in your

village/town/city & also throw light on their historical importance.

Find out the similarities in development of river valley civilisations of India & civilisations abroad.

Prepare a time-scale diagram of any historical topic on a chart & put it in school classroom & keep a note of it with you.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10=20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

References

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Choudhary. K.P. ; Effective teaching of History in India, NCERT.
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Ghose, K.D.; Creative teaching of History OUP
Hill, C.P. : Suggestions on the teaching of History.
Kochhar, S.K.: Teaching of History, Sterling Publishers Private Limited, New Delhi.
Verjeshwary, R. : Hand Book for History teacher in India.

In Hindi Edition:

Dixit, Upender Nath and Baghela, Het Singh: History teaching, Raj.Hindi Granth, Akadami, Jaipur
Ghate, B.D.; History teaching, Hariyana
Tyagi, Gurusharan: History teaching, Vinod Publication, Agra.

PEDAGOGY OF ART

Objectives:

The student teacher will be able to:

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

COURSE CONTENT

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

- Meaning and Etymology of word 'Art' (Indian and Western context)
- Various forms of Visual Art: Art of Painting; Sculpture; and Architecture;
- Concept of Art or Aesthetics (Indian and Western context)
- Classifications of art:

Visual, Performing and Literary arts;

Classical, Traditional and Folk arts.

Appreciation of Art.

Elements of Art (Shadang ("kM+kax) - 6 elements of Indian Painting)

Principles of Aesthetic Order (Principles used in composing art work)

Language of Art (Special reference to Indian Art)

Art and Education:

Modern concept of Integrated Art or Aesthetic Education

The Changing status of art in general Education

Systematic study in Art-education.

Educational values of art and its relations with other school subjects.

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

UNIT-II Meaning and Nature of Visual Arts:

Meaning and concept of Visual Arts.

Evolution of various forms of Visual Arts.

Nature of Visual Arts:

I. Two dimensional Techniques of Visual Arts:

Drawing and Painting: Water colour, Oil colour and other mediums.

Collage, Mosaics, Print arts (Stencils, Lino-cut, Wood-cut, Colograph and Etching etc.).

Rajasthani Folk and Traditional Visual Arts – Mandana, Alpana, Rangoli, Phad and Kawad Paintings,

Three dimensional Techniques of Visual Arts:

Clay work, Paper mashie work, Creation with waste material, Mask making, Puppet making etc.

Rajasthani Kathputli, Terracotta sculptures (Molela)

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

Art and Creativity:

Concept and importance of creativity in human life

Art and creativity

Developing Self Expression through Creative art activities;

Role of Art in developing the child's creative personality;

Importance of creative art activities at various stages of school education.

Characteristics of the Child Art.

The Child as creative Artist.

Different developmental stages of child's creative expression:

The Scribbling Stage (Beginning of Self-Expression)

The Pre-Schematic Stage (The stage of first representational attempts).

The Schematic Stage (The stage of achievement of form concept).

The stage of Dawning Realism (The Gang age).

The Pseudo-realistic stage. (The stage of Adolescent)

The stage of reasoning. (The Final stage of decision making).

Art and Aesthetics:

Concept and importance of Aesthetic Sensibility in human life.

Art and Aesthetics (Indian and Western context).

Developing Aesthetic values and Aesthetic Sensibilities through Art Teaching.

Developing harmonious personality of child through teaching of Art;

UNIT – IV Planning and Instructional Support System in Art:

Principles of classroom teaching of Art.

Planning of teaching Art:

Need and Importance of Planning in Teaching Art activity

Analysis and organization of Creative Art Activities.

Planning of Yearly, Unit and Daily teaching Plan in Teaching of various Creative Art activities.

Classroom, its management and organization.

The methods of teaching in art:

Traditional method of teaching Art : Copy and Dictated method

Method of Free-Expression

Method of Assigned topic

Demonstration method.

Media Method

Innovative Practices in Teaching Art

Constructivist Approach

Group Teaching

Life history of eminent artists and their contribution-

UNIT – V Evaluation in Teaching of Art:

Purpose and Concept of Evaluation in Teaching of art.

Continuous and Comprehensive Evaluation

Techniques of Evaluation:

a) Teacher made test

Designing examination paper and Blue – Print

Development of test items- Various types of test questions (Essay, short answer, and objective types) and their uses.

Progress assessment of development of art activities through:

Self evaluation;

Peer assessment;

Group evaluation.

Criteria-based checklist.

Self-reflection

Respond to the work of others

Portfolio

Evidence of learning: art works, performances, presentations, photographs, videos etc.

Preparation of achievement test - its administration, analysis and reporting.

Practicum/Field Work

Any two of the following:

10. Prepare at least two innovative activity plans in either Collage; Mosaics or Print media.
11. Documentation of the processes of any one Visual Art form with the pedagogical basis such as Oil Painting, Murals, Collage, Mosaics and Print making etc.
12. Prepare a scrap-book on the one of the great Tradition of Indian Painting, Sculptures and Architectures with a write-up on its introduction, location and art works of the period with all types of photographs and illustrations of the paintings, sculptures, and architectural monuments.
13. Life and contribution of any one eminent artist/Sculptor.

14. Submission of any two self prepared art works by the student teacher.
15. A critical review of any school of art (Indian or Western classical/traditional/folk art schools).

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10=20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

References

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17. Jefferson, B. (1959) : "Teaching Art to Children." Allan & Bacon Inc. Boston.
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23. Brown , Percy. : Indian Paintings;
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25. Fechner, Lois. & Rathus: Understanding Art, Prentice-Hall International (U.K.) Ltd. London;
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28. Victor D'Amico (1953): —Creative Teaching in Art; International Textbook Company, Scranton, Pennsylvania.
29. Whit ford, W.G. (1929):" An Introduction to Art-Education. " D. Appleton & Co

PEDAGOGY OF HOME SCIENCE

Objectives-

Student-teachers will be able to:-

30. Understand the nature and importance of home science and its correlation with other subjects.
31. Understand aims and objectives of the subject.
32. Realize the essential Unity between laboratory work and theoretical background of the subject.
33. Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
34. Utilize effectively the instructional material in teaching home science.
35. Construct test items to measure objectives belonging to various cognitive levels.
36. Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.

Course Content

Unit I: Nature of Home Science as a Discipline

37. Meaning, Concept, Needs of home science teaching.
38. Nature and scope of Home science teaching
39. Home Science teaching in the context of family, group and society.

Unit II : Home science as a school subject

40. Importance of Home science in school curriculum.
41. Aims & objectives of teaching Homescience at secondary level. Writing objective in behavioural terms. Bloom's taxonomy (revised).

42. Correlation of Home Science with other School Subjects

Unit III : Methodology of Teaching and learning of Home science

43. Methods and devices of teaching **Home science** at secondary level – Lecture-cum-Demonstration, Experimental, Project, Problem solving, Dramatization, Discussion method, Field Trips.

44. Techniques of teaching Home Science

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes,

activities and learning experiences and evaluation techniques of following content at Senior secondary level-

Textile and clothing:- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc. ;Home management – management of time energy, home decoration, floor decoration; Food and Nutrition,Diseases.

45. Modes of learning engagement in Home Science-

Providing opportunities for group activities and observations.

Group/Individual Presentation

Providing opportunities for sharing ideas

d.Teaching aids and activities in laboratory work

e. Reflective written assignment

Unit V: Assessment & Evaluation of Home Sciences learning

46. Performance-based assessment; learners' record of observations ;(field diary and collection of materials).

47. Oral presentation of learners work.
48. Construction of test items and administration of tests; assessment of practical / experimental work.
49. Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation)

Practicum/Field Work

(Any two of the following)

50. Prepare a Flip Card on various Scopes of home Science.
51. Prepare a Power point Presentation on correlation of Home Science with other subjects with proper pictures and examples.
52. Presentation of drama on any current social or family issue and draft a report on this.

(Group Activity)

53. Make 5 samples of knitting and embroidery and prepare a report on its theoretical aspect. Prepare a Performance based record of five Students on the basis of your observation.

Evaluation Procedure

100 Marks

Any two practicum & one test

10+10=20 Marks

(Covering Unit I to V)

External Evaluation

80 Marks

References

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58. Sukhiya, S.P. and Mehrotra :Grah Vigyan Shikshan, Haryana Sahitya Akademy, Chandigarh, 1984
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