

BHUPAL NOBLES' UNIVERSITY, UDAIPUR



**Scheme of Examination
and
Course of Studies
SYLLABUS (I SEMESTER)
INTEGRATED TEACHER EDUCATION PROGRAM
B.A. B.Ed. FOUR YEAR

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION**

BHUPAL NOBLES' UNIVERSITY, UDAIPUR (Raj.)

Scheme of Examination and Course of Studies

BACHELOR OF ARTS (B. A.) & BACHELOR OF EDUCATION (B. Ed.)

FOUR YEARS INTEGRATED COURSE

INTRODUCTION

The NCTE has recommended that the B.A.B.Ed. Course should be of four years duration and has prepared a Curriculum Framework for Four year B.A.B.Ed Program. *Bhupal Nobles' University* also decided to introduce four year B.A.B.Ed Course and has prepared a detailed course of study and Scheme of Examination for four years B.A.B.Ed. Course on the basis of guideline given in the curriculum framework. The four year B.A.B.Ed. Course will come in to force from the session commencing in 2019-20. The four year B.A.B.Ed Course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into four parts. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences. Therefore it becomes essential for any nation to give necessary professional inputs to its teachers. *Bhupal Nobles' University* pursues the following curriculum for its pre-service teacher training program. The curriculum also aims at developing language proficiency of the pupil teacher by providing him opportunities through different activities and course content.

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

ELIGIBILITY

Candidates who have passed Senior Secondary (10+2) examination or any other examination recognized board with at least 50% marks in the aggregate are eligible for admission to the course. There will be a pre B.A.B.Ed. test for admission in this course. Candidates who have passed senior secondary examination (10+2) in any faculty from Board of Secondary Education, Rajasthan Ajmer or any other recognized board with at least 50% marks in the aggregate are eligible to apply for admission to the course however SC/ST/OBC/SBC as well as physically challenged and widow or divorce women candidate of Rajasthan having at least 45% marks

in aggregate in the senior secondary examination will be eligible to apply for admission.

The Institute will regulate admission through selection on the basis of marks in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the state or and the Bhupal Nobles' University and in accordance with the state quota as decided.

RESERVATION

Reservation of seats for SC/ST/OBC/SBC and Physically Disabled will be as per existing Rajasthan Govt. /Central Govt./ University rules.

ADMISSION PROCEDURE FOR B.A.B.ED..

Admission shall be made on merit on the basis of marks obtained in the qualifying Examination and/or in the entrance examination or any other selection process as per policy of the State Government and the university.

DURATION AND WORKING DAYS

The B.A.B.Ed.B.Ed Programme shall be of duration of Eight Semester with *Four Academic Years*, which can be completed in a maximum of six years.

WORKING DAYS

There shall be at least *Two Hundred Fifty Working Days divided into 2 Semesters* each year *exclusive* of the period of examination and admission.

- Institution shall work for a minimum of *Thirty Six hours a week*, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

- The minimum attendance of student-teachers shall have to be 80% for all *course work and practicum*, and 90% for *School Internship*.

OBJECTIVES OF THE COURSE

The objectives of this program me is to prepare teachers from *Upper Primary to Middle Level* (Classes VI-VIII) & *Secondary Level* (Classes IX-X) pre-service teacher education program are to enable the prospective teacher to –

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

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

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

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

1. Be conscious of a sense of values and need for their inculcation in children through all available means including ones own personal life.
2. Posses a high sense of professional responsibility.
3. Develop resourcefulness so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as an independent and integrated personality.
5. Arouse their curiosity and interest and secure their active participation in the education process.

6. Develop capacity for thinking and working independently and guide them to that end.
7. Organize and manage the class for teaching learning .
8. Appreciate the dynamic nature of the classroom situation and teaching techniques.
9. Define objectives of particular lessons and plan for achievement.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
11. Use appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and materials properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to the gifted pupils and take proper care of the pupils with special need.
16. Correlate knowledge of the subjects being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignment.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operate with the school teachers and administrators and learn to maintain school records and registers.

LEARNINGOUTCOME:

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

- Competence to teach effectively two school subjects at the secondary/senior secondary level.
- Ability to translate broad objectives of secondary/senior secondary education in terms of specific programme and activities in relation to the curriculum.
- Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
- Ability to use (A) individualized instruction and (B) dynamic methods in large classes.
- Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
- Use of Equipment for diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
- Readiness to spot talented and gifted children and capacity to meet their needs.
- Ability to cater to the need of children with special needs.
- Ability to organize various school program me, activities for pupils.
- Ability to provide guidance in educational, personal and vocational matters.
- Ability to assess the all round development of pupils and to maintain a cumulative record.
- Development of certain practical skills such as:
 - Black board work
 - Preparing improvised apparatus
 - Preparing teaching aids
- Developing professional competence.
- Readiness to participate in activities of professional organizations.

MODES OF LEARNING ENGAGEMENT

Overall Intention of Modes of Learning Engagement :

- The Curriculum is so designed that the student-teachers internalize the nature of education and pedagogic process through enriched experiences.
- The kinds of learning engagement suggested will contribute to reduction of the gap between theory and

practice by dovetailing both appropriately.

- The Curriculum emphasises the use of varied modes of learning engagement in accordance with the
- Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged
- In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various courses.
- While visualizing modes of learning engagement, the nature of student teachers who are adults has been kept in mind. Instead of continuous teacher monitoring greater autonomy to learners has been recommended which is more relevant and in accordance with the andragogic principles of learning.
- Multiple learning engagements visualized being more active / interactive, the course work is clearly not meant to be burdensome and memory based, but challenging and engaging.

Some Specific Modes of Learning School Observation

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

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

SCHOOL INTERNSHIP

- a) The student teachers will be actually placed in a school for a duration of four and sixteen weeks, in sixth and seventh semesters respectively.
- b) Student teachers will function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching learning.
- c) Pre-internship will be held for two weeks in which school observation, orientation of subject specific skills, Pre-view of Text-books and development of teaching learning material will be done.
- d) In Sixth Semester students, will have to go for 4 week internship in school in which lesson plans based on different methods and approaches (fusion based) will be developed and teaching in original condition will be organized.
- e) In the Seventh Semester, students will have go for 'School Internship' of sixteen weeks. It is desirable the students teacher will be provided internship in upper-primary or secondary /senior secondary schools. During this period ,their role in the school is something like an 'apprentice' and its specific cotours need to be worked out worked out by course faculty. They will be engaged in the school functioning in all its aspects.

B.A. B.Ed.
SYLLABUS
I SEMESTER

SEMESTER-I

COURSE No.	Name of Subject
COURSE 1	Childhood & Growing up
COURSE 2	Gen. English
COURSE 3	English Literature
COURSE 4	Hindi Literature
COURSE 5	Geography
	Geography Practical
COURSE 6	History
COURSE 7	Economics
COURSE 8	Political Science

SEMESTER-I B.A.B.Ed.

COURSE No.	Paper Code	Nomenclature	Scheme
COURSE 1	CGU111TH	Childhood & Growing up	
COURSE 2	GEN 111TH	Gen. English	
COURSE 3	ENG 111TH	English Literature	
COURSE 4	HIN 111TH	Hindi Literature	
COURSE 5	GEO111TH	Geography	
	GEO111PR	Geography Practical	
COURSE 6	HIS111TH	History	
COURSE 7	ECO111TH	Economics	
COURSE 8	POL111TH	Political Science	

B.A. B.Ed. FIRST SEMESTER COURSE STRUCTURE

COURSE NO.	COURSE CODE	PAPER NAME	CREDITS		MID TERM	END TERM	MAX MARKS
			TH.	PR.			
COURSE 1	CGU111TH	CHILDHOOD AND GROWING UP	6	-	30	70	100
COURSE 2	GEN111TH	GENERAL ENGLISH	4	-	30	70	100
		ANY THREE OF THE FOLLOWING:					
COURSE 3	ENG 111TH	ENGLISH LITERATURE	6	-	30	70	100
COURSE 4	HIN 111TH	HINDI LITERATURE	6	-	30	70	100
COURSE 5	GEO111TH GEO111PR	GEOGRAPHY GEOGRAPHY PRACTICAL	4	2	20 -	50 30	70 30
COURSE 6	HIS111TH	HISTORY	6	-	30	70	100
COURSE 7	ECO111TH	ECONOMICS	6	-	30	70	100
COURSE 8	POL111TH	POLITICAL SCIENCE	6	-	30	70	100
		TOTAL CREDITS AND MARKS	28				500

COURSE 1 - CHILDHOOD & GROWING UP

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

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

COURSE CONTENT

UNIT-I Basic Concepts of Child Development

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

UNIT-II Childhood

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

UNIT- III Adolescence

1. Characteristic of adolescence development. Physical, Cognitive, Social and Emotional.
2. Difficulties during transition period – Difficulties in Social Transition, Conflicts, Social Attitude and Behavior, Influence of Peers, Conformity and Self assertiveness and Personality Integration.
3. Impact of Urbanization, Economic, Social and Political change on the construction and experience of adolescence.
4. Issue and adolescence –
 - a. Identity crisis
 - b. Idealism and Hero worship
 - c. Gender Issue
 - d. Child Labor
 - e. Changing Family Structures
 - f. Peer Pressures
 - g. Pressure of Competition
 - h. Juvenile Delinquency
5. Critical analysis of significant events e.g. Sexual abuse, Harassment, Gender and Poverty.
6. Guidance and Counseling of adolescent.

UNIT- IV

Personality and Mental Health

- Personality Concept, types and Components of Personality.
- Psychoanalytic theory of Personality by Freud.
- Factors affecting Personality development.
- Assessment of Personality- Projective and Non-Projective Techniques.

- Mental Health :
 - Concept and Importance
 - Types of Conflicts and Defense Mechanism.
 - Role of Teacher in Promoting Mental Health

UNIT – V

Individual Variation

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

SESSIONAL / PRACTICUM

Any Two from the following: Practicum no.1 is compulsory for all.

1. Administration, Scoring, Interpretation and Reporting of one ***Mental Ability Test*** and one ***Personality Test***.

Any one from the following:

- Preparation of case history of children from early childhood to adolescence taken from different Socio - economic and cultural background in the context of family, schools, neighbourhood and community.
- Study of any one psychosocial issue related to adolescence (Child labour, Juvenile Delinquency, Pressure of Competition, Gender issues)
- Study of any one issue represented and highlighted by media (sexual abuse and harassment, poverty, gender, child labour etc)

REFERENCES

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COURSE-2 GENERAL ENGLISH

BHUPAL NOBLES' UNIVERSITY UDAIPUR (RAJASTHAN)

NEP 2020 Pattern Syllabus

First Year Arts /Science/ Commerce/ B.C.A./ Bio. Tech./Education/law (In Semester First/
Second)

Ability Enhancement Compulsory Course (AECC)

Subject – ENGLISH LANGUAGE LEARNING

SEMESTER FIRST

UNIT -I

- Report Writing
- Letter Writing

UNIT – II

- Tenses
- Voice (Active and Passive)
- Articles

UNIT – III

- Modal Auxiliary Verbs
- Phrasal Verbs

UNIT -IV

- Synonym
- Antonym
- Direct and Indirect Speech

UNIT – V

- Comprehension Passage
- Essay Writing
- Precis Writing / Summary of a Reading Passage

Recommended Books:

- Fluency in English – Part II, Oxford University Press, 2006.
- Business English, Pearson, 2008.
- Language, Literature and Creativity, Orient Black Swan, 2013.
- Language through Literature, Ed. Gauri Mishra, Dr Ranjana Kaul, Dr Bharti Biswas.
- Developing Language Skills – 2, Ed. S.C. Sood et al., Spantech, Delhi 1992.
- Penny Ur, A Course in Language Teaching: Practice and Theory, Cambridge Univ. Press., 1996.
- R.K. Bansal and J.B. Harrison, Spoken English: A Manual of Speech and Phonetics, Orient Black Swan: New Delhi, 2013

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Course- 3 -English Literature
Paper- Drama and Poetry

Learning Objectives

- Give a brief biography of William Shakespeare's life
- List and discuss key plays written by Shakespeare
- Explain the impact of Shakespeare on Literature
- Illustration of words, language in the poem that seem expressive and decorated
- Paraphrasing of the content expressed in poetic language

Expected Outcome of the Course

- Understanding the form, language, and content of the poem
- Knowing about the different experiences -imagination and emotions in the poem
- Understanding the inputs or pattern of the style of writing poetry
- Interpreting dramatic literature
- Learning about performing arts and transforming simple stories into dramatic dialogue writing

UNIT – I (Detailed Study)

- The following poems from The Poet's Pen (OUP)
- Like as the Waves – William Shakespeare
- When assault was intended to the city - John Milton

UNIT – II (Detailed Study)

- The following poem from The Poet's Pen Selected and annotated by P.E. and Homi Dustoor, Oxford University Press
- The Essay on Man – Alexander Pope
- The Tiger – William Blake

UNIT – III (Detailed Study)

- As you like it – William Shakespeare

UNIT – IV (Detailed Study)

- The following poems from Golden Treasury of Indo – Anglian Poetry, ed. By Vinayak Krishna Gokak Academy
- Song of the Hindustani Minstrel - Henry Derozio
- Lakshman – Toru Dutt

UNIT – V

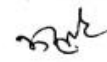
- A Glossary of Literary Terms, ed. By M.H. Abrams, Publ. Macmillan
- Literary Terms: - Sonnet, Heroic Couplet, Dictlon, metre, lyric
- A Critical History of English Literature Vol.1, by David Daiches, Available at Amazon.com
- Introduction to Elizabethan Age, Metaphysical Age

Sayashree *Shruti* *Ashmita* *Madhvi Rasthore* *M/avin*

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Course 4

B.A.B.Ed I SEMESTER	
I Semester	
CERTIFICATE COURSE IN HINDI	
Subject-Hindi Literature	
Code of the Course	HIN111TH
Title of the course	पद्य (भक्तिकालीन काव्य) Padya (Bhaktikaalin Kavya)
Credit of the Course	6
Objectives of the Course	भक्तिकालीन काव्यों द्वारा रचित काव्य के अध्ययन से विद्यार्थियों में उक्त काल के काव्य की समझ निर्मित करना। भक्तिकालीन आंदोलन की अवधारणा एवं विभिन्न दर्शनों पर मंथन करना। भक्तिकालीन परिस्थितियों एवं समाज के विविध पहलुओं को समझ विकसित करना। भक्तिकालीन काव्य की विविध शाखाओं की जानकारी प्रदान करना व काव्यगत विशेषताओं से परिचय प्राप्त करना।
Learning outcomes	1.भक्तिकालीन साहित्य के अध्ययन से भक्ति संबंधी दृष्टि विकसित हुई। 2.भक्तिकालीन काव्यगत प्रवृत्तियों से परिचित हुए। 3.व्याख्या एवं आलोचनात्मक प्रश्नों के माध्यम से विश्लेषण की क्षमता विकसित हुई।
Syllabus	
UNIT-I	भक्तिकाल का सामान्य परिचय, भक्तिकाल की परिस्थितियाँ एवं भक्ति काव्य की प्रमुख प्रवृत्तियों का ज्ञान। शब्द शक्तियाँ (12 घंटे)
UNIT-II	कबीर के 'मन को अंग' अंश की व्याख्या एवं तत्संबंधी आलोचनात्मक प्रश्न। जायसीकृत पद्मावत से 'सिंहलद्वीप वर्णन खण्ड' के प्रारम्भिक 15 पद की व्याख्या एवं तत्संबंधी आलोचनात्मक प्रश्न। (12 घंटे)
UNIT-III	सूरदास के विनय के प्रारम्भिक 5 पद, बाल-लीला के 5 पद एवं वियोग शृंगार के प्रारम्भिक 10 पदों की व्याख्या एवं आलोचनात्मक प्रश्न। रसखान के प्रारम्भिक 10 पदों की व्याख्या एवं आलोचनात्मक प्रश्न। (12 घंटे)
UNIT-IV	मीराबाई पदावली के प्रारम्भिक 15 पदों की व्याख्या एवं आलोचनात्मक प्रश्न। (12 घंटे)
UNIT-V	सुन्दरदास कृत 'गुरु महिमा', उपदेश, काल की विकरालता, देह एवं जगत की नश्वरता 12 पदों की व्याख्या एवं आलोचनात्मक प्रश्न। (12 घंटे)
Text Books	भक्ति काव्य सरिता, संपादक : श्याम सुंदर दीक्षित
Reference Books	1.नागेन्द्रनाथ उपाध्याय : नाथपंथ और संत साहित्य 2.राधेश्याम दुबे : संत साहित्य 3.हजारी प्रसाद द्विवेदी : कबीर 4.श्यामसुंदर शुक्ल : हिन्दी काव्य की निगुण धारा में भक्ति 5.गोविन्द त्रिगुणायत : जायसी का पद्मावत-काव्य तथा दर्शन 6.परशुराम चतुर्वेदी : हिन्दी के सूफी प्रेमसाधना 7.शंकर देव अवतारे : सूर का भ्रमरगीत
Suggested E-resources	http://sahityabhawana.com http://kavitakosh.org http://www.hindikavyakosh.in

Course 5 - Geography

PHYSICAL GEOGRAPHY

UNIT- I Introduction

- a) Definition and Scope of Physical Geography.
- b) Geological History of the Earth .
- c) Inter Relation of Physical Geography With other Branches of Earth Sciences.
- d) Earth's Interior .Seismological Evidences of the structure and Zoning of The earth's imperious.

UNIT –II Lithosphere

- a) Continental Drift Theory - Wegner 'S Theory.
- b) Plate tectonic theory. Division Of the crust in plates' boundaries and plate margins, mechanism of plate movements.
- c) Volcanoes and Earthquake.
- d) Theories Of mountain building. geosynclines organ theory Of Kober.

UNIT-III Rocks and Cycle of Erosion

- a. Rocks origin and types.
- b. Weathering Physical ,Chemical &Biological
- c. Drainage patterns.
- d. Cycle of erosion :views of W.M. Davis &W. Penck.

UNIT-IV Erosional & depositional works of land forms

- a) Fluvial land forms
- b) Arid land forms
- c) Glacial land forms
- d) Karst & Costal land forms

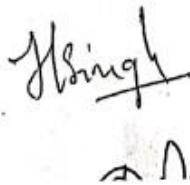
UNIT –V Applied Geomorphology

- a) Geomorphology &Settlements.
- b) Geomorphology &Transport.
- c) Geomorphology & Mining
- d) Geomorphology & Environment Hazards.

REFERENCE

1. Conserva H. T. 2004 Illustrated Dictionary Of Physical Geography, Author House USA
2. Gabler R E , Petersen J.F. And Trapasso , L.M. , 2007 Essentials Of Physical Geography (8h Edition) , Thompson, Brooks /Cole, USA.
3. Garrett N. 2000: Advance Geography, Oxford University Press.
4. Goudie, A, 1984 The Nature Of The Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
5. Hamblin, H. K. 1995 Earth's Dynamic System , Prentice Hall, N.J.
6. Husain M. 2002 Fundamentals Of Physical Geography, Rawat Publications, Jaipur
7. Monkhouse F.J. 2009 Principles Of Physical Geography, Platinum Publishers, Kolkata
8. Strahler A.N. and Strahler A.H. , 2008 Modern Physical Geography, John Wiley & Sons, New York

Syllabus വിവരണം	
UNIT I	Scales: Definitions, importance of scales, selection of scales, Methods of representation of scales: statement method, representative fraction; conversion of scales.
UNIT II	Graphical scales: characteristics, merits & demerits. Types of graphical scale: Plain scale, Comparative scale (scale of different units and time scale.) characteristics, merits and demerits of plain & comparative scales. (Two exercises for each scale of different measurement units. = 04 exercises)
UNIT III	Diagonal scale (different units), Vernier scale: least count, types of vernier scales. Characteristics, merits and demerits of diagonal and vernier scale. (Two exercises for each scale of different measurement units = 04 exercises)
UNIT IV	Representation of relief: Introduction and importance and methods of relief representations. Qualitative or Pictorial methods for the representation of relief features- Hachure method, Hill shading method, Trachographic method, Morphographic method; their characteristics, merits and demerits. (04 Exercise) Quantitative or mathematical methods for relief representation - Spot height, Bench mark. Trigonometric stations, form lines and contour lines (principals of contouring, interpolation of contour lines and methods of contour representation). Composite methods of relief representation. Their characteristics, merits and demerits. (05 Exercise)
UNIT V	Drawing of profiles: Serial (at least four), superimposed, projected and composite profiles. (04 Exercise) Representation of relief by contours: Conical hill, concave slope, convex slope, escarpment, cliff, ridge, gorge, U shaped valley, V-shaped valley, plateau, waterfall, ox bow lake, Ria coast, fiord coast. (14 diagrams on 07 sheets)

(External member)

Text Books	<ol style="list-style-type: none"> 1. Mishra, R.N. and Sharma, P.K., Practical Geography Methods and Techniques, Pareek Publication, Jaipur 2023. 2. Khullar, D.R., Essentials of Practical Geography, New Academic publication, Jalandhar 2000. 3. Singh, R.L., Elements of Practical Geography, Kalyani Publication, New Delhi. 4. Khan, M.Z.A., Text Book of Practical Geography, New Delhi 1998. 5. Sarkar, A.K., Practical Geography-A Systematic Approach, Oriental Longman, Calcutta, 1997. 6. J., 2016. 7. w.c.y. idu q0 41.tit. wt. wétRw ipitz, m 4tiñdrsri N. yar'w q+i my erAx séhq mew i5@iv werrA1, 2017.
Reference Books	<ol style="list-style-type: none"> 1. Robinson, A.H., Morrison J.L., Muehrcke P.C., Kimerling A.J., Guptill S.C., Elements of Cartography, John Willey and Sons, U.S.A., 1995. 2. Monkhouse, E.J. and Wilkinson, H.R., Map and Diagrams, Lethuen, London 1994
Suggested E-resources	

Hsingh

Gomtiya

(External member)

①/12

Course 6 – History

HISTORY OF INDIA UPTO 1206 A.D.

UNIT –I

Sources of the Ancient History :Literary Archeological
Indus Valley Civilization –Origin , extent Town planning .Social ,Economic ,Political and Religious Life and Decline.

UNIT –II

Society Polity Economy Culture &Religion as reflected in Vedic Literature
Rise Of new religious movement –Buddhism and Jainism .
Ancient Indian Education Centre

UNIT –III

The Maryan Empire- Administration ,
Ashoka,s Dhamma –its nature. Art & Literature , trade and commerce.
Shunga Kushanas an Satavalanas. Development of Mathura & Gandhara Art.
Sangam Age –Literature .Society and culture.

UNIT –IV

Gupta Empire .Administration Art, Literature science and technology ,Agrarian systems and Trade and commerce during Gupta Period. Vardhan dynasty
Temple architecture with special reference to Nagar and Dravid style.

UNIT –V

Polity and Economy: (750 to 1206 A.D.)

- 1 North India :Gurjara –Pratiharas,Western kshtrapa-Rudradaman.
- 2 South India-pallav ,Chalukyan, Rashtrakutas, Cholas,
- 3 Position of women through the ages.
4. Invasions of Arabs.

Books Recommended:-

- 1 .Chakrabarti,D.K. Indian an Archaeological History Palaeolithic of Historic Foundations.
- 2.Allechin,Bridget &F Raymond :Origins of a Civilization : the per History &Early Archaeology of South Asiu
- . Ghoush, N.:Bharat ka Prachin Itihas .
- 3.Majumdar , R.C. : Advance History of India Part-I
- 4.Tripathi ,R.C.: Pracheen Bharat ka Ittihas.
- 5 Jha D.N.& K.N.Shrimali: Pracheen Bharat.
6. Mahajan V.D.:Ancient India (also in Hindi)
- 7 Om Prakash :Pracheen Bharat
8. Agrawal,V.S.:Indian Art Vol I.(also ,in Hindi)
9. Champaklakshmi, R.:Trade ,Ideology & Urbanisation:South India (300 BC-1300AD)
10. Mittal A.K:Pracheen Bharat ka Rajnitik avem.Sanskritik Itihas Vol.I

**Course 7 – ECONOMICS
INTRODUCTORY MICRO ECONOMICS**

Outcomes-On completion of this course, student will be able to understand the fundamentals of micro economics and learn the behaviour of consumer and producer and also understand how price determine in market.

UNIT-I

Fundamentals- Definitions of Economics- Wealth, Welfare, Scarcity and development related definitions. Production possibility curve. Basic economic problems. Demand curve, supply curve and market equilibrium with shifting of demand and supply curve. Micro and Macro Economics, Static and Dynamic Economics.

UNIT-II

Utility Analysis- Cardinal Approach- law of diminishing marginal utility and law of equi-marginal utility. Ordinal utility approach-indifference curve, budget line and consumer equilibrium. Price, income and substitution and advertisement elasticity. Consumer surplus.

UNIT-III

Production and cost analysis- Production function, short run production function and law of variable proportion. Long run production function and law of return to scale.

Iso product curve, iso-cost line and equilibrium of the firm, expansion path. Different concept of costs and their relationship (Short and long run cost).

UNIT-IV

Market structure- Characteristic and determination of equilibrium, price, output and profit in perfect and monopolistic market.

characteristic and determination of equilibrium, price, output and profit in monopoly market and price discrimination in monopoly.

UNIT-V

Distribution- Wages-traditional and modern theory. Rent- Ricardian and Quasi rent.

Profit- Concept and various theories. Interest-Concept, Classical and Keynesian theories.

Basic Reading List

- . Koutsoyiannis, A, (1979), Modern Micro Economics, macmillan press, London.
- . Dominiack Salvator, principles of Micro Economics (latest edition) international version.
- . Gould and Ferguson; Micro Economic Theory.
- . P.A. Samuelson; Economics.
- . Ahuja H.L. Advanced version
- . Jhingan M.L. Advance Economic Theory
- . Agrawal Anup- Micro Economic Analysis, Sahitya Bhawan Publication.
- . Ojha B.L. Micro Economics RBD New Delhi
- . Nathuramka Laxmi Narayan; Micro Economics

Web References

- <http://hecontent.upsdc.gov.in/>
- <http://epgp.inflibnet.ac.in/>
- <http://swayam.gov.in>

Course 8– Political Science

FOUNDATIONS OF POLITICAL SCIENCE

UNIT –I

Meaning ,Scope and Nature of Political Science :Traditional And Contemporary Perspectives; Behaviouralism and Post –Behaviouralism.

UNIT-II

Concepts: Liberty ,Equality ,Power . Authority ,Legitimacy. Sovereignty and Pluralism.

UNIT-III

Democracy and Dictatorship. Parliamentary and Presidential System ,Federalism .

UNIT-IV

Organs of Government and their Functions (With reference to recent trends); Theory of Separation of powers and Checks and Balances.

UNIT-V

Theories of the Origin of State :Social Contract and Evolutionary Theory ,Marxism.

Suggested Readings:

- | | |
|-----------------|------------------------------------|
| • A. Appadorai | : Substance of Political . |
| • A. Ashiravdam | : Principles of Political Science. |
| • J.C.Johari | : Principles Of Political Science |
| • M.C.Chagla | : The –Law and the State. |
| • R.G. Gettel | : Political Science |
| • S.W. Garner | : Political Science and Government |
| • H.W. Laski | : A Grammer of Political |
| • R.C. Agrawal | : A Political Theory |
| • L.S. Rathore | : In Defence of Political Theory |



**Scheme of Examination
and
Course of Studies
SYLLABUS (II SEMESTER)
INTEGRATED TEACHER EDUCATION PROGRAM
B.A. B.Ed. FOUR YEAR
DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION**

B.A. B.Ed.
SYLLABUS
II SEMESTER

SEMESTER-II

COURSE No.	Name of Subject
COURSE 9	Contemporary India and Education
COURSE 10	Environmental Studies
COURSE 11	English Literature
COURSE 12	Hindi Literature
COURSE 13	Geography
	Geography Practical
COURSE 14	History
COURSE 15	Economics
COURSE 16	Political Science

B.A. B.Ed. SECOND SEMESTER COURSE STRUCTURE

COURSE NO	COURSE CODE	PAPER NAME	CREDITS		MID TERM	END TERM	MAX MARKS
			TH.	PR.			
COURSE 9	CIE121TH	CONTEMPORARY INDIA AND EDUCATION	6	-	30	70	100
COURSE 10	EVS121TH	ENVIRONMENTAL STUDIES	4	-	30	70	100
COURSE 11	ENG 121TH	ANY THREE OF THE FOLLOWING:					
		ENGLISH LITERATURE	6	-	30	70	100
COURSE 12	HIN 121TH	HINDI LITERATURE	6	-	30	70	100
COURSE 13	GEO121TH	GEOGRAPHY	4	-	20	50	70
	GEO121PR	GEOGRAPHY PRACTICAL	-	2	-	30	30
COURSE 14	HIS121TH	HISTORY	6	-	30	70	100
COURSE 15	ECO121TH	ECONOMICS	6	-	30	70	100
COURSE 16	POL121TH	POLITICAL SCIENCE	6	-	30	70	100
		TOTAL CREDITS AND MARKS	28				500

COURSE CONTENT

UNIT-I Indian Society & Education

1. Meaning, Nature & purpose of Education:
According to different thinkers i.e, Gandhi, Tagore , Aurobindo, J.Krishnamurti,Swami Vivekanand, Rousseau and Dewey.
2. Globalization, Liberalization, and Privatization and their implications in Education.

UNIT- II Education in India

1. Education in pre Independence Period/ Macaulay's Minutes/ and major educational policies during pre Independence British Period.
2. Education in Post independence period-
 - a. Policies regarding Education in post independence Period Specially NPE(1986), RTE (2009)
 - b. Important national documents on Education commission (1966), NCF (2005), Learning without burden (Yashpal committee report), NCFTE (2009)
 - c. Dellore commission report – relevance to Indian Conditions
 - d. National Education Policy (NEP) 2020-Aims,Objectives,Role of higher education and Teacher education in NEP 2020.

UNIT-III Challenges in Education

1. Language policy
2. Enhancement of quality in Education and role of SSA and RAMSA in this.
3. Increasing enrollment at different stages.
4. Universalization of Education/ RTE(2009) & its Challenges

UNIT –IV Gender, School and Society

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

UNIT- V Values in education-

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

Practicum/ Sessional work

Attempt any two- (One each from following sections)

Section A

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

Section B

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

Course-10
ENVIRONMENTAL STUDIES

Unit –I

Resources

The multidisciplinary nature of environmental studies and **Natural Resources**

- Definition, Scope and awareness, Need for public awareness.
Renewable and non-renewable resources, Natural resources and associated problems.
- **Forest resources** – Use and over – exploitation, Deforestation, Timber exploitation, Mining – Dams and their effects on forests and tribal people.
- **Water resources** – Use and over utilization of surface and ground water, Floods, Drought, Conflicts over water, Dams benefits and problems.
- **Mineral resources** – Use and exploitation, Environmental effects of extracting and using mineral resources.
- **Food resources** – World food problems, Changes caused by agriculture and overgrazing, Effects of modern agriculture, Fertilizer, Pesticide problems, Water logging, salinity.
- **Energy resources** – Growing energy needs – Renewable and non-renewable energy resources. Use of alternate energy resources.
- **Land resources** – Land as a resource – Land degradation- Man induced landslides.- Soil erosion & desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable system.

Unit -II

Ecosystem

Concept of an ecosystem:

- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food web and ecological pyramids.
- Introduction types, characteristic features, structure and function of the following ecosystems.
- Forest ecosystem.
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystem (ponds, streams, lakes, rivers, ocean estuaries)

Unit-III

➤ **Biodiversity and its conservation**

Introduction, definition and diversity at genetic, species and ecosystem level.

- Biogeographical classification of India.
- Value of biodiversity, consumptive use, productive use, social, ethical, aesthetic and option values.
- Biodiversity at global, national & local levels.
- India as a mega-diversity nation.
- Hot-spots of biodiversity.
- Threats to biodiversity
- Habitat loss, poaching of wild life, man
- Wild life conflicts.
- Endangered and endemic species of India.

- Conservation of biodiversity- In situ and Ex – situ conservation of biodiversity.

Unit-IV

➤ ***Environmental Pollution***

Definition, causes, effect and control measures of :

Air pollution.

- Water pollution
- Soil pollution.
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear hazards.
- Solid waste management: causes, effects and control measures of urban industrial wastes.
- Role of an individual in prevention of pollution.
- Disaster management: flood, earthquake, cyclone and landslides.

Unit-V

➤ ***Social issues, Human population and the Environment***

From unsustainable development

- Urban problems related to energy.
- Water conservation, rain water harvesting, water shed management.
- Settlement and rehabilitation of people, of concerns.
- Environmental ethics
- Issues and possible solutions. Ozone layer depletion, nuclear accidents.
- Wasteland reclamation. Consumerism and waste products

➤ ***Environment protection Act***

- Air Prevention and control of pollution Act.
- Wild life protection Act
- ***Forest conservation Act***

Issues involved in enforcement of environmental legislation. Public awareness.

- ***Population growth, variation among nations***

Population explosion Family welfare programme.

Environment and ppHuman health.

Human rights.

Value education

HIV/AIDS-Women and child welfare.

Role of information technology in environment and human health.

Field Work-

- ✓ Visit to local area to document environmental assets – river / forest / grassland / hill / mountain.
- ✓ Visit to local polluted site – Urban / Rural / Industrial / Agricultural.
- ✓ Study of common plants, insects and birds .
- ✓ Study of simple eco system – Pond ,River, hill slope etc.

COURSE - 11

5 CREDIT SEMESTER

Subject - English Literature

Paper - Prose & Fiction

Paper Code - ENG121TH

Learning Objectives

- To develop students' understanding about the structure of the prose
- To develop comprehension skills - context and the main idea
- To perceive the knowledge and contained in the story or in reading passages
- To develop critical thinking

Expected Learning Outcomes

- To develop moral values through teaching of essays and short stories
- To prepare the students for world citizenship
- To acquaint students with the style of the story-writer and of an essayist
- To enrich the students' intellect

Unit - 1

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

- Chinua Achebe - *Marriage is a Private Affair*
- Maxim Gorky - *The Mother of a Traitor*
- K.A. Abbas - *Sparrows*

Unit - 2

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

- Francis Bacon - *Of Youth and Age*
- Joseph Addison - *Meditations in Westminster Abbey*
- Richard Steele - *The Spectator Club*

Unit - 3

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

- Charles Lamb - *Detached Thoughts on Books and Reading*
- Oliver Goldsmith - *Beau Tibbs at Home*
- E.M. Lucas - *Third Thoughts*

Unit - 4

- Thomas Hardy - *The Mayor of Casterbridge*

Unit - 5

A Glossary of Literary Terms, ed. By M. H. Abrams, Publ. Macmillan

- Literary Terms: Aphorisms, Epigrams, Pathos, Bathos, Prose, Fiction, Short-Fiction, Non-Fiction, Auto-Fiction

A Critical History of English Literature Vol.2, by David Daiches, Available at Amazon.com
Introduction to the Victorian Age, Industrial Revolution

[Signatures]
Madhu Pathore / M. Pathore

B.A. (Three Year Degree Program) B.A.B.Ed	
II Semester	
Subject-Hindi	
Code of the Course	HIN121TH
Title of the course	गद्य (हिंदी कहानी) Gadya (Hindi Kahani)
Credit of the Course	6
Type of the Course	Discipline Specific Compulsary (DSC) Course in Hindi
Delivery type of the Course	Lectures, 40+10+10=60hrs. (The 40 lecturers for content delivery+10 on diagnostic assessment, formative assessment+10 Tutorial)
Objectives of the Course	रचनात्मकता का विकास होगा और सभी मानविकी संकाय के विद्यार्थियों में हिंदी साहित्य एवं कहानी साहित्य के प्रति रुचि विकसित होगी।
Learning outcomes	1. विद्यार्थियों में कहानी विधा के ज्ञान में वृद्धि हुई। 2. कहानी विधा के प्रारंभिक परिचय को प्राप्त कर पाठन और लेखन में निपुण हुए।
Syllabus	
UNIT-I	हिन्दी कहानी की विकास यात्रा, कहानी के प्रकार एवं कहानी के तत्व। (12 घंटे)
UNIT-II	प्रेमचन्द-कफन, यशपाल-सच बोलने की भूल, मोहन राकेश-मलबे का मालिक से व्याख्यात्मक एवं आलोचनात्मक प्रश्न। (12 घंटे)
UNIT-III	फणीश्वर नाथ 'रेणु'- तीसरी कसम, भीष्म साहनी- चीफ की दावत से व्याख्यात्मक एवं आलोचनात्मक प्रश्न। (12 घंटे)
UNIT-IV	उषा प्रियंवदा- बापसी, निर्मल वर्मा- अंधेरे में से व्याख्यात्मक एवं आलोचनात्मक प्रश्न। (12 घंटे)
UNIT-V	उदय प्रकाश- अपराध, धित्रा मुद्गल- जिनावर से व्याख्यात्मक एवं आलोचनात्मक प्रश्न। (12 घंटे)
Text Books	1. महेंद्र कुलश्रेष्ठ : कथा मंजरी, संपादक
Reference Books	1. रामचंद्र शुक्ल : हिंदी साहित्य का विकास 2. मधुरेश : हिंदी कहानी का विकास 3. रामदरश मिश्र : हिंदी कहानी, अंतरंग पहचान 4. गोपाल राय : हिंदी कहानी का इतिहास 5. विजय मोहन सिंह, आज की कहानी 6. डॉ. नामवर सिंह, कहानी : नई कहानी 7. देवी शंकर अवरुथी (संपा.), नई कहानी : संदर्भ और प्रकृति 8. डॉ. बलराज पाण्डेय, कहानी आंदोलन की भूमिका
Suggested E-resources	http://sahityabhawanpublications.com http://kavitakosh.org http://www.hindikavykosh.in

(Signature)

रकर

Paper Code - GEO 121TH

COURSE - 13

BA B Ed. II SEM

Paper - Geography (HUMAN GEOGRAPHY)
(THEORY)

Unit-I

- a. Definition and Scope of Human Geography
- b. Schools of Human Geography-Determinism, Possibilism and Neo-Determinism
- c. Concept of Man & Environment Relationship.
- d. Fundamental principles of Human Geography : Principles of activities, Principle of areal differentiation, Principle of terrestrial unity.

Unit-II

- a. Cultural Regions, Nature and Bases
- b. Races of mankind origin, Physical Traits
- c. Religion-classification and distribution with special reference of India.
- d. Language - Classification and distribution with special Reference of India

Unit-III

- a. Population- Growth, Distribution & Composition.
- b. Concept of over Population, Under Population, Optimum population and Zero population growth
- c. Demographic transition theory
- d. Population Problems and Policy of India.

Unit-IV

- a. Distribution of Tribes in the world.
- b. Habitat, Occupation & social organization: Pigmies Eskimos and Khirgiz.
- c. Distribution of Tribes in India.
- d. Habitat, economic activities and Social organization of Bhil, Naga and Santhal.

Unit-V

- a. Rural Settlement- Types & pattern of rural settlements.
- b. Rural Settlement in India - Types & Pattern.
- c. Urban Settlement-Origin and classification in Patterns.
- d. Classification & Urbanization and their problems slums.

Reference

1. Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
2. Daniel, PA and Hopkinson, MF. (1989) The Geography of Settlement, Oliver & Boyd, London.
3. Johnston R; Gregory D, Pratt G, et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
4. Jordan-Brychov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography, W. H. Freeman and Company, New York.
5. Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
6. Meurya, SD. (2012) Manav Bhugol, Sharda Pustak Bhawan, Allahabad.
7. Ghosh, S. (2015) Introduction to settlement geography, Orient Black Swan Private Ltd., Kolkata
8. Hussain, Mujid (2012) Manav Bhugol, Rawat Publications, Jaipur

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[Signature]
(External member)

[Signature]

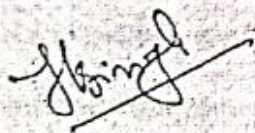

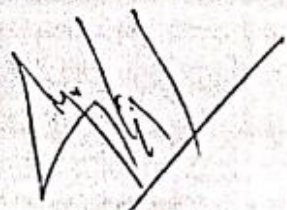
(PRACTICAL REPRESENTATION OF SOCIO-ECONOMIC DEMOGRAPHIC DATA)

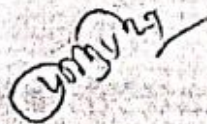
- A. Thematic maps : Elements and characteristics of thematic maps.
 B. Drawing and use of dot choroschematic, chorochromatic, choropleth and isopleth maps. (6 Exercises)
 C. Diagrams : elements and characteristics of diagrams.
 D. Drawing of diagrams along with appropriate scales. Diagrammatic Data Presentation: (8 Exercises)
 (i) One Dimensional Diagrams-Bar Diagrams, Pyramid Diagrams.
 (ii) Two Dimensional Diagrams-Square block Diagrams, Rectangular, Ring and pie diagrams.
 (iii) Three Dimensional Diagrams-Spherical and cube diagram.
 (iv) Traffic flow diagram.
 E. Graph elements and characteristics of graphs. (3 Exercises)
 Drawing of poly, band, and triangular graphs (5 Exercises)
 F. Statistical Methods :
 * Arithmetic Mean
 * Mode
 * Median
 * Standard Deviation
 * Correlation: (a) Karl Pearson's Coefficient of Correlation.
 (b) Spearman's rank difference method.

Reference :

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2. Gupta K. K and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept Publishing.
4. Robinson A., 1953: *Elements of Cartography*, John Wiley.
5. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
7. Singh R. L., 1998: *Prayogic Bhugol Rooprekha*, Kalyani Publications.
8. Steers J. A., 1965: *An Introduction to the Study of Map Projections*, University of London.

4. शर्मा जे.पी. प्रायोगिक भूगोल की रूपरेखा
5. यादव हीरालाल, प्रायोगिक भूगोल की रूपरेखा
6. चौहान, प्रायोगिक भूगोल




 (External member)




Course 14 HISTORY

Paper - History of India 1000-1707 A.D.

Unit I

- Sources of Medieval Indian History.
- Ghaznavids and Ghori's - Invasion and their Impact.

Unit II

- Foundation and Consolidation of the Sultanate, Causes of the Success of the Turks, Iltutmish, Razia, Balban,
- Khaljis – Conquests, Administrative and Economic reforms.
- Tughlaqs – Mohammad – bin – Tughlaq and Feroz Shah Tughlaq
- Sayyad Dynasty and Lodhi Dynasty
- Causes of Disintegration of sultanate period


Unit III

- History of Resistance from 1526 to 1707
- Babar, Difficulties of Humayu
- Sher Shah Suri -Administrative Structure
- Akbar, Jahangir, Shahjahan and Aurangzeb

Unit IV

- Rajput and Religious policy of Mughals.
- Central Asia and Deccan policy of mughals.
- Mughal Administration and land revenue system, Mansabdari system.
- Status of Women.


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Unit V

- Medieval Bhakti Movements and Sufi Movements.
- Development of Trade and Commerce, Art and Architecture during Medieval period
- Decline and disintegration of the Mughal Empire.
- Bahmani, Vijayanagar, Marathas.

Books Recommended

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

Course Outcomes: This paper is designed to develop the understanding of historical processes in India during the period under study. This paper covers the development in the field of art, language, culture and religious during medieval period. The student will be able to understand the territorial expansion of various Indian kings and impact of Medieval History on Indian Society and Culture. The students with a firm basis for the understanding of the period 1206-1707. By discussing the nature of the social, political and religious foundations of Mughal India as a dynamic process, the student will acquire multifaceted understanding of the factor that shaped state and society in the Mughal period and that were carried into the later colonial state. The aim to provide framework for the students who are willing to prepare competitive examination for the services.

U 7071
14/07/23

Dr. A. A.
N. S. Ravulapati

14/7/2023

Course 15- ECONOMICS

Paper- INDIAN ECONOMIC ENVIRONMENT

Unit-I

Characteristics of Indian Economy, Latest Sectoral Composition of National Income. Broad demographic features. Size, Growth rates, Sex composition, Occupational distribution, rural urban migration.

Unit-II

Trends in agricultural production and productivity, Irrigation New strategy of agriculture development (Green Revolution) Latest agriculture policy, Land reforms, Trends in industrial development. Latest industrial policy.

Unit-III

Role of FDI and MNC's, Objectives and strategy of current five years plan and NITI Commission, New Economic Reforms liberalization, Privatization and Globalization. Major problems of Indian Economy- Poverty, Inflation and unemployment.

Unit-IV

The position of Rajasthan Economy in Indian Economy, Special area Programmers: DPAP, DDP, TAD, IRDP. Tourism development in Rajasthan. Constraints to economic development of Rajasthan .

Unit-V

Agriculture in Rajasthan: Major crops, productivity, trends, land reforms, Dairy development programmers. Important industry in Rajasthan and their development. Small scale industry and handicrafts.

Course 16- POLITICAL SCIENCE

Paper - Foundations of Indian Political Thoughts

Course Outcomes

This course is to familiarize the students with the larger political and social thinking and ideas in Ancient, Medieval and Modern India. Designed in a way to help students engage with various ideological dispensations that came to shape the normative thinking on India.

Unit-I

Ancient India Political Thought Tradition: Manu and Kautilya

Unit-II

Indian Renaissance: Raja Ram Mohan Roy, Dayanand Saraswati.

Unit-III

Theory of Non-Violence: Mohandas Karamchand Gandhi, Builder of modern India: Pt.J.L. Nehru

Unit-IV

India Nationalism: Gopal Krishna Gokhale, Bal Gangadhar Tilak,

Unit-V

The Socialist Tradition: R.M. Lohia and J.P. Narayan

Suggested Reading:

1. Ramchandra Guha: The Makers of Modern India
2. Raghwar Iyer, Collected works of Gandhi
3. Raghwar Iyer, the Moral and political thought of Mahatma Gandhi
4. Kalyan sen Gupta, the philosophy of Rabindranath tagore
5. VR Mehta, Political Ideas in Modern India
6. VR Mehta, India Political Thought
7. Raghuram Raju, Debating Gandhi
8. Deutsch Kenneth, Political Thought in Modern India
9. Sunil Khilnani, the idea india
10. MK Gandhi Hind Swaraj
11. Verma V.P. : "Moden India Political thought", Lakshmi Narain Agarwal, Educational Publishers.2017 (Hindi English both)



BHUPAL NOBLES' UNIVERSITY, UDAIPUR



Scheme of Examination and Course of Studies

FACULTY OF EDUCATION

SYLLABUS (IIYear)

INTEGRATED TEACHER EDUCATION PROGRAM

B.A.B.Ed. III SEMESTER

B.A. B.Ed.

III SEMESTER

SYLLABUS

B.A. B.Ed. THIRD SEMESTER COURSE STRUCTURE

COURSE CODE	COURSE CODE	PAPER NAME	CREDITS		MID TERM	END TERM	MAX MARKS
			TH.	PR.			
COURSE17	LAT231TH	LEARNING AND TEACHING	4	-	30	70	100
COURSE18	ECA231TH	ELEMENTRY COMPUTER APPLICATION	4	-	30	70	100
COURSE19	ENG231TH	ANY THREE OF THE FOLLOWING: ENGLISH LITERATURE	6	-	30	70	100
COURSE 20	HIN 231TH	HINDI LITERATURE	6	-	30	70	100
COURSE 21	GEO231TH	GEOGRAPHY	4	2	20	50	70
	GEO231PR	GEOGRAPHY PRACTICAL	-	-	-	30	30
COURSE 22	HIS231TH	HISTORY	6	-	30	70	100
COURSE 23	ECO231TH	ECONOMICS	6	-	30	70	100
COURSE 24	POL231TH	POLITICAL SCIENCE	6	-	30	70	100
COURSE 25	SUO231PR	SUPW /OPEN AIR SESSION	-	2	-	-	50
		TOTAL CREDITS AND MARKS	28				550

Value added course(VAC)

COURSE 26	YAM231PR	YOGA AND MEDITATION(VAC)	-	6	30	70	100
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COURSE No.	PAPER CODE	NOMENCLATURE
COURSE 17	LAT231TH	LEARNING AND TEACHING
COURSE 18	ECA231TH	ELEMENTRY COMPUTER APPLICATION
COURSE 19	ENG231TH	ENGLISH LITERATURE
COURSE 20	HIN 231TH	HINDI LITERATURE
COURSE 21	GEO231TH	GEOGRAPHY
	GEOGRAPHY PRACTICAL	GEOGRAPHY PRACTICAL
COURSE 22	HIS231TH	HISTORY
COURSE 23	ECO231TH	ECONOMICS
COURSE 24	POL231TH	POLITICAL SCIENCE
COURSE 25	SUO231PR	SUPW /OPEN AIR SESSION
COURSE 26	YAM231PR	YOGA AND MEDITATION (VAC)

Course 17 - LEARNING AND TEACHING

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

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

COURSE CONTENT

UNIT-I

Learning and Motivation

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

UNIT- II

Individual Differences and Cognitive Processes

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

UNIT- III Teaching and Teaching Process

Teaching:

- Concept and Nature of Teaching.
- Relationship between Teaching and Learning.
- Principles of Teaching.
- Levels and phases of teaching.
- Components of Teaching: Teacher, Student, Teaching-Learning

- material and Classroom climate.
- Interrelatedness of objectives, teaching learning experiences and evaluations.
- Content analysis and Task analysis.

➤ **Teaching Process:**

- Teaching Technology: Concept, Assumptions, Characteristics and Components – Planning, Organization and Evaluation.
- Approaches to teaching- Participatory, Child Centered, Constructivist and Investigatory – Their meaning, characteristics and use in teaching.
- Criterion of effective teaching, Methods of assessment of teaching (Classroom observation, Peer assessment, Self reporting and Evaluation by a supervisor).
- Teacher behavior during Teaching: Flanders Interaction Analysis System.

UNIT- IV

➤ **Models of Teaching**

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

UNIT-V

➤ **Teaching as a Profession**

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

SESSIONAL WORK

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

Section-A

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

Section-B:

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

REFERENCES

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- ✓ मिश्रा मंजू (2008), अधिगमकर्ता का विकास एवं शिक्षा अधिगम प्रक्रिया, जयपुर यूनिवर्सिटी बुक हाऊस
- ✓ राजोरिया, अरूण कुमार अरोड़ा प्रीति (2007), अधिगमकर्ता का विकास एवं शिक्षा अधिगम प्रक्रिया, जयपुर : कविता प्रकाशन
- ✓ कुलश्रेष्ठ, एस.पी. (1988) : शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
- सक्सेना एवं ओबेराय (1995) : शिक्षक की तकनीकी, विनय रखेजा, सूर्या पब्लिकेशन, मेरठ

- ✓ Aggarwal, J. C. (1995), Essentials of Educational Psychology, Delhi: Vikas Publishing House Pvt. Ltd.
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- ✓ Becker, H. J., & Riel, M. M. (2000). Teacher professional engagement and constructivist compatible computer use (Report No. 7). Irvine, CA: Center for Research on Information Technology and Organizations.
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- ✓ Buch, T (et al) (1980) Approaches to School Management, Harper & Row Publishers, London.
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- ✓ Luria, A. R. (1976), Cognitive Development : Its Cultural and Social Foundations. Havard University Press, Cambridge, Mass.
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Prakirya, Jaipur : University Book House.

- ✓ Pathak, P. D. (1973). Educational Psychology,Agra: Vinod Pustak Mandir .
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- ✓ Rayans, D. G. (1969), Characteristics of Teachers.
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- ✓ Skinner, B.F.(1960), Essentials of Educational Psychology,Bombay:Asia Publishing House.
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- ✓ Veeraraghavan,Vimla (2006), Behavioural Problems in Children and Adolescents, New Delhi : Northern Book Centre.

Course code: ECA231TH

B.A.B.Ed III SEM

Course 18 - Elementry Computer Application

Unit-I

Fundamentals of Computer: Block diagram of Computer, Computer Memory, Input and Output Devices: Mouse, Printers (Dot matrix, Inkjet, Laser-Jet), Microphone, Speakers, Scanner Number System (Decimal, Binary, Octal, Hexadecimal)
Software: System Software, Application Software

Unit-II

Word Processing: MS Word: Features, Creating, Saving and Opening Documents in Word, Toolbars, Ruler, Menus, Keyboard Shortcut, Editing, Previewing, Printing & Formatting Document, Advanced Features of MS Word, Find & Replace, Tables & Charts, Converting a word document into various formats like-Text, Rich Text format.

Unit-III

Worksheet- MS-Excel : Worksheet basics, creating worksheet, entering into worksheet, heading information, data, text, dates, alphanumeric values, saving worksheet, Opening and moving around in an existing worksheet, Toolbars and Menus, Keyboard shortcuts, working with formulae & Autosum, Copying formulae, Worksheet with ranges, formatting of worksheet, Previewing & Printing worksheet, Graphs and charts, Sort & Filter.

Unit-IV

Introduction to PowerPoint: Presentations, Creating, Manipulating & Enhancing Slides, Organizational Charts, Excel Charts, WordArt, Animations and Sounds, Inserting Animated Pictures or Accessing through Object, Inserting Recorded Sound Effect or In-Built Sound Effect.

Unit-V

E-commerce: Introduction and growth of e-commerce, electronic payment system, e-payment modes- Banking Cards, Unstructured Supplementary Service Data(USSD), Aadhaar Enabled Payment System(AEPS), UPI, Mobile Wallets, Banks Pre-Paid cards, Point of Sale(POS), Internet Banking, Mobile Banking, Micro ATMs, Virtual meeting tools- Zoom, Go To Meeting, WebEx, Google Hangouts, Slack, Google Meet, Google Drive, Face Time, Free Conference Call. Networking, LAN, WAN, MAN, Internet & Applications.

Recommended Books:

1. *PC Software for Windows – R.K. Taxali*
2. *Computer Fundamentals – P.K. Sinha*

Course 19 - ENGLISH LITERATURE

BHUPAL NOBLES' UNIVERSITY UDAIPUR

SEMESTER THIRD

Subject: English Literature

Paper - Drama

Paper Code -

Credits - 06

UNIT - I

Macbeth - William Shakespeare

UNIT - II

She Stoops to Conquer - Oliver Goldsmith

UNIT - III

Doll's House - Henrik Ibsen

UNIT - IV

Silence in the Court of Sessions - Vijay Tendulkar

UNIT - V

A Glossary of Literary Terms, ed. By M.H. Abrams, Publ. Macmillan

- Literary Terms: Soliloquy, Irony, Characterisation, Tragedy, Sentimental Comedy, dramatic personae

A Critical History of English Literature Vol.2, by David Daiches, Available at Amazon.com

- Introduction to the Neo-Classical or Augustan Age

Sayshid


Shant
Apant

Madhu Kulkarni

Mamta

Course 20 - HINDI LITERATURE

III Semester	
Subject – Hindi	
Code of the Course	
Title of the Course	पद्य (रीतिकव्य) Padya (Ritikavya)
Credit of the course	6
Devlivery type of the Course	90 Hours. 60 Lectures for content devliery and 15 hours for Tutorials, class activity, case study and 15 hours for formative and Diagnositic Assessment.
Ojectives of the Course	रीतिकाल की सामाजिक, राजनीतिक एवं समसामयिक घटनाक्रम पर साहित्यिक विवेचना करना व रीतिकालीन काव्य परम्पराका अवलोकन करना। साहित्य शास्त्र के विविध अंगों का ज्ञान करते हुए काव्य की समीक्षा करना। रीतिकालीन काव्य की श्रेणियों का जानकारी प्राप्त करना।
Learning outcomes	रीतिकालीन समाज एवं रीतिकालीन परिस्थितियों का काव्य पर प्रभाव को दर्शाना। रीतिकालीन कवियों की जीवन एवं काव्यदृष्टि को रेखांकित करना। रीतिकाल काव्य परम्परा का अवलोकन कर समकालीन कवियों के काव्य की व्याख्या एवं विश्लेषणात्मक अवलोकन करना।
Syllabus	
UNIT-I	रीतिकाल का सामान्य परिचय परिस्थितियों, प्रमुख प्रवृत्तियों रीतिकाल की विविध काव्य धाराएँ- रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त। (12 घंटे)
UNIT-II	केशवदास – गणेश वंदना, सरस्वती वंदना, श्रीराम वंदना, अंगद-रावण संवाद। मतिराम – दोहा सं. 1 से 8 मिखारीदास – पद सं. 1 से 8 कवियों के कृतित्व, संकलित अंश से व्याख्या एवं आलोचनात्मक प्रश्न। (12 घंटे)
UNIT-III	सेनापति – रामकथा के प्रारम्भ 5 पद एवं ऋतुवर्णन के 1 से 4 पद। पद्माकर – प्रारम्भ के 5 पद एवं ऋतु वर्णन के 1 से 4 पद। भूषण – पद सं. 1 से 10। कवियों के व्यक्तित्व, कृतित्व, संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न। (12 घंटे)
UNIT-IV	घनानन्द – पद सं. 1 से 8। देव-जीवन सार-सुधा के प्रारंभिक 7 पद एवं शृंगार सौन्दर्य के 4 पद। बिहारीलाल – प्रारंभिक 12 दोहे। कवियों के व्यक्तित्व एवं कृतित्व का संक्षिप्त परिचय, संकलित अंश की व्याख्या एवं आलोचनात्मक प्रश्न।
UNIT-V	रस अवयव, रस के प्रकार, काव्य गुण, काव्य दोष, संबंधी प्रश्नोत्तर।
Text Book	रीतिकाव्य सुमन रामकृष्ण शर्मा, माया प्रकाशन मंदिर, जयपुर, राजस्थान
Reference Books	रामचन्द्र तिवारी : रीतिकाव्यधारा, विश्वविद्यालय प्रकाशन, वाराणसी
Sugested E-resources	http://sahityabhawanpublications.com http://kavitakosh.org http://www.hindikavykosh.in




Course 21 - GEOGRAPHY

III SEMESTER
 PHYSICAL GEOGRAPHY-II (Atmosphere & Hydrosphere)

CREDIT-4

Unit - I: Introduction

- Definition and Importance of Atmosphere.
- Origin of the Atmosphere.
- Composition of the Atmosphere.
- Structure of the Atmosphere.

Unit - II: Insolation & Temperatures.

- Solar Radiation.
- Definition and factors affecting Insolation.
- Atmosphere Heat Budget.
- Distribution Inversion of Temperature.

Unit - III: Atmosphere

- Air pressure and Winds: Distribution of Air pressure, pressure Belt, classification of Winds.
- General circulation pattern, monsoon.
- Tropical cyclone.
- Climatic classification by koppen.

Unit - IV: Oceanography

- Oceanography: Introduction, Definition, scope and Historical back ground.
- Ocean Bottom Relief: Futures, Atlantic, Pacific & Indian Oceans.
- Composition of Sea water.
- Salinity of ocean water.

Unit- V: Hydrosphere

- Hydrological Cycle: Definition and Process.
- Coral land forms: Distribution and Theories of the origin.
- Tides: Types and theories.
- Ocean current: Atlantic, Indian, Pacific.

Reference:

- Conserva H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA.
- Gabler R. E., Petersen J. F. and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA.
- Garrett N., 2000: Advanced Geography, Oxford University Press.
- Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
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- Lal D.S.2012 : Physical Geography , Sarda publication, Allahabad
- Gutam Alka ,2021 : Physical Geography , Rastogi publication, Meerut.

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Course 21 - GEOGRAPHY (Practical)III SEMESTER
REPRESENTATION OF CLIMATIC DATA

CREDITS - 2

- A. Weather and climate, Importance of Weather maps.
- B. Elements of climate and metrological Instruments: Stevenson screen, six's minimum and maximum Thermometer, Thermograph, Wet and Dry bulb Thermometer, Fortin's Barometer, Barograph, Anemometer, Rain gauge. (7- Exercise)
- C. Weather Symbols: Clouds Types, Study and interpretation of Indian weather maps (one each of December -January and July -August) Representation of weather - Elements of the map, Symbols of wind direction and velocity, cloud cover, cloud types, weather symbols. (6- Exercise)
- D. Representation and interpretation of Climatic data: Rainfall Histogram, Hyther graph, Climograph, Rainfall Variability graph. (Departure from mean), Wind and Visibility Rose, Climatograph. (6- Exercise)
- E. Enlargement, Reduction and Combination of maps. (2-Exercise)
- Reference:**
1. Dent B. D., 1999: Cartography: Thematic Map Design. (Vol. 1), McGraw Hill.
 2. Gupta KK and Tyagi V. C., 1992: Working with Maps, Survey of India, DST, New Delhi.
 3. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
 4. Robinson A., 1953: Elements of Cartography, John Wiley.
 5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers.
 6. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
 7. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.
 8. Steers J. A., 1965: An Introduction to the Study of Map Projections, University of London.
 9. शर्मा जे.पी. प्रायोगिक भूगोल की रूपरेखा
 10. यादव हीरालाल, प्रायोगात्मक भूगोल की रूपरेखा
 11. चौहान, प्रायोगिक भूगोल

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Course 22 - HISTORY

III SEM

HISTORY OF INDIA 1707-1884 A.D.

Unit I

1. Advent of European power: Portuguese, French and English,
2. Understanding the mid – eighteenth century, Political, Economic and Cultural trends,

Unit II

1. Tools of expansion: War and Diplomacy, Bengal, Mysore, Maratha, Awadh. Sindh and Punjab.

Unit III

1. Subsidiary alliance.
2. Treaties of 1818 with Rajputana states.
3. Doctrine of Lapse.

Unit IV

1. Land Revenue Settlements.
2. Rural indebtedness and Recurrent famines,
3. Commercialization of agriculture and De-industrialization

Unit V

1. Spread of Western education and development of press.
2. Indian Renaissance and Socio-Cultural reforms movements.
3. Peasant and Tribal movements.
4. Revolt of 1857- Causes Nature and Results.
5. Administrative reforms of Lord Lytton, Lord Ripon

Course 23 – ECONOMICS
INTRODUCTORY MACRO ECONOMICS

Course Outcomes- Students will be able to learn the concepts related to the Economic Aggregates like National income, Consumption and Investment. The Course enables students about how the Income, Output and Employment level is determined in Macroeconomic framework. It also introduces students with the meaning and phases of business cycles and how it can be controlled

UNIT - I

Introduction-Definition, Nature, Scope and Importance of Macro Economics, Concepts and Measurement of National Income, Circular Flow of National Income (Four sector Economy), Concept of Green Accounting.

UNIT - II

Theory of Income and Employment Determination- Classical and Keynesian Approach; Savings and Investment Approach- Ex-ante and Ex-post concepts.

UNIT - III

Consumption- Consumption Function – Meaning and Basic concepts, Keynes Psychological Law of Consumption; Concepts of Multiplier and Accelerator. Investment –Meaning and Types of Investment, Concept of Marginal Efficiency of Capital (MEC).

UNIT - IV

Money –Meaning, Functions and Classification; Importance of Money, Gresham's Law, Near Money. Money Market-Meaning and Components of Money Supply. Concept of High Powered Money and Money Multiplier, Commercial Bank- Meaning, Types and Functions. Central Bank of India and its functions.

UNIT - V

Business cycle – Meaning, Characteristics and Phases of Business Cycles, Monetary and Fiscal Measures to Control Business Cycles in India. Inflation and Deflation- Meaning, Causes and Effect.

Basic Reading List:-

- H.L. Ahuja –Advanced Macro Economic Theory, S Chand and Co. New Delhi.
- M.L. Jhingan- Macro Economic Theory, Vrinda publication, New Delhi.
- Mithani, D.M. – Macroeconomics, Himalaya Publishing Company, New Delhi.
- Mankiw.G. – Macroeconomics, Worth publishers, Newyork.
- Schaum's Series – Macro Economic Theory, McGrall Hill, Singapore
- Keynes, J. M. (1936) – The General Theory of Employment, Interest and Money, Macmillan, London.
- Romar, D. L. (1996) – Advanced Macroeconomics, McGraw Hill Company Ltd., New York.
- Shapiro, E, (1996)-Macroeconomic Analysis, Galgotia Publications, New Delhi.
- Turnovsky, S. J. (1977) – Macroeconomic Analysis and Stabilization Policy, Cambridge University Press, Cambridge.

Course 24 – POLITICAL SCIENCE
INDIAN POLITICAL SYSTEM

Course Outcome: Acquaintance to Indian National Movement & Constitution is indispensable for a student to make a sense of Indian Political System. The course is designed to provide an overview of Indian freedom Struggle and key concepts of the Indian constitution to the student, which would evolve him into a conscientious citizen

UNIT-I:

Main Trends of Indian National Movement, Moderates and Extremists, Contribution of Gandhi in National Movement.

UNIT-II:

Constituent Assembly: Composition and Functioning; Indian Constitution: Salient features, Fundamental Rights and Duties, Directive Principles of State Policy.

UNIT-III:

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

UNIT-IV:

Center-State Relations, Major national political parties: their Organization and programme.

UNIT-V:

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

SUGGESTED READINGS :

- S.V. Sarkar : Modern India
- N.D. Palmer : The Indian Political System
- J.C. Johari : Indian Government and Politics
- R.C. Agarwal : Indian National Movement and Constitutional Development (Hindi & English)
- M.V. Pylee : India's Constitution
- V.D. Mahajan : The National Movement of India and its Leaders.
- एस .एल.जैन : भारतीय संविधान और राजनीति
- के. एस. सक्सेना : राजस्थान में राजनीतिक जन-जागरण
- आर. एस. दरड़ा : भारतीय संविधान का स्वरूप एवं व्यवहार

Course 25 – OPEN AIR SESSION / SUPW CAMP

1. In the Second year will organize 5 days camp for B.Sc. B.Ed. and B.A. B.Ed. Course. Participation in such camp will be compulsory for all students.
2. Performance of students will be evaluated internally. Objectives of the camp will be as follows:-
 - To develop understanding about local environment and Community for connecting classroom teaching with outside world.
 - To develop sensitivity towards self, society and environment.
 - To develop feeling of togetherness and working collaboratively.
 - To develop organizational skills and leadership abilities.
 - To develop skill of conducting surveys.
 - To develop an understanding about sustainable future.
 - To develop dignity of labor through community service.

Suggested activities for Open Air Session/SUPW Camp

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

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

Guideline for assessment Max Marks 50

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

Course 25 – YOGA AND MEDITATION

<u>Syllabus</u>	
Unit-I	YOGA: (12 Hours) Meaning, Aim and types of Yoga, Concept of Hatha Yoga and its Relationship with physical, mental and special Health.
Unit-II	Yoga Asanas: (12 Hours) Practical Yoga Yogic Practices –Asana, Pranayama, & Surya Namaskara (Techniques, Salient, Features & Benefits)
Unit-III	Meditative Possess (12 Hours) Padhmasana, Vajraasana and sukhasana. Their Techniques, Passions and effects /Advantages.
Unit-IV	Pranayama (12 Hours) Breath awareness, Sectional breathing and Kriya Their Techniques, Passions and effects /Advantages.
Unit-V	Yoga for Modern Era (12 Hours) Role of Yoga in development of respiratory system. Role of Yoga in development of cardiovascular system. Role of Yoga in development of digestive system.
Practice Syllabus: <ol style="list-style-type: none"> 1. Practical of Knowledge of Asanas 2. Types of Pranayam 	
References <ol style="list-style-type: none"> 1. Basavaraddi, I.V. & others: SHATKARMA: A Comprehensive description about Cleansing Process, MDNIY New Delhi, 2009 2. Joshi, K.S. : Yogic Pranayama, Oriental Paperback, New Delhi, 2009 3. Swami Kuvalyananda : Pranayama, Kaivalyadhama, Lonavla, 2010 4. Swami Rama: Science of Breath, A Practical Guide, The Himalayan International Institute, Penanselvenia, 1998 5. Swami Niranjananand Saraswati: Prana, Pranayama & Pranvidya, Yoga Publications Trust, Munger, Bihar, 2005. 	

BHUPAL NOBLES' UNIVERSITY, UDAIPUR



Scheme of Examination and Course of Studies
SYLLABUS (III Year)
INTEGRATED TEACHER EDUCATION PROGRAM
B.A. B.Ed. FOUR YEAR

DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

B. A. B.Ed.
III YEAR
SYLLABUS

COURSE No.	NAME OF SUBJECT
COURSE 61	Assessment for Learning
COURSE 62	Language across the curriculum (Including Reading & Reflecting on texts)
COURSE 63	General Hindi
COURSE 64	School Internship (Phase I, 4 weeks) Internal assessment Engagement with the field : Tasks and Assignment for course
COURSE 65	External assessment one lesson of pedagogy of a school subject
COURSE 66	Economics I
	Economics II
COURSE 67	Sanskrit I
	Sanskrit II
COURSE 68	Geography I
	Geography II
	Geography Practical
COURSE 69	Political science I
	Political science II
COURSE 70	Drawing I
	Drawing II
	Drawing Practical
COURSE 71	Psychology I
	Psychology I Practical
	Psychology II
	Psychology II Practical
COURSE 72	History I
	History II
COURSE 73	Public administration I
	Public administration II
COURSE 74	History I
	History II
COURSE 75	Home science I
	Home science II
	Home science I Practical
	Home science II Practical
COURSE 76	Sociology I
	Sociology II
COURSE 77	English I
	English II

External members

Convener

Internal members

Dean

PROGRAMME STRUCTURE, INSTRUCTIONS & SCHEME OF EXAMINATION

COURSE NO.	Paper Code	Name of Subject	Paper	Theory Marks	Internal/ Practical Marks	Minimum Marks		Maximum Marks
						Th.	Int/ Prac	
COURSE 61	BABED CC301	Assessment for Learning	Theory	70	30 (Int.)	28	12	100
COURSE 62	BABED CC302	Language across the curriculum (Including Reading & Reflecting on texts)	Theory	70	30 (Int.)	28	12	100
COURSE 63	BABED CC303	Core Subject	Theory	70	30 (Int.)	28	12	100
		General Hindi						
COURSE 64	BABED PC304	School Internship (Phase I, 4 weeks) Internal assessment Engagement with the field : Tasks and Assignment for course	Practical	--	250	--	100	250
COURSE 65	BABED PC305	External assessment one lesson of pedagogy of a school subject	Practical	--	100	--	40	100
COURSE 66	BABED EC306	Economics I	I	70	30 (Int.)	28	12	100
	BABED EC307	Economics II	II	70	30 (Int.)	28	12	100
COURSE 67	BABED EC308	Sanskrit I	I	70	30 (Int.)	28	12	100
	BABED EC309	Sanskrit II	II	70	30 (Int.)	28	12	100
COURSE 68	BABED EC310	Geography I	I	50	20 (Int.)	20	08	70
	BABED EC311	Geography II	II	50	20 (Int.)	20	08	70
	BABED PC312	Geography Practical	Practical	--	60	--	24	60
COURSE 69	BABED EC313	Political science I	I	70	30 (Int.)	28	12	100
	BABED EC314	Political science II	II	70	30 (Int.)	28	12	100
COURSE 70	BABED EC315	Drawing I	I	85	--	34	--	85
	BABED EC316	Drawing II	II	85	--	34	--	85
	BABED PC317	Drawing Practical	Practical work	--	30 (Int.)	--	12	30

COURSE 71	BABED EC318	Psychology I	I	50	20 (Int.)	20	08	70
	BABED PC319	Psychology I Practical	Practical	-	30	-	12	30
	BABED EC320	Psychology II	II	50	20 (Int.)	20	08	70
	BABED PC321	Psychology II Practical	Practical	-	30	-	12	30
COURSE 72	BABED EC322	History I	I	70	30 (Int.)	28	12	100
	BABED EC323	History II	II	70	30 (Int.)	28	12	100
COURSE 73	BABED EC324	Public administration I	I	70	30 (Int.)	28	12	100
	BABED EC325	Public administration II	II	70	30 (Int.)	28	12	100
COURSE 74	BABED EC326	Hindi I	I	70	30 (Int.)	28	12	100
	BABED EC327	Hindi II	II	70	30 (Int.)	28	12	100
COURSE 75	BABED EC328	Home science I	I	70	--	28	--	70
	BABED EC329	Home science II	II	70	--	28	--	70
	BABED PC330	Home science I Practical	Practical	--	30 (Int.)	--	12	30
	BABED PC331	Home science II Practical	Practical	--	30 (Int.)	--	12	30
COURSE 76	BABED EC332	Sociology I	I	70	30 (Int.)	28	12	100
	BABED EC333	Sociology II	II	70	30 (Int.)	28	12	100
COURSE 77	BABED EC334	English I	I	70	30 (Int.)	28	12	100
	BABED EC335	English II	II	70	30 (Int.)	28	12	100

External members

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Internal members

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Course 61-ASSESSMENT FOR LEARNING

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

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

COURSE CONTENT

UNIT- I Overview concept of assessment

- Concept and purpose of assessment
- Perspective on assessment and evaluation for learning in a constructivist paradigm.
- Clarification of the terms: Assessment, evaluation, test, examination, measurement.
- Formative and summative assessment, Continuous and comprehensive assessment
- Grading
- Distinction between terms
- Assessment for learning
 - Assessment as learning
 - Assessment of learning
- Principles of assessment for learning, Critical review of current evaluation practices and their assumption about learning and development

UNIT- II Assessment of Subject based learning

- Enlarging notions of subject based learning in a constructivist perspective.
- Assessment tools
- Kinds of task : project, assignments & performance
- Observation of learning process by

Self

Peers

Teachers

Self and peer assessment

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

UNIT- III Context of assessment and evaluation

- Context of assessment: subject related, person related.
- Steps in pedagogical analysis of content matter.
- Preparation of test items, development of blue print.
- Checking of answer script: subjective and objective.
- Classification of assessment based on
 - Purpose: prognostic, diagnostic, formative, summative
 - Scope: teacher made, standardized
 - Attribute: achievement, attitude, aptitude, interest, personality, intelligence, creativity. Information: qualitative, quantitative
 - Response: oral, written formation of the research problem

UNIT- IV Data analysis & feedback

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

UNIT V Reforms in assessment for learning

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

SESSIONAL WORK

(Any two of following)

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

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- Agarwal, Y.P.,(1990) *Statistical Method: Concept, Application and Computation*, Sterling Publisher Pvt. Ltd. New Delhi.
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- Banta, Trudy W. et al. (1996) *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass.
- Battersby, Mark. (1999) "So What is a Learning Outcome Anyway?" Vancouver, B.C.: Learning Outcomes Network; Centre for Curriculum, Transfer and Technology.
- Becker, H.J., & Reil, M.M. (2000), *Teacher professional engagement and constructivist compatible computer use* (Report No. 7). Irvine, CA: Center for Research on information Technology and organization.
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- Black, P.J. & Wiliam, D. (1998) *Inside the Black Box: Raising standards through classroom assessment*. King's College, London.
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Websites link

- http://www.aahe.org/assessment/assess_links.htm

A hefty site updated by the American Association of Higher Education. Has many links to assessment articles, sites and listserves.

- <http://www.duq.edu/~tomei/tomei/advancedsites.html>

Another hefty site that includes many links to articles and sites on assessment, Bloom"s taxonomy, learning styles, etc.

- <http://www.snow.utoronto.ca/Learn2/introll.html>

Learning to Learn, a thinking and learning skills site, is for learners, teachers, and researchers to learn about the value of self-awareness as a critical part of learning. It was created for educators developing their assessment and instructional design skills.

- <http://www.ldcommUNITY.org/thesystem.html>
Learning Disabilities Resource CommUNITY (LDRC) site that focuses on teaching and assessment including the Intelligent Tutoring and Assessment System that plans to focus on the navigational tools available to users, including perceptual modes.
- http://www.sbctc.ctc.edu/Board/Educ/Outcomes/outcom_wag.htm
Washington State Assessment Newsletter
- <http://www.wvu.edu/~assess/airlinks.htm>
A site generated by Western Washington University that includes resources, articles and links to assessment sites.
- <http://trgmcbcr.haygroup.com/Products/learning/lsius.htm>
An online version of David Kolb's Learning-Style Inventory. Material is not printable, but one can opt to pay for it, take it online or order copies for class use.
- <http://www.keirsey.com>
Links to Meyers Briggs information sites
- http://pss.uvm.edu/pss162/learning_styles.html
- <http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/>
- http://www.snow.utoronto.ca/Learn_2/mod3/tchstyle.html for a Multiple Intelligence Inventory, Thinking Styles Inventory, Teaching Styles Inventory, Learning Styles Inventories and Tests on the Web, and Learning Styles Link

Course 62-LANGUAGE ACROSS THE CURRICULUM

(Including reading and reflecting on text)

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

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

COURSE CONTENT

UNIT –I Language and society

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

UNIT- II Language development

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

UNIT- III Classroom and language

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

UNIT- IV Reading and writing

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

UNIT –V Reading and Reflecting on text

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

SESSIONAL WORK

Any two of the following:

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

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पाठ्य पुस्तकें -

गद्य-वीथी : संपादक - डॉ. ओमप्रकाश शर्मा
प्रकाशक - माया प्रकाशन मंदिर, त्रिपोलिया बाजार, जयपुर 2.

कथा दशक - संपादक - डॉ. परमानंद पांचाल
प्रकाशक - राजस्थान प्रकाशन, 28-29, त्रिपोलिया बाजार, जयपुर 3. हिन्दी

भाषा ज्ञान - संपादक - डॉ. हरिचरण शर्मा
प्रकाशक - अनुभा प्रकाशन, शालीमार बाग, जयपुर

पाठ्य विषय - पाँच इकाइयों में विभक्त होगा।

इकाई - 1

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

इकाई - 2

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

इकाई - 3

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

इकाई - 4

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

इकाई - 5

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

Course - 64 INTERNSHIP PROGRAMME (School Internship Phase-I)

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

Objectives –

- After completion of the Internship the student - teachers will be able to –
- Develop the understanding of the school and its management.
- Develop the ability to plan and manage the class-room teaching.
- Develop the sensibility towards diverse needs of learners in school.
- Develop ability to discharge various responsibilities expected from a teacher.
- Organize and conduct the co- curricular activities.
- Get acquainted with various school records maintained by the school.
- Maintain records expected from a teacher.
- Develop skills of conducting community contact programmes.
- Get acquainted with the functioning of SMC.

Execution of the Internship Programme

The internship programme shall be divided into 2 years. In the first year, 4 weeks will be allotted. This will include one week of school observation and three weeks of practice - teaching during which each student - teacher has to teach 2 periods per day (one period each for 2 pedagogy subjects). Besides teaching, the student - teacher has to complete his/her tasks and assignments related to the courses mentioned in the first year. The three weeks practice teaching will also include the delivery of criticism lessons (one in each pedagogy subject) and also observation of 5 lessons of peers of each of the two subjects. This practice of teaching programme is adopted so as to give a proper training of teaching skills and thorough guidance to the student-teachers by the subject lecturer.

Practice Teaching

S. No.	Activity	Marks
1.	Practice Teaching in both the pedagogy subjects in Schools (for three weeks) (At least 13 lessons in each subject)	100+100=200
2.	Peer Group Lesson Observation(ordinary+criticism-5 lesson in each round (5+5)	05+05=10
3.	Criticism Lessons (1-1 in both pedagogy subjects)	10+10=20
4.	Test (Blue print + question paper + Evaluation Key + Remedial Teaching)	10+10=20
	Total Marks	250

Course 65- EXTERNAL ASSESSMENT

ONE FINAL LESSON OF PEDAGOGY OF A SCHOOL SUBJECT [IYEAR]

The weightage of final lesson will be 100 marks. Final lesson will be conducted at the end of first academic year i.e. after the completion of 1st phase of internship.

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

- The Board of examiners for external examination will consist of.
- The Principle of the college concerned.
- One senior member of the college.
- Two external examiners appointed by the university.

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

S. No.	EXTERNAL EVALUATION [I YEAR]	TOTALMARKS
1.	Course – 65 Final Lesson (Final Practical Exam)	100
	Total Marks (I Year)	100

Paper code-BABED EC306

Course-66 ECONOMICS
Paper- I INTERNATIONAL ECONOMICS

UNIT – I

- Importance of international Economics, Inter regional v/s international trade; Theories of international trade -Theory of Absolute advantage, comparative advantage, Opportunity cost, Hecksher -Ohlin Theory.

UNIT II

- Gains from trade: Their measurement; terms of trade and their importance; Doctrine of reciprocal demand. Role of trade in economic growth.

UNIT III

- Foreign trade policy: free trade v/s protection; tariffs : types, Impact of tariff on partial equilibrium analysis ; Quotas : meaning, its impact on partial equilibrium analysis. Dumping and its impact.

UNIT IV

- Concepts and components of balance of trade and balance of payments; Equilibrium and disequilibrium in balance of payments; Measures to correct deficit in the balance of payments.
- Devaluation: Its merits, demerits ;Introduction and functions of IMF, World Bank and WTO.

UNIT V

- Foreign Exchange: Meaning; Theories of Determination of exchange rate: the purchasing power parity theory, modern theory, the Balance of payment theory. Exchange rate policy , Fixed and flexible exchange rate, forward exchange rates ; exchange control : Meaning, objectives and methods of exchange control.

Text and Reference Books:

- ✓ Jingan, M.L., International Economics, Vrinda Publication, New Delhi.
- ✓ Mithani, D.M., International Trade, Himalaya Publication House, Mumbai.
- ✓ Barla and Agrawal, International Economics, Laxminarayan Agrawal, Agra.
- ✓ वैश्य ,एम सी . एवं सिंह सदामा, अन्तर्राष्ट्रीय अर्थशास्त्र ,आक्सफोर्ड एवं आई.बी. एच.पब्लिशिंग कम्पनी प्रा. लि. , नई दिल्ली ।
- ✓ जिगन , एम्.एल. अन्तर्राष्ट्रीय अर्थशास्त्र , वृन्दा पब्लिकेशन कम्पनी, नई दिल्ली ।
- ✓ सिंह एस. के. अन्तर्राष्ट्रीय अर्थशास्त्र , एस. चांद एण्ड कम्पनी, नई दिल्ली ।

Paper code-BABED EC307(A)

Course-66 ECONOMICS

Paper- II (A) QUANTITATIVE TECHNIQUES IN ECONOMICS

Note- Candidate is to option any one paper from paper second either A or B.

UNIT I

- **Statistics:** Definition, Scope and Limitation of statistics. **Basic Concepts:** Population V/s Sample and Frequency Distribution. Methods of collecting Primary and Secondary Data. Measures of Central Tendency: Mean Median, and Mode and harmonic mean.

UNIT II

- Measures of Dispersion: Range, Standard Deviation, Coefficient of Variation, Quartile and Quartile Deviation. Skewness.

UNIT III

- Correlation- Meaning, Karl Pearson's Coefficient of correlation, Spearman's Rank Correlation Coefficient. Simple Linear Regression – Introduction, Estimation of Regression coefficient and Regression Lines.

UNIT IV

- Times Series – Introduction, Components of time Series, Measurement of Trends – Moving Average and Linear Trend. Index Number – Meaning, Significance and Methods of Constructing Index Numbers – Simple Aggregate Methods. Weighted aggregate methods- Fisher, Laspeyre and Paasche

UNIT V

- Interpolation: Meaning and Importance, Methods of interpolation – Binomial and Newton. Sampling and types of Sampling. Statistical system in India: National Sample Survey Organization (NSSO), Central Statistical Organization (CSO).

Text and Reference Books:

- ✓ Singh S.P.: sankhyaki ke mool tatva, S. Chand and co.Ltd, New Delhi (Hindi and English).
- ✓ Nagar K.L.: SankhSaki, Meenakshi Publication Meerut.
- ✓ Gupta S.P.: Statistical Methods, S. Chand and Co.Ltd, New Delhi.
- ✓ Nagar A.L. & R.K. Das: Basic statistics oxford University Press, New Delhi.

Paper code-BABED EC307 (B)

Course-66 ECONOMICS

Paper- II (B) HISTORY OF ECONOMIC THOUGHT

UNIT I

- Nature and significance of Economic thought. Adam Smith - Introduction and the invisible hand doctrine, wealth of nations, laissez faire, profits and wages. Alfred Marshall - Introduction and Marshall ideas on economic laws, elasticity on demand , price determination and distribution.

UNIT II

- Ancient Indian economic thought - valluvar : The idea of wealth, factor of production, welfare state, public health and public finance, poverty and begging. Malthus theory of population and theory of under - competition. Keynesian theory of employment and interest. J.B.Say market theory.

UNIT III

- Kautilya: The idea of welfare state, taxation, public finance, interest, profit, trade, infrastructure, agriculture, wage policy, price regulation. J.S.Mill - four prepositions, capital demand, supply and wage fund .Karl Marx - Efforts at scientific socialism.

UNIT IV

- Ricardo - Principles of political economy, taxation, distribution theory of different rents. Dadabhai Naoroji : Theory of economic drain, national income of India, taxation, ideas of poverty. M.G.Ranade : Method and scope of political economy, economics backwardness of India

UNIT V

- G.K.Gokhale : Economic ideas - Indian finance and surplus budget, economic condition of India, advocacy of policy of protection and criticism drain theory. Mahatma Gandhi: Village, swadeshi, place of machine and labour, trusteeship, cottage industries. J.K.Mehta : Wantlessness, the idea of representative firm. Amritya Sen's welfare economics.

Text and Reference Books:

- ✓ H.Haney: History of Economicought.
- ✓ Gide And Rist : History of Economic Doctrine.
- ✓ V.C. Sinha : Arthic Vicharon Ka Itihas.
- ✓ K.L. Rangaswami : Aspect of Economic Thought.
- ✓ J.C. Kumarappa : Gandhian Economic Thought

Course-67 संस्कृत

प्रथम प्रश्न पत्र :वैदिक व लौकिक काव्य एवं गद्य

पाठ्यक्रम

1. वैदिक काव्य — वेदचयनम्
2. कठोपनिषद् — प्रथम अध्याय (प्रथम वल्ली मात्र)
3. लौकिक काव्य — किरातार्जुनीयम्— भारवि (प्रथम सर्ग)
4. गद्य — भुकनासोपदेश— बाणभट्ट

पाठ्यक्रम की इकाइयाँ

प्रथम इकाई

वेदचयनम् — निम्न सूक्तों का अध्ययन अपेक्षित हैं —

1. इन्द्र सूक्त — ऋग्वेद मण्डल —2, सूक्त 12
2. प्रजापति सूक्त — ऋग्वेद मण्डल—10, सूक्त 121
3. पुरुष सूक्त — ऋग्वेद मण्डल —10, सूक्त 90
4. वाक् सूक्त — ऋग्वेद मण्डल —10, सूक्त 125

द्वितीय इकाई

कठोपनिषद्— प्रथम अध्याय (प्रथम वल्ली मात्र)

तृतीय इकाई

किरातार्जुनीयम् — प्रथम सर्ग — लोक 1 से 25 तक

चतुर्थ इकाई

किरातार्जुनीयम् — प्रथम सर्ग — लोक 26 से 46 तक

पंचम इकाई

शुकनासोपदेश

सहायक पुस्तकें —

1. वेदचयनम् — वि वम्भरनाथ त्रिपाठी
2. कठोपनिषद्— अमजेरा बुक कम्पनी, जयपुर
3. किरातार्जुनीयम् — अमजेरा बुक कम्पनी, जयपुर
4. भुकनासोपदेश — भारतीय विद्या प्रकाशन, दिल्ली
5. भुकनासोपदेश — डॉ. रामनारायण झा
6. वैदिक साहित्य और संस्कृति— पं. बलदेव उपाध्याय

Course-67 संस्कृत
द्वितीय प्रश्न पत्र : इतिहास दर्शन तथा व्याकरण

पाठ्यक्रम

1. संस्कृत साहित्य का इतिहास
2. दर्शन
3. भगवद्गीता — द्वितीय अध्याय मात्र
4. व्याकरण — कृदन्त प्रत्यय
5. व्याकरण — तद्धित प्रत्यय तथा स्त्री प्रत्यय

पाठ्यक्रम की इकाइयाँ

प्रथम इकाई

संस्कृत साहित्य का इतिहास — इसके अन्तर्गत निम्न विषय निर्धारित है —
रामायण तथा महाभारत , महाकाव्य तथा नाटक का उद्भव एवं विकास

द्वितीय इकाई

दर्शन — इसके अन्तर्गत निम्न विषय निर्धारित है —

1. बौद्ध दर्शन — चार आर्यसत्य, अष्टांगमार्ग ।
2. जैन दर्शन — पंचमहाव्रत ।
3. सांख्य-योगदर्शन — पुरुष, पुरुषबहुत्व, सत्कार्यवाद, अष्टांगयोग
4. न्याय — वैशेषिकदर्शन — कारण, वैशेषिक के पदार्थों का परिचय ।

तृतीय इकाई

भगवद्गीता — द्वितीय अध्याय मात्र

चतुर्थ इकाई

व्याकरण — इसके अन्तर्गत कृत प्रत्ययों का अध्ययन अपेक्षित है —
क्त्वा, तुमुन्, ण्यत्, यत्, क्त, क्तवतु, भातृ, भानच्, तव्यत्, अनीयर् ।

पंचम इकाई

व्याकरण — इसके अन्तर्गत तद्धित प्रत्यय तथा स्त्री प्रत्ययों का अध्ययन अपेक्षित है —
तद्धित प्रत्यय — मतुप्, इन्, ठक्, त्व, तल् ।
स्त्री प्रत्यय — टाप्, डीप् ।

सहायक पुस्तकें —

1. लघु सिद्धान्त कौमुदी (संज्ञा-सन्धि-कारक-स्त्री प्रत्यय- समास-प्रकरणम्)
2. डॉ. आद्याप्रसाद मिश्र
3. स्नातक संस्कृत व्याकरण — डॉ. नेमीचन्द्र शास्त्री
4. संस्कृत व्याकरण प्रवेशिका — डॉ. बाबूराम सक्सेना
5. स्नातक संस्कृत रचनानुवाद कौमुदी — पं. नन्दकुमार शास्त्री
6. रचनानुवाद कौमुदी — डॉ. कपिलदेव द्विवेदी
7. भगवद्गीता — डॉ. यशवन्त कुमार जोशी

Course-68 GEOGRAPHY
Paper- I GEOGRAPHY OF INDIA

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

- Basis of regional divisions of India.
- Classification of Economic Regions of India: P. Sen Gupta
- Comparative Analysis of macro regions.
- Resource regions of India.
- Planning region of India

Text and Reference Books:

- ✓ Deshpande, C. D., India - A Regional Interpretation, Northern Book Centre, New Delhi, 1992.
- ✓ Farmer, B. H., An Introduction to South Asia, Methuen, London, 1983.
- ✓ Govt. of India, India - Reference Annual, Pub. Div, New Delhi, (latest edition)
- ✓ Govt. of India, National Atlas of India, NATMO Publication, Calcutta.
- ✓ Govt. of India, The Gazetteer of India, Vol. I & III Publication Division, New Delhi, 1965.
- ✓ Khullar, D. R., India: A Comprehensive Geography, Kalyani Publishers, Ludhiana, 2000.
- ✓ Learmonth, A. T. A. et al (ed), Man and Land of South Asia, Concept, New Delhi.
- ✓ Manorama Press, Manorma Year Book, Kottayam (Kerala), (Latest Edition).
- ✓ Mitra, A., Levels of Regional Development of India, Census of India, Vol. 1, Part I-A (i) and (ii), New Delhi, 1967.
- ✓ Routray, J. K., Geography of Regional Disparity, Asian Institute of Technology, Bangkok, 1993.
- ✓ Shafi, M, Geography of South Asia, McMillan & Co., Calcutta, 2000.
- ✓ Singh, G., Geography of India. Atmaram & Sons, Delhi.
- ✓ Singh, R. L. (ed), India: A Regional Geography, National Geographical Society, India,
- ✓ Spate, O. H. K. and Learmonth, A. T. A., India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.
- ✓ Times of India Press, Times of India Year Book, Bombay (Latest Edition)
- ✓ Vaidiya, K. S., Dynamic Himalaya, University Press, Hyderabad, 1998,
- ✓ Wadia, D. N., Geology of India, McMillan & Co., London, 1967.
- ✓ गौड कृपाशंकर : भारत की भौगोलिक समीक्षा ,हिन्दी प्रचार पुस्तकालय ,वाराणसी
- ✓ मामोरिया चतुर्भुज : भारत का आर्थिक भूगोल ,आगरा बुक स्टोर ,आगरा
- ✓ दवे रामनाथ : भारत का आर्थिक भूगोल , किताब महल ,इलाहाबाद
- ✓ तिवारी विश्वनाथ : भारत का वृहद भूगोल , रामप्रसाद एण्ड सन्स ,आगरा
- ✓ चौहान तेज सिंह : भारत का भूगोल , विज्ञान प्रकाशन जयपुर

Paper code-BABED EC311

Course-68 GEOGRAPHY

Paper- II GEOGRAPHY OF RAJASTHAN

UNIT I

- Rajasthan in the contest of India; diversity and unity; history of emergence.
- Location, physiographic regions, Geological structure, relief features.
- Climate, climate and man, drainage system and lakes. .
- Natural vegetation types and distribution forests.
- Soil types and regions, erosion and conservation.

UNIT II

- Population growth, distribution and density.
- Rural and Urban.
- Population characteristics : gender, literacy and workforce.
- Social and cultural status of major tribes Bhil, Grassia, Meena and Saharia.
- Population growth and solutions.

UNIT III

- Agriculture and economy of Rajasthan
- Principal crops wheat, Maize, pluses and oilseed crop.
- Irrigation sources spatial aspects of development of groundwater: Major irrigation.
- Livestock products and dairy development
- Major agricultural problems and their solution.

UNIT IV

- Distribution and production of minerals - Metallic and non metallic.
- Detailed study of minerals: rock phosphate, mica, marble, soapstone
Power resources coal, petroleum and natural gas .
- Detailed study of industries: zinc, cement, chemical, cottage and small -scale industries.
- Industrial problems and prospects of the state.

UNIT V

- Tourism: basis of tourism in Rajasthan; Cultural heritage and tourism industry.
- Transportation : railways and roads, their pattern and accessibility.
- Droughts in Rajasthan: nature, causes, implications and coping measures.
- Basis of regions of Rajasthan and study of different schemes of regionalization.
- A detailed of Marusthali and Aravalli regions.

Text and Reference Books:

- ✓ Bhalla, L. R., Rajasthan ka Bhugol, Kuldeep Publication, Ajmer (Hindi).
- ✓ Census of India, Rajasthan Series, General Population Tables of 1961 to 2001.
- ✓ DST (Govt. of Rajasthan), Resource Atlas of Rajasthan, Jaipur.
- ✓ Govt. of Rajasthan, Statistical Abstract (latest edition), Jaipur.
- ✓ Mishra, V. C., Geography of Rajasthan, National Book Trust, New Delhi.
- ✓ NCEAR, Techno-economic Survey of Rajasthan, Vol. I and II, New Delhi.
- ✓ Publication Division, Govt. of India, India (Latest edition), New Delhi.
- ✓ Spate, O. H. K., India and Pakistan, Methuen, 1960.
- ✓ चौहान तेज सिंह : राजस्थान का भूगोल विज्ञान प्रकाशन , जोधपुर
- ✓ राजमल लोढा एवं दीपक माहेश्वरी : राजस्थान का भूगोल , हिमाशु पब्लिकेशन्स, उदयपुर
- ✓ मामोरिया चतुर्भुज व जैन शेषमल : राजस्थान का भूगोल , साहित्य भवन पब्लिकेशन्स ,आगरा
- ✓ एच. एम. सक्सेना : राजस्थान का भूगोल , राजस्थान हिन्दी ग्रंथ अकादमी .
- ✓ विजयवर्गीय रामरक्षपाल : राजस्थान का भूगोल विज्ञान एवं खनिज सम्पदा , राजस्थान हिन्दी ग्रंथ अकादमी जयपुर

**Paper-III - SURVEYING, TOPOGRAPHICAL MAPS AND REMOTE SENSING
(PRACTICAL)**

➤ **Topographical maps:**

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

➤ **Surveying:**

Objectives; primary division and classification of surveying; principles of surveying.

➤ **Plane table survey:**

- i. Radiation; intersection; open and close traverse with a minimum of five stations. (4 exercises)
- ii. Resectioning: three point problem by mechanical and graphical methods of Bessel and Llano. (3 exercises)

➤ **Prismatic compass survey:**

- i. Types of bearings and conversion of bearings.
- ii. Radiation; intersection; open and close traverse (with a minimum of five stations. (4 exercises)
- iii. Calculation of included angles; correction of bearing; closing of the error. (1 exercise)

➤ **Air Photographs :**

- i. Air Photography Remote Sensing and G.I.S.
- ii. Methods and types of Air Photography
- iii. Progresses and Elements of Remote sensing.
- iv. Geographical Information system: Definition, scope, elements and data model. (2 exercises)

Notes:

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

4. The distribution of marks will be as follows:

- a. Paper
- b. Record Work*
- c. Viva-voce**
- d. Field survey and viva-voce.

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

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

Text and Reference Books:

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

Paper code-BABED EC313

Course-69 POLITICAL SCIENCE
Paper- I MODERN POLITICAL IDEOLOGIES

- **UNIT I :** Idealism and Individualism.
- **UNIT II :** Anarchism and Socialism
- **UNIT III:** Fascism and Terrorism
- **UNIT IV:** Gandhism and Sarvodaya
- **UNIT V:** Nationalism and Internationalism

Text and Reference Books:

- ✓ Francis W. Cocker : Recent Political Thought
- ✓ C.E.M. Joad : Introduction to Modern Political Theory
(English and Hindi Editions).
- ✓ Dr. E. Ashrivatham : Political Theory (English and Hindi Editions).
- ✓ डा० इकबाल नारायण : राजनीति शास्त्र के सिद्धान्त
- ✓ एम. पी. शर्मा तथा डा० बी० आर० पुरोहित : आधुनिक राजनीति के विभिन्न वाद
- ✓ तिवारी एवं बेबबात : आधुनिक राजनीतिक विचारधाराएँ
- ✓ धरम मिश्रा : राजनीतिक विचारधाराएँ एवं समाजवाद से सर्वोदय तक

Course-69 POLITICAL SCIENCE
Paper- II INTERNATIONAL RELATIONS

UNIT-I

Major Developments in International Politics since 1945. Cold war, Detente, Post cold war, New International Economic Order, North-South and South-South Dialogue, European Economic community.

UNIT-II

U.N.O.: Organization and Working, Disarmament, NPT, SALT, START, INF, CTBT, Nonaligned Movement.

UNIT-III

Foreign Policy of U.S.A., Peoples' Republic of China and Russia: Their Objectives and Problems.

UNIT-IV

India's Foreign Policy: Objectives and Determinants, Policy of Non-Alignment, Responses to New International Changes, Nuclear Policy after 1968.

UNIT-V

India and U.N.O., China, Pakistan and SAARC :A critical review of Indian Foreign Policy.

Text and Reference Books:

- ✓ W. Friedman : an introduction to world politics (3rd Edition)
- ✓ D. C. Gupta : International Relations
- ✓ A. K. Sen : International relation since World War I
- ✓ V D Mahajan : International Relations Since 1900
- ✓ S N Dhar : International and world Politics since 1919
- ✓ Keswani : International Relations Since 1900
- ✓ मदन गोपाल : अन्तर्राष्ट्रीय सम्बन्ध
- ✓ पाण्डे व शर्मा : अन्तर्राष्ट्रीय सम्बन्ध एवं निवेश नीतियाँ
- ✓ चौधरी : अन्तर्राष्ट्रीय सम्बन्ध
- ✓ हरिदत्त वेदालंकार : अन्तर्राष्ट्रीय सम्बन्ध
- ✓ पी० डी० कौषिक : अन्तर्राष्ट्रीय सम्बन्ध
- ✓ पी० के० चढढा : अन्तर्राष्ट्रीय सम्बन्ध
- ✓ जैन एवं माण्डोट : अन्तर्राष्ट्रीय सम्बन्ध
- ✓ बी० एल० फडिया : अन्तर्राष्ट्रीय सम्बन्ध
- ✓ शीला ओझा : भारतीय विदेश नीति : एक अध्याय
- ✓ आर० एस० यादव : भारत की विदेश नीति

Paper code-BABED EC315

**Course-70
DRAWING**

There will be two parts in the Examination-Part “A” & Part “B”

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

**Part (A)
Paper- I COMPOSITION**

Development of pictorial design into content oriented painting with representational aspect. student will be exposed to various styles of traditional painting as well as contemporary. Study of different methods of Expression. Both Figurative and Non- figurative.

Medium- poster colour, water colour, collage, oil colour, acrylic colour

Size-half imperial

Note: outdoor study/assignment

Paper code-BABED EC316

Course-70 DRAWING
Paper- II STUDY FROM LIFE BUST (MALE)

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

Medium : Water Colour, Tempers, Oil or Pastel colours. Size
Half Imperial.

Paper code-BABED PC317

Course-70 DRAWING
Paper- III OUT DOOR STUDY (Practical)

4 Period one hour

15+15=30

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

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

Marks will be awarded by the teacher concerned. The marks will be forwarded by the Head of the Deptt. Along with sketch copies to the University. Sketch copies will be returned to candidates by the University one month after the announcement of the result. For the repeaters and failure (other than Drawing & Painting Part B) there is no need for submitting the sketch copies. Their previous marks would be counted for their result by the 'University after the announcement of the result'.

Paper I REHABILITATION PSYCHOLOGY

Objective- To develop an understanding of basic concepts, processes , techniques of Rehabilitation.

UNIT-I

- Meaning ,Nature of Rehabilitation Psychology, Role of Rehabilitation Experts.
- Basic Steps involved in Rehabilitation process, Types of Rehabilitation Goals.

UNIT-II

- Meaning , Types and Causes of Physical Impairment.
- Meaning , Types and Causes of Mental Impairment.

UNIT-III

- Learning Disabilities : Auditory Processing Disorder, Dyscalculia, Dysgraphia, Dyslexia, A.D.H.D.
- Juvenile Delinquent :Meaning ,Factors Responsible for Juvenile Delinquent.

UNIT-IV

- Self Concept Test, Personality Test, Mental Health Test.
- Anxiety Test, Intelligence test, Adjustment Test.

UNIT-V

- Special Education for mentally Retarded Children , Educating parents to Deal with them.
- Role of Counselling in India Context, Facilities provided by Government in India for Rehabilitation.

Text and Reference Books:

1. Bolton B. 1984."Handbook of measurement and evaluation in rehabilitation.Second edition.Paul H.Brookes , Baltimore,London.
2. Kundu C.L.1994,Personality development .Indian studies, Sterling Publication, Delhi.

Course -71 PSYCHOLOGY

Paper –II COUNSELLING PSYCHOLOGY

Objective:- To develop an understanding of basic concepts, Processes, techniques of Counselling.

UNIT- I

Meaning of Counselling, Goals of Counselling, The Role of Counsellor.

UNIT- II

Counselling Process, Personal Characteristics of Effective Counsellors Relationship : Characteristics, Therapeutic, Therapeutics Climate , Characteristics of an Effective Counselling Relationship.

UNIT- III

Initial Procedure , The Initial Counselling Interview ,Counselling Skills. Advanced Empathy ,Them Identification , Self –Disclosure, Perception Check Interpretation, Action Strategies, Goal Setting , Termination and Follow –up

UNIT- IV

Psychodynamic, Behavioral, Person-Centered, Cognitive –Behavioral, Indian approaches: Yoga and Meditation.

UNIT- V

Family Counselling ,Career Counselling Crisis Intervention.

Assessment, Types of Tests, Communicating Results.

Paper code –BABED PC 320

B.A.B.Ed.III YEAR

Course -71 PSYCHOLOGY PRACTICAL

PAPER –I REHABILITATION PSYCHOLOGY

1. Personality
2. Intelligence
3. Self concept
4. Anxiety
5. Mental health
6. Guidance need
7. Student problem
8. Aptitude
9. Adjustment
10. Achievement

Course -71 PSYCHOLOGY PRACTICAL

PAPER –II COUNSELING PSYCHOLOGY

1. Goals of Counselling
2. Psychodynamic Approach
3. Behavioral Approach
4. Indian approaches : yoga and Meditation
5. Person- Centered Technique
6. Cognitive –Behavioral ,Technique
7. I.Q. Measurement (Performance Test / Non – verbal
8. Aptitude testing (DAT/ GAT)
9. Psychomotor Ability testing
10. Use of Adjustment Inventory
11. Personal Counselling / Career Counselling /Family Counselling
12. Case Study

Paper code-BABED EC 322

Course- 72 HISTORY

Paper – I OUTLINE HISTORY OF RAJASTHAN

UNIT I

- **Sources of History of Rajasthan :** Archaeological, Literary & Archival
- Early civilization in Rajasthan: Kalibanga & Ahar.
- Origin of Rajputs. Early History of Chauhans with special reference to Prithvi Raj III. Emergence of Regional powers with special reference to Mewar and Marwar (Kumbha and Jodha).

UNIT II

- Mewar –Sanga, Pratap. Udai Singh, Raj Singh.
- Marwar –Maldeo, Chandra Sen
- Amer – Man Singh, Mirza Raja Jai Singh, Sawai Jai Singh.

UNIT III

- Rajput Paintings, Fort Architecture with special reference to Kumbhalgarh, Mehrangarh, Chittorgarh, Religious trends in Medieval Rajasthan – Bhakti & Sufi cult.

UNIT IV

- Maratha Penetration and Rajput Resistance – Causes and Impacts. Treaties of 1818- Causes, Terms of the Treaties and its Impacts.
- Role of Rajasthan in the Revolt of 1857.

UNIT V

- Causes of political awakening in Rajasthan.
- Peasant and Tribal movements – Bhil and Bijolia movement, Praja Mandal movement, Formation of Rajasthan.

Text and Reference Books:

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

UNIT I

- Decline of Feudalism and the Rise of the Modern era.
- Renaissance – Causes, Main elements, Importance
- Reformation – Causes, main features, importance, regional variations, role-played by Martin Luther.
- Economic origin of the modern western world-Mercantilism
- Growth of Parliamentary Institution in England, Magnacarta to Glorious revolution of 1688.

UNIT II

- American war of Independence – Causes – its Significance. Industrial revolution – causes – impact on contemporary society and significance.
- French revolution of 1789 – Causes, Role of thinkers, Results and its significance. Rise and fall of Napoleon Bonaparte and his continental system.

UNIT III

- Consolidation of large Nation states – The Unification of Italy and Germany. Bismarkian diplomacy Eastern Question and System of alliances.

UNIT IV

- Diplomatic alliances – Tripple alliances and Tripple Entente, First world war – Causes, Results and Significance. Paris peace settlements - The working of League of Nations – Russian Revolution of 1917 Causes, Results and Impacts on the world.

UNIT V

- The Great Economic depression 1929, Rise of Nazism & Fascism in Germany and Italy. Second world war- causes, results and impacts. Awaking of Arab World.
- U. N. O : It's aims, organizations

Text and Reference Books:

✓	Ketalby D.M.	:	Historyof Modern Times
✓	Thompson David	:	Europe Since Napoleon.
✓	Sharma M.L.	:	Europe Ka Itihas
✓	Metha B.N.	:	Adhunik Europe Pt. I.
✓	Mathur L.P.	:	Europe Ka Itihas (Hindi)
✓	Lal Bahadur	:	Europe Ka Itihas (Hindi)
✓	Hale, J.R.	:	Renaissance in Europe
✓	Lee, Stephen	:	Aspects of European History
✓	Sharma & Vyas	:	Europe Ka Itihas

Course-73 PUBLIC ADMINISTRATION

Paper – I COMPARATIVE ADMINISTRATIVE SYSTEMS

UNIT-I

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

UNIT-II

- Salient features of constitutions of U.K., U.S.A. and France.
- Political systems : Parliamentary system in U.K., Presidential system in U.S.A. & France.

UNIT-III

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

UNIT-IV

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

UNIT-V

- Post of Governor in U.S.A., Council de Estate in France, Sweden's Ombudsman, Parliamentary commissioner in U.K.

Text and Reference Books:

- ✓ Mackenzie & Grove : Central Administration in Britain.
- ✓ Guy Hathorn et.al. : Government and politics in the UNITED states.
- ✓ Ridley & Blondel : Public Administration in France.
- ✓ टी० एन० चतुर्वेदी : तुलनात्मक लोक प्रशासन, रिसर्च पब्लिकेशन्स, नई दिल्ली
- ✓ चन्दा हीरावत : तुलनात्मक प्रशासनिक व्यवस्थाएं
- ✓ पुखराज जैन : प्रमुख राज व्यवस्थाएं
- ✓ बी० एल० फडिया : विश्व के प्रमुख संविधान
- ✓ रविन्द्र शर्मा : तुलनात्मक प्रशासनिक व्यवस्थाएं

UNIT-I

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

UNIT-II

- Municipal Administration in India (Special reference to Rajasthan): The 74th Constitutional Amendment Act, 1992: Features, Pattern of Urban Local bodies viz : Municipal Corporation, Municipal Council and Nagar Panchayats and over units urban Administration: Composition, Structure and Functions.

UNIT-III

- Panchayati Raj in India (With Special reference to Rajasthan): 73rd Constitutional Amendment: Features, Zila Parishad, Panchayat Samiti, Village Panchayat, Gram Sabha: Their Composition, Powers and Functions.

UNIT-IV

- Finances of Rural Local bodies: Sources of Revenue, The State Finance Commission: Organizations and Functions, State Control over Rural Local bodies, Panchayati Raj and Development Department : Organization and Functions, Problems of PRI's

UNIT-V

- Finances of Urban Local bodies : Sources of Revenue, Reasons for poor Financial Position and suggestion for Improvement, State Control over Urban Local bodies, The Role of Directorate of Urban Local bodies

Text and Reference Books:

- | | |
|--------------------------|---|
| ✓ R.L. Khanna | : Municipal Government and Administration in India. |
| ✓ S.R. Maheshwari | : Local Government in India. |
| ✓ K.K.Puri & G.S. Barara | : Local Government in India. |
| ✓ Rajeshwar Dayal | : Panchayati Raj in India. |
| ✓ G. Ram Reddy | : Panchayati Raj in India. |
| ✓ M.V. Mathur Narayan & | : Panchayati Raj in Rajasthan |
| ✓ M.V. Paylee | : Indian Constitution (also in Hindi) |
| ✓ A.R.C. | : Report on State Administration |
| ✓ Govt. of Rajasthan | : Report on State Administrative Reforms committee |
| ✓ S.R. Maheshwar | : Indian Administration |

Course- 74 हिन्दी साहित्य
प्रथम प्रश्न पत्र : पद्य (आधुनिक काव्य)

पाठ्यविषय पांच इकाइयों में विभक्त होगा।

पाठ्यपुस्तकें

आधुनिक काव्य सोपान – डॉ. सत्येन्द्र पारीक पुनित प्रकाशन जयपुर।

प्रत्येक इकाई से व्याख्या एवं तत्संबंधी प्रश्न पुछे जाएंगे।

इकाई : प्रथम

अयोध्या सिंह उपाध्याय 'हरिऔध' का संकलित अंश यामसंदेश व्याख्या एवं आलोचनात्मक प्रश्न।

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

इकाई : द्वितीय

जयशंकर प्रसाद का संकलित अंश 'वरुणा की कछार', 'बीती विभावरी जाग री', 'वे दिन', 'पेशोला की प्रतिध्वनि' व्याख्या एवं आलोचनात्मक प्रश्न।

सुमित्रानंदन पंत का संकलित अंश पर्वत प्रदेश में पावस', 'मौननिमंत्रण', 'नौका विहार', 'द्रुत झरो', 'बापू के प्रति', 'ताज' व्याख्या एवं आलोचनात्मक प्रश्न।

इकाई : तृतीय

महादेवी वर्मा संकलित अंश 'बसंत रजनी', 'जीवन विरह का जलजात', 'बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ', 'मैं नीर भरी दुख की बदली', 'मंदिर का दीप' व्याख्या एवं आलोचनात्मक प्रश्न।

सूर्यकान्त त्रिपाठी निराला का संकलित अंश जागो फिर एक बार', 'संध्या सुंदरी', 'बादल राग', 'विधवा', 'गहन है यह अंधकार', 'स्नेह निर्झर बह गया' व्याख्या एवं आलोचनात्मक प्रश्न।

इकाई : चतुर्थ

रामधारी सिंह दिनकर का संकलित अंश 'अनल किरीट', 'नारी', 'प्रतिशोध', व्याख्या एवं आलोचनात्मक प्रश्न।

सच्चिदानंदवात्स्यायन 'अज्ञेय' का संकलित अंश 'बावरा अहेरी', 'नदी के द्वीप', 'हरी घास पर क्षण भर', 'कलगी बाजरे की' व्याख्या एवं आलोचनात्मक प्रश्न।

इकाई : पंचम

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

छंदज्ञान— दोहा, चौपाई, सोरठा, रोला, उल्लाला, गीतिका, हरिगीतिका, कवित्त, सवैया, छप्पय, कुण्डलिया,

मंदाक्रांता, वसंततिलका, वंशस्थ, द्रुतविलम्बित के लक्षण और उदाहरण।

अलंकार ज्ञान— अनुप्रास, यमक, वक्रोक्ति, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, भ्रान्तिमान, संदेह, दृष्टान्त,

उदाहरण, अर्थान्तरन्यास, तद्गुण, मीलित, व्याजस्तुति के लक्षण और उदाहरण।

Course- 74 हिन्दी साहित्य
द्वितीय प्रश्न पत्र : गद्य (निबंध व उपन्यास)

पाठ्यविषय पांच इकाइयों में विभक्त होगा।

पाठ्यपुस्तकें

सरस्वती भल्ला— निबंध दशक, वाणी प्रकाशन, नई दिल्ली।

आकाश की छत— रामदरश्र मिश्र

प्रत्येक इकाई से व्याख्या एवं तत्संबंधी प्रश्न पूछे जाएंगे।

प्रथम : इकाई

बालमुकुन्द गुप्त (एक दुराश), सरदार पूर्ण सिंह (सच्ची वीरता), रामचन्द्र शुक्ल (उत्साह)

द्वितीय : इकाई

महादेवी वर्मा (रामा), जैनेन्द्र कुमार (बाजार दर्शन), हजारी प्रसाद द्विवेदी (गतिशील चिन्तन)

तृतीय : इकाई

गजानन माधव मुक्तिबोध (डबरे पर सूरज का बिम्ब), हरि शंकर परसाई (पहला सफेद बाल),
विद्यानिवास मिश्र (गऊचोरी), कुबेरनाथ राय (शरद बांसुरी और विपन्न मराल)

चतुर्थ : इकाई

रामदरश्र मिश्र— आकाश की छत।

पंचम : इकाई

उपन्यास व निबंध साहित्य का सामान्य परिचय

Course- 75 HOME SCIENCE

Paper – I EXTENSION AND COMMUNICATION

UNIT I

- Introduction of extension Education and Teaching learning process
- Concept of education, Extension Education, Non formal, Formal and Informal Education
- Objectives, Function and Scope, Process and Principles of Extension Education
- Qualities of an Extension worker

UNIT II

- **Communication:** Concept and nature, Types of Communication, Scope of Communication, Functions of Communication, Principles of Communication, Elements of Communication and their characteristics
- Models of Communication
- Barriers to Communication

UNIT III

- Meaning and definition of teaching aid, Classification of teaching aids
- Advantages and Limitations of each type
- Selection of Audio Visual Aids

UNIT IV

Community Development Programme

- Meaning, Definition, Elements and Principles of community development
- Recent programmes for Rural Development.

UNIT V

- Traditional media- puppetry, folk songs, folk 'theatre, fairs.
- Print media; books, newspapers, magazines leaflets and pamphlets
- Electronic media-radio, television, video, computer based technologies.
- Outdoor Media: exhibition, fairs and kiosks.
- Introduction to ethics in mass media

Text and Reference Books

- ✓ Corner, J. Communication Studies – In Introductory Reader.
- ✓ Defluers and Dennis (1994): Understanding Mass Communication.
- ✓ Gupta S.S.: Cases in Advertising and Communication Management in India.
- ✓ Harper and Row (1989): Main Currents in Mass Communication Agee, Adut and Emery.
- ✓ Joseph, D. (1993): The Dynamics of Mass Communication.
- ✓ McQuail, D. (1994): Introduction to Mass Communication, 3rd Edition, Sage Publication.
- ✓ Ravindran, R.K. (1999): Media and Society.
- ✓ Ravindran, R.K. (2000) : Media in Development Area.
- ✓ Schramm, W. (1988): The Story of Human Communication, from cave painting to the Microchip.
- ✓ Vivian, J. (1991): Media of Mass Communication.
- ✓ Wright, Winters and Zeiger : McGraw Hill, Advertising Management.
- ✓ Zachariah, A. (1999): Media power, People, Politics and Public Interest

Course- 75 HOME SCIENCE
Paper – II COMMUNITY HEALTH AND DISEASES

UNIT I

- Concept of Health. Definitions, determinants and factors affecting:
- Physical Health ,Social Health , Mental Health , Emotional Health, Spiritual Health
- Occupational Health : Physical hazards, chemical hazards, biological hazards, mechanical hazards and Psycho social hazards.

UNIT II

- Contamination of water and water purification (Household and natural methods)
- Immunity - Definition, types of immunity & immunization schedule.

UNIT III

- Causes, Mode of Transmission, incubation period, signs and symptoms and prevention of Common food borne diseases – Diarrhea, Dysentery, Cholera, Typhoid, Infective Hepatitis

UNIT IV

- Causes, Mode of Transmission, incubation period, signs and symptoms and prevention of Common infective diseases: Measles, Tuberculosis, Whooping Cough, Diphtheria, Tetanus, Poliomyelitis and Malaria

UNIT V

- Health Education: Concept, Need, Objectives and Principles
- National and International agencies working for Family Welfare

Text and Reference Books

- ✓ Yash pal Bedi (1976) Hygiene & Public Health. Anand Publishing Co., gali No. 1, Nawan Kot Amritsar.
- ✓ V. N. Hhave, (1975) You & Your Health. National Book Trust
- ✓ Bihari Lal Bhatia, (1961) Elementary Hygiene, Orient Longmans, Ltd. Calcutta-13
- ✓ J.E. Park, (1983) Preventive & Social Medicine, Jabalpur Messrs Banarcidas Bhanot
- ✓ Birendra Nath Ghosh, (1969) Hygiene & Public Health Calcutta Scientific Publishing Co.

Paper code -BABED PC330

B.A.B.Ed. III YEAR

Course- 75 HOME SCIENCE
Paper – I BASIC EMBROIDERY AND CRAFT (PRACTICAL I)

1. Various Hand and Machine Embroideries
2. Surface layering
 - a. Applique - simple, cut, felt
 - b. Quilting- hand and machine
3. Product development using the above design exploration techniques.

Paper code-BABED PC 331

B.A.B.Ed. III YEAR

Course- 75 HOME SCIENCE
Paper – II PREPARATION OF AUDIO VISUAL AIDS (PRACTICAL II)

1. Selection, Preparation and Effective use of various A.V. Aids in Extension Work
 - Preparation of chart
 - Demonstration
 - Power point presentation

Course- 76 SOCIOLOGY
Paper – I SOCIOLOGICAL THOUGHTS

UNIT – I

The emergence of Sociological Thought : Contribution of August Comte (life sketch, positivism, law of three stages of knowledge); Contribution of French and industrial revolution to Sociological thought.

UNIT – II

- Contribution of Herbert Spencer (Life Sketch), Social Revolution : Emile Durkheim : Life Sketch, Division of Labour (Mechanical and Organic Solidarity); Rules of sociological methods (social facts); Suicide: Definition causes and types of suicide.

UNIT –III

- Max Weber : Life sketch, Social Action : Meaning and types; authority : meaning and types (Traditional, rational – legal and charismatic).

UNIT – IV

- Karl Marx : Life Sketch, class and class conflict theory; definition of surplus value. Logical and Non logical action of Pareto.

UNIT – V

- Development of sociological thought in India : Contribution of Radha Kamal Mukherji, D.P. Mukherji,
- G.S. Guriye.

Text and Reference Books

- Aron, Raymond. 1967 (1982 reprint) . Main Currents in Sociological Thought (2 vol.) Harmondsworth, Middlesex: Penguin Books.
- ✓ Barnes, H.E. 1959. Introduction to the History of Sociology. Chicago: The University of Chicago Press. Coser, Lewis A. 1979 Masters of Sociological Thought. New York: Harcourt Brace Jovanovich.
- ✓ Morrison, Ken . 1995. Marx, Durkheim, Weber: Formation of Modern Social Thought. London: Sage Singh, Yogendra. 1986 Indian Sociology: Social Conditioning and Emerging Trends. New Delhi: Vistaar. Turner, J. : Essential Reading in Sociology.
- ✓ Doshi, S.L.: Samajik Vicharak (in Hindi) , Rawat Publ. Jaipur . 1998
Mukherjee, R.N.: Samajik Vichardhara (in Hindi) Vivek Prakashan, Delhi:
1998. Abraham : Social Thinkers
- ✓ Shambhu Lal Doshi and P.C. Jain : Karl Marx , Max Weber , Emile Durkheim (In Hindi) Doshi and Jain: Pramukh Samajshastriya Vichark – Comte se Meron Tak

Course- 76 SOCIOLOGY
Paper-II RURAL AND URBAN SOCIOLOGY

UNIT – I

- Concept, Subject matter and Significance of Rural Sociology.
- Concept, Subject matter and Significance of Urban Sociology.
- Growth of Rural and Urban Sociology in India

UNIT – II

- Village community: Definition and Characteristics : Urban community (City): Definition and characteristics : Rural-urban continuum; concept of town.

UNIT – III

- Jagmani system of rural society and its contemporary changes: Ritual Structure, Panchayati Raj System in India.

UNIT – IV

- Urban Local Self Government (Municipal Corporation):
- Problems in Urban Area : Housing, Slums and Pollution

UNIT – V

- Rural and Urban migration : pull and push factor : Migration from urban to rural area, causes and consequences; problem of indebtedness in rural India.

Text and Reference Books

- ✓ Desai A.R. 1959 Rural Sociology India, Popular Prakashan, Bombay
(in Hindi also) Rao M.S.A. 1974 Urban Sociology in India, Orient Longman, New Delhi
- ✓ Desai A.R. 1979 Rural India in Transition, Popular Prak., Bombay
- ✓ Alfred D'souza (1978): The Indian City : Poverty, Ecology and Urban Development, Manohar, New Delhi.
- ✓ Ramakrishna Mukherjee : The Dynamic of Rural Society, Berlin A.C. Mukherjee, 1957. Sharma V.K.: Gramin Samajshastra (in Hindi), Parsheel Prakashan, Jaipur
- ✓ Chauhan, B.R., Bharat Me Gramin Samajshastra (in Hindi), A.C. Prakashan, Udaipur

**Course- 77 ENGLISH LITRETURE
Paper – I DRAMA and POETRY**

UNIT- I

Shakespeare: The Merchant of Venice

UNIT- II

Synge: The Playboy of the Western World

UNIT- III

The Following Poems from the Fifteen Poet's O.U.P

Milton: Lycidas

Dryden: Alexander's Feast

UNIT- IV

Coleridge: Kubla Khan

Tennyson: Crossing the Bar

From- **In Memorium** (From lines **Ring Out Wild Bells**
C- IV on page 401)

UNIT- V

Poems from **An Anthology of Indian English Poetry Orient Longman Limited:**

Nissim Ezekiel : Night of the Scorpion

Kamala Das : The Dance of the Eunuchs

Tagore : Heaven of Freedom

Course- 77 ENGLISH
Paper – II PROSE AND FICTION

UNIT- I

Jane Austen : **Pride and Prejudice**

UNIT- II

Raja Rao : **Kanthapura**

UNIT- III

Selections from Vinod Sood et al. *The Individual and Society* (Pearson:Delhi)

Premchand: **Deliverance**

Omprakash Valmiki: **Jhoothan**

Jane Austen **Pride and Prejudice**

UNIT- IV

Manju Kapoor: **Difficult Daughters**

UNIT- V

Essays from English Essayists Edited by Susanta K Singha Pub:Oxford University Press

A.G. Gardiner : **On Superstation**

Aldous Huxley : **Selected Snobberies**

BHUPAL NOBLES' UNIVERSITY, UDAIPUR



Scheme of Examination and Course of Studies
SYLLABUS (IV Year)

INTEGRATED TEACHER EDUCATION PROGRAM
B.A. B.Ed. FOUR YEAR

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION

B.A.B.Ed.
SYLLABUS
FOURTH YEAR

COURSE No.	NAME OF SUBJECT
COURSE 91	Educational Management & creating an Inclusive school
COURSE 92	Knowledge & Curriculum
COURSE 93	Drama & Art (Internal Assessment)
COURSE 94	Optional Courses (any 1) 1. Health & Physical Education 2. Guidance & Counselling
COURSE 95	School Internship (Phase II, 16 Weeks) Engagement with the field: Tasks and Assignment for courses
COURSE 96	External Assessment Viva-Voce for School Internship subject

E

External members

Convener

Internal members

Dean

**PROGRAMME STRUCTURE, INSTRUCTIONS & SCHEME OF EXAMINATION
B.A. B.Ed. IV YEAR**

COURSE NO.	Paper Code	Name of Subject	Paper	Theory Marks	Internal /practical marks	Minimum Marks		Maximum Marks
						Th.	Int /Prac	
COURSE 91	BABED CC401	Educational Management & creating an Inclusive school	Theory	70	30	28	12	100
COURSE 92	BABED CC402	Knowledge & Curriculum	Theory	70	30	28	12	100
COURSE 93	BABED CC403	Drama & Art (Internal Assessment)	Theory	-	100	-	40	100
COURSE 94	BABED CC404	Optional Courses (any 1) 1. Health & Physical Education. 2. Guidance & Counselling 3. Peace Education	Theory	70	30	28	12	100
COURSE 95	BABED PC405	School Internship (Phase II, 16 Weeks) Engagement with the field: Tasks and Assignment for courses	Practical	-	250	-	100	250
COURSE 96	BABED PC406	External Assessment Viva-Voce for School Internship subject	Practical	-	200	-	80	200

External members

Convener

Internal members

Dean

**Course 91 - EDUCATIONAL MANAGEMENT AND CREATING
INCLUSIVE SCHOOL**

Objectives: After completing the course the student Teachers will be able to :

- Develop understanding about concept and importance of Educational Management
- Understand the educational Management structure at different levels.
- Understand the role of Heads and Teachers in School Management.
- Understand the importance of Management of different resources in school system
- Develop an institutional plan for a secondary school
- Understand the characteristics of inclusive school and appreciate diversity
- Develop skills and practices for creating inclusive school so as to address the special needs of children with different backgrounds.

COURSE CONTENT

UNIT-I

Introduction to Educational Management

- Concept, need, Functions & recent trends in Education Management
- Characteristics of Effective Educational Management.
- Management structure of education in India at different levels – Centre, State and Local.
- Educational Management in the state of Rajasthan with special reference to School Education.

UNIT-II

Management of Resources

- **Leadership role of Principal** – Characteristics & skills. Role in building the climate of a school.
- Material resource Management.
- **Human Resource Management** – Recruitment, Orientation and Professional development of Teachers.
- **Financial Management** – Budgeting, Monitoring and Auditing.
- **School community Symbioses** – Utilization of Community resources for school development, role of PTA and SMC.
 - **Managing school supervision**- Concept, need, principles, scope and techniques of supervision.

UNIT-III

Management of School Activities

- **Time Management** – School Calendar, preparation of time table – concept, principles, types
- **Curricular & Co curricular activities**- Their importance, Principles, planning and effective organization Institutional Planning, Concept, Areas and Step

UNIT-IV

Inclusive Education:

- Meaning, Need and Importance of inclusive education
- Historical overview of education of children with disabilities – from welfare to right
- Policies related to inclusive education
- Barriers of Learning and Participation
- Challenges in Inclusive Education.

UNIT-V

Creating inclusive School

- Characteristics of inclusive school
- Understanding student needs.
- Inclusive Practices – Collaboration, Team work peer strategies and innovative instructional practices.
- Role of Teacher in inclusive education
- Role of Principal in managing inclusive schools.
- Role of Government for promoting inclusive education.

PRACTICUM/ SESSIONAL WORK

(One from each of the following two sections)

Section -A

- Study of an institutional plan of a school
- A critical study of a secondary school time-table
- Study the management of co-curricular activities of a school.
- Study the leadership role of Headmaster of a Secondary School.

Section -B

- Case-study of an inclusive school.
- Case study of an individual with disability.
- Study of inclusive practices of a secondary school.

REFERENCES

- ✓ Agrawal, J.C. (2010) Shiksha Vyavastha Ka Adhar Tatha Prabandhan, Agra, Agrawal Publications.
- ✓ Allen, L.A. (1995) – Management and Organization, McGraw-Hill Auckland.
- ✓ Baquer, A & Sharma, A. (1997) Disability: Challenges VS Responses: CAN, New Delhi
- ✓ Bhatnagar, Suresh (1996), Shaikshik Prabandh Avam Shiksha Ki Samasyaye, Meerut, Surya Publication.
- ✓ Dave, Amritlal Avam Anya (2015), Bharat Me Shaikshik Vyavastha Avam Vidyalaya Prabandh, Meerut, R. Lall Book Depot.
- ✓ Farrell, M. (2004) Special Educational Needs: A Resources for Practitioners, New Delhi, Sage Publications.
- ✓ Hearty, S. & Alur, M. (eds.) (2002) Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications.
- ✓ Jaswant Singh (1959), How to be successful the school Headmaster, Jalandhar, University Publishers
- ✓ Khan, M.S. (1996) – Educational Administration, ES-362, Block-4, New Delhi.
- ✓ Kochar, S.K. (1970, Secondary School Administration, New Delhi, Sterling Publishers.
- ✓ Kochhar, S.K. (1994) – Secondary School Administration, Sterling Publishers, New Delhi.
- ✓ Mahajan, Baldev (1996), Educational Administration in Rajasthan, New Delhi, Vikas Publishing House (Private) Limited.
- ✓ Mohanty, J. (2000) – School Management, Administration and Supervision, Deep and Deep, New Delhi.
- ✓ Mohi-u-ddin, M.S. (1962) School Organization and Management, Baroda, Acharya Book Depot.
- ✓ Mukerji, S.N. (1963), Secondary School Administating, Baroda, Acharya Book Depot.
- ✓ Mukherji, S.N. (1962), Administration of Education in India, Baroda, Acharya Book Depot.
- ✓ NCERT (2000) Assessment of Needs for Inclusive Education: Report of the First Regional Workshop for SAARC Countries, NCERT, New Delhi, India.
- ✓ Puri, M. & Abraham, G. (eds.) (2004) Handbook of Inclusive Education for Educators, Administrators, and Planners, New Delhi, Sage.
 - ✓ Reynolds, C.R. and Janzen, F.E. (eds.) Encyclopedia of Special Education: A reference for the Education of the Handicapped and other Exceptional Children and Adults, Vol. No. 2 ed. USA, John Willey and Sons, Inc.
 - ✓ Safaya, R.N. (2006), Modern School Administatoin and Organziation, New Delhi, Dhanpat Rai Publishing (Pvt.) Limited.
 - ✓ Sidhu, K.S. (1992) – School Organization and Administration Sterling Publisher, New Delhi.

Course 92- KNOWLEDGE AND CURRICULUM

Objectives: On completion the course the student teacher will be able to:

- Develop understanding of meaning philosophical basis and sources of knowledge.
- Develop understanding of the relationship between knowledge and curriculum.
- Develop understanding of Activity, Discovery and Dialogue related to modern child centered education with reference to Gandhi, Tagore, Dewey, Plato and Freire.
- Understand the concept of Nationalism, Secularism and Universalisation with special reference to Tagore and J.krishnamurthi.
- Understand the changes brought about by Industrialization,
- Implications of Democracy, Individual autonomy, Equality, Social justice for education.
- Understand the difference between Curriculum framework, Curriculum, Syllabus and textbook.
- Understand the Principles of Curriculum Construction.
- Understand the assessment modes of Curriculum Evaluation.

COURSE CONTENT

UNIT- I

Epistemology, Knowledge and Knowing

- **Epistemology:** Meaning; Philosophical basis of Knowledge according to Western and Indian Philosophy.
- **Distinction between :** Knowledge and Belief; Knowledge and Information ; Knowledge and Skill; Knowledge and Reason; Knowledge and Education; knowledge and Training
- Facets of Knowledge Such as Local and Universal ; Concrete and Abstract ; Theoretical and Practical; Contextual and Textual; School and out of School.
- Process of Knowing Process of Construction of Knowledge; Factors involved in construction of Knowledge; The role of Knower and Known in Construction and Transmission of Knowledge; The role of Culture in Knowing

UNIT –II

Forms of Knowledge and Its Organization in Schools.

- Categorization of Knowledge; Basis of Categorization;
- The essential forms of Knowledge.
- Basis of selection of categories of Knowledge in School Education.
- The responsibility of Selection Legitimacy of inclusion of knowledge in School curriculum.

UNIT- III

Educational Thinkers and Child Centered Education

- Basis of Child Centered Education in relation to Activity, Discovery and Dialogue with reference to Gandhi, Tagore, Dewey, Plato and Freire. Social basis of Education in the context of society in relation to Democracy, Industrialization and Ideas of Individual Autonomy Equality and Social-justice.
- Concepts of Nationalism, Universalization and Secularism and their interrelationship with education.
- Critical Multiculturalism and Democratic education as the basis of analyzing concepts of learning rooted in school practices.

UNIT- IV

Principles of Curriculum construction:

- Meaning and need of Curriculum.
- Principles of Curriculum construction
- Differentiation between curriculum framework, Curriculum and Syllabus.
- Determinates of Curriculum
- Social-Political-cultural-economic diversity.
- Socio-Political aspirations including ideologies.
- Economic necessities and Technological possibilities.
- National priorities and International contexts.
- Considerations in curriculum making.
- Relevance and specificity of educational objectives for concerned level.
- Critical issues: Environmental concerns, Gender differences, Values and Social sensitivity.

UNIT –V

Curriculum Development and its Implementation

- Different approaches of curriculum development: Subject centered: Environmentalist (incorporating local concerns) Behaviorist ; Competency based, Learner centered and Constructivist
- Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teacher`s role in transacting, developing and researching curriculum.
- Operationalisation of curriculum into learning situations; selection and development of learning resources i.e. text books, teaching – learning materials and resources outside the school- local environment, community and media.
- Process of Curriculum evaluation; Evolving assessment modes, need of model of Continuous Comprehensive Evaluation; Feedback from learners, teachers, community and administrators.

PRACTICUM / SESSIONAL WORK

Attempt any two of the following.

1. Report on analysis of operationalisation of Curriculum into learning situations in school and outside school in any one school.
2. Conduct a survey on feedback of curriculum from learners/ Teachers/ community and prepare a report.
3. Prepare a report of a group discussion conducted on „democratic education“/„multiculturalism“ as the basis of analyzing school practices.
4. Prepare three activities to develop awareness about Environmental concerns, Gender sensitivity and Social Sensitivity (one on each issue).

REFERENCE

- ✓ Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty. M.C MLLAN publication.
- ✓ Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
- ✓ Letha ram mohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
- ✓ Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.
- ✓ Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
- ✓ Sinha, S. (2000) Acquiring literacy in schools, seminar.
- ✓ Sternberg, R.J. (2013). Intelligence , competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation .
- ✓ Tagore, R. (2003) Civilization and progress in crisis in civilization and other essays.: rupa &co. New Delhi.

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

- Understand the role of fine arts in enhancing the creative potentials of an individual.
- Understand the concept and basics of different art forms (all the visual and performing arts).
- Understand the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities through genuine exploration, experience and free expression.
- Respond to the beauty in different Art forms.
- Develop ability to appreciate the inherent rhythm, beauty and harmony in visual and performing art forms (specifically regional, traditional and classical art forms).
- Enhance skills for integrating different Art forms across school curriculum at secondary level.
- Develop skill to create artistic pieces through waste materials.
- Develop awareness regarding the rich cultural and artistic heritage of India and the specific regions.
- Develop awareness regarding the role of arts and crafts in the society and day-to-day life situation.
- Get acquainted with the life and work of the local artists/artistes.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist.
- Develop the ability to use drama and other visual and performing art processes to generate new knowledge, understanding and perception of the world.
- Get acquainted with the vast range of the regional and traditional art forms in the light of National Integration.
- Gets an opportunity for self expression resulting in emotional harmony .
- Communicate important social issues through drama.

COURSE CONTENT

Note: The entire course will be based on practical oriented.

UNIT - I

Visual Arts and Crafts Experiencing visual and plastic resources and means of creative expression:

- Exploration, experimentation and expressing with different techniques of Visual Arts like Sketching; Drawing; Painting; Poster making; Chart making; Block and Stencil printing; Collage and Mosaic work with a variety of coloured papers and coloured printed pictures/ photographs from magazines and news papers; Clay modelling; Hanging mobiles and Stables; Paper cutting and folding, and other local crafts work etc.
- Framing and displaying of Art works.

UNIT-II

Performing Arts: Dance, Music, Theatre and Puppetry Experiencing Rhythmic and Kinetic resources and means of creative expression through

- Exploration and Experimentation with the terms used in Music and Dance like-Nada, Swara (Shudha, Komal, Tivra), Saptak, Sargham, Mandra, Madhyama, Tar, Arohi Avarohi, Raga, Ragini, Laya, Maatra, Tal, Avartal, Mishra Sam Tal, Gati, Padghat, Classical, Regional and Folk forms of Music and Dance and other related elements.
- Listening/viewing and exploring Regional Art forms of music and dance through live and recorded performances.

Course 94 - OPTIONAL COURSE

(Any One)

1. HEALTH AND PHYSICAL EDUCATION

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

- Develop Physical fitness.
- Understand the concept, aims & objectives of Health & physical education.
- Understand various communicable diseases
- Understand and practice good posture, Balance diet, first aid
- Understand the characteristics of hygienic environment along with contributing factors and its importance.
- Understand the rules & regulations and develop skill of organizing different physical education activities.
- Develop competencies in games & athletic events
- Conduct tournaments, competitions & Athletic Meets.

COURSE CONTENTS

UNIT-I

Health Education

- Meaning, Concept, Aims & Objectives, School Health Programme. Nutrition & Balanced Diet Components of balanced diet, major sources & mal nutrition.
- Posture Concept & values Postural deformities and their management.
- Communicable diseases Mode, Control & Prevention Physical fitness & first aid Physical fitness meaning, elements & importance. First aid in the following- Wounds, cuts, Hammaerage, dislocation, fracture, bites of insects, sprain & strain.

UNIT-II

Physical Education

- Concept, definition, aims, objectives and importance. Its place in school programme. A suggestive physical education programme in an Indian school.

UNIT-III

Management & organization of different physical education activities

- Rules of important major games and sports. Methods of marking a standard track (400m), Connected areas & their rules.
- Organization, Management & administration of tournaments, intramurals, play day, health day, play centers and other similar activities. Organizing Indigenous games like Kho-Kho, Kabbadi, Malkham etc. Indian street games-Satoliya, Gilli-Danda, and Rimal Jhapatta etc.
- Officiating, Coaching, fundamental skills & ground marking of any two major games.

UNIT -IV

Physical Fitness Safety and Security

- Health and its hazards, School health programme , Personal hygiene,
- School environment ,Health Services.
- Roll of Physical Education in holistic health, Personal awareness, Social responsibility.

UNIT- V

Yoga for Holistic Health

- The meaning and definition of Yoga.
- Needs, Importance and Scope of Yoga Education.
- Yoga as a way of Healthy and Integrated living.
- Different types of Yoga.

SESSIONAL WORK

Any one of the following:

1. Organize games / sports / health activities during OAS/SUPW Camp
2. Conduct awareness programme on issue of social health
3. Prepare an exhibition / awareness rally/poster competition on health awareness in nearby schools.
4. Organize a programme on health & hygiene.
5. Organize intramurals

REFERENCES

- ✓ Educational Dimensions of Physical Education- V.KRISHANA MURTHY AND N. PRAMESHWARA RAM: Sterling Publishers Pvt. Ltd., New Delhi.
- ✓ Rules of Games and sports – YMCA PUBLISHING HOUSE, Jai Singh Road, New Delhi-1
- ✓ Physical Education and Health- Dr. A.K. Uppal, Dr. G.P. Gautam, Friends Publications, New Delhi.
- ✓ Physical activities for Secondary School (T.I.P.E. Kandivali Bombay-Sub).
- ✓ Syllabus of Exercise for Primary and Middle Schools, Education Department, Govt. of Rajasthan.
- ✓ Loyal : Sharirik Shiksha (Shakuntala Prakashan, Lucknow)
- ✓ Health Education & Physical Education(2003) – Krishna Puri & Dr. Soti Shivendra Chandra, Surjeet Publication; 7-K Kolhapur Road, Kamla Nagar, Delhi-110007.
- ✓ Health Education and Physical Education Teaching, Dr. Veena Sharma & Onkar Singh Tyagi, Arihant Shiksha Prakashan 50, Pratap Nagar-II, Tonk Phatak, Jaipur.

2. GUIDANCE AND COUNSELLING

Objectives: On completion of this course the student will be able to:-

- Understand the meaning, nature and scope of guidance.
- Understand various types of guidance.
- Develop skills in administrating and interpreting testing and non testing tools of data collection.
- Know and use the information and methods of guidance programme of special learners.
- Understand with the meaning, nature and techniques of counselling.
- Develop/learn the skills to organize guidance programme in the secondary schools.

COURSE CONTENTS

UNIT-I

Introduction to Guidance and Counselling

- Meaning, Purpose, Scope, Nature and Functions of Guidance.
- Need of Guidance at various stages
- Principles of Guidance
- Types of Guidance: Educational, Vocational and Personal guidance (Their Meaning, Objectives, needs and Importance)
- Guidance services: Need and Importance
- Types of Guidance Service, Individual inventory service, Information Service, Counselling Service, Follow up service.

UNIT-II

Guidance Programme, Services and Procedures

- Individual and group procedure of guidance and counselling.
- Characteristic of good guidance programme.
- Group guidance Techniques, Class-talks, Career Talks, Career Conference, Group discussion, Career exhibitions, Audio-Visuals Techniques.
- Role of various community Agencies in school guidance programme.
- Outline of minimum guidance programme at secondary on senior secondary level.
- Meaning of Nature of Counselling and Role of Teachers as a Counsellor

UNIT-III

Guidance for special learner and Tools and Techniques

- Concept of special learner Guidance needs of special learner
- Guidance methods for
- Special learner
- Case study method
- Remedial measures
- Tools and Techniques
- Types of tools
- Standardized and self made tools
- Techniques; Interview; Observation; Rating Scale & Check List
- *Sources of Collecting data*
- Cumulative record card
- Anecdotal record card
- Autobiography

PRACTICUM/SESSIONAL WORK

Any one of the following:-

1. Group Guidance – One career talk
- 2 .Critical study of guidance programme in any senior secondary school.
3. Survey of Guidance needs of Adolescents
4. Celebration of Career day ensuring participation of all

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Course 95 - INTERNSHIP PROGRAMME (School Internship Phase-II)

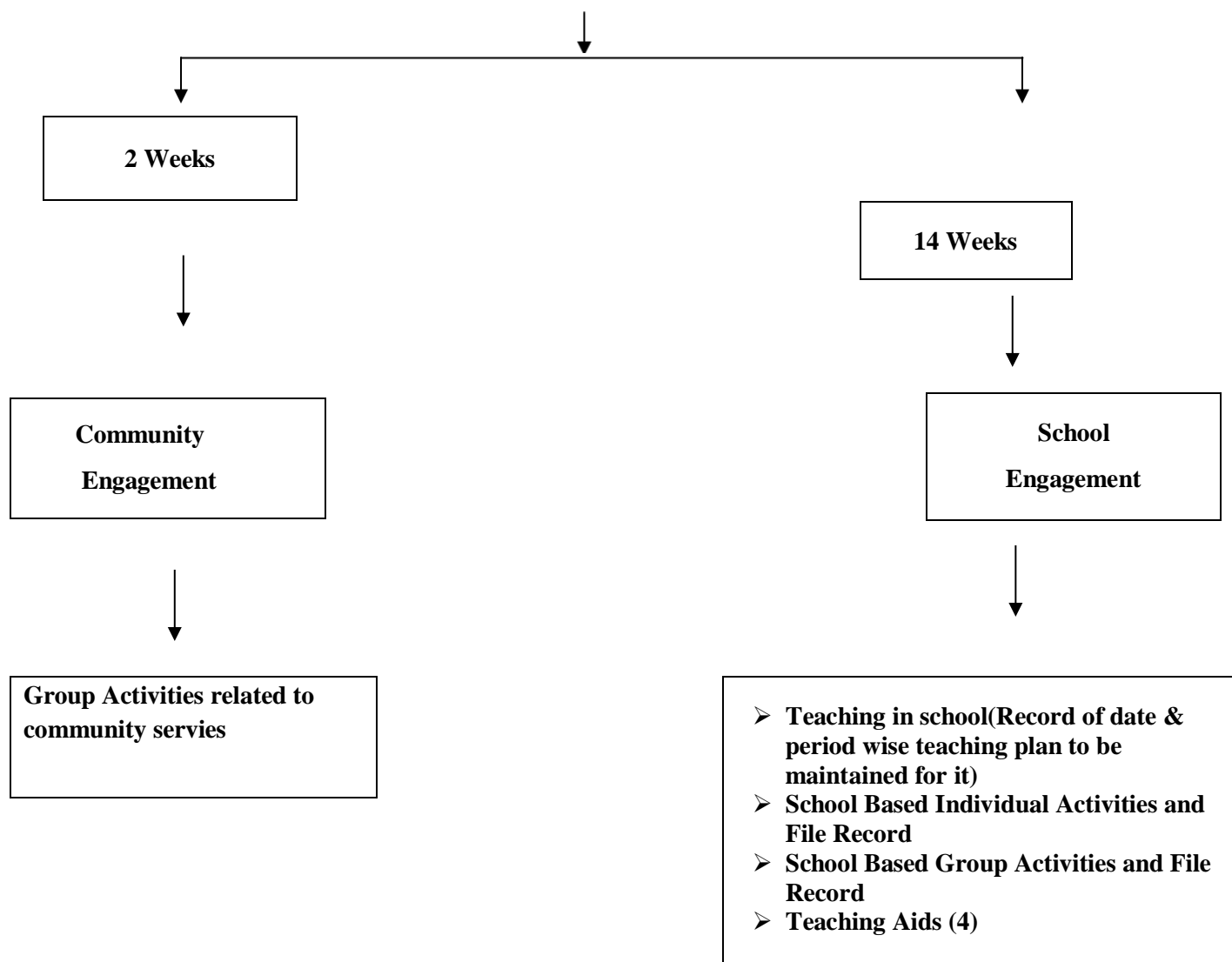
School Internship is designed to lead to the development of broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning,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

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

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

As per the School Internship: Framework and Guidelines (Jan., 2016) of the NCTE Regulations, 2014, following revised plan of the School Internship is proposed for the consideration of the committee.

Execution of the Internship Programme (II Year) (16 Weeks)



During the 14 weeks period of internship in schools, the student-teachers will perform the under mentioned tasks:-

- Interact with Headmaster and mentor teachers of the school about the two teaching Subjects he/she has offered.
- They will teach at least 3-4 periods per day (Minimum of 200 lessons).
- They will have to discharge the duties of a class- teacher of any class.
- They will have to participate in the following activities individually as well as in group. The suggested individual and the group activities are as follows:-

INDIVIDUAL ACTIVITY

- 1) Preparation of time table of the school other than that in force.
- 2) Maintaining students' attendance and preparing a monthly record of students' attendance.
- 3) Maintaining Teacher's diary.
- 4) Case study of a special child.
- 5) A critical study and report of Institutional plan of the school.
- 6) Preparation of a progress report of a student of the class of which he /she is the Class teacher.
- 7) Analysis of school syllabus and textbooks of their pedagogy subjects.
- 8) Undertaking of Action Research Project on at least one problem area of Schooling.

GROUP ACTIVITY

- 1) Organising Morning Assembly
- 2) Organising Literary and Cultural Activities
- 3) Organising Games and Sports Activities
- 4) Participation in Parent's-Teacher Meeting and Meeting of School Management Committee (SMC)
- 5) Observing and participating in Mid-day Meal Programme
- 6) Organising Science Club or other Club Activities
- 7) Maintaining discipline in the school.
- 8) Participating in Community Contact Programmes like- Rallies, awareness Campaigns, community health campaigns, and cleanliness campaigns and so on.

NOTE: - From group activities (1) to (7), each student- teacher has to participate in at least 5 of the activities and activity no. (8) Is compulsory for all student-teachers

- Study of various records maintained by the school (for instance, stock register, service book, letter receipt & dispatch register, Library book accession & issue register, scholar register, leave account, T.A. bill etc.)

NOTE: - Each student - teacher has to submit a file in which detailed reports of all the activities and tasks observed and discharged by him/her are to be mentioned along with reflective thinking. A viva- voce will be conducted after

the internship programme. The file record, the viva-voce and the lesson plan diary will form the basis of assessment of the internship programme. The student-teachers performance shall be assessed jointly by the TEI Principal and faculty (The grade recommended for a particular student by the Principal and mentor teachers of internship school must also be considered.

Evaluation for Internship Programme

Evaluation for internship programme will consist of two parts – Internal Evaluation

INTERNAL EVALUTION		
1	Teaching in Schools (Record of date and period wise teaching plan to be maintained for it.	100
2	Individual Activities and File Record	80
3	Group Activities and File Record	30
4	Teaching Aid (4)	20
5	Community Engagement and Report writing	20
	Total Marks	250

Course 95- INTERNSHIP PROGRAMME (School Internship Phase-II)
(Viva-Voce)

External Evaluation, the details of which are as follows:

	EXTERNAL EVALUATION	
1	Viva-Voce for Internship Programme (100 marks)	200
2	Written test based on internship (50 marks)	
3	Power point presentation and documentation of internship (50 marks)	
	Total Marks	200

THE BOARD OF EXAMINERS FOR VIVA-VOCE WILL CONSIST OF:

- ✓ The Principal of the college concerned.
- ✓ One senior member of the college. (Preferably Internship Incharge)
- ✓ Two external members appointed by the university.

