

# **MAHARAJA GANGA SINGH UNIVERSITY, BIKANER**

## **SCHEME OF EXAMINATION AND COURSES OF STUDY**



### **FACULTY OF EDUCATION**

#### **SYLLABUS**

#### **B.A.B.ED FOUR YEAR SCHEME OF EXAMINATION**

**B.A. B.Ed. Part I Examination 2022-2023**

**B.A. B.Ed. Part II Examination 2023-2024**

**B.A. B.Ed. Part III Examination 2024-2025**

**B.A. B.Ed. Part IV Examination 2025-2026**

**2022-2026**

**FACULTY OF EDUCATION SYLLABUS AND SCHEME OF EXAMINATION**  
**ORDINANCES FOR B.A.B.Ed. PROGRAMME**

The M.G.S. University, Bikaner hereby institutes the following ordinances under the scheme governing admission, course of study, examination and other matters relating to the degree of B.A.B.Ed programme under the Faculty of Education.

**I. Eligibility**

1. The course of study shall extend over a period of four years as an integrated course in Language and Social Science, Education, Work Experience, General Hindi/General English and Environmental Education and Sustainable Development leading to the composite degree of B.A. B.Ed.
2. Candidates who have passed Senior Secondary 10 +2 examination or any other examination recognized as equivalent thereto by the MGS University, Bikaner with at least 50% marks in the aggregate are eligible for admission to the course.
3. The reservation for SC/ST/OBC/PWD (Person with Disability)/SBC and other category shall be as per the rules of the Central Government/State Government whichever is applicable.
4. There will be a pre B.A./B.Sc. B.Ed. test for admission in this course in all the colleges of Rajasthan. Candidates who have passed senior secondary examination (10+2) in any faculty from Board of Secondary Education, Rajasthan Ajmer or any other board as equivalent to there to by the M.G.S. university Bikaner 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.
5. Candidate will be eligible for admission in B.A. B.Ed. if s/he has qualified qualifying examination with appropriate merit. It is also essential for the candidate to opt any three subjects from among Social Science And Language subjects taught i.e. History, Geography, Economics, Political Science and language either Hindi or English or Urdu or Punjabi or Sanskrit.

**II. PROGRAMME STRUCTURE, INSTRUCTIONS & SCHEME OF EXAMINATION**  
**B.A. B.Ed. Part I Examination**

Course/ Paper	Periods Per Week	Periods Per Year	Paper with External/ Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group A: General Courses (GC)*						
GC 1: Gen Hindi/ Gen English	4	124	External	3	100	36
GC 2: Environmental Education & Sustainable Development	2	62	External	2	50	18
Group B: Core Courses (CC)						
CC 1 : English/Hindi/Sanskrit/Urdu/Punjabi	4	124	CC-1 (I) External Internal	3	60 15	54
	4	124	CC-1 (II) External Internal	3	60 15	
CC 2: Geography	3	93	CC-2 (I) External Internal	3	40 10	36
	3	93	CC-2 (II) External Internal	3	40 10	
	4	124	Practical	5	50	18
CC 3: History	4	124	CC-1 (I) External Internal	3	60 15	54
	4	124	CC-1 (II) External Internal	3	60 15	
CC 4: Political Science	4	124	CC-1 (I) External Internal	3	60 15	54
	4	124	CC-1 (II) External Internal	3	60 15	
CC 5 : Economics	4	124	CC-5 (I) External Internal	3	60 15	54
	4	124	CC-5 (II) External Internal	3	60 15	
CC 6: Childhood and growing up	4	124	External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities						
Section I : Experiences for Teacher Enrichment						
ETE 1 : Enriching Learning through Information and Communication Tech.	2	62	Internal		50	18
ETE 2 : Yoga, Health and Well being	2	62	Internal	-	50	18
Section II : Experiences for Social and Environmental Sensitivity (SES)						

SES 1 : Work Experience i .Case study of special child ii Project report on slum area children”s how to educate and motivate them	3	93	Internal	-	50	18
SES 2 Arts and Aesthetics	One week workshop					Grade

**\* Marks will not be added to the aggregate for award of division**

**ETE and SES Internals are to be evaluated by a team of two members constituted by**

**Principal.**

**Distribution of Marks:**

General Courses : 150\*

Core (Language and Social Sc.) Courses : 450

Education : 225

**Total Marks**

**675**

**Total periods per week:**

With Geography 43

Without Geography 41

**B.A. B.Ed. Part II Examination**

Course/ Paper	Periods Per Week	Periods Per Year	Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)						
CC 1 : English/Hindi/Sanskrit/Urdu/Punjabi	6	180	CC-1 (I) External Internal	3	80 20	72
	6	180	CC-1 (II) External Internal	3	80 20	
CC 2: Geography	3	90	CC-2 (I) External Internal	3	40 10	54
	3	90	CC-2 (II) External Internal	3	40 10	
	3	90	CC-2 (III) External Internal	3	40 10	
	4	120	Practical	5	50	18
CC 3: History	6	180	CC-1 (I) External Internal	3	80 20	72
	6	180	CC-1 (II) External Internal	3	80 20	
CC 4: Political Science	6	180	CC-1 (I) External Internal	3	80 20	72
	6	180	CC-1 (II) External Internal	3	80 20	
CC 5 : Economics	6	180	CC-1 (I) External Internal	3	80 20	

	6	180		CC-1 (II) External Internal	3	80 20	72
CC 6:contemporary india and education	4	120		External Internal	3	60 15	27
<b>Group C : Developing Teacher Sensibilities</b>							
<b>Section II : Experiences for Social and Environmental Sensitivity (SES)</b>							
SES 1 : Work Experience Value education	3	90		Internal	-	50	18
SES3: Addressing special needs in Inclusive School	2	60		External Internal	2 -	40 10	18
SES4: Working with the Community	10 Days			Internal		Grade	

**SES Internals are to be evaluated by a team of two members constituted by Principal.**

**Distribution of Marks:**

Core (Language and SocialSc.) Courses : Total periods per week:  
With Geography 46

Education : 175 Without Geography 45

**Total Marks**

**775**

### B.A. B.Ed. Part III Examination

Course/ Paper	Periods Per Week	Periods Per Year	Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
<b>Group B: Core Courses (CC)</b>						
CC 1 : English/Hindi/Sanskrit/Urdu/Punjabi	4	112	CC-1 (I) External Internal	3	60 15	54
	4	112	CC-1 (II) External Internal	3	60 15	
CC 2: Geography	3	84	CC-2 (I) External Internal	3	40 10	36
	3	84	CC-2 (II) External Internal	3	40 10	
	4	112	Practical	5	50	18
CC 3: History	4	112	CC-1 (I) External Internal	3	60 15	54
	4	112	CC-1 (II) External Internal	3	60 15	
CC 4: Political Science	4	112	CC-1 (I) External Internal	3	60 15	54
	4	112	CC-1 (II) External Internal	3	60 15	
CC 5 : Economics	4	112	CC-5 (I) External Internal	3	60 15	54

	4	112		CC-5 (II) External Internal	3	60 15	
CC 6: Gender School and society	4	112		External Internal	3	60 15	27
Group C : Developing Teacher Sensibilities							
Section I : Experiences for Teacher Enrichment							
ETE 3 : Strengthening Professional Development	2	56		Internal		50	18
Group D: Pedagogical Courses							
PC 1: PC 1: Pedagogy of English/ Hindi/Sanskrit/Punjabi/Urdu/ History/Geography/Economics/ Pol. Science (Civics)	4	112		External	3	60	
PC 2: Pedagogy of Social Science	4	112		External Internal	3	60 15	27
PC 3: Learning to function as a Teacher	Four Weeks			Internal		50	20

**ETE Internals are to be evaluated by a team of two members constituted by Principal.**

**Distribution of Marks:**

Core (Language and Social Science) Courses : 450

Education : 325

**Total Marks 775**

**Total periods per week:**

With Geog. 40

Without Geog. 38

### B.A. B.Ed. Part IV Examination

Course/ Paper	Periods Per Week	Periods Per Year	Paper with External/Internal	Exam. Duration (hrs.)	Max. Mark	Min. for Pass
Group B: Core Courses (CC)						
CC 1 : English/Hindi/Sanskrit/Urdu/Punjabi	5	80	CC-1 (I) External Internal	3	60 15	54
	5	80	CC-1 (I) External Internal	3	60 15	
CC 2: Geography	5	80	CC-2 (I) External Internal	3	80 20	36
	6	96	Practical	5	50	18
CC 3: History	5	80	CC-3 (I) External Internal	3	60 15	54
	5	80	CC-3 (I) External Internal	3	60 15	
CC 4: Political Science	5	80	CC- 4 (I) External Internal	3	60 15	54
	5	80	CC- 4 (I) External Internal	3	60 15	

CC 5 : Economics	5	80	CC-5 (I) External Internal	3	60 15	54
	5	80	CC-5 (II) External Internal	3	60 15	
CC 6: Assessment for learning	5	80	External Internal	3	60 15	27
CC 7: Knowledge and curriculum	5	80	External Internal	3	60 15	27
Group D: Pedagogical Courses						
PC 1: Learning to function as a Teacher	Sixteen Weeks		External Internal	120* 180	300	120

\* External examiners will be appointed by the University for award of external marks.

**\*\*For details of marks refer to syllabus.**

**Distribution of Marks:**

**Total periods per week:**

Core (Language and Social Science) Courses : 450 With Geography 41  
 Education : 450 Without Geography 40

**Total Marks**

**900**

**Year wise marks of the four year B.A. B.Ed. course**

<u>Class</u>	<u>Marks</u>
I Year	675
II Year	775
III Year	775
IV year	900
<b>Total</b>	<b>3125</b>

**III Examination**

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
2. A candidate will be permitted to appear in the annual examination only if s/he has pursued a regular course of study and attended at least 80% of the classes for all the course work and practicum and 90% for school internship.
3. A candidate shall be admitted to the next higher class only if s/he passes his/her Part I/ Part II / Part III Examination as per rules mentioned herein after.
4. In order to qualify for B.A. B.Ed. degree a candidate should obtain a minimum of 36% marks in theory and practicals separately, wherever applicable in each subject in each year of the course and 40% marks in Pre Internship in III Year and also in Internship in Teaching in the Fourth Year.
5. Candidate shall not be permitted to change the core subjects (CC1 to CC5) in subsequent years of the course.
6. In Part I, there will be two General courses GC1 is General Hindi/ General English, GC2 is Environmental Education and Sustainable Development. In order to pass, a candidate must secure atleast **36%** marks in each core subject. However, the marks obtained in these papers will not be taken into account for awarding the division. In case a candidate fails in the core

subject, s/he has to clear the same as per provision.

7. The minimum pass marks in the supplementary examination shall be the same as prescribed for the main examination. The candidate who has passed any year of B.A. B.Ed. programme after taking supplementary examination will be awarded minimum pass marks in the concerned subject irrespective of marks actually obtained in the supplementary examination.
  - (i) A candidate who fails in one or two subjects (excluding General Hindi/General English / Environmental Education and Sustainable Development in the Part I) in any year of the programme will be eligible to take the supplementary examination in the subject(s) in which s/he fails. In case the candidate is not able to pass even in the supplementary examination s/he can appear only as an ex-student in all subjects again at the main examination of the subsequent year.
  - (ii) S/he will not be required to appear in practical(s) if s/he has already cleared the same. A candidate shall be deemed to be an ex- student if s/he completed a regular course of study at the Institute and fulfilled the required attendance as specified in clause No. 2 and appeared in University examination but failed or did not take the examination.
  - (iii) A candidate who fails in the practical/theory/field work of a subject at the main examination shall be required to appear only in the corresponding practical/ theory of the supplementary examination.
  - (iv) A candidate who does not appear in the supplementary examination will have to appear in the subsequent main examination in all subjects including practical, only as an ex- student.

A candidate who appears for the supplementary examination may take provisional admission to the next higher class at his/her own risk. Such a candidate will, however, be allowed to appear in the University examination of the next higher class subject to his/her passing the supplementary examination, fulfilling the attendance requirement as a regular candidate and completion of courses of study as per scheme of examination. If a candidate getting supplementary does not take provisional admission to the next higher class by the notified last date of admission and passes the supplementary examination at a later stage, s/he will not be admitted to the next higher class. However, such a candidate may take admission to the next higher class in the next academic session.
  - (v) A candidate who fails in more than two subjects (except General Hindi/General English / Environmental Education and Sustainable Development) in any year of the course shall be declared failed and will not be promoted to the next class. Such a candidate will be permitted to appear at the main examination of the subsequent year in all the subjects only as an ex- student.
  - (vi) However, in the case of General Hindi/General English, and Environmental Education and Sustainable Development, if a candidate fails in Part I s/he would get two more chances for clearing this paper either along with the supplementary examination in Part I or with the main



examination in Part II. Non-appearance or absence from the examination of this paper will be counted as a chance.

- (vii) A candidate who fails in more than two subjects but passes in practical s/he will be required to appear again in all the subjects (theory) except practical only as an ex-student.
8. A candidate will be given a maximum of three chances at the main examination and the corresponding supplementary examination in any year of the course. If s/he does not pass the examination even thereafter, s/he will not be eligible for readmission to any year of the programme.
9. If a candidate fails in the Learning to function as a teacher (Pre-Intern -ship/Internship in Teaching) or is unable to complete Pre-Internship/Internship in teaching but passes in all other subjects s/he will be required to repeat the complete Pre-Internship/ \_Internship in Teaching' in the next academic session along with regular candidates.
10. Division will be awarded to the successful candidates only after the Part IV examination and on the basis of cumulative total of marks obtained in all the four years of the course in all the subjects including Internship in Teaching but excluding the core subjects i.e., General Hindi/General English, and Environmental Education and Sustainable Development.

**Scheme of examination:-** Paper divided into three sections

**Section-A**

Answer All ten questions .Answer limit 50 words. Each Questions carries two marks (10x2=20 marks)

**Section –B**

Answer All Five Questions. Answer limit 200 words. Each question has internal choice. Each question carries 6 Marks (6x5=30 Marks)

**Section-C**

Answer any three questions out of five. Answer Limit 500 words. Each questions Ten Marks. (3x10=30 Marks)

**IV. Evaluation :Rules&Regulations**

Question papers:

- i) Each question paper of 80 marks will be divided into five units.
- ii) Each question paper of 60 marks will be divided into five units.
- iii) Each question paper of 40 marks will be divided into five units..
- iv) Short answer type questions should aim attesting knowledge of concepts, facts, defining, laws, principles, generalization etc. and also testing of understanding of principles and concepts. The answer to such question should not exceed 150 words.
- v) Essay type questions are to aim attesting ability of critical thinking and application of principles etc. taught in theory. The answer to such question should not exceed 400words.
- vi) The overall question paper will be set keeping the following difficulty levels.

Easy: 30%Average: 40% Difficult: 30%.

vii) For SES and EPC mode of internal assessment is given with the paper concerned.

#### IV Award of Division

1. Successful candidates will be awarded division on the basis of the aggregate marks of all the Core Courses, Pedagogy Courses and Courses on Developing Teacher Sensibilities as per the following:

- i. First Division 60% or more
- ii. Second Division 48% or more (but less than 60%)
- iii. Third Division 36% or more (but less than 48%)

2 Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for B.A. B.Ed. degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

#### Notes:

- i. A course/ paper means any General Courses (GC), Core Courses (CC), Pedagogy Courses (PC) and Courses on Developing Teacher Sensibilities (i.e. ETE and SES) inclusive of Practical/Practicum, as the case may be.
- i. Marks of that part of the course/ paper in which the candidate passes will be carried over.

## FIRST YEAR

GC -1

सामान्य हिंदी

पूर्णांक : 100

उत्तीर्णांक : 36

अवधि : 3 घंटे

अंक योजना – (अ भाग)

गद्य एवं पद्य संकलन की विविध विधाएँ क्रमशः (25+25 = 50 अंक)

1. एक प्रश्न व्याख्याओं से संबंधित क्रमशः (दो व्याख्याएँ) (10+10 = 20 अंक)
2. दो परिचयात्मक प्रश्न पाठ्य पुस्तकों से (15+15 = 30 अंक)

(ब भाग) व्याकरण खंड

1. शब्द शुद्धि – 5 अंक
2. वाक्य शुद्धि – 5 अंक
3. पारिभाषिक शब्दावली (अंग्रेजी शब्दों के हिंदी समानार्थक शब्द) – 5 अंक
4. संक्षेपण – 5 अंक
5. पल्लवन – 5 अंक
6. वाक्यांश के लिए एक सार्थक शब्द – 5 अंक
7. प्रारूप (प्रार्थना पत्र, निविदा, परिपत्र, अधिसूचना, ज्ञापन, विज्ञापन) – 5 अंक
8. शब्द युग्म – अर्थ भेद – 5 अंक
9. निबंध – 10 अंक

पाठ्य पुस्तके:—

1. गद्य प्रभा, संपादक डा. नवल किशोर, प्रकाशन : पंचशील प्रकाशन, फिल्म कालोनी चौडा रास्ता जयपुर।
2. कविता के आधुनिक सोपान, संपादक डा. जीवन सिंह, डॉ. भागीरथ भार्गव, प्रकाशक: किरण पब्लिकेशन, पुरानी मंडी अजमेर,।

## GC-2 GENERAL ENGLISH

**Contact Hours: 4 periods per Week**

**Maximum Marks: 100**

**Duration: 3 Hours**

**Minimum for Pass: 36**

**Objectives:** This is essentially a language-based course. It aims at making students read English prose with a view to enhancing their comprehension of the language and encouraging them to develop reading habits. It also aims at developing basic skills in grammar, enriching their vocabulary and enabling them to write simple and correct English.

### **Scheme of Examination**

#### **1. Comprehension and Vocabulary**

- |    |  |          |
|----|--|----------|
| a. | Questions based on content from the prescribed text  | 10 Marks |
| b. | Questions based on a passage from the prescribed text to test the candidate's comprehension and vocabulary | 20 Marks |
| c. | Questions based on an unseen passage to test the candidate's comprehension and vocabulary                  | 10 Marks |

(There will be a text of essays and short stories between 100 and 200 pages in length.)

#### **2. Composition**

- |    |                                  |                      |
|----|----------------------------------|----------------------|
| a. | Letter/Application writing       | <b>10 Marks</b>      |
| b. | Paragraph writing/Précis writing | 10 Marks<br>10 Marks |
| c. | Report Writing                   |                      |

#### **3. Grammar and Usage**

The Questions in this exercise will be set with the purpose of testing the candidate's knowledge of grammar and familiarity with correct usage.

- |                                |         |
|--------------------------------|---------|
| A. Elements of sentence        | 5 Marks |
| B. Transformation of Sentences | 5 Marks |
| C. Active and Passive Voice    | 5 Marks |
| D. Modals                      | 5 Marks |
| E. Determiners                 | 5 Marks |
| F. Common Errors in English    | 5 Marks |

**The following chapters are prescribed for study:**

- |                             |  |
|-----------------------------|--|
| 1. M.K.Gandhi               | : Training: Literary and Spiritual     |
| 2. Kamla Devi Chattopadhyay | : Indian Women and the Salt Satyagraha |
| 3. Uma Rao                  | : A Special Child                      |
| 4. Neelam Saran Gour        | : Personal Friend                      |
| 5. Vandana Shiva            | : Women in the Food Chain              |
| 6. Boman Desai              | : Between the Mosque and the Temple    |

**Recommended Books:**

- |                               |  |
|-------------------------------|--|
| 1. A.J.Thomson & A.V.Martinet | : A Practical English Grammar (OP)                                 |
| 2. S.Pit Corder               | : Intermediate English Practice Book (O.L.)                        |
| 3. Bhaskaran and Horsburgh    | : Strengthen your English (OUP 1973)                               |
| 4. F.T. Wood                  | : A Remedial English Grammar for Foreign Students (Macmillan 1965) |
| 5. T.L.H.Smith- Pearse        | : The English Errors of Indian students. OUP                       |

**Book Prescribed**

Dr. Jasbir Jain (Edt.): **The Many Worlds of Literature**, Macmillan India Ltd.

## **Environmental Education and Sustainable Development**

### **Instructional**

**Time: 2 periods / week**

**Max. Marks: 50 Min.**

**Marks 18 Exam. Duration:**

**3 Hours**

**External: 50**

**Objectives of the Course:**

The Course 'Environmental Education and Sustainable Development' aims to orient student-teachers to analyze and understand environment concerns through the process of inquiry, critical analysis, intellectual discourse and essential projects.

**Course Outline:**

#### **Unit I: Importance and Scope of Environment**

Importance need and scope of Environmental Conservation and Regeneration, Structure and functions of different ecosystems, India as a mega biodiversity nation, Role of

individual in conservation of natural resources: water, energy and food, Equitable uses of resources for sustainable

livelihoods, Environmental legislation: awareness and issues involved in enforcement.

#### **Unit II: Natural Resources and Environment management**

Community participation in natural resource management- water, forests etc, Deforestation in the context of tribal life, Sustainable land use management, Traditional knowledge and biodiversity

conservation. Consumerism and waste generation and its management, Environmental degradation

and

its impact on the health of people, water resource management, Biomedical waste management.

#### **Unit III : Ecosystems**

Concept of an ecosystem, structure and function of an ecosystem. Procedures, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids. Introduction; types, characteristic features, structure and function of the following ecosystem: Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (Ponds, streams lakes, rivers oceans, estuaries)

#### **Unit IV: Environmental Pollution**

Definition : causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution and nuclear hazards, Role of an individual in prevention of pollution, pollution case studies, disaster management, floods, earthquake, cyclone and lands.

#### **UnitV: Sustainable Environment in Global World**

Environmental conservation in the globalised world, Alternative sources of energy, Impact of natural disaster/man-made disaster on environment, Biological control for sustainable agriculture, Heat production and green house gas emission, Impact of industry/mining/transport on environment, Sustainable use of forest produces.

#### **Modes of Learning Engagement:**

- Case studies and success stories (involve local material).
- Problem solving and enquiry methods
- Small assignments which may include observation of important relevant days, preparation of bulletin board material, games, crossword puzzles, worksheet etc.
- Setting up of Eco-clubs.
- Conducting a seminar and developing a seminar document
- Project work and writing of project report
- Discussion of activities pertaining to two different classes and subjects.
- Activities on infusion of appropriate concerns

#### **Practicum:**

1. The students on completion of each topic of Unit-I-III will submit a small assignment in the form of an activity. This may include observation of importance of relevant season, preparation of bulletin board material, wall games, crossword puzzles, worksheet etc.
2. The class can also form an environment club. The activity has to be on some local specific issue pertaining to the native place of the students.
3. From the wide range of topics suggested in Units the student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar.

**Suggested Readings:**

1. NCERT (1981) Environmental Education at School Level. New Delhi. NCERT.
2. Odum, E.P (1971). Fundamental Ecolog. London. W.B. Saunders Company.
3. Palmer, Joy A.(1998).Environmental education in the 21<sup>st</sup> Century.London. Routledge.
4. Sharma R. C and Tan, Marle C (Eds.) (1990). Resource Book in Environmental education for secondary school lectures. Bangkok. UNSECO.
5. Sharma, R.C.(1981). 'Environmental Education. New Delhi.Metropolitan Publishers.
6. हरिशचन्द्र व्यास (2001). पर्यावरण शिक्षा, नई दिल्ली. विद्या विहार।
7. सक्सेना हरिमोहन (2003). पर्यावरण अध्ययन, श्रीगंगानगर. अग्रवाल साहित्य सदन।
8. पंकज श्रीवास्तव (1998). 'पर्यावरण शिक्षा'. भोपाल. मध्यप्रदेश हिन्दी ग्रंथ अकादमी।
9. सक्सेना ए.बी. (1998). पर्यावरण शिक्षा. नई दिल्ली. आर्य बुक डिपो।
10. UNESCO(1990). Sourcebook in Environmental Education for Secondary School Teachers.Bangkok.
11. CEE (1995). Joy of learning. Handbook of Environmental Education Activities. Vol.I- 3 to 5.— Ahmedabad. Centre for Environment Education,
12. CEE (1996) Joy of learning. Handbook of environmental education activities. Vol.II-6 to 8.-- Ahmedabad: Centre for Environment Education
13. Pandya (1999). Mamata Guide to green material: experiences and learnings in developing effective environmental education material. Ahmedbad. Centre for Environment Education,
14. Sharma, R. C. (1981). Environmental Education. Delhi. Metropolitan.
15. Reddy, K. Purushotham. (2007). Environmental education. New Delhi. Neelkamal Publications Pvt. Ltd.
16. NCERT (2009). Project book in Environmental Education for class VII, VII, IX and X. New Delhi.NCERT.
17. NCERT (2011). Teachers' Handbook on Environmental Education for the higher secondary stage. New Delhi. NCERT.
18. NCERT (2013). Project book in Environmental Education for the higher secondary stage. New Delhi. NCERT.

**विषय – हिंदी साहित्य**

पेपर—1: हिंदी भाषा और साहित्य का इतिहास

Contact Hours: 4 periods per Week  
Examination Duration: 3 Hours

Maximum Marks: 75  
Theory: 60 Internal: 15

## उद्देश्य –

विद्यार्थी हिंदी भाषा के उद्भव एवं विकास का ज्ञान प्राप्त कर सकेगा, जो हिंदी साहित्य की पृष्ठभूमि के रूप में आवश्यक है। संप्रति हिंदी भाषा के विविध रूप जैसे राष्ट्र भाषा, राजभाषा और संपर्क भाषा का अंतर समझ सकेगा। वह हिंदी की ध्वनियों एवं देवनागरी की विशेषताओं का ज्ञान प्राप्त कर सकेगा। हिंदी भाषा की प्रमुख बोलियों से खड़ी बोली तक की यात्रा को समझ सकेगा। हिंदी साहित्य के चारों कालों की मुख्य प्रवृत्तियों को समझ सकेगा।

- प्रथम इकाई :** (क) हिंदी भाषा – उद्भव और विकास  
(ख) हिंदी भाषा के विविध रूप – राष्ट्रभाषा, राजभाषा, संपर्क भाषा  
(ग) हिंदी की ध्वनियाँ : स्वर और व्यंजन, देवनागरी लिपि

## द्वितीय इकाई : हिंदी भाषा की प्रमुख बोलियाँ

बाँगरू, खड़ी बोली, ब्रजभाषा, बुंदेली कन्नौजी, अवधी, बघेली, छत्तीसगढ़ी, भोजपुरी, मारवाड़ी

## तृतीय इकाई : हिंदी साहित्य का इतिहास

(क) आदिकाल (वीरगाथाकाल) परिस्थितियाँ, प्रवृत्तियाँ प्रमुख रचनाकार और उनकी रचनाएँ।

(ख) पूर्वमध्यकाल (भक्तिकाल) भक्ति आंदोलन : एक परिचय परिस्थितियाँ, प्रवृत्तियाँ प्रमुख रचनाकार और उनकी रचनाएँ

## चतुर्थ इकाई : उत्तर मध्यकाल (शीतिकाल)

परिस्थितियाँ प्रवृत्तियाँ प्रमुख रचनाकार और उनकी रचनाएँ

## पंचम इकाई : आधुनिक काल (गद्यकाल)

(क) भारतेंदु काल, द्विवेदी युग और छायावाद

(ख) प्रगतिवाद, प्रयोगवाद और नई कविता, साठोत्तरी कविता

- 60 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 12 अंकों की होगी)
- 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक, टेस्ट 10 अंक)

## संदर्भ ग्रंथः—

1. सामान्य भाषा विज्ञान – डॉ. शिव शंकर प्रसाद
2. भाषा विज्ञान – डॉ. भोलानाथ तिवारी, किताब महल, इलाहाबाद
3. भाषा विज्ञान की भूमिका – देवेन्द्र नाथ शर्मा, राधाकृष्ण प्रकाशन, दिल्ली
4. हिंदी निरुक्त – किशोरी दास वाजपेयी, वाशी प्रकाशन, दिल्ली
5. भारत में नाग परिवार की भाषाएँ – डॉ. राजेंद्र प्रसाद सिंह, राजकमल प्रकाशन दिल्ली
6. हिंदी भाषा का इतिहास – डॉ. धीरेंद्र वर्मा, हिंदुस्तानी एकेडमी, इलाहाबाद
7. हिंदी भाषा का उद्भव और विकास – डॉ. उदयनारायण तिवारी, भारती भंडार इलाहाबाद
8. हिंदी की बोलियाँ एवं उपभाषाएँ – डॉ. हरदेव बाहरी
9. भारतीय आर्य भाषाओं का इतिहास – डॉ. जगदीश प्रसाद दीक्षित, अपोलो प्रकाशन, जयपुर
10. हिंदी भाषा का ऐतिहासिक व्याकरण – डॉ. माताबदल जायसवाल
11. नागरीलिपि और उसकी समस्याएँ – डॉ. नरेश सिंह मंथन पब्लिकेशन, रोहतक देवनागरी लिपि – डॉ. शिव शंकर प्रसाद
12. सामान्य भाषा विज्ञान – अम्बाप्रसाद सुमन
13. भाषा का समाजशास्त्र – डॉ. राजेंद्र प्रसाद सिंह, राजकमल प्रकाशन, दिल्ली संदर्भ ग्रंथ
14. हिंदी साहित्य का इतिहास – रामचंद्र शुक्ल, काशी नागरी प्रचारिणी सभा वाराणसी
15. आधुनिक हिंदी साहित्य का विकास – डॉ. श्री कृष्ण लाल, हिंदी परिषद् विश्वविद्यालय, प्रयाग
16. हिंदी साहित्य का उद्भव और विकास – हजारी प्रसाद द्विवेदी

17. आधुनिक साहित्य की भूमिका – डॉ. लक्ष्मी सागर वार्षोय, हिंदी परिषद् विश्वविद्यालय, प्रयाग
18. हिंदी साहित्य का आलोचनात्मक इतिहास – डॉ. राम कुमार वर्मा
19. हिंदी साहित्य का वैज्ञानिक इतिहास – डॉ. गणपतिचंद्र गुप्त
20. नया हिंदी काव्य – शिव कुमार शुक्ल
21. स्वतंत्रोत्तर हिंदी साहित्य का इतिहास – डॉ. लक्ष्मी सागर वार्षोय
22. हिंदी साहित्य का आलोचनात्मक इतिहास – डॉ. राम कुमार वर्मा
23. हिंदी साहित्य का इतिहास – सं. डॉ. नगेंद्र सामान्य हिंदी

## पेपर-2: मध्यकालीन काव्य

Contact Hours: 4 periods per Week

Examination Duration: 3 Hours

उद्देश्य –

Maximum Marks: 75

Theory: 60 Internal: 15

विद्यार्थी मध्यकाल की प्रमुख काव्य धाराओं के साथ उस काल के रचनाकारों की विविध शैलियों को समझ सकेगा ।

### इकाई 1

निम्नलिखित कवियों के दिए गए काव्यांशों में से किन्हीं दो काव्यांशों की ससंदर्भ व्याख्या करनी है। प्रत्येक पद्यांश का एक विकल्प भी दिया जाएगा। प्रत्येक ससंदर्भ व्याख्या के लिए 6 अंक निर्धारित हैं। पठनीय कवि निम्नलिखित हैं –

1 कबीर 2 संतवाशी 3 जायसी 4 सूरदास 5 तुलसीदास 6 मीरा 7 रसखान

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

### इकाई 2

जायसी, कबीर, रैदास अथवा संत कवियों पर दो समीक्षात्मक प्रश्न (6+6 अंक)

संत कवि : नामदेव, नानक, दादू और रज्जब इन कवियों के निम्नांकित काव्यांश पढ़ने हैं –

#### जायसी

- |                         |   |                      |
|-------------------------|---|----------------------|
| 1. नागमती चितउर पथ हेरा | – | विरह काल मोहि दीन्हा |
| 2. पिउ वियोग अस वाउर    | – | पाँख जरां गा भागि ।  |
| 3. चढा असाढ गगन         | – | हम सुख भूला सर्व ।   |
| 4. सावन बरसं मेह        | – | नो मोहि पाँव न पाँख  |
| 5. भा भादों दूभर        | – | दे बूउत पिउ ।        |
| 6. कातिक सरद चंद        | – | रही छार सिर मोली ।   |
| 7. अगहन दिवस            | – | धुँआ हम्ह लाग ।      |
| 8. फागुन पवन झकोरा      | – | कंत धरे जहं पाँव ।   |
| 9. भा बैसाखां तपनि      | – | जो पिउ साँचे आइ ।    |
| 10. जेठ जरे जग          | – | असं पिउ लागि ।       |

#### कबीर

- |                    |   |                  |
|--------------------|---|------------------|
| 1. दुलहनी गावहु    | – | पुरिष एक अविनासी |
| 2. बहुत दिनन में   | – | दीन्हा           |
| 3. संतों भाई आइ    | – | भया तम खीना ।    |
| 4. पाँडे कौन कुमति | – | राम ल्यौ लाई     |
| 5. हम न मरै        | – | सुख सागर पावा ।  |
| 6. माया महा ठगिनी  | – | अकथ कहानी ।      |



### संतकवि नामदेव

1 हरि नाँव हीरा	—	उतरे पारा ।
2 धृग ने बकता	—	राम ही जाने
3 जो लग राम जाँमै	—	भवजल तरिये ।
4 ऐसे जगथे दास	—	नामदेव दासा

### संत रैदास

1 अब कैसे छूटे	—	ऐसी भक्ति करे रैदासा ।
2 उँचे मंदिर शाल	—	राम कहीं छूटयो ।
3 किहि विधि अब	—	माँहि आज ।
4 कही मन राम नाम	—	तेँ न बिसार ।

### नानक

### भक्ति मार्ग

1 मन रे प्रभु की	—	उतारहिँ पारा ।
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### योग मार्ग

1 मिलि जल	—	जलहिँ खटाना
2 अब राखहुँ दास	—	भाट की लाज
3 सावश आइया हे सखी	—	बढ़ाई देइ

### दादू

1 नीके राम कहत	—	यह मारग सकरा
2 अजहुँ न निकसे	—	जैसे चंद चकोर
3 सजनी रजनी घटती	—	सकल सिरोमशी राइ
4 हमरे तुम्ह ही	—	सब जंजाल

### रज्जब

### मन की प्यास

1 मन की प्यास	—	राम भजन करि भाई
2 संतों मगन भयां	—	धणी का चरा
3 ऐसो गुरु संसार	—	दर्शन पासा

### इकाई 3

सूर अथवा तुलसी पर एक समीक्षात्मक प्रश्न (6 अंक) इन कवियों के निम्नांकित काव्यांश पढ़ने हैं —

### सूर

### वात्सल्य

1. जसोदा हरि पालनै	—	नंद मामिनी पावै
2. मैया मैं तो चंद	—	सुमंगल गैहौ
3. खेलन अब मेंरी जात	—	हरष कन्हैया
4. मैया बहुत बुरो	—	मिले सखाउ
5. खेलन दूरी जात कत प्यारे	—	सब है म्यारे

### गोपी प्रेम

1. हरिमुख विधु	—	रस सिंधु झकोरी
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2.	चितवनि रोकै	—	फेरिहू न चही
3.	बूझत स्याम	—	राधिका मोरी
4.	अब तो प्रकट	—	मई जग जानी

#### विरह वर्णन

1	मधुकर स्याम	—	नवल किशोर
2	बिनु गोपाल	—	छुंजे
3	संदेसनि मधुबन कूप भरे	—	कपाट अरे
4	निरगुण कोन देस	—	मति नासी
5	उधौ मन	—	सुहात
6	संदेसी देवकी सौ—कहियौ	—	

#### तुलसी

1	वाटिका प्रसंग	—	रामचरित मानस
2	देखन बागु	—	मृग सभीत
3	कंकन किंकिन	—	समय अनुहारी

#### विनय पत्रिका

1	जो पै कृपा	—	काहु न डरे
2	रामचन्द्र ! रघुनायक	—	भवसिन्धु तरें।

#### इकाई 4

मीरा और रसखान पर दो समीक्षात्मक प्रश्न (6+6 अंक) इन दोनों कवियों के निम्नांकित काव्यांश पढ़ने हैं —

1	मन रे परस	—	अगम तारण तरण
2	बसो मेरे नैनन	—	भक्त वछल गोपाल
3	आली री मोरे	—	लोग कहे बिगडी।
4	मैं तो सावरे	—	भगत रसीलां जांची
5	माई री मैं तो	—	पूरब जनम को कोल ।
6	बरजी मैं काहू की	—	सतगुरु शरण गहू ।
7	नहिं भावै थारो	—	वर पायो छै पूरो
8	राणाजी थे क्यां नै	—	इमरत घर दियो जहर
9	पग घुँघरू बाँध	—	हरिचरणां की दासी रे
10	मीरां मगन भई	—	गिरधर पै बलि जाय ।

#### रसखान

#### सुजान रसखान

1	प्राण वही	—	मन भायो
2	बैन वही	—	रस खानी
3	मानुष	—	कदंब की डारन
4	या लकुटी अरू	—	उपर वारौ
5	सेस, गनेस, महेस	—	नाच नचावै
6	ब्रहम में	—	पायन
7	कहा रसखानि	—	कुमार को

8	जो रसना	—	डारन
9	कंस के क्रोध	—	डारसी
10	द्रोपदी औ	—	राखन हारो

### इकाई 5

**क** – एक प्रश्न काव्य शास्त्र से संबंधित पठनीय काव्य के गुण-दोष और शब्द शक्ति

**ख**—छंद अलंकार पर एक प्रश्न छंदः, दोहा, सोरठा, चौपाई, कुंडलियों । अलंकारः अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, व्यतिरेक, प्रतीप, संदेह,

भ्रंतिमान, दृष्टांत और उदाहरण ।

**पाठ्य पुस्तक** – प्राचीन काव्य सं. डॉ. सत्यनारायण शर्मा पंचशील प्रकाशन जयपुर ।

- 60 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 12 अंकों की होगी)
- 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक, टेस्ट10अंक)

### संदर्भ ग्रंथ –

- 1 सूर की काव्यकला – डॉ. मनमोहन गौतम
- 2 सूर सौरभ – डॉ. मुंशीराम शर्मा
- 3 सूर काव्य – हरवंश लाल शर्मा
- 4 तुलसी और उनका युग – जयकिशन प्रसाद
- 5 मुक्तक काव्य परंपरा – डॉ. राम सागर त्रिपाठी और बिहारी
- 6 हिंदी साहित्य का – डॉ नगेंद्र इतिहास
- 7 कबीर – विजयेन्द्र स्नातक
- 8 कबीर – डा. हजारी प्रसाद द्विवेदी
- 9 मीरा – शंभु सिंह मनोहर
- 10 मीरा (शोध ग्रंथ) – डॉ. प्रभात
- 11 मीराबाई – कल्याण सिंह शेखावत
- 12 जायसी के काव्य अध्ययन – डॉ. भीमसिंह का सांस्कृतिक मलिक

## ENGLISH

### Paper I: A Background to English Literature

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

**Rationale:** English is a global language in multilingual country like India. It is considered to be a library language or a window on the world. A good and proficient teacher of English must possess a profound knowledge of the various aspects of English language and literature. In order to acquire a good command over the skills of English language teaching learning, the teacher–students needs to make themselves familiar with the history and development of English language and literature, literary genres, poetic devices etc. The paper aims to provide ample opportunities to gain a good understanding of the above- mentioned dimensions of English language and literature.

**Objectives:****The students will be able to:**

- have an understanding of historical development of English language and literature
- make themselves aware of various literary genres and figures of speech
- make themselves familiar with various schools of thought and literary movements.

**Course Contents: The paper will be divided into five Units.****Unit I: Historical Development of English Language**

The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and other languages and current trends, English as an international language

**Unit II: Literary Genres**

**Poetry** : Lyric, sonnet, ballad, elegy, ode, epic

**Prose** : (i) Fiction: Novel; short story

(ii) Nonfictional prose: Essay, Travelogue; autobiography; biography

**Drama**: Tragedy, Comedy, one-act play, Dramatic Monologue

**Unit III: Figures of Speech**

Simile; metaphor; allegory; alliteration; personification, pun; repetition; onomatopoeia; Transferred epithet, oxymoron; soliloquy; irony; wit; humour; satire; hyperbole; conceit.

**Unit IV: Literary History (i)****Elizabethan Period:**

- Elizabethan Lyrics, songs & sonnets
- University wits
- Metaphysical Poetry

**Neo Classical Period:**

- Eighteenth century Novel
- Augustan Poetry

**Pre-Romantic period:**

- Pre-Romantic Poetry

**Unit V: Literary History (ii)****Romantic period:**

- Romantic Revival poets
- Early Nineteenth century Novel

**Victorian period**

- Victorian poetry
- Victorian Novel

**The present Age:**

- Modern Poetry

- Modern Fiction
- Modern Verse Drama

### **Modes of Learning Engagement**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

- **Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Scheme of Assessment**

- The term-end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

### **Suggested Readings**

1. Abrams, M. H. *A Glossary of Literary Terms*, MacMillan: New Delhi. 2005.
2. Aurobindo, Sri. *The Future Poetry*. Pondicherry: Sri Aurobindo Ashram. 1998.
3. Bate, Jonathan. *English Literature: A Very Short Introduction*. New Delhi: Oxford University Press. 2010.
4. Daiches, David. *A Critical History of English Literature Vol.1 & 2*. New Delhi: Supernova Publishers. 2012.
5. Evans, I. For. *A Short History of English Literature*. New Delhi: Penguin. 2011.
6. Gray, Martin. *A Dictionary of English Literary Terms*. London: Longman. 1994.
7. Hudson, W.H. *An Introduction to the Study of Literature*. New Delhi: Maple Press. 2012.
8. Hudson, W.H. *An Outline History of English Literature*. New Delhi: Maple Press. 2012.
9. Prasad, B. *A Background to the Study of English Literature* Delhi: MacMillan. 1999.
10. Rees, J.A. *English Literature: An Introduction for Foreign Readers*. New Delhi: Macmillan. 1974.
11. Thakur, D. *A Concise History of English*. Patna: Bharti Bhavan, 2008.
12. Wolfreys, Julian. *The English Literature Companion*. New York: Palgrave Macmillan. 2012.

## **Paper II: Poetry and Drama**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60 Internal: 15**

**Rationale:** English has a rich tradition of poetry and drama. A student aspiring to become a teacher of English should be familiar with some of the poetic creations and dramatic achievements of the sixteenth and seventeenth century poets and playwrights. In order to develop a poetic sensibility a student -teacher must read some representative poems of Shakespeare, Ben Jonson, John Donne, Henry Vaughan, Andrew Marvel, Thomas Gray, William Collins, John Milton, John Dryden and Pope in addition to some plays of Shakespeare.

In this paper, Shakespeare's one romantic comedy and one tragedy have been included with a view to giving the students an exposure of the dramatic works of a great poet- playwright of the world.

**Objectives:** The students will be able to:

Acquaint with certain specimens of Elizabethan and Metaphysical and Neo-classical poetry and Develop their analytical and imaginative powers through readings in poetry and their skills in dialogue development through their readings in drama. Derive pleasure out of their readings in poetry and Shakespearean drama.

**Course Contents: The paper will be divided into five Units.**

**Unit I : Explanation**

4 passages for explanation with reference to the contexts from the texts prescribed in units II and III carrying a weight of three (3) marks each.

**Unit II : Poetry (i) (Detailed study)**

Shakespeare	:	Shall I compare thee to a summer's day?
Ben Jonson	:	To Celia
John Donne	:	The Sun Rising
Henry Vaughan	:	The Retreat
Andrew Marvel	:	Thoughts in a Garden

**Unit III: Poetry (ii) (Detailed study)**

Thomas Gray	:	An Elegy written in a country churchyard
William Collins	:	Ode to Evening
John Milton	:	On His Blindness
John Dryden	:	Shadwell
Alexander Pope	:	Ode on Solitude

**Unit IV: Drama (i) (Non-detailed Study)**

William Shakespeare	:	As you Like It
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**Unit V Drama (ii) (Non-detailed Study)**

William Shakespeare	:	Macbeth
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**Modes of Learning Engagement**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

**Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peergroup teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Scheme of Assessment**

- The term- end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

## Suggested Readings

1. Abrams, M.H. et al. *The Norton Anthology of English Literature*. Vol. 1 & 2. 8<sup>th</sup> Edition. New York: W. W. Norton & Company. 2006.
2. Bradley, A.C. *Shakespearean Tragedy*. 4<sup>th</sup> Edition. London: Palgrave Macmillan. 2006.
3. Green, David. (Ed.). *The Winged World: An Anthology of Poems*. New Delhi: Macmillan. 2009.
4. Grierson, H.J. *Metaphysical Poems and Lyrics of the 17<sup>th</sup> Century*. London. Oxford University Press. 1927.
5. Ker, W.P. & Chambers, R.W. (Ed.). *Form and Style in Poetry: Lectures and Notes*. London: Macmillan. 1928.
6. Nair, V. G. (Ed.). *The Harp and the Lyre*. Hyderabad: Orient Longman. 1972.
7. Palgrave, F.T. & John Press. *Palgrave's Golden Treasury*. Oxford: Oxford University Press. 2002.
8. Sethna, K.D. *Sri Aurobindo on Shakespeare*. Pondicherry: Sri Aurobindo Ashram. 2008
9. Yadav, Saryug. *Challenges of Teaching English Language and Literature in the Age of Globalisation*. New Delhi: Lakshi Publishers. 2014.

## बी.ए. पार्ट प्रथम संस्कृत

### सामान्य निर्देश:

1. परीक्षा का माध्यम संस्कृत, हिन्दी अथवा अंग्रेजी होगा।
2. प्रश्न पत्र केवल संस्कृत में बनाया जाएगा।
3. प्रत्येक प्रश्न पत्र में 10 प्रतिशत अंक संस्कृत माध्यम से उत्तर देने के लिए निर्धारित हैं। अन्य प्रश्नों के उत्तर संस्कृत, हिन्दी अथवा अंग्रेजी में दिये जा सकते हैं।
4. संस्कृत एवं हिन्दी के लिए देवनागरी लिपि ही मान्य होगी।
5. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययनाध्यापन का माध्यम संस्कृत हो।

### पाठ्यक्रम एवं परीक्षा योजना:-

- दो प्रश्न पत्र न्यूनतम उत्तीर्णांक 72 पूर्णांक 200  
प्रथम प्रश्न पत्र समय 3 घंटे न्यूनतम उत्तीर्णांक 36 पूर्णांक 100  
द्वितीय प्रश्न पत्र समय 3 घंटे न्यूनतम उत्तीर्णांक 36 पूर्णांक 100

## प्रथम प्रश्न पत्र

समय 3 घंटे पूर्णांक 100 अंक

### प्राचीन संस्कृत साहित्य एवं अलङ्कार अंक विभाजन

- इकाई-1 (क) नाटक से व्याख्या (हिन्दी एवं संस्कृत) 24 अंक (ख) सामान्य प्रश्न 6 अंक  
इकाई-2 वाल्मीकि रामायण बालकांड प्रथम सर्ग 15 अंक  
इकाई-3 स्मृति - (क) व्याख्या 10 अंक (ख) लघूत्तरात्मक प्रश्न 10 अंक  
इकाई-4 कथासाहित्य (क) गद्य एवं पद्य का अनुवाद 14 अंक (ख) सामान्य प्रश्न 6 अंक  
इकाई-5 अलङ्कार - लक्षण एवं उदाहरण 15 अंक योग 100 अंक पाठ्यक्रम  
इकाई 1 नाटक - (भासकृत) स्वप्नवासवदत्तम्  
इकाई 2 वाल्मीकि रामायण-बालकांड (प्रथम सर्ग)  
इकाई 3 स्मृति - मनुस्मृति-द्वितीय अध्याय  
इकाई 4 कथा साहित्य- हितोपदेश-मित्रलाभ (वृद्धवशिक व लीलावती कथा को छोड़कर)  
इकाई 5 अलङ्कार - काव्यदीपिका (अष्टमशिखा) से निम्नलिखित अलङ्कार निर्धारित हैं-

1. अनुप्रास, 2. यमक, 3. श्लेष, 4. उपमा, 5. उत्प्रेक्षा, 6. रूपक, 7. अपहृति, 8. समासोक्ति, 9. निदर्शना, 10. अतिशयोक्ति,

11. दृष्टान्त, 12. दीपक, 13. व्यतिरेक, 14. विभावना, 15. विशेषोक्ति, 16. अर्थान्तरन्यास, 17. भ्रान्तिमान्, 18. काव्य लिङ्ग,  
19. परिसंख्या विस्तृत अंक योजना (प्रश्न पत्र संस्कृत में बनाया जाएगा)

**इकाई-1** (क) नाटक-स्वप्नवासवदत्तम्-एक श्लोक की संस्कृत में व्याख्या प्रथम अंक से) 10 अंक

(ख) स्वप्नवासवदत्तम् से दो श्लोकों की व्याख्या 14 अंक

(ग) स्वप्नवासवदत्तम् से सामान्य प्रश्न 6 अंक

**इकाई-2** वाल्मीकि रामायण बालका ड प्रथम सर्ग -

(क) दो श्लोकों का अनुवाद 8 अंक

(ख) एक सामान्य प्रश्न 7 अंक

**इकाई-3** मनुस्मृति (क) दो श्लोकों की व्याख्या 10 अंक

(ख) पांच लघूत्तरात्मक प्रश्नों के उत्तर 10 अंक

**इकाई-4** हितोपदेश (क) दो में से एक गद्यख ड का अनुवाद 7 अंक

(ख) दो में से एक श्लोक का अनुवाद 7 अंक

(ग) सामान्य प्रश्न 6 अंक

**इकाई-5** तीन अलंकारों के लक्षण एवं उदाहरण 15 अंक योग 100 अंक

अ. परीक्षकों के लिए सामान्य निर्देश :-

1. प्रश्न पत्र का निर्माण संस्कृत माध्यम से किया जावे।
2. प्रश्न पत्र इकाइयों में विभक्त हो।
3. पाठ्यक्रम में कुछ अंश संस्कृत माध्यम से उत्तर देने के लिए निर्धारित है। अतः उसे ही संस्कृत माध्यम से उत्तर देने के लिए पूछें।
4. पाठ्यक्रम में कुछ न कुछ परिवर्तन होता है अतः पूर्ववर्ती प्रश्न पत्र को प्रमाण न मानें।

ब. परीक्षार्थी प्रत्येक प्रश्न के सभी भागों का उत्तर निरन्तर लिखे पाठ्यपुस्तकें एवं सहायक पुस्तकें

1. स्वप्नवासवदत्तम् (भास) - डॉ. श्रीकृष्ण ओझा, अभिषेक प्रकाशन, जयपुर
2. स्वप्नवासवदत्तम् (भास) - पं. तारि गीश झा
3. स्वप्नवासवदत्तम् (भास)-आ. जगदीश प्रसाद पा डेय, भारतीय विद्या प्रकाशन, दिल्ली
4. स्वप्नवासवदत्तम् (भास) - डॉ. रूपनाराय त्रिपाठी, हंसा प्रकाशन, जयपुर
5. वाल्मीकि रामायण - बालका ड (प्रथम सर्ग) - श्यामलाल शर्मा, अभिषेक प्रकाशन, जयपुर
6. वाल्मीकि रामायण - गीता प्रेस, गोरखपुर
7. मनुस्मृति (द्वितीय अध्याय) - डॉ. कमलनयन शर्मा, जगदीश संस्कृत पुस्तकालय, जयपुर
8. मनुस्मृति (द्वितीय अध्याय) - हरगोविन्द शास्त्री, चौखम्बा संस्कृत संस्थान
9. मनुस्मृति (द्वितीय अध्याय) - गीता प्रेस, गोरखपुर
10. हितोपदेश (मित्रलाभ) - आ. शेषराज शर्मा, चौखम्बा प्रकाशन
11. हितोपदेश (मित्रलाभ) - आ. शिवप्रसाद द्विवेदी, भारतीय विद्या प्रकाशन
12. काव्यदीपिका - श्रीकृष्ण त्रिपाठी, चौखम्बा सुरभारती
13. अलंकारामोद - डॉ. महाप्रभुलाल गोस्वामी, चौखम्बा संस्कृत-संस्थान
14. अलंकारप्रकाश - डॉ. जयमन्त मिश्र, मोतीलाल बनारसीदास, दिल्ली
15. धर्मशास्त्र का इतिहास - डॉ. पी.वी. काणे

**द्वितीय प्रश्न पत्र**

**समय - 3 घंटे पूर्णांक 100**

**द्वितीय प्रश्नपत्र - भारतीय संस्कृति के तत्त्व, पद्य साहित्य, अनुवाद एवं व्याकरण**

अंक विभाजन

इकाई-1 भारतीय संस्कृति के तत्त्व 20 अंक

इकाई-2 पद्य साहित्य 20 अंक

इकाई-3 (क) अनुवाद (हिन्दी से संस्कृत) 10 अंक



(ख) अपठित गद्य ख ड का अर्थावबोध 10 अंक

इकाई—4 व्याकरण, संज्ञाप्रकरण अच्, हल् एवं विसर्ग सन्धि 20 अंक

इकाई—5 रूपज्ञान: - (क) शब्दरूप 10 अंक

(ख) धातुरूप 10 अंक योग 100 अंक

**इकाई-1** भारतीय संस्कृति के तत्त्व (वैदिक काल से सातवीं शताब्दी तक)

(क) भारतीय संस्कृति - पृष्ठभूमि एवं विशेषताएँ

(ख) धार्मिक, सामाजिक, आर्थिक एवं राजनीतिक स्थिति

(ग) वर्षा, आश्रम एवं संस्कार (विवाहों के प्रकार सहित)

(घ) त्रिविधऋण एवं पंच महायज्ञ

(ङ) शिक्षा

(च) भारतीय संस्कृति का मानव कल्याण में योगदान

**इकाई-2** पद्य साहित्य - रघुवंश (कालिदास) द्वितीय सर्ग 20 अंक

**इकाई-3** अनुवाद - (अ) हिन्दी से संस्कृत में अनुवाद 10 अंक (ब) अपठित गद्यख ड का अर्थावबोध 10 अंक

**इकाई-4** व्याकरण लघुसिद्धान्त कौमुदी (संज्ञा प्रकरण, अच्, 20 अंक हल् एवं विसर्ग)

**इकाई-5** (अ) शब्दरूप - राम, सर्व, हरि, सखि, पति, गुरु, पितृ, दातृ, गो, रमा, मति, नदी, स्त्री, धेनु, वधू, मातृ, ज्ञान, वारि, जगत्, नामन्, आत्मन्, युवन्, राजन्, विद्वस्, वाच्, दिश, तद्, एतद्, किम्, अस्मद्, युष्मद्, इदम्, अदस् एक से शतम् तक संख्यावाची शब्द। अजन्त 5 अंक+ हलन्त 5 अंक

(आ) धातुरूप - (भू एवं एध् के दस लकारों में रूपज्ञान 5 अंक

(पठ, पच्, गम्, दृश्, सेव्, अद्, दुह्, हन्, हु, दा, दिव्, सु, तुद्, रुध्, तन्, क्री, ज्ञा, चर्, (लट, लोट, लङ्, विधिलिङ्ग एवं लृट्)

इन लकारों में रूप पूछे जाएँगे। 5 अंक

विस्तृत अंक योजना (प्रश्न पत्र संस्कृत में बनाया जाएगा) 1. भारतीय संस्कृति के तत्त्व

(क) दो प्रश्नों में से एक प्रश्न का उत्तर 10 अंक

(ख) चार टिप्पणियों में से दो का उत्तर 5+5= 10 अंक 2. पद्य साहित्य

(ग) रघुवंश द्वितीयसर्ग से दो श्लोकों का सप्रसंग अनुवाद 5+5= 10 अंक

(घ) रघुवंश द्वितीयसर्ग से एक श्लोक की सप्रसंग व्याख्या 5 अंक

(ङ) रघुवंश से सामान्य एक प्रश्न 5 अंक 3. (क) अनुवाद (हिन्दी से संस्कृत में अनुवाद) 10 अंक

(च) रनातक स्तर के गद्य ख ड (10 पंक्तियों) का अर्थावबोध 10 अंक 4. व्याकरण : लघुसिद्धान्त कौमुदी

(छ) संज्ञाप्रकरण से दो सूत्रों की व्याख्या 4 अंक

(ज) अच् सन्धि (तीन प्रयोगों की सिद्धि) 6 अंक

(अ) हल् सन्धि (तीन प्रयोगों की सिद्धि) 6 अंक

(ब) विसर्ग सन्धि (दो सूत्रों की सोदाहरण व्याख्या) 4 अंक 5. शब्दरूप एवं धातुरूप

(स) निर्धारित शब्दों में से दो अजन्त एवं दो हलन्त शब्दों का रूपलेखन 5+5=10 अंक

(खद्) निर्धारित धातुओं में से भू एवं एध् के 10 लकारों में रूपज्ञान 5 अंक

एवं अन्य धातुओं के निर्धारित 5 लकारों में रूपज्ञान 5 अंक

अ. परीक्षकों के लिए सामान्य निर्देश :-

1. प्रश्न पत्र का निर्माण संस्कृत माध्यम से किया जावे।

2. प्रश्न पत्र इकाइयों में विभक्त हो।

3. पाठ्यक्रम में कुछ अंश संस्कृत माध्यम से उत्तर देने के लिए निर्धारित है। अतः उसे ही संस्कृत माध्यम से उत्तर देने के लिए पूछें।

4. पाठ्यक्रम में कुछ न कुछ परिवर्तन होता है अतः पूर्ववर्ती प्रश्न पत्र को प्रमाण न मानें।

ब. परीक्षार्थी प्रत्येक प्रश्न के सभी भागों का उत्तर निरन्तर लिखें। पाठ्यपुस्तकें एवं सहायक पुस्तकें-

1. भारतीय संस्कृति के मूल तत्त्व - डॉ. श्रीकृष्ण ओझा, आदर्श प्रकाशन, जयपुर

2. भारत की प्राचीन संस्कृति - डॉ. रामजी उपाध्याय

3. भारतीय संस्कृति - दामोदर सातवलेकर

4. भारतीय संस्कृति और कला – वाचस्पति गैराला
5. रघुवंश (द्वितीय सर्ग) – डॉ. जगन्नाराय I पा डेय, जगदीश संस्कृत-पुस्तकाल
6. रघुवंश (द्वितीय सर्ग) – धारादत्त मिश्र, मोतीलाल बनारसीदास
7. रघुवंश (द्वितीय सर्ग) – ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत-संस्थान
8. लघुसिद्धान्त कौमुदी – डॉ. रामविलास चौधरी, मोतीलाल बनारसीदास, दिल्ली
9. लघुसिद्धान्त कौमुदी – भीमसेन शास्त्री, भैमी प्रकाशन, दिल्ली
10. लघुसिद्धान्त कौमुदी – डॉ. सुरेन्द्र देव स्नातक, चौखम्बा पब्लिशर्स, वाराणसी
11. लघुसिद्धान्त कौमुदी – डॉ. महेश सिंह कुशवाहा
12. लघुसिद्धान्त कौमुदी – हरेकान्त मिश्र, भारतीय विद्या प्रकाशन, दिल्ली
13. रचानानुवादकौमुदी – डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन
14. लघुसिद्धान्त कौमुदी – श्रीधरानन्द शास्त्री
15. कालिदास – डॉ. मिराशी
16. कालिदास – चन्द्रबली पाण्डेय
17. अ नुवाद चन्द्रिका – श्रीचक्रधर हंस नौटियाल, मोतीलाल बनारसीदास, दिल्ली

## PAPER I - JADEED NASR

### Inshaia, Khaka Aur Reportaz

**Contact Hours: 4 periods per Week**

**Maximum Marks: 15**

**75 Examination Duration: 3 Hours**

**External : 60**

**Internal:**

#### Unit I

There are two parts of this unit. Part Ist contains six objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carry three marks and word limit for answer shall be up to 100 words.

#### Unit II

Explanation of two extracts out of three extracts, from prescribed lessons with reference and context. Each extract carry six marks.

#### Unit III

Reportaz ka Taaruf,  
Urdu mne Reportaz Nigari.  
Shamil-e-Nisab asbaq mne se Kisi ek sabaq ka khulasa.

#### Unit IV

Shamile nisab Inshaia nigaron aur khaka nigaron ki hayat, shakhsiyat aur fan ka tanquidi jayza.

#### Unit V

Urdu mne Inshaia nagari ki Riwayat Urdu mne khaka  
Nigari ki Riwayat. Inshaia aur khaka mnebuniyadi farq.

#### **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

#### **Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Assessment Modalities**

The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments: one oral presentation and one written assignment. It will carry a weight age of five (05) marks.

**Text Book:** Intikhab-e-Nasr, Part II, U.P. Urdu Academy ke mundarja zail asbaq.

1. Rashid-ul-Kheri : Mazloom ki Fariyad
2. Sajjad Haider Yalderam : Mujhe mere doston se bachao
3. Farahat-ullah-Beg : Yar Bash
4. Pitras Bukhari : Lahore ka Jugrafia
5. Maulvi Abdul Haq : Hali
6. Prem Chand : Adab ki Garz-o-Gayat
7. Brij Mohan Dattatreya Kaifi : Lafz kyon kar bante hain

## **PAPER II - JADEED NAZM**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

### **Unit I**

There are two parts of this unit. Part I contains six objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carry three marks and word limit for answer shall be up to 100 words.

### **Unit II**

Explanation of two extracts out of three extracts from prescribed text with reference and context. Each extract carries Six marks.

### **Unit III**

Jadeed Urdu shayari ka Aghaz.

Jadeedshayari ki khususiyat.

Urdu mne Jadeed shayari ki riwayat.

### **Unit IV**

Shamil-e-nisab shayron ki hayat aur adbi khidmat ka tanquidi jayaza.

### **Unit V**

Nazm ka Taaruf.

Nazm ki Aqsam : Nazme azad aur Nazme – Moarra

Shamile Nisab kisi ek nazm ka markazi khayal.

### **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches,

Imparting knowledge by means of creating situations.

## Tutorials/ Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

## Assessment Modalities

The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**Text Book:** Intikhabe – Manzumat Pt I U.P. Urdu Academy (following lessons only)

1.	Nazeer Akbarabadi	:	Holi, Banjaranama
2.	Maulana Hali	:	Marsiya Dilhi
3.	Akbar Allahabadi	:	Farzi Lateefa, Mustaqbil
4.	Suroor Jahanabadi	:	Faze-e-Barshigal, Ganga
5.	Chakbast	:	Ramayan ka ek seen
6.	Iqbal	:	Naya Shivala, Shoa-e Ummeed
7.	Faiz Ahmad Faiz	:	Nisar main teri galiyon ke

## BA-B.ED part 1st

### पंजाबी साहित्य

उद्देश्य :-

- पंजाबी भाषा संरचना में पंजाबी शब्दों के स्वरूप व तत्त्वों का ज्ञान प्राप्त कराना।
- भाषा सीखने की मौखिक अभिव्यक्ति का उच्च स्तर पर विकास कर सृजनात्मक दक्षता विकसित करना।
- पंजाबी भाषा के विविध रूपों व भाषा व साहित्य सम्बंध और उसकी अभिव्यक्ति को जानना।
- श्रवण, पठन मौखिक लेखन सम्बंधित भाषाओं कौशलों का ज्ञान देना।
- पंजाबी की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना।
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कराना और समायोजित कराना।
- पंजाबी भाषा में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों का ज्ञान देना।

### पंजाबी साहित्य

#### (प्रथम प्रश्न पत्र)

कुल अंक: 75 (सैद्धान्तिक परीक्षा 60 अंक, आंतरिक मूल्यांकन 15 अंक ) समय – अधिकतम 3 घंटे

सामान्य निर्देश: –

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्नपत्र केवल पंजाबी में ही बनाया जाएगा।
2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी।
3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो।

#### इकाई 1

काव्य संग्रह "शब्द सवेरा" में से काव्य टुकड़ियों की प्रसंग सहित व्याख्या

#### इकाई 2

काव्य संग्रह “शब्द सवेरा” में से कविताओं का केन्द्रीय भाव, विषय वस्तु अथवा सारांश

### इकाई 3

निर्धारित नावल “पवित्र पापी” का कथा सार/चरित्र चित्रण/विषय वस्तु

### इकाई 4

एकांकी संग्रह “छः दर्शन” में से वार्तालाप टुकड़ियों की प्रसंग सहित व्याख्या

### इकाई 5

एकांकी संग्रह “छः दर्शन” में से एकांकी का कथा सार, विषय वस्तु, चरित्र चित्रण अथवा साहित्य आलोचना पाठ्य पुस्तकें:—

1. शब्द सवेरा (काव्य संग्रह)—हरिभजन सिंह, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाब यूनिवर्सिटी, चडीगढ़
2. छः दर्शन (एकांकी संग्रह)—संत सिंह सेखों, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाब यूनिवर्सिटी, चडीगढ़
3. पवित्र पानी (नावल) नावलकार—नानक सिंह, प्रकाशक: लोक साहित्य प्रकाशन, अमृतसर।

## पंजाबी साहित्य

### (द्वितीय, प्रश्न पत्र)

कुल अंक: 75 (सैद्धान्तिक परीक्षा 60 अंक, आंतरिक मूल्यांकन 15 अंक ) समय – अधिकतम 3 घंटे  
सामान्य निर्देश: —

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्नपत्र केवल पंजाबी में ही बनाया जाएगा।
2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी।
3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो।

### इकाई 1

काव्य संग्रह “शब्द सवेरा” में शामिल कवि का जीवन, साहित्यिक योगदान एवं काव्य कला का परिचय।

### इकाई 2

पंजाबी के उद्भव काल के समय से 1700 ई. तक उपजी साहित्यिक धारा से संबंधित प्रश्न।

### इकाई 3

व्याकरण ज्ञान— विश्राम चिन्ह, शब्द जोड़ , शुद्ध वाक्य बनाना , वचन परिवर्तन।

### इकाई 4

व्याकरण ज्ञान— अनेकार्थ शब्द, समानार्थक शब्द, विपरीतार्थक शब्द, लिंग परिवर्तन।

### इकाई 5

रस, अलंकार एवं छंद का अर्थ, परिभाषा एवं प्रकार।

सहायक पुस्तकें:—

1. पंजाबी साहित्य का इतिहास (आदिकाल से 1700 ई.) पब्लिकेशन ब्यूरो, पंजाबी यूनिवर्सिटी, पटियाला।
2. पिंगल अते अरुज—जोगिन्दर सिंह, पंजाबी साहित्य अकादमी, लुधियाना
3. साहित्य के रूप— किरपाल सिंह व परमिन्द्र सिंह, लाहोर बुक शॉप, लुधियाना।
4. पंजाबी साहित्य की उत्पत्ति ते विकास— किरपाल सिंह व परमिन्द्र सिंह, लाहोर बुक शॉप, लुधियाना।
5. खोज पत्रिका, पंजाबी यूनिवर्सिटी, पटियाला।
6. अजोकी पंजाबी का व्याकरण, पंजाब स्कूल सिखिया बोर्ड, साहिबजादा अजीत सिंह नगर।

## HISTORY

### PAPER I: Evolution of Indian Culture and Thought

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60 Internal: 15

#### OBJECTIVE

1. It is important that our youngsters are made aware of the glorious part of our country. Our past is not only glorious but it is a source of inspiration.
2. It is our sages who contributed to enrich our past. Our sages did never hanker after personal glorification. They spread Indian culture and civilization not only within our country, but also in distant lands. It is only for this reason that our country became the center of knowledge tourism and greatest centers of learning thrived in this country.
3. Our country also becomes a centre of fine arts such as dance, music, drawing painting etc. Moreover, no country in this world can boast of the artistic monuments, in number as well as quality of which we in this country can proud of.
4. We hope that study of Indian culture and thought will enrich the knowledge of students regarding a period of our history about which little is known.

#### CONTENTS:

##### Unit I

- a) Indian Culture : salient features; unity in diversity
- b) Vedic Literature, Religion and Philosophy
- c) Varnashram system, Shodash Sanskars: Purusharthas
- d) Six systems of Indian Philosophy

##### UNIT II

- a) Religious and Philosophical teachings of Jainism and Buddhism. Contribution of Jainism and Buddhism to Indian culture.
- b) Main Centres of Ancient Indian Education
- c) Greater India: Expansion of Indian culture abroad

##### UNIT III

- a) Significance of Epic period
- b) Impact of Ramayan and Mahabharat of Indian society, Cultural importance of Puranas
- c) Vaishnavism, Shaivism and Shaktism
- d) Development of Science in ancient India up to Guptas

##### UNIT IV

- a) Legacy of Kalidas and Tulsidas
- b) Development of Art and Architecture: Maurayn Art, Development of Indigenous Art, Gupta temple Architecture and Sculpture, Pallav and Chola Art.
- c) Mughal Architecture and Painting

## UNIT V

- A) Bhakti cult and Sufism  
B) Contribution of socio religious reformers– Raja Ram Mohan Roy, Vivekanand, Dayanand Saraswati, Jyotiba Phule, Sir Saiyyad Ahmad Khan, Annie Besant, Bhim Rao Ambedkar and Mahatma Gandhi  
C) Significance of ideas of Subhash Chandra Bose and Tagore

### o Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches imparting knowledge by means of creating situations.

### o Tutorials/Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods; Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

### Assessment Modalities

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments one oral presentation and one written assignments (5)

Semester and Examination will be for 60 marks. Each unit will carry a weightage of 12 marks.

- |   |                      |   |   |
|---|----------------------|---|---|
| 1 | A.L.Srivastava       | : | Mediaeval culture                                     |
| 2 | V.S.Agarwal          | : | Indian Art, Vol.I                                     |
| 3 | R.C.Majumdar         | : | History and Culture of Indian People,(relevant vol..) |
| 4 | D.P. Chattopadhaya   | : | Indian Philosophy                                     |
| 5 | रामधारी सिंह दिनकर   | : | संस्कृति के चार अध्याय                                |
| 6 | के. डी. वाजपेई       | : | भारतीय कला  |
| 7 | सत्यकेतु विद्यालंकार | : | भारतीय संस्कृति का विकास                              |
| 8 | बी.एन. लूणिया        | : | प्राचीन भारतीय संस्कृति                               |
| 9 | राधा कुमद मुखर्जी    | : | भारतीय संस्कृति                                       |

## PAPER II- EARLIEST TIMES TO REFORMATION

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60 Internal: 15

### OBJECTIVES

1. The intention behind having the paper at the early stage to let him imbued with a panoramic view of world history.
2. It will provide the student to have a general approach as a result he will not lose himself in the world.
3. It will become easier to have a macro view before studying the micro.

## UNIT I

- a) Salient features of Palaeolithic, Mesolithic and Neolithic cultures.
- b) Ancient civilizations - causes of the growth of civilizations in the River valley regions.
- c) Egypt – State, society, Religion, Art and Architecture, development of Science.
- d) Mesopotamia – State, Society, Religion, Art and Architecture, Science and Technology, Trade and Commerce.

## UNIT II

- A) Civilization of Greece – Evolution of Greek city states and society.
- B) Development of Religion, Philosophy, Literature, Science, Art and Architecture in Greece.
- C) Roman civilization – Political ideas and institutions, Roman law.
- D) Rise of Imperialism, Roman society, development of literature, Science, Art and Architecture.

## UNIT III

- A) Sindhu – Saraswati civilization - salient features.
- B) Society, religion, science, art and architecture in Sindhu Saraswati Civilization,
- C) Civilization of ancient China state, society, religion, philosophy, science, art and architecture in China.

## UNIT IV

- A) Disintegration of Roman empire. Rise of feudalism and its impact.
- B) Transition from ancient society to medieval society.
- C) Trade, Trade routes and commerce
- D) Rise of Christianity.

## UNIT V

- A) Rise of Islam and advent of Arabs evolution of Islamic state under Ummayyids and Abbasides.
- B) Crusades and their impact on Europe.
- C) Renaissance
- D) Reformation

### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### **• Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Assessment Modalities**

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments one oral presentation and one written assignments (5)



Semester and Examination will be for 60 marks. Each unit will carry a weight age of 12 marks.

### RESOURCE BOOKS

1. J.E.Swain - History of World Civilisation
2. U.N.Rao - World History
3. Frankfort, Henri- The Birth of civilization in the Near East
4. Will Durant- The Story of Civilisation (Relevant portions of Vol. I to VI)
5. सुरेन्द्र माधव पाठक- विश्व की प्राचीन सभ्यताएं
6. एस आर गोयल- विश्व की प्राचीन सभ्यताएं
7. जैन एवं माथुर- विश्व इतिहास (1500-1950)
8. मैजेनिस, एलिस, ऐपल एवं कॉनरेड- संसार का इतिहास

### GEOGRAPHY

Scheme	Exam Duration	Max. Marks	Min. for pass
Paper I	3 hrs.	40 (External)	36
		10 (Internal)	
Paper II	3 hrs.	40 (External)	
		10 (Internal)	
Practical	5 hrs.	50	18

### PAPER I: PHYSICAL GEOGRAPHY (LITHOSPHERE)

**Examination Duration: 3 Hours**

**Max. marks 40**

**Objectives:** The objective of this Paper is to introduce the latest concepts in Physical Geography, essentially geomorphology, to the students of geography in a brief but adequate manner.

#### Unit-I

The nature and scope of Physical Geography: Inter relation of Physical Geography with other branches of earth science, the place of Geomorphology in Physical Geography, Geological Time scale

#### Unit-II

Shape and size of the earth, Motions of the Earth and its satellite, Mathematical location of Places on the Globe, Standard Time, Time Zones and the International Date Line

#### Unit-III

Earth's interior: Wegener's theory of Continental drift, Theories of Mountain Building – July and Kober; Plate Tectonics, Isostasy. Earth Movements: Diastrophic forces – Faults and folds. Sudden Endogenetic Forces – Earthquake and Volcano

#### Unit-IV

Rocks: Origin and Composition of rocks; Weathering and Soil Formation, Concept of Cycle of Erosion – Davis and Penck

#### Unit-V

Major Land forms associated with Fluvial, Karst, Glacier, Aeolian and Coastal landscapes

### Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Assessment Modalities**

The end examination will be of 40 marks. Each unit will carry a weightage a 08 marks.

36% marks will be essential for passing the examination both in theory and practical.

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

### **Books recommended:**

1. Strahler, A.H. & Strahler A. H.: Elements of Physical Geography
2. Wooldridge S.W. : The physical basis of geography, Longman's Green & Co. London 1959.
3. Mathur I. R. : Climatology, Mc.Graw Hill, New York
4. Banerjee H.C. &D.S. : Mosam Vigyan, Rajasthan Upadhyaya Hindi Granth Academy, Jaipur.
5. Gerald S. : General Oceanography- An introduction, John Willey & Sons, New York.
6. Finch & Trewartha : Elements of Physical Geography
7. Negi : Physical Geography
8. Sharma R. C. : Oceanography for Geography, Chaitanya Publishers, Allahabad.

## **PAPER II: HUMAN GEOGRAPHY**

**Examination Duration: 3 Hours**

**Max. marks 40 Objectives:** The

objectives of this course are to acquaint the students with the nature of man environment relationship and human capability to adopt and modify the environment under its varied conditions from primitive life style to the modern living, to identify and understand environment and population in terms of their quality and spatial distribution pattern and to comprehend the contemporary issues facing the global community.

### **Unit -I**

Development and history of human geography; Approaches of Human Geography; Elements of Human Geography; Branches of human geography; Concepts of man environment relationship; Concept of dualism in geography.

### **Unit-II**

Division of races of mankind: spatial distribution, physical and social profile of racial groups, ethnic groups and tribal groups in the world and in India; Early economic activities of man: food gathering, hunting, fishing and shifting cultivation.

### **Unit- III**

Human adaptation to environment (i) Cold Region -Eskimo; (ii) Hot Region -Bushman (iii) Plateau - Gonds (iv) Mountain- Khasi (v) Plain- Santhal. Social and Economic activities and adaptation in modern society by these.

### **Unit- IV**

Distribution of population; factors influencing it; Concepts of over population, under population and optimum population. Demographic Transition Theory; Migration-internal and international; Problem of over population in

India and its remedial measures.

### Unit- V

Settlement: Origin and types of settlements; Rural Settlement -Pattern of Rural settlements; House types and Building materials: Urban settlement - Origin of towns; patterns of cities; functional classification cities; zoning of cities; Christaller's theory; Umland; Urbanization and problems; Slums; Town

### Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### Tutorials/Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during

### Assessment Modalities

- The end examination will be of 40 marks. Each unit will carry a weightage a 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

### Books recommended

1. Bergwan, Edward E: Human Geography; Culture, Connection and Land Scape, Prentice-Hall, New Jersey. 1995.
2. Carr, M: Patterns, Process and change in Human Geography, Mc Millan Education London,
3. Fellman, J. L.: Human Geography-Landscapes of Human Activities. Brown and Benchman Pub., U.S.A., 1997.
4. De Blij H.J.: Human Geography, Culture, Society and Space, John Wiley, New York, 1996.
5. डॉ कौशिक : मानव भूगोल के सरल सिद्धांत, रस्तोगी एंड कंपनी, मेरठ
6. विश्वनाथ द्विवेदी एंड कनोजिया: मानव भूगोल के सिद्धांत, किताब महल, इलाहाबाद
7. काशीनाथ सिंह एवं जगदीश सिंह – आर्थिक भूगोल के मूल तत्व, पब्लिकेशन वाराणसी।
8. कांस्वा – मानव एवं पर्यावरण
9. गूजर डॉ. आर. के. एवं जाट डॉ बी सी : मानव भूगोल, पंचशील प्रकाशन जयपुर

### GEOGRAPHY PRACTICAL

**Contact Hours: 4 periods per Week      Maximum Marks: 50      20-25/Batch**

**Examination Duration: 5 Hours**

### SCHEME

1.	Lab. Work (Written Examination – 3 hours duration, 3 problems out of 4 Problems)	30
2.	Record work and viva-voce	10
3.	Field survey and viva voce (2 hours duration)	<u>10</u>
	Total	<b>50</b>

### CONTENT

1. Scales - Plain, diagonal and comparative-different units.

2. Enlargement, reduction and combination of maps-Square, Similar Triangle and Pantograph. Measurement of distance and computation of Area on maps.
3. Methods of representation of relief- Hachures, Hill Shading, and Layer tint, Contours etc. Relief features, types of slopes, valleys, waterfall, Gorge, meanders, plateaux, conical hill, Ridge, Saddle & Pass to be drawn, with the help of contours shown in Topographical sheets of different physiographic regions, profile Drawing.
4. Study of Topographical sheets, Scheme of Indian toposheets. Interpretation of a hilly and a plain area of India in respect of relief, drainage, Human settlement, Transport & Communication Pattern.
5. Chain and Tape survey- Importance, Appliances, Methods and Plotting.

#### **Books Recommended**

1. Singh R L. : Practical Geography .
2. Monk House, F.J. and Wilkinson, H.R: Map and Diagrams, Methuen, London 1994.
3. Robinson, A.H.: Elements of Cartography, John Willey & Sons, New York.
4. Mishra, RP. : Fundamental of Cartography, Macmillon, New Delhi.
5. Kellaway, Georgep: Man Projections, Mathuen & Co., London.
6. Steers, J.K.: Man Projections, University of London Press, London.

### **POLITICAL SCIENCE**

#### **PAPER I- FOUNDATIONS OF POLITICAL THEORY**

**Contact Hours: 4 periods per Week**

**Maximum Marks:75**

**Examination Duration: 3 Hours**

**Theory: 60 Internal: 15**

#### **OBJECTIVES**

1. On completion of the course the students – Teacher will be able to: Understand the nature and scope of Political Theory.
2. Distinguish between the traditional and modern perspectives of Political Theory. To understand some basic concepts of Political Theory.
3. Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State Understand and analyses various systems of governance.
4. Acquaint themselves with various aspects and agents involved in the political process. To understand and analyse the basic aspects of major Political ideologies.

#### **CONTENTS:**

##### **UNIT I Political Theory**

Meaning, Nature and Scope, its Normative and Empirical perspectives, Behaviouralism and Post-Behaviouralism Decline and Revival of Political Theory.

##### **UNIT II Concepts**

Power (Laswell), Authority (Max Weber), Political system (Easton) (Almond), Political Development (Lucian Pye), Social Change, E-Governance. Political Culture

### **UNIT III State**

Meaning and its elements, Specific theories of origin of State, Divine Social Contract and Evolutionary, Sovereignty, Rights, Liberty, Equality Justice and Citizenship.

### **UNIT IV Forms of Governments**

Democracy and Dictatorship, Parliamentary and Presidential systems, Unitary and Federal systems, Political parties, Pressure groups, Theories of Representation.

### **UNIT V Major Political Ideologies**

Idealism, Liberalism, Marxism, Feminism, Sarvodaya.

#### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

#### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Assessment Modalities**

The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments: one oral presentation and one written assignment.

It will carry a weightage of five (05) marks.

#### **Recommended readings**

1. ओम प्रकाश गाबा – राजनीति सिद्धांत की रूपरेखा, मयूर पेपरबैक्स नोएडा
2. ज्ञान सिंह संघु – राजनीति सिद्धांत, हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली
3. डॉ. श्री राम वर्मा, राजनीति विज्ञान के मूल आधार, कालेज बुक हाऊस जयपुर
4. जे सी जौहरी – आधुनिक राजनीति विज्ञान के सिद्धांत, स्टर्लिंग पब्लिशर्स प्रा. लि. नई दिल्ली, 1992
5. राय, वर्मा व कुमार – राजनीति सिद्धांत, ज्योति बुक डिपो प्राइवेट लिमिटेड, करनाल
- 6- G.A.Almond: Comparative Politics Today: A world view, 7<sup>th</sup> ed, New York, London.
- 7- Sir, Barker, Principles of Social and Political theory
- 8- N.P.Barry, Introduction to Modern Political Theory, London, Macmillan, 1995.
- 9- A Brochl, Political theory: The foundations of Twentieth Century Political Thought, Bombay, The Times of India Press, 1965.
- 10- D. Easton, the Political System: An Inquiry into the state of Political Science, New York, Wiley 195

## **PAPER II**

### **REPRESENTATIVE INDIAN POLITICAL THINKERS**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

#### **OBJECTIVES:**

- To understand the fundamentals of ancient Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.
- To understand and appreciate major streams of social and religious reforms in India in the 19<sup>th</sup> century and also the interaction between religion and political awakening.

- To understand and appreciate different streams of nationalism in Indian political thinking.
- To understand the various aspects of Political thoughts of M.K. Gandhi, Democratic socialism of Jawaharlal Nehru, Radical humanism of M. N. Roy.
- Understand and analyse political and social philosophy of Ambedkar, J.P.Narayan and RamManohar Lohiya.

#### CONTENTS:

#### Unit I

Manu, Kautilya and Somdev Soori, Ziauddin Barani

#### Unit II

Raja Ram Mohan Ray, Swami Dayanand Saraswati and Jyotiba Phule

#### Unit III

Gopal Krishan Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh

#### Unit IV

M. K. Gandhi, Jawaharlal Nehru and M.N.Roy.

#### Unit V

Bhim Rao Ambedkar, Jai Prakash Narain, Ram Manohar Lohiya

#### Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

#### Tutorials/Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### Assessment Modalities

The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will

Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

#### RECOMMENDED READING

1. A.R. Appodurai; Indian Political Thinking.
2. A.R.Desai ; Social Background of Indian Nationalism
3. पुखराज जैन – भारतीय राजनीतिक विचारक, साहित्य भवन पब्लिकेशन, आगरा
4. मधुकर श्याम चतुर्वेदी – भारतीय राजनीतिक विचारक, कॉलेज बुक हाऊस जयपुर
5. डॉ बी आर पुरोहित – राजनीतिक चिंतन का विकास
6. वी पी वर्मा – आधुनिक भारतीय राजनीतिक विचारक लक्ष्मीनारायण पब्लिकेशनस, आगरा
7. पुरुषोत्तम नागर, आधुनिक भारतीय राजनीतिक विचारक, उत्तर प्रदेश हिंदी ग्रंथ अकादमी, लखनऊ

#### ECONOMICS

#### PAPER I: ECONOMIC CONCEPTS AND METHODS

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60 Internal: 15

#### OBJECTIVE:

The Students are expected to:

1. Understand about the various fundamental Concepts of Economic and statistics (Meaning, nature, scope and significance of fundamental Concepts).
2. Distinguish between micro and macro Economics, Static and dynamic Analysis and stock and flow variables.

3. Acquaint them with Indian economic thinkers and major source books.
4. Understand about the importance of National Income in Economic Welfare.
5. Familiarise them with banking system of the Country.

**CONTENT:**

**Unit I**

Economy and various forms of economic systems. Basic economic problems. Nature of Economic Laws, Distinction between Micro and Macro Economics. Static and Dynamic Analysis (only elementary approach), Stock and Flow variables.

**Unit II**

The concept of National Income, Components and measurement of National Income. National Income and Economic Welfare. Measure of Economic Welfare. Circular flow of income. An elementary view of the price mechanism. Demand Supply Analysis, Law of Demand.

**Unit III**

The concept of currency and credit. Concept of money supply –  $M_1$ ,  $M_2$ ,  $M_3$  and  $M_4$ . Functions of commercial banks. Balance sheet and credit creation by commercial banks. Functions of Central Bank. Methods of credit control. Internal and external value of money. Exchange rate and its determination (only demand and supply theory).

**Unit IV**

Prominent ancient Indian economic thinkers and major source books (only names and brief knowledge). Definition and scope of economics according to ancient Indian thinkers. Basic assumptions – integral man, integrated rationality, Dharm based economic structure. Four purusarthas, Human wants- nature origin and kinds. The concept of restrained consumption and co-consumption. Meaning and importance of wealth code of conduct for earning. Main features of ancient Indian economic thinking and its comparison with western economic thinking.

**Unit V**

Definition, nature, importance and limitations of statistics. The concept of Averages, Mean, Mode, Median, functional relationship in economic and the use of Graphs. The concept and interpretation of shapes and curves e.g. total revenue and total cost curves, consumption and production functions. Simple derivatives: Concept of total, average and marginal values.

➤ **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

➤ **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

➤ **Assessment Modalities**

The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**Books Recommended**

1. P.A.Samuelson & W'Nordhaos Economics (latest edn.)

2. Mehta & Madnani Elementary Mathematics for use in Economics
3. Gupta, B.L. Value and Distribution on system in AncientIndia, Gian Publishing House, New Delhi
4. D.G.Luckett Money & Banking
5. एम सी वैश्य— मुद्रा, बैंकिंग, व्यापार एवं राजस्व
6. उदयवीर शास्त्री— कौटिल्य का अर्थशास्त्र
7. आचार्य महाप्रज्ञ— कौटिल्य का अर्थशास्त्र

## **PAPER II: MICRO ECONOMICS**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**Theory: 60 Internal: 15**

### **OBJECTIVE**

**The Students are expected to:**

- Develop and understanding about important principles of micro economic.
- Understand individual economic unit behavior
- Know the how prices and output of good/services and factor of production are determined.
- Understand about the type of market and their equilibriums.

### **CONTENT:**

#### **Unit I**

Introduction: Nature and scope of economics, Methodology in economics, Choice as an economic problem: basic postulates; Consumer's Behaviour: Utility – Cardinal and ordinal approaches; Indifference curve, Consumer's equilibrium (Hicks and Slutsky), Giffin goods, Elasticity of demand – Price, income and cross, Consumer's surplus; Engle curve.

#### **Unit II**

Theory of Production and Costs: Production decisions; Production function; Iso-quant, Factor substitution, law of variable proportions, returns to scale, economies of scale, Different concepts of cost and their inter-relation, Equilibrium of the firm, Expansion path.

#### **Unit III**

Market structure: Market forms – Perfect and imperfect markets, Price and Output determination in Perfect competition, monopoly, Monopolistic Competition, Duopoly, Oligopoly (Paul's M Sweezy Model), Price discrimination under monopoly, Measure of monopoly power.

#### **Unit IV**

Factor Pricing: Marginal productivity theory of distribution; Modern Theory of Factor Price Determination with the help of MPP, VMP and MRP (with the help of Tables). Theories of wage determination: Wages and collective bargaining, Wage differentials; Rent-Scarcity rent, Differential rent, Quasi rent, interest – Classical and Keynesian theories; Profits- Innovation, risk and uncertainty theories.

#### **Unit V**

**Investment Analysis:** Payback period - average annual rate of return. Net present value, internal rate of return criteria, price changes, risk and uncertainty, elements of social cost- benefit analysis.

**Welfare Economics:** Problems in measuring welfare, Classical welfare economics, Pareto's criteria (Production, Consumption and Distribution). Concept of a social welfare function compensation principle – Kalder Tucks

**Transactional Modalities**



Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Assessment Modalities**

The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **Books Recommended:**

1. Bach, G.L. (1977) Economics, Prentice Hall of India, New Delhi.
2. Gauld, J.P. and Edward P.L. (1996)
3. Microeconomic Theory, Richard Irwin. Homewood. Henderson, J. and R.E. Quandt (1980).
4. Microeconomic Theory: A mathematical approach. McGraw Hill, New Delhi.
5. Heathfield and Wibe (1987); an Introduction to Cost and Production Functions, Macmillan, London.
6. Koutsoyiarais, A. (1990). Modern Microeconomics, Macmillan.
7. Lipsey, R.G. and K.A. Chrystal (1999). Principles of Economics (9<sup>th</sup> edition) Oxford University Press. Oxford.
8. Mansfield, E.(1997), Microeconomics (9<sup>th</sup> Edition), W.W.Norton and Company, New York.
9. Ray, N.C. (1975), An Introduction to Microeconomics, Macmillan Company of India Ltd., Delhi Ryan, W.J.L. (1962), Price Theory, Macmillan and Co. Limited, London.
10. Samuelson, P.A. and W.D. Nordhaus (1996), Economics, Tata McGraw Hill, New Delhi. Stonier, A.W. and D.C.
11. Hague (1972), A Textbook of Economic Theory :ELBS & Longman Group, London
12. Varian, H.R. (2000). Intermediate Microeconomics : A Modern Approach (5<sup>th</sup> Edition), East-West Press, New Delhi

## **CC6 : CHILDHOOD AND GROWING UP**

Instructional Time: 4 periods/week

Max. Marks: 75

Exam. Duration: 3 Hours

External: 60 Internal: 15

### **Course Objectives:**

1. To develop an understanding of the basic concepts, methods and principles of Psychology and of Educational Psychology with reference to learning and teaching.
2. To develop an understanding of growth and development in various stages.
3. To develop an understanding about the various factors that affect learner like personality intelligence, creativity and motivation.
4. To develop an understanding of the impact of social and psychological factors responsible for a balance development of personality of the learners.
5. To develop effective teaching skills in the teacher in the making.

### **Course Content**

#### **Unit -I**

- (a) Educational Psychology: its meaning, methods, scope, functions and applications.
- (b) Psychology of adolescents: Growth and Development of the Learner: Growth and

Development - Meaning, Principles (Physical, social, mental and Emotional Development) and their Implications for learning.

(c) Heredity and Environment:

#### Unit - 2

(a) Personality: meaning, types, factors responsible for shaping it, objective and Projective techniques of personality assessment.

(b) Intelligence: meaning, Theories, measurement and role in learning.

(c) Creativity: meaning, process, development and measurement.

#### Unit - 3

(a) Concept of adjustment, adjustment as achievement, adjustment as process.

(b) Frustration and conflict. Causes of maladjustment, role of teacher in minimizing maladjustment of learner.

(c) Adjustment Mechanism: some common adjustment Mechanism

#### Unit - 4

(a) Individual differences: meaning, causes and their educational implications.

(b) Education for exceptional children: Gifted children, delinquent children, socially deprived children.

(c) Remedial measure and Learning material used for exceptional children.

#### Unit - 5

(a) Mental hygiene: mental hygiene concept and characteristics, factor effecting mental health.

(b) Methods of development of good mental health. How to improve mental health of teacher?

(c) Psychotherapy: aims of psychotherapy, types of psychotherapy.

#### Reference Books:

1. Agarwal, J.C. Essentials of Educational Psychology Vikas Publishing House, Pvt. Ltd. 1995.
2. Bhatnagar, R.P. Educational Psychology, Meenakshi Publication, Kanpur
3. Chauhan, S.S. (2002), Advanced Educational Psychology, New Delhi: Vikas Publishing House. (Hindi & English)
4. Kakkar, S.B. (2001), Educational Psychology, New Delhi, Prentice Hall of India.
5. Lindgren, H.C. Educational Psychology in the classroom Macmillan, N.Y. 1956
6. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi : Prentice Hall of India. (Hindi & English)
7. Sharma, R.A. Fundamentals of Educational Psychology Lal Book Depot, Meerut, 1996
8. Skinner, B.F. Essentials of Educational Psychology Asia Publishing House, Bombay 1960 (Hindi & English)
9. Uday Shander, Advanced Educational Psychology, Sterling Publishers Pvt. Ltd. New Delhi. 1984
10. रवीन्द्र नाथ ठाकुर, (1999) शिक्षा के विविध आयाम रवीन्द्र नाथ का शिक्षा, दिल्ली, अरुण प्रकाशन, ई-54, मानसरोवर पार्क।
11. डॉ रामनाथ शर्मा एव डॉ. राजेन्द्र कुमार शर्मा, (1996) शैक्षिक समाजशास्त्र, नई दिल्ली एटलांटिक पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स।
12. आर.आर. रस्क अनुवादक एल. के. ओड़, (1990) शिक्षा के दार्शनिक आधार . जयपुर. राजस्थान हिन्दी ग्रंथ अकादमी।

#### Modes of Internal Assessment

#### Marks

Written tests

10

Any two Projects & Assignments from Practicum from the following

05

1. Analysis of a learning situation and case study, using theoretical perspectives
2. Administration of any one standardized tests (Intelligence/aptitude/ attitude/ creativity) and preparation of psychological assessment report.

3. Prepare a critical report on implications of any one theory of learning – Piaget, Erickson and Bandura.
4. Select a child with learning problem and carry out academic assessment in any one subject, identify the remedial measures and prepare a report.

**Group C: Developing Teacher Sensibilities Section I: Experiences for Teacher Enrichment**

**ETE 1: Enriching Learning through Information and Communication Technology**

**Instructional Time: 2 periods/week**

**Max. Marks: 50**

**Internal: 50**

**Objectives of the Course:**

On the completion of the Course, the student teacher will be able to recognise, understand and appreciate ICT as an effective learning tool for learners and as an enormous functional support to teachers.

**Course Outline:**

**Unit I: Relevance of ICT in education (Radio, Television, Computers)**

- Role of information technology in construction of knowledge
- Possible uses of audio-visual media, computers, internet, subject specific software.
- Technological Pedagogical Content Knowledge (TPCK)

**Unit II: Visualising Learning situation using Multimedia**

- Use of radio and audio media: Script writing, storytelling, songs, etc.
- Using appropriate software (single and multiple media animations and simulation)
- Exploring ICT for teaching-learning, curriculum analysis to determine methods of transacting
- Classroom organisation for ICT infused lessons (Teacher led instruction, Self-learning and group activities)

**Unit III: Visualising technology-supported Learning Situations**

- Preparation of learning Schemes.
- Interactive use of Digital content.
- Focusing on enhancing learning-appropriate technology.
- Developing PPT slide show for classroom use.
- Use of available software or CDs with LCD projection, smart board for subject learning interactions.
- Generating subject-related demonstration using computer software.

**Unit IV: Internet Based Tools**

- Web 2.0 Tools
- Engaging in professional self-development.
- Collaborative learning tasks.
- Interactive use of ICT: Participation in Google / Yahoo groups, creation of blogs, etc.
- Innovative usage of technology: some case Studies.
- Use of technology integration in resource-plenty as well as resource-scarce situations.
- Critical issues in internet usage - authenticity of information, addiction, plagiarism, downsides of social networking group.

**Unit V: ICT for Evaluation**

- Evaluation and ICT for Evaluation-purposes
- Exploring software tools for evaluation
- Focusing on enhancing Learning-tracking and managing students.
- Exhibition and peer evaluation of project lessons. Portfolio submissions and evaluation.

### **Modes of Learning Engagement:**

- Providing opportunities for group activities.
- Group/Individual Presentation.
- Providing opportunity for sharing idea.
- Exploring to exemplar constructivist-learning situation.
- Designing and setting up learning models.
- Audio- Visual Presentation followed by its analysis and discussion.

### **Practical:**

- Functional knowledge of operating computers-on/off, word processing, use of PowerPoint, Excel.
- Computer as a learning tool
- Effective browsing of the internet for discerning and selecting relevant information.
- Survey of educational sites based in India.
- Downloading relevant material.
- Cross collating knowledge from varied sources.
- Competencies in developing original software.
- Practical exercise on windows and office package.
- Trouble shooting and seeking help.
- Installing hardware and software.
- Synchronous communication on the web.
- Project using Web 2.0 Tool.
- Use of Smart board / interactive board.

### **Modes of Internal Assessment**

### **Marks**

Written tests	10
Presentation and Communication skills in subject specific matters	10
Designing innovative learning situations	10
Performance in-group activity	10
Reflective written Assignments	10

### **Suggested Readings:**

1. Imran R. Shaikh. Introduction to Educational Technology & ICT McGraw Hill Education(India) Private Limited (21<sup>st</sup> August, 2013).
2. Chris Abbott. ( 2001). ICT Changing Education. Psychology Press (2<sup>nd</sup> September, 2003).
3. Saxena. (2009). ICT in Professional Education. New Delhi. Aph Publishing Corp.
4. Gwen Solomon, Lynne Schrum. Web 2.0 New Tools, New Schools. International Society for Technology in Education (15<sup>th</sup> October, 2007).
5. Gwen Solomon, Lynne Schrum. Web 2.0 How -To for Educators. International Society for Technology in Education (15<sup>th</sup> October, 2010).
6. Debra Geoghan. Visualizing Technology, Introductory(3<sup>rd</sup> Edition). Prentice Hall(18<sup>th</sup> May, 2014).
7. Laxman Mohanty & Neharika Vohra. ICT Strategies for schools. New Delhi. SAGE Publication, (6<sup>th</sup> October, 2006).
8. Ed Bott, Carl Siechert, Craig Stinson. Windows 7 inside Out. New Delhi. PHI Learning Private Limited, (3<sup>rd</sup> October, 2009).
9. David J emberton & J Scott Hamlin. Flash 4 Magic. New Delhi. Techmedia, (11<sup>th</sup> January, 2000).

10. Andy Rathbone. Windows 8 for dummies. John Wiley & Sons (23<sup>rd</sup> November, 2012)
11. Beth Melton. ( 2013). Microsoft Office Professional step by step. Microsoft Press (14<sup>th</sup> June, 2013).
12. Douglas E Corner. The Internet Book , Everything you need to About Computer Networking and Now the Internet works (4th Edition) Addison- Wesley (29<sup>th</sup> August 2006)
13. Preston Gralla. How the Internet Works ( 8<sup>th</sup> Edition) Que Publishing (1<sup>st</sup> December 2006)
14. J. Michael Straczynski. The Complete Book of scriptwriting. Writer Digest Books (1<sup>st</sup> July, 2002)
15. Ze-Nian Li and Marks S, Drew. Fundamentals of Multimedia, 1<sup>st</sup> Edition. Prentice – Hall (1<sup>st</sup> November, 2003)

## **Section I: Experiences for Teacher Enrichment ETE 2: Yoga, Health and Well being**

**Instructional time: 2 periods/ week**

**Max. Marks: 50**

**Internal: 50**

### **Objectives of the Course:**

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

1. understand the importance of games, sports and yoga for development of holistic health.
2. know the status, identify health problems and be informed of remedial measures.
3. know about safety and first aid.
4. acquire the skills for physical fitness.
5. practice yogasanas, meditation and relaxation.
6. understand various policies and programmes related to health, physical education and yoga.

### **Course Outline:**

#### **Unit I: Yoga for holistic Health**

- Meaning and definition of Yoga- Need, importance and scope
- Yoga- A way of healthy and integrated living
- Yoga- A way of socio-moral upliftment of individual
- Ashtang yoga
- Characteristics of a Yoga practitioner and prerequisites of yoga practices

#### **Unit II: Health & Well being**

- Concept of health, importance, dimensions and determinants of health, health needs of children and adolescents including differently abled children.
- Understanding of the body system – skeleton, muscular, respiratory circulatory and digestive in relation to health.
- Effects of exercise on skeleton, muscular, respiratory circulatory and digestive systems.
- Common health problems and diseases- causes, prevention and cure, immunization and first aid with special reference to rapidly increase of diabetes and cardiac disorders.
- Food and nutrition, food habits, nutrients and their functions, control over obesity.

#### **Unit III: Athletics and Games**

- Athletics – general physical fitness exercises.
- Games – lead up games, relays and major games.
- Rhythmic activities, gymnastics and their impact on health.
- Olympic movement.
- Development of motor components, speed, strength, endurance, flexibility, agility and coordinative ability

### **Modes of Learning Engagement:**

Interactive discussions, group work, sharing experiences, organizing activities, analysing topics on health related issues, demonstrations, observations, field visits, preparing work books, maintaining diary, participating in school health check up, practical classes of first aid, projects and assignments. Playing games and sports and performing Asanas and Pranayamas

## Practical –Games, Sports and Yoga

Rules regulations related to games, sports and yoga, Playing Volleyball, Basketball, Badminton and recreation games. Performing Suryanamaskara and selected yogasanas, mudras and pranayamas.

- Standing Asanas- Konasana, Trikonasana, Vrikshasana, Tadasana
- Sitting Asanas – Vajrasana, Gumukhasana, Navasana, Veerasana
- Lying on the stomach – Bhujangasana, Dhanurasana
- Body twisting asanas – Ardha Matsyendrasana, Vakrasana
- Back bending – Ushtrasana
- Mudras – Arham, Ananda Mudra
- Pranayama – kapalbhati, Anuloma-viloma, Bhramari, udgeeth, sheetali and sheetkaali.

Modes of Internal Assessment	Marks
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Written tests	10
Performance – Games, Sports and Yoga –	40

### Suggested Readings:

1. Pande, PK. (1988). Sports Medicine. Delhi. Khel Sahitya Kendra. Larry G. Shaver. (1982). Essentials of Exercise Physiology. Delhi. Surjeet Publications.
2. Kanabur Vyjayanthi V. (2007). Sports Nutrition the Scientific Facts. New Delhi. Kanishka Publishers.
3. Dheer. S. Kamal Radhika (2002). Organization and Administration of Physical Education. Friends Publications.
4. Chandler Timothy, Mohin Mike, Vampew Wary (2007). Sports and Physical Education. London. Routledge Taylor Francis Group.
5. Verma Veena (1999) Sports Psychology. Delhi. Sports Publication.
6. Prakash, Agam (1999) A Textbook of Health Education. Delhi. Sports Publication.
7. Uppla AK. (1996). Physical Fitness. New Delhi. Friends Publication.
8. Thani Lokesh (2003) Rules of Games and Sports. New Delhi. Sports Publication.
9. Sonkar Sathish. (1998). Methods, Measurement and Evaluation in Physical Education. Jaipur. Book Enclave.
10. NCERT, Position Paper, FGR (2006). Health and Physical Education. New Delhi. NCERT.
11. Seetharam AR (1996) Yoga for Healthy Living. Mysore. Paramahansa Yogashrama.
12. Ganguly, S.K., Bera, T.K., Gharote, M.L. (2003) Yoga in relation to Health related physical fitness and academic achievement of school boys. In Position Paper, FGR (2006).
13. Health and Physical Education. New Delhi. NCERT.
14. Gharote, M.L. (1976). Physical Fitness in relation to the practice of selected yogic exercises. In Position Paper, FGR (2006). Health and Physical Education. New Delhi. NCERT.
15. Kulkarni, D.D. (1997). Yoga and Neurophysiology. In Position Paper, FGR (2006). Health and Physical Education. New Delhi. NCERT.
16. शर्मा, ओ. पी., 'खेल के मैदानों की माप एवं निर्माण की विधि' (2004). नई दिल्ली. खेल साहित्य केन्द्र।
17. पसरीजा मीनू सपरा चारु, 'खेल चिकित्सा ज्ञान कोश' (2004). नई दिल्ली. स्पोर्ट्स पब्लिकेशन्स।
18. खान, एराज अहमद, वर्मा, उमाशंकर 'फुटबाल' (1988). पटना. भारती भवन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स।

## Section II : Experiences for Social and Environmental Sensitivity.

### SES 1 - Work Experience: Project

Instructional time: 1 period/week (Theory)

Max. Marks: 50

2 periods/ week (Practicum)

Min. Pass Marks: 18(Internal Assessment )

#### Objectives of the Course:

- To develop an awareness of self and self-confidence To develop sensitivity to others
- To develop self-discipline
- To develop self-esteem
- To develop acceptable behaviour
- To develop cooperation

#### Course outline :

1. Select a child with any special quality and carry out his/her case study,
2. Project report on slum area children's how to educate and motivate them

### SES 1 - Work Experience - Agriculture (Practices)Instructional

time: 1 Period/Week (Theory)

Max. Marks: 50

2 Periods/ Week (Practicum)

Min. Pass Marks : 18 Exam.

Duration : 3 Hours

(Internal Examination)

#### Objectives of the Course:

On completion of the course, the student teacher will be able to understand the meaning and scope of agriculture. understand all about seeds, imported weed, manures etc. acquire skills to practices of seed sowing, planting materials etc. understand practices of different ornamental and horticulture crops. recognise different field practices like earthing, hoeing, weeding watering etc. inculcate healthy values related to work culture.

#### Course Outline:

##### Unit I

**Agriculture:** Meaning, definition, scope, history, branches and objectives.

##### Unit II

**Soil Science:** Definition of pedology, soil management, soil erosion, soil conservation practices; structure of soil, soil profile; soil fertility and productivity, essential plant nutrients. Fertilizers and manures including bio- fertilizers. Identification of manures and fertilizers.

##### Unit III

**Irrigation:** Definition, method of irrigation, systems of irrigation, drainage, irrigation pattern of India.

##### Unit IV

**Horticulture:** Definition, branches of horticulture, layout of orchards, propagation by seeds and by vegetative means; Pot filling technique; Planning, planting and maintaining lawn; Practice related to landscaping.

##### Unit V

**Agricultural practices:** Preparation of land, selection of seeds, watering, thinning, hoeing and weeding, harvesting of crop, identification of important agricultural tools, trees and crop plants. Minor project preparation on agriculture.

**Modes of Learning Engagement:** Hands on experiences, Activity based learning, Experimentation, Interactive engagement, Group work, Peer learning, Project work.

#### Practicum :

- (a) Identification of an agronomy of following crops: Wheat, Bajra, Maize, Rose etc.

(b) Agricultural Processes: Irrigation, Training and Pruning, Hoeing and Weeding, Seed Bed preparation, Nursery Management.

<b>Modes of Internal Assessment</b>	:	<b>Marks</b>
Written test	:	10
Exam and project	:	40

**Suggested Readings:**

1. Jitendra Singh, Basic Horticulture (Kalyani Publishers, New Delhi, 2012).
2. Dr. Jaiveer Sing, Plant Propagation & Nursery Husbandry (Rama Publishing House, Meerut, 2002).
3. Dr. Rajveer Singh & Dr. O.P. Rajput, Principles of Agronomy, Scientific Crop Production (Kushal Publications and Distributors, Varanasi, 2008).
4. Dr. K.N. Dubey, Fruit Production in India (Rama Publishing

**SES 2: Arts and Aesthetics (Workshop mode) Evaluation: grade point scale**

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

- express freely their ideas and emotions about different aspects of life through different art forms.
- learn to appreciate different art forms and distinguish them.
- Develop an insight towards sensibility and aesthetic appreciation and become more creative and conscious about the good and beautiful in their environment, including classroom, school, home and community through an integrated learning approach.
- Integrate the knowledge of art with daily life through learning with different media and techniques by using creative expression and making objects of common use.
- Make learners conscious of rich cultural heritage of their own region as well as that of the nation.
- Get acquainted with the life and work of artists.

**Course Components:** This course as part of the four year B.Sc. B. Ed. programme will consist of theory, practical, project work and workshop. Also, the arts need to be applied in day to day life from designing classroom materials to notice board, cultural festivals, theme based celebrations, national days, festivals etc. These occasions will be a forum for students' activities wherein all the art forms will be integrated.

**Theory:**

- Concepts and forms of arts and aesthetics- an introduction: Meaning of arts and aesthetics, visual art forms and performing art forms.
- Significance of art in education: Importance of art forms in learning.
- Integrating arts and aesthetics in school curriculum as a pedagogical support/ resource: education through arts and aesthetics.
- Different ways/methods to integrate arts in education: during the curriculum transaction.
- NCF 2005 and position paper on Arts on Aesthetics.
- Knowing about local art forms: the diversity of India's arts its integration in the curriculum.

**Project:**

- The student-teacher can take a theme-based project from any of the curricular areas covering its social, economic, cultural and scientific aspects integrating various art and craft forms.
- They can do an analysis of textbooks - where they can find a scope either in the text or in the form of activities or exercises to integrate art forms.
- They can also document processes of an art or craft form from the pedagogical point of view; such as weaving or printing of textiles, making of musical instruments, folk performances in the community etc. – how the artists design their products, manage their resources including raw materials, market it, what



problems do they face etc.

- A lived tradition of any artistic school devoted to traditional or folk arts can be studied by student-teachers available in their surrounding or locality.

### **Workshop:**

A workshop for one week of working with artist or a group of artists (theatre, music, dance etc.) to learn basics of art forms and understand its pedagogical aspects is required for student-teacher in first year of the programme. The forms learnt during the course will help student-teachers in their profession, as a means of exploring different media and creative expressions such as drawing, painting, clay-work/pottery, collage making, wood-work, toy-making, theatre, puppetry, dance, music etc. including regional and folk forms of arts, which will be helpful in imparting quality education among school children. The focus of the workshop will be on how art forms can be used as pedagogy for various subjects belonging to science/social science streams.

### **Modes of Learning Engagement:**

- Workshop environment will be interactive and discussions will take place wherein student-teachers can document their experiences as an artist and connoisseur both.
- Attending exhibitions and performances, interacting with artists and craft persons, watching and listening art related films, audio and video materials available on different performers, regional/folk art forms etc. may also be shown from time to time.
- Projects and assignments may be given for individual learners as well as for group work.
- Workshop will be conducted in such environment wherein student teachers can get a firsthand experience of working with artists, handle different materials and media, learn about different aspects of art forms on how it relates to the society and community and can be used as pedagogical tool to transact.
- A small Resource centre may be a part of all colleges, where materials including books, CDs, audio, video cassettes, films, software, properties etc. are available.

### **Practicum:**

- Activities related to doing arts, including application of arts in the immediate environment small activities, which enhances the skills including the communication and presentation skills, brings in imagination, creativity and aesthetic sensibility among the student teachers.
- Application of aesthetic and design sensibility in the day to day life, in their profession and environment are some of the practical aspects, which needs to be taken care of. During the celebrations of festivals, functions, special days etc. this will be reflected.

### **Modes of Internal Assessment:**

The engagement of teacher-learners in the above set of experiences should be quantitatively and qualitatively evaluated, based on observations and submissions of projects and assignments that cover:

a) submission of work   b) participation   c) creative potential displayed   d) application of aesthetic and design sensibility in campus events or in other course work.

<b>Letter Grade</b>	<b>Grade Point</b>
O (Outstanding)	100
A (Very Good)	80-89
B+ (Good)	70-79
B (Above Average)	60-69
C (Average)	50-59
P (Pass)	40-49
F (Fail)	Below 40
Ab (Absent)	0

# SECOND YEAR

## पेपर- I रीतिकालीन काव्य

Contact Hours: 4 periods per Week  
Examination Duration: 3 Hours

Maximum Marks: 100  
Theory: 80 Internal: 20

उद्देश्य:-

विद्यार्थी प्रथम प्रश्न पत्र के अंतर्गत रीति काल की विभिन्न काव्य धाराओं और प्रत्येक की विशेषताओं से परिचित हो सकेगा रीतिकाल की परिस्थितियों को भी समझ सकेगा । द्वितीय प्रश्न पत्र निबंध, नाटक एवं एकांकी विधाओं के तत्त्वों से परिचित होने के साथ इनकी समीक्षा भी कर सकेगा ।

### इकाई—1

निम्नलिखित कवियों के दिए गए काव्यांशों में से किन्हीं दो काव्यांशों की ससंदर्भ व्याख्या करनी है। प्रत्येक पद्यांश का एक विकल्प भी दिया जाएगा। प्रत्येक ससंदर्भ व्याख्या के लिए (8+8 अंक) निर्धारित हैं ।

1. केशव, 2. बिहारी, 3. घनानंद 4. सेनापति 5. भूषण 6. मतिराम

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

### इकाई-2

केशव, बिहारी, घनानंद पर दो समीक्षात्मक प्रश्न (8+8 अंक) का इन कवियों के निम्नांकित पद्यांश पढ़ने है

#### केशव —

1	बानी जगरानी	---	तदपि नई नई ।
2	पूरण पुराण	---	नाम देहि मुक्ति को
3	विधि के समान	---	गंगा कैसो जल है
4	सातहु दीपनि	---	उठे तरु पुण्य पुराने

#### धनुर्भंग —

5.	प्रथम टंकोर	---	भेदि ब्रह्मांड कोसीता हनुमान संवाद
6.	कर जोरि रहयो	---	लच्छन बताउ हनुमान राम चर्चा
7.	भौरने जयो भ्रमत	---	मूरत गहति है। राम रावण युद्ध
8.	इंद्र श्री रघुनाथ	---	लच्छना घतना करे रावण वध
9.	जेहि सर मधु	---	दसौं खंडित करो रामराज्य
10.	भावै जहां विभिचारी	---	जन्म हारियतु है

#### बिहारी—

1	मेरी भवबाधा	---	हरित दुति सोई ।
2	तंत्री नाद कविता	---	सब अंग ।
3	कीने हुं कोटिक	---	पानी में कौ लौन
4	मंगल बिंदु सुरंग	---	किए लोचन जगत
5	जोग जुगति सिखए	---	काननू सेवत नैन
6	अजौं तर यौना	---	बसि मुकुतन के संग
7	तौं पर वारौ उरबसी	---	उरबसी समान
8	कहत, नटत, रीझत	---	नैनन ही सब बात
9	जगत जनायो जिहि	---	आँखि न देखि जाहि
10	दीरघ साँसन	---	दई दई सुं कबूलिं
11	या अनुरागी चित्त	---	त्यौं त्यौं उज्जल होय
12	जपमाला घापे तिलक	---	साँचे रांचे राम
13	स्वारथ, सुकृतन श्रमु वृथा	---	पंछीनुं न मारि
14	नर की अरु नल	---	तेतौं ऊँचौ होइ

**इकाई-3**

घनानंद, सेनापति और भूषण पर दो समीक्षात्मक प्रश्न (8+8 अंक) का इन कवियों के निम्नलिखित पद्यांश पढ़ने है —

**घनानन्द**

1	रूपनिधान सुजान	—	मनमोहन मोह के तारे
2	हीन भएँ जल	—	रूप अवै धर चै
3	सुधि करै भूल	—	सम्हारो किरि कौन को
4	भए अति निदुर	—	कैसे कल पाय है
5	प्रीतम सुजान मेरे	—	धन बरसाय हो
6	अति सूधा	—	देहु छटांक नहीं
7	प्रेम सदा अति	—	नेह की पीर थकी
8	सोएँ न सोयबो	—	रहे अति खागी
9	कौन की सरन	—	आसरो न जित दूकिये
10	पीरी परि देह	—	हिय होरी सी

**सेनापति****रामवंदना**

1	मंद मुस्कान	—	लोक नाईक बखानिये
2	धातां जाहि	—	तिलक रिझाइये ऋतु वर्णन
3	दामिनी दमक	—	सलिल चहुं ओरते

**रामकथा**

4	दीरध प्रचंड	—	दिगपालन कौं पति है
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**ऋतु वर्णन**

5	भरन बरन	—	रितुराज कहियत है
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**इकाई 4**

भूषण और मतिराम पर एक समीक्षात्मक प्रश्न (8+8 अंक का)। इन कवियों के निम्नलिखित पद्यांश पढ़ने है

**भूषण**

1	पूरब के उत्तर के	—	धन काज करते
2	ऊंचे घोर मन्दिर	—	नगन जड़ाती है
3	वेद राखे विदित	—	राख्यो घर में
4	भुज भुंजगेस की	—	छीने है खलन के
5	चक चक चमूं	—	महेवा महिपाल को

**शिवाजी शौर्य**

6	इंद्र जिमि जंभ	—	सेर सिवराज है
7	कामिनी कंत सों	—	खुमान सिवा सां

**मतिराम**

1	सुरजन बंस राव	—	भिखारिन के भाग है
2	दिन दिन दीने	—	कछु न सुररु है

**युद्धवीर**

3	सत्ता को सपूत	—	दिवान हिंदुवान को
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**भक्तिभाव से चयनित अंश**

4	तेरो कह्यो सिंगरो	—	तिहुं लोक के साईं श्रृंगार सुषमा
5	कुंदन को रंग	—	निकरै सी निकाई

**प्रकृति वर्णन**

6	ग्रीष्म हूं रवि	—	निकट की भूमि
7	भौर भौवरे भरत है	—	सौरभ सुभ सरसात
8	ग्रीष्म ऋतु की दुपहरी	—	पवन के पुंज

**युद्धवीर**

9	बाजत नगारे	—	हाथिर हथ्यार है
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**भक्तिभाव**

10	विषयनि ते निर्वेद	—	पद पंकज प्रेम
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## इकाई 5

रीति काव्य – सिद्धांत विषयक दो प्रश्न (8+8 अंक)

रीति का तात्पर्य, नायिका भेद, रीति काल में काव्य शास्त्रीय सम्प्रदाय, अलंकार सम्प्रदाय पर दो प्रश्नों का उत्तर देना है। किंतु साथ में एक विकल्प देना है।

**पाठ्य पुस्तक** – रीतिकालीन काव्य संग्रह सं- डॉ. सत्यनारायण शर्मा, पंचशील प्रकाशन जयपुर

- 80 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 16 अंकों की होगी)
- 20 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक, टेस्ट 10 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

संदर्भ ग्रंथ

1. बिहारी की वाग्विभूति – विश्वनाथ प्रसाद मिश्र, वाराणसी
2. मुक्तक काव्य परंपरा और बिहारी—डॉ. रामसागर त्रिपाठी
3. घनानंद – डॉ. कृष्ण चंद्र शर्मा, रवींद्र प्रकाशन, आगरा—1
4. हिंदी साहित्य को रीतिकालीन कवियों की देन डॉ. बच्चनसिंह।

## पेपर— 2

### विषय – हिंदी साहित्य

Contact Hours: 6 periods per Week  
Examination Duration: 3 Hours

Maximum Marks: 100  
Theory: 80 Internal: 20

उद्देश्य – विद्यार्थी, निबंधों के विविध प्रकारों तथा विशेषताओं को भी समझ सकेंगे और उनकी साहित्यिक समीक्षा कर सकेंगे। नाटक एवं एकांकी के तत्वों से परिचय प्राप्त करके वह उनके आधार पर समीक्षा कर सकेगा। नाटक एवं एकांकी का अंतर समझ सकेंगे। दलित साहित्य एवं स्त्री विमर्श की अवधारणा से परिचित हो सकेंगे।

#### निबंध, नाटक एवं एकांकी

##### इकाई—1

निम्नलिखित तीन पुस्तकों से दो गद्यांशों की ससंदर्भ व्याख्या करनी है। प्रत्येक गद्यांश की व्याख्या के लिए 8 अंक निर्धारित हैं। गद्यांश तीनों पुस्तकों से लिए जाएंगे। निबंध संग्रह से दो गद्यांश लिए जाएंगे जिसमें से विकल्प चुनकर एक की व्याख्या करनी होगी। नाटक व एकांकी संग्रह से एक एक गद्यांश लिया जाएगा जिसमें से विकल्प चुनकर एक व्याख्या करनी होगी। पुस्तकों के नाम निम्नलिखित हैं—

- 1 निबंध संग्रह – डॉ. हेतु भारद्वाज (5 निबंध)
- 2 ध्रुवस्वामिनी – जयशंकर प्रसाद
- 3 एकांकी संग्रह – डॉ. हेतु भारद्वाज

##### इकाई 2

निम्नलिखित निबंधों में से तीन निबंधों पर समीक्षात्मक प्रश्न दिए जाएंगे जिसमें से दो का उत्तर देना होगा। (8+8 अंक) निबंध

- 1 साहित्य ज नस मूह के हृदय का विकास है – बाल कृष्ण भट्ट
- 2 तुलसी के सामाजिक मूल्य – डॉ. राम विलास शर्मा
- 3 भारत एक है – रामधारी सिंह "दिनकर" 4 राष्ट्र का स्वरूप – वासुदेव शरण अग्रवाल 5 मानस की धर्म भूमि – रामचंद्र शुक्ल

##### इकाई 3

ध्रुवस्वामिनी नाटक पर तीन समीक्षात्मक प्रश्न दिए जाएंगे जिनमें से दो प्रश्नों का उत्तर देना होगा। (8+8 अंक)

##### इकाई 4

निम्नलिखित एकांकियों में से तीन एकांकियों पर समीक्षात्मक प्रश्न दिए जाएंगे जिनमें से (8+8 अंकों) के दो प्रश्नों के उत्तर देने होंगे।

- 1 नया पुराना उपेंद्र नाथ अश्क
- 2 दीपदान राम कुमार वर्मा
- 3 भोर का तारा जगदीशचंद्र माथुर
- 4 ईद और होली सेठ गोविंद दास

##### इकाई 5

दलित साहित्य की अवधारणा, स्त्री विमर्श की अवधारणा, हिंदी साहित्य में महत्व/योगदान। एक प्रश्न निबंध, नाटक एवं एकांकी के संक्षिप्त आलोचनात्मक विकास क्रम से संबंधित होगा तथा दूसरा प्रश्न निबंध, नाटक एवं एकांकी के रचनाकारों से संबंधित होगा। एक प्रश्न दलित एवं स्त्री विमर्श से संबंधित होगा। जिसमें एक प्रश्न विकल्प के रूप में दिया जाएगा। तीनों प्रश्नों से विकल्प चुनकर दो प्रश्नों के उत्तर देने होंगे। (8+8 अंक)

- 80 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 16 अंकों की होगी)
- 20 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक, टेस्ट 10 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

संदर्भ ग्रंथ –

- 1 साहित्यिक निबंध – डॉ. प्रताप टंडन, लोकभारती प्रकाशन, इलाहाबाद
- 2 साहित्यिक निबंध – डॉ. गणपति चंद्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद
- 3 साहित्यिक निबंध – डॉ. त्रिभुवन सिंह, हिंदी प्रचारक संस्थान, वाराणसी

- 4 हिंदी निबंध का विकास – डॉ. ओंकार नाथ शर्मा, अनुसंधान प्रकाशन, कानपुर  
 5 हिंदी निबंध का इतिहास – ब्रह्मदत्त शर्मा  
 6 प्रसाद के नाटकों का शास्त्रीय अध्ययन – डॉ. जगन्नाथ पद्म  
 7 नाट्य कला – डॉ. रघुवंश नेशनल पब्लिशिंग हाउस, दिल्ली

## ENGLISH

### Paper I: Prose and Fiction

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80**

**Internal: 20**

**Rationale:** There are some great prose writers and novelists in English language both in India and Britain. The students who are in the process of making teachers must go through some of the kinds of prose by great authors such as Francis Bacon, Addison, Macaulay, Hazlitt and Stevenson as well as short story writers like Albert Camus, Catherine Mansfield, Leo Tolstoy, O. Henry and Shashi Deshpande besides some long specimens of prose (novel) by E.

M. Forster and R.K. Narayan with a view to promoting their comprehension skill and enriching their literary and aesthetic sensibility.

**Objectives: The students will be able to**

- Develop their comprehension skills through reading various types of prose.
- Develop their reading habits and literary taste through some long specimens of prose.

**Course Contents/Units: The paper will be divided into five Units.**

#### **Unit I Explanation**

Four passages for explanation with reference to the context from the texts prescribed in Units II and III carrying a weight of four (04) marks each.

#### **Unit II Essays (Detailed study)**

Francis Bacon	:	Of Studies
Joseph Addison	:	Friendship
Thomas B. Macaulay	:	Minute on Indian Education
William Hazlitt	:	On the Feelings of Immortality in Youth
R.L. Stevenson	:	The Ideal House

#### **Unit III Short Stories (Detailed study)**

Albert Camus	:	The Guest Katherine
Mansfield	:	A Cup of Tea
Leo Tolstoy	:	How Much Land does a Man Need?
O. Henry	:	The Gift of Magi Shashi
Deshpande	:	My Beloved Charioteer

#### **Unit IV Novel-(i) (Non-detailed Study)**

R.K. Narayan	:	The Guide
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#### **Unit V Novel (ii)(Non-detailed Study)**

Forster : A Passage to India

- **Modes of Learning Engagement**

A response-based approach to Literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literary texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion on texts.

- **Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Suggested Readings:**

- I. Narayan, S.A. (Ed.) *The Joy of Reading Literature: Selected Prose and Poetry*. Hyderabad: Orient Longman.2008.
- II. Thakur, D. *Selected Short Stories*. New Delhi: Macmillan. 2008.
- III. Forster, E.M. *Aspects of the Novel*. New York: Harvest Book. 1955.
- IV. Peck, John. *How to Study a Novel*. London: Palgrave Macmillan. 1995.
- V. Scholes. R et al. (Ed.). *The Elements of Literature*. Oxford: Oxford University Press. 2005.
- VI. Showalter, Elaine. *Teaching Literature*. Oxford: Wiley-Blackwell. 2002.

### **Paper II: Poetry and Drama**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80 Internal: 20**

Objectives: The students will be able to:

- Make themselves familiar with pre-romantic, romantic and Victorian poetry.
- Enjoy and appreciate the romantic traits such as the obsession with the past, mystery, beauty and love of Nature. Enjoy and understand drama and improve their dramatic skills.

**Course Contents: The paper will be divided into five**

#### **Units. Unit I**

Four passages for explanation with reference to the context from texts prescribed in units II and III carrying a weight of four (04) marks each.

#### **Unit II Poetry (i) (Detailed study)**

William Blake : The Tiger William  
Wordsworth : The Daffodils  
S.T. Coleridge : Kubla Khan  
Lord Byron : She walks in Beauty  
John Keats : Ode to a Nightingale

#### **Unit III Poetry (ii) (Detailed study)**

P.B. Shelley : Ode to the West Wind

Matthew Arnold	:	DoverBeach Lord
Alfred Tennyson	:	Break, Break, Break Robert
Browning	:	Porphyria's LoverRudyard
Kipling	:	If
<b>Unit IV</b>	<b>Drama (i)</b>	<b>(Non-detailed Study)</b>
Oliver Goldsmith	:	She Stoops to
<b>Conquer</b>	<b>Unit V Drama (ii)</b>	<b>(Non-detailed Study)</b>
William Congreve	:	Love for Love

- **Modes of Learning Engagement**

A response-based approach to Literature will be followed where students are regarded as active meaning makers whose personal experience affects their interpretation of literary texts. Students as readers and writers will participate in the constructive reading/writing process. An open-ended perspective on literacy texts will be encouraged where no single response predominates and multiple interpretations can be provided. Seminars and open forums will accompany the discussion on texts.

- **Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lectureperiod. Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials..

- **Suggested Readings**

- I. Curran, Stuart et al. (Ed.). *The Cambridge Companion to British Romanticism*. Cambridge: Cambridge University Press. 2010.
- II. Ford, Boris. et al. (Ed.). *The Pelican Guide to English Literature*. Vol. 1-8. Harmondsworth: Penguin Books. 1968.
- III. Dobree, Bonamy. *Restoration Comedy 1660 1720*. Oxford: Oxford University Press. 1924.
- IV. Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford: Oxford University Press. 1972.
- V. Kermode, Frank. *The Romantic Image*. London: Routledge Classics. 2002.
- VI. Wordsworth, William & S. T. Coleridge. *Lyrical Ballads*. London: Penguin Classics. 2006.
- VII. Bowara, C.M. *The Romantic Imagination*. Oxford: Oxford University Press. 1961.

## संस्कृत

सामान्य निर्देश:

1. परीक्षा का माध्यम संस्कृत, हिन्दी अथवा अंग्रेजी होगा।
2. प्रश्नपत्र केवल संस्कृत में बनाया जाएगा।
3. प्रत्येक प्रश्न पत्र में 10 प्रतिशत अंक संस्कृत माध्यम से उत्तर देने के लिए निर्धारित हैं। अन्य प्रश्नों के उत्तर संस्कृत, हिन्दी अथवा अंग्रेजी में दिए जा सकते हैं।
4. संस्कृत एवं हिन्दी के लिए देवनागरी लिपि ही मान्य होगी।
5. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययनाध्यापन का माध्यम संस्कृत हो।

**पाठ्यक्रम एवं परीक्षा योजना:-**

दो प्रश्न पत्र न्यूनतम उत्तीर्णांक 72 पूर्णांक 200

प्रथम प्रश्न पत्र समय 3 घंटे न्यूनतम उत्तीर्णाङ्क 36 अंक 100 द्वितीय प्रश्न पत्र समय 3 घंटे न्यूनतम उत्तीर्णाङ्क 36 अंक  
100 प्रथम प्रश्नपत्र-नाटक, छन्द, संस्कृत साहित्य इतिहास एवं व्याकरण  
अंक विभाजन समय 3 घंटे पूर्णांक 100 अंक

इकाई-1 नाटक से व्याख्या 20 अंक

इकाई-2 नाटक से संस्कृत व्याख्या एवं सामान्य प्रश्न 20 अंक इकाई-3 छन्द 15 अंक

इकाई-4 व्याकरण :- प्रमुख कृत्, तद्धित एवं स्त्री प्रत्यय 20 अंक इकाई-5 संस्कृत साहित्य का इतिहास 25 अंक  
योग 100 अंक पाठ्यक्रम

1. नाटक – अभिज्ञानशाकुन्तलम् – कालिदास
2. छन्द – शाकुन्तल में प्रयुक्त सभी छन्द
3. व्याकरण

(प) कृत् प्रत्यय प्रकार 1 से निर्धारित प्रत्यय – तव्यत्, अनीयर्, यत्, क्यप्, यत्, तृच्, वुल्, क्त, क्तवतु, क्त्वा, ल्युट्, शतृ, शानच्, तुमुन्, ल्यप् (इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान अपेक्षित है)।

(पप) तद्धित-मतुप्, इन्, ठक्, त्व, तल्। (इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान अपेक्षित है)।

(पपप) स्त्रीप्रत्यय – 1. अजाद्यतष्टाप्, 2. उगितश्च, 3. टिड्ढा ङ्, 4. वयसि प्रथमे, 5. पुंयोगादाख्यायाम् 6. शाङ्गर्वाद्यञो डीन् 7. स्वाङ्गाच्चोपसर्जनाद्,

8. जातेरस्त्रीविषयादयोपधात् 9. डुतः 10. यूनस्तिः 4. संस्कृत साहित्य का इतिहास

(क) वीर काव्य (ख) काव्य (ऐतिहासिक काव्यों सहित)

(ग) गीतिकाव्य (घ) गद्यकाव्य

(ङ) नाटक साहित्य (च) कथा साहित्य

### विस्तृत अंक योजना (प्रश्न पत्र संस्कृत में बनाया जाएगा)

**इकाई-1** (क) प्रथम अंक से एक श्लोक की संस्कृत में व्याख्या 10 अंक

(ख) अभिज्ञान शाकुन्तलम् से सम्बन्धित सामान्य प्रश्न 10 अंक

**इकाई-2** (क) नाटक – अभिज्ञान शाकुन्तलम् – द्वितीय से सप्तम अंक तक चार में से दो श्लोकों की व्याख्या 7+7=14 अंक

(ख) शाकुन्तलम् में प्रयुक्त सूक्तियों में से एक की व्याख्या 6 अंक

**इकाई-3** छन्द – छः छन्दों में से किन्ही तीन छन्दों के लक्षण

एवं उदाहरण – 15 अंक

**इकाई-4**(क) निर्धारित कृत् प्रत्ययों के विधायक सूत्रों में से दोसूत्रों की सोदाहरण व्याख्या 4अंक

(ख) अभिज्ञान शाकुन्तल के श्लोकों में प्रयुक्त पदों में से तीन कृदन्त पदों पर प्रकृति एवं प्रत्यय विषयक प्रश्न 6 अंक

(ग) तद्धित (निर्धारित प्रत्ययों के 6 पदों में से तीन पदों में प्रकृति-प्रत्यय- विषयक प्रश्न) 6 अंक

(घ) स्त्री प्रत्यय – निर्धारित सूत्रों में से दो का अर्थ एवं उदाहरण 4 अंक

**इकाई-5** संस्कृत साहित्य का इतिहास

(क) वीर काव्य, ऐतिहासिक काव्य, नाटक में से दो प्रश्न 15 अंक

(ख) गीतिकाव्य, गद्यकाव्य एवं कथा साहित्य में से दो टिप्पणियाँ 5+5=10 अंक परीक्षकों के लिए सामान्य निर्देश :-

1. प्रश्न पत्र का निर्माण संस्कृत माध्यम से किया जावे। 2. प्रश्न पत्र इकाइयों में विभक्त हो।

3. पाठ्यक्रम में कुछ अंश संस्कृत माध्यम से उत्तर देने के लिए निर्धारित हैं, अतः उसे ही संस्कृत माध्यम से उत्तर देने के लिए पूछें।

4. पाठ्यक्रम में कुछ न कुछ परिवर्तन होता है अतः पूर्ववर्ती प्रश्न पत्र को प्रमाण न मानें।

पाठ्य एवं सहायक पुस्तकें

1. अभिज्ञानशाकुन्तलम् – सुबोध चन्द्र पंत, मोतीलाल बनारसीदास, दिल्ली
2. अभिज्ञानशाकुन्तलम् – पं. शिवप्रसाद द्विवेदी, भारतीय विद्या प्रकाशन, दिल्ली
3. अभिज्ञानशाकुन्तलम् – डॉ. वासुदेवकृष्ण चतवु महालक्ष्मी प्रकाशन, आगरा
4. अभिज्ञानशाकुन्तलम् – निरूपण विद्यालङ्कार, साहित्य भण्डार, मेरठ
5. अभिज्ञानशाकुन्तलम् – डॉ. प्रभाकर शास्त्री एवं रूपनारायण त्रिपाठी
6. अभिज्ञानशाकुन्तलम् व्याख्या – राधाबल्लभ त्रिपाठी, म.प्र. हिन्दी ग्रन्थ अकादमी
7. अभिज्ञानशाकुन्तलम् – रमा संस्कृत टीका व अनु. डॉ. रमाशंकर त्रिपाठी
8. अभिज्ञानशाकुन्तलम् – कान्तानाथ शास्त्री तैलंग, चौखम्बा प्रकाशन
9. संस्कृत साहित्य का इतिहास – आचार्य बलदेव उपाध्याय
10. संस्कृत साहित्य का समालोचनात्मक इतिहास – रामविलास चौधरी
11. संस्कृत साहित्य का इतिहास – वाचस्पति गैरोला, चौखम्बा विद्या भवन
12. संस्कृत साहित्य का समालोचनात्मक इतिहास – डॉ. रामजिती उपाध्याय
13. प्रौढ रचनानुवाद कौमुदी – डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन
14. वृहद् अनुवाद चन्द्रिका – चक्रधर हंस नौटियाल, मोतीलाल बनारसीदास
15. संस्कृत साहित्य की रूपरेखा – पा डेय एवं व्यासछन्दोमञ्जरी



16. सद्वृत्तालंकार – डॉ. हिन्दकेसरी  
 17. लघुसिद्धान्त कौमुदी – भीमसेन शास्त्री  
 18. संस्कृतसाहित्येतिहासः – रामचन्द्र झा, चौखम्बा प्रकाशन

**द्वितीय प्रश्नपत्र**  
**वैदिक साहित्य, गद्य साहित्य एवं व्याकरण**  
 समय 3 घंटे पूर्णांक 100

अंक विभाजन

इकाई-1 ऋक्सूक्त 25 अंक इकाई-2 उपनिषद् 15 अंक इकाई-3 गद्य साहित्य 20 अंक इकाई-4 वाच्य 10 अंक  
 इकाई-5 व्याकरण – समास एवं कारक 30 अंक योग 100 अंक

**पाठ्यक्रम**

इकाई-1 ऋक्सूक्त – ऋग्वेद के निम्नलिखित सूक्त

1. अग्नि (1:1) 2. वरुण (1:25) 3. सूर्य (1.115) 4. विष्णु (1:154)  
 6. इन्द्र (2:12) 6. प्रजापति (10.121) 7. संज्ञान (10.191)

इकाई-2 ईशावास्योपनिषद् – यजुर्वेद का 40वां अध्याय

इकाई-3 गद्य

साहित्य – शुकनासोपदेश (कादम्बरीतः)

इकाई-4 वाच्य – कर्तृवाच्य, कर्मवाच्य, भाववाच्य

इकाई-5 व्याकरण

(अ) समासज्ञान – निम्नलिखित सूत्रों के आधार पर –

सह सुपा, अव्ययं विभक्तिः, नदीभिश्च, द्वितीया श्रितातीतः, तृतीयातत्कृतार्थेन, चतुर्थी तदर्थार्थः, पञ्चमी भयेन, षष्ठी, तत्पुरुषः  
 समानाधिकरण कर्मधारयः, संख्यापूर्वो द्विगुः, विशेषणं विशेष्येण बहुलम्, उपमानानि सामान्यवचनैः, कुगतिप्रादयः, दिक्संख्ये संज्ञायाम्,  
 संख्यापूर्वोद्विगुः, अनेकमन्यपदार्थे, चार्थे द्वन्द्वः, पिता मात्रा।

(आ) व्याकरण – कारक प्रकरण के निम्नलिखित सूत्र पठनीय हैं–

1. प्रातिपदिकार्थ-लिङ्गपरिमाणवचन- 17. क्रुध्-द्रुहेष्यार्स

यार्थानां यं प्रति कोपः मात्रे प्रथमा।

2. कर्तुरीप्सिततमं कर्म- 18.नमः स्वस्ति-स्वाहा-स्वधाणलं-वषड्-योगाच्च 3. कर्मणि द्वितीया 19. ध्रुवमपायेष्पादानम्

4. अकथितं च 20. अपादाने पञ्चमी 5. अधि-शीङ् स्थाणसां कर्म 21. भीत्रार्थानां भयहेतुः 6. उपाच्वध्याङ्वसः 22. वारणार्थानामीप्सित

7. अभितः परितः समया-निकषा-हा- 23. षष्ठी शेषे

प्रतियोगेणपि- 24. षष्ठी हेतु-प्रयोगे 8. अन्तराण्त्तरे । युक्ते 25. आधारेणधिकरणम्

9. साधकतमं करणम् 26. सप्तम्यधिकरणे च

10. कर्तृकर ायोस्तृतीया 27. यस्य च भावेन भावलक्ष ाम्

11. सहयुक्तेणप्रधाने 28. यतश्च निर्धारणम्

12. येनाङ्गविकारः 29. पञ्चमी विभक्तेः

13. इत्थंभूतलक्षणे

14. कर्मणा यमभिप्रैति स सम्प्रदानम् 15. चतुर्थी सम्प्रदाने

16. रुच्यर्थानां प्रीयमाणः

**विस्तृत अंकयोजना (प्रश्नपत्र संस्कृत में बनाया जाएगा)**

पंचम इकाई के अ, आ और इ ख डों के प्रश्नों का क्रमांक भिन्न-भिन्न रखें।

इकाई-1 ऋक्सूक्त (अ) ऋग्वेद के दो मंत्रों का अनुवाद 7.5+7.5=15 अंक

(ब) ऋग्वेद के निर्धारित किसी एक सूक्त का संस्कृत में सार 10 अंक

इकाई-2 ईशावास्योपनिषद् – दो मन्त्रों की व्याख्या 7.5+7.5=15 अंक

इकाई-3 शुकनासोपदेश (क) दो गद्यांशों का हिन्दी में अनुवाद 7+7=14 अंक

(ख) शुकनासोपदेश के निर्धारित अंश से सामान्य प्रश्न 6 (क+ख)=20

इकाई-4 वाच्य – वाच्यों का सामान्यज्ञान एवं वाच्य परिवर्तन 10 अंक

इकाई-5 व्याकरण

(अ) 1. आठ समस्तपद देकर किन्हीं चार पदों का विग्रह तथा समास-नाम प्रष्टव्य है। 8 अंक

2. समास विषयक सामान्य प्रश्न : समास का अर्थ, विग्रह, समास के भेद, अव्ययीभाव आदि की सामान्य विशेषताएं 7 अंक

(आ) कारक 30 अंक

(क) चार सूत्रों की सोदाहरण व्याख्या 10 अंक

(ख) वाक्यों में रेखाङ्कित पांच पदों में प्रयुक्त विभक्ति का नामोल्लेख

एवं विधायकसूत्र-लेखन 5 अंक परीक्षकों के लिए सामान्य निर्देश :-

1. प्रश्नपत्र का निर्माण संस्कृत माध्यम से किया जावे। 2. प्रश्नपत्र इकाइयों में विभक्त हो।

3. पाठ्यक्रम में कुछ अंश संस्कृत माध्यम से उत्तर देने के लिए निर्धारित हैं, अतः उसे ही संस्कृत माध्यम से उत्तर देने के लिए पूछें।
4. पाठ्यक्रम में कुछ न कुछ परिवर्तन होता है अतः पूर्ववर्ती प्रश्नपत्र को प्रमाण न मानें। पाठ्य एवं सहायक पुस्तकें
  1. वेदचयनम् – विश्वम्भरनाथ त्रिपाठी, विश्वविद्यालय प्रकाशन
  2. ऋक्सूक्तसंग्रह – डॉ. हरिदत्त शास्त्री
  3. वैदिकसूक्तरत्नावली – लम्बोदर मिश्र, हंसा प्रकाशन, जयपुर
  4. वैदिकसूक्तरत्नावली – डॉ. राजेन्द्र प्रसाद मिश्र, जगदीश संस्कृत पुस्तकालय
  5. वैदिक सूक्त-सुधा – डॉ. प्रद्युम्न द्विवेदी, भारतीय विद्या प्रकाशन
  6. लघुसिद्धान्त कौमुदी – भीमसेन शास्त्री
  7. सिद्धान्तकौमुदी कारकप्रकरणम् – डॉ. कलानाथ झा, चौखम्बा प्रकाशन
  8. कारक-दीपिका – पं. मोहनवल्लभ पंत, रामनारायण बेणीमाधव
  9. कारकप्रकरणम् (सि.कौ.) – डॉ. अर्कनाथ चौधरी, जगदीश पुस्तकालय
  10. कारकप्रकरणम् (सि.कौ.) – डॉ. रामरंग शर्मा, भारतीय विद्या प्रकाशन, दिल्ली
  11. शुकनासोपदेशः – आ. शेषराज शर्मा, चौखम्बा प्रकाशन
  12. शुकनासोपदेशः – डॉ. रामनारायण झा, जगदीश संस्कृत पुस्तकालय
  13. शुकनासोपदेशः – सुदेश नारंग, भारतीय विद्या प्रकाशन, दिल्ली
  14. लघुसिद्धान्तकौमुदी – डॉ. महेशसिंह कुशवाहा, चौखम्बा प्रकाशन
  15. रचनानुवादकौमुदी – डॉ. कपिल देव द्विवेदी
  16. प्रौढरचनानुवादकौमुदी – डॉ. कपिल देव द्विवेदी
  17. हायर संस्कृत ग्रामर – एम.आर. काले
  18. समासदर्शिनी – संस्कृत भारती, दिल्ली
  19. व्याकरण चन्द्रोदय (कारक एवं समास) चारुदेवशास्त्री
  20. संस्कृतव्याकरण – बाबूराम सक्सेना
  21. ईशावास्योपनिषद् – तारिणीश झा ईशावास्योपनिषद् – डा. सुभाष वेदलंकार, अलंकार प्रकाशन, जयपुर

## URDU

### PAPER I - QADEEM NASR Aur Urdu Adab Ki Tareekh

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80 Internal: 20**

**Note:** Each paper contains ten questions, having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

#### Unit I

There are two parts of this unit. Part I contains 8 objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carries 4 marks and word limit for answer should be up to 100 words.

#### Unit II

Explanation of two extracts out of three extracts from prescribed lessons of Dastan with reference and context. Each extract carries 8 marks.

#### Unit III

Explanation of two extracts out of three extracts from Khutoot and prescribed lessons of prose.

#### Unit IV

Adeebon ki savanhe aur Adabi khidmat. Adeebonke fan ka tanquidi jaiza.

#### Unit V

Urdu Zaban ki Ibtida ke Mukhtlif Nazariyat Fort William College ki Khidamat aur Tarruf

Dabistan-e-Delhi Aur Dabistan-e-Lucknow ki Shayari

**Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

**Tutorials/ Practicum**

Students will work in groups on the practical as projects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Text:** Intikhabe Nasr Part I, U.P. Urdu Academics Following Lessons only:

1. Meer Amman : Sair pahale Daruesh ki
2. Rajab Ali Beg Saroor : Jan-e-Alam ka Tota
3. Sir Sayyad Ahmad Khan : Umr-e-Rafta
4. Nazeer Ahmad : Mirza Zahirdar Beg
5. Mohd. Hussain Azaad : Insan kisi Hal mne Khush Nahni Rahta.
6. Shibli : Meer Anees ki Khusoosiyat-e-shairi
7. Ghalib : Intikhab-e-Khutoot

**PAPER II - GHAZAL AUR QASEEDA****Contact Hours: 6 periods per Week****Maximum Marks: 100****Examination Duration: 3 Hours****Theory: 80 Internal:20**

**Note:** Each paper contains ten questions, having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

**Unit I**

There are two parts of this unit. Part I contains 8 objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carries 4 marks and word limit for answer shall be up to 100 words.

**Unit II**

Explanation of Ghazals out of three from prescribed text with reference and context. Each explanation carries 8 marks.

**Unit III**

Explanation of two parts of Qaseeda out of three from prescribed text with reference and context. Each explanation carries 8 marks.

**Unit IV**

Characteristic of forms of Urdu Ghazal and its importance:

Life and works of Ghazal Go and critical questions

**Unit V**

Characteristic of forms of Qaseeda and its importance:

Life and works of Qaseeda Nigar and critical questions.

### Transactional Modalities:

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

### Tutorials/ Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peergroup teaching may be encouraged. Hard spots if any may be resolved during tutorials.

### Assessment Modalities

- The end examination will be of 80 marks. Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10marks)**Text:** Intikhab-e-Manzumat Part II Following poets and their poems only:
  1. Wali: Hosh khoti hai nazni ki ada, Mufflisi sab bahhar khoti hai, Pi ke hote na kar tu Meh kisana
  2. Meer: Tha mustaar husn se uske jo noor tha, Ulti ho gayin sab tadbiren, Patta patta buttabutta haal hamara jane hai
  3. Ghalib: Kisi ko de ke dil koi nawa sanj fughan kyun ho, Har ek baat pe kehte ho tum ki tu kya hai, Nukta chin hai gham-e-dil apna
  4. Momin: Asar usko zara nahi hota, Ghairon pe khul na jaye kahin raz dekhna, Wo jo hamme tummeqaraar tha.
  5. Dagh: Ghazab kiya tere wade pe aitbaar kiya, Saaz ye keena saaz kya jaane, sabaqaisa padha diya tune.
  6. Hasarat Mohani: Bhulata lakh hoon lekin barabar yaad aaten hain, Nigahe naaz jise aashnae raaz kare
  7. Sauda: Ab samane jo mere koi peer-o-jawan hai
  8. Ghalib: Han Mah-e-Nau sunen Ham uska Nam
  9. Zauq: Dar Madah-e-Bahadur Shah.

## BA-B.ED part 2<sup>nd</sup> पंजाबी साहित्य

उद्देश्य :-

- पंजाबी भाषा संरचना में पंजाबी शषा के स्वरूप व तत्वों का ज्ञान प्राप्त कराना।
- भाषा सीखने की मौखिक अभिव्यक्ति का उच्च स्तर पर विकास कर सृजनात्मक दक्षता विकसित करना।
- पंजाबी भाषा के विविध रूपों व भाषा व साहित्य सम्बंध और उसकी अभिव्यक्ति को जानना।
- श्रवण, पठन मौखिक लेखन सम्बंधित भाषाओं कौशलों का ज्ञान देना।
- पंजाबी की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना।
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कराना और समायोजित कराना।
- पंजाबी भाषा में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों का ज्ञान देना।

पंजाबी साहित्य (प्रथम प्रश्न पत्र)

कुल अंक: 100 (सैद्धान्तिक प रीक्षा 80 अंक, आंतरिक मूल्यांकन 20 अंक ) समय – अधिकतम 3 घंटे

सामान्य निर्देश: –

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्नपत्र केवल पंजाबी में ही बनाया जाएगा। 2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी।

3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो।

पाठ्यक्रम

यूनिट 1

काव्य संग्रह "मधकाल दी चोगवी पंजाबी कविता" में से काव्य टुकड़ियों की प्रसंग सहित व्याख्या

## यूनिट 2

काव्य संग्रह "मधकाल दी चोणवी पंजाबी कविता" में से कवितायों का केन्द्रीय भाव, विषय वस्तु अथवा सारांश

## यूनिट 3

निर्धारित सफरनामा "सज्जन समुन्द्रों पार दे" का अध्ययन

## यूनिट 4

निर्धारित लघु कहानी संग्रह "अट्टे पहर" में से कहानी का सार, विषय वस्तु अथवा आलोचनात्मक मूल्यांकन

## यूनिट 5

निर्धारित लघु कहानी संग्रह "अट्टे पहर" में से प्रसंग सहित व्याख्या  
पाठ्य पुस्तकें:-

1. मधकाल दी चोणवी पंजाबी कविता (काव्य संग्रह)—प्रीतम सिंह, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाब यूनिवर्सिटी, चण्डीगढ़।
2. अट्टे पहर (कहानी संग्रह)—दलीप कौर टिवाणा, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाब यूनिवर्सिटी, चण्डीगढ़।
3. सज्जन समुन्द्रों पार दे (सफरनामा)— राम नारायण सिंह दरदी, प्रकाशक: लाहौर बुक शॉप, लुधियाना

### पंजाबी साहित्य (द्वितीय. प्रश्न पत्र)

## इकाई 1

काव्य संग्रह "शब्द सवेरा" में शामिल कवि का जीवन, साहित्यिक योगदान एवं काव्य कला का परिचय।

## यूनिट 2

पंजाबी इतिहास में से 1701 ई. 1850 ई. तक उपजी किसी साहित्यिक धारा से संबंधित प्रश्न।

## यूनिट 3

व्याकरण ज्ञान— शब्द रचना, अनेक शब्दों के स्थान पर एक शब्द का प्रयोग, वचन परिवर्तन (वाक्य के संदर्भ में), लिंग परिवर्तन (वाक्य के संदर्भ में)।

## यूनिट 4

पंजाबी रीति रिवाज— जन्म, विवाह और मृत्यु से संबंधित रीतियों का परिचय।

## यूनिट 5

साहित्य के रूप— उपन्यास, नाटक, एकांकी, कहानी, निबन्ध का परिचय  
सहायक पुस्तकें:-

1. पंजाबी साहित्य का इतिहास (1701 से 1850 ई.) पब्लिकेशन ब्यूरो, पंजाबी यूनिवर्सिटी, पटियाला।
2. साहित्य के रूप— किरपाल सिंह व परमिन्द्र सिंह, लाहौर बुक शॉप, लुधियाना।
3. खोज पत्रिका, पंजाबी यूनिवर्सिटी, पटियाला।
4. अजोकी पंजाबी का व्याकरण, पंजाब स्कूल सिखिया बोर्ड, साहिबजादा अजीत सिंह नगर

## HISTORY

### PAPER I - Indian History (Earliest times to 650 A.D.)

Contact Hours: 6 periods per Week

Maximum Marks: 100

Examination Duration: 3 Hours

Theory: 80 Internal: 20

### Objectives:

1. To provide the knowledge of the sources of the period.
2. The students shall be able to know the legacies of the early history of India.
3. The study of this Semester shall provide the know how of the origin of republics and the system of republican administration.
4. To give the knowledge of the rich administrative traditions of ancient India
5. The students shall come in touch with the pride of ancient Indian society and religion.
6. This Semester shall provide the knowledge of the spread of Indian culture in the other countries.
7. The student will be informed about the South Indian History.

### UNIT-I

1. Sources of ancient Indian History –Literary, Archaeological, Numismatical and Epigraphical.
2. Influence of Geography on Indian History, Geographical divisions of India.
3. Sindhu –Saraswati civilisation – origin, extent, urban planning, economy and contact with other civilisations.
4. Society, Polity and Economy as reflected in Vedic literature.

### UNIT II

1. Mahajanpadas: Administrative system of Republics, The age of second urbanization
2. Rise of Magadha Empire up to the Nanda dynasty.

3. The Age of Mauryas – Chandragupta: extent of his empire and administration.
4. Ashoka – his concept of Dhamma.

### UNIT III

1. Post Mauryan society and polity, Art and Architecture (Mathura and Gandhara schools of sculpture) Shungas, Satvahanas and Kushanas.
2. Sangam Age – Chiefdoms, literature, society and economy.
3. Shakas – Rudradaman
4. Economy of Pre-Gupta period – Trade and commerce, trade guilds, foreign trade, coinage and various industries.

### UNIT IV

1. Gupta dynasty – Chandragupta I, Samudragupta, Chandragupta II and Skandagupta.
2. Gupta administration and society
3. Trade and Commerce during the Gupta period
4. Land revenue system of Gupta rulers.

### UNIT V

1. India in the post Gupta period – Hunas,
2. Vardhana dynasty of Thaneshwar
3. Social, religious and economic life during the reign of Harsha Vardhana.
4. Legacy of Ancient Indian History

### Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### Tutorials/Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### Assessment Modalities

- The end examination will be of 80 marks. Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

1	Agarwal, D.P.	History and Culture of Indian people.
2	Roy Chowdhry, H.C.	Political History of Ancient India
3	Majumdar, A.K.	A Concise History of India, Delhi
4	Sharma, Dasharath	Early Chauhan Dynasties, Vol. I and II
5	Smith, V.A.	Early History of India : Oxford

संदर्भ पुस्तकें:—

- 1 पांडे गोविन्द चन्द्र : गुप्त शिवकुमार: वैदिक संस्कृति,
- 2 इलाहाबाद, लोकभारती भारतीय परंपरा के मूल स्वर, नेशनल पब्लिशिंग हाउस, दिल्ली प्राचीन भारत का इतिहास, कॉलेज बुक हाउस जयपुर
- 3 मजूमदार, रमेशचन्द्र प्राचीन भारत, मोतीलाल बनारसीदास, दिल्ली
- 4 घोष, ए. भारत का प्राचीन इतिहास, इलाहाबाद
- 5 पांडे, राजबलि प्राचीन भारत
- 6 वर्मा, राधाकांत भारतीय प्रागैतिहासिक संस्कृतियां, इलाहाबाद
- 7 थपलियाल, किरनकुमार सैन्धव सभ्यता, उ.प्र. हिंदी ग्रंथ अकादमी
- 8 महाजन वी. डी. प्राचीन भारत का इतिहास, दिल्ली
- 9 गोयल, एस. आर. प्राचीन भारत का इतिहास (संबंधित संस्करण)
- 10 श्रीवास्तव, ए एल मध्यकालीन भारत का इतिहास

### PAPER II: World History (From The Age of enlightenment to 2000 A.D.)

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80 Internal: 20**

### OBJECTIVES

1. It is intended to let the students have a panoramic view of modern history of the world since Renaissance and Reformation.

2. This will complete his study of the world history.
3. The candidate will have a bird's eye view of the whole history of the world.
4. This will prepare him for interplay between the micro and macro.

#### UNIT I

1. Age of scientific Reasoning and Enlightenment.
2. Emergence of Nation States in Europe.
3. Industrial Revolution: Causes, Consequences, Emergence of New classes.
4. American War of Independence: Nature and causes, course of struggle and significance.

#### UNIT II

1. French Revolution: Causes, main events and its impact.
2. France under Napoleon Bonaparte
3. Vienna Settlement (with special reference to Metternich)
4. Development of liberalism and Nationalism in Europe, Unification of Italy and Germany.

#### UNIT III

1. Eastern question with special reference to Crimean war and Berlin settlement.
2. Colonial expansion of European powers in Asia, Africa and Latin America
3. American civil war: Causes and results
4. First World war: Causes and Results, Paris Settlement and League of Nations.

#### UNIT IV

1. Causes and consequences of Bolshevik Revolution, Economic and Social reconstruction of Russia.
2. World Economic Depression (1924-30) Cultural Revolution in China. Rise of Japan as an imperial power.
3. Rise of Nazism and Fascism
4. Second World War: Causes and Results

#### UNIT V

1. Formation of UNO and its achievements
2. Cold War- Meaning, causes and consequences
3. Rise of Nationalist movements in Indonesia, China and Indo China, Emergence of Kamal Ataturk, Awakening and Nationalism in the Arab World.
4. Beginning of Globalisation

#### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

#### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Assessment Modalities**

- The end examination will be of 80 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five marks. (10 marks)

<b>1</b>	J.E. Swain	:	History of World Civilisation
<b>2</b>	C.D.Hazen	:	Modern European History
<b>3</b>	J.H.Hayes	:	A Political and Cultural History of

### GEOGRAPHY

Scheme	Exam Duration	Max. Marks	Min. for pass
<b>Paper I</b>	3 hrs.	40 (External) 10 (Internal)	
<b>Paper II</b>	3 hrs.	40 (External) 10 (Internal)	<b>54</b>
<b>Paper III</b>	3 hrs.	40 (External) 10 (Internal)	

## PAPER I: PHYSICAL GEOGRAPHY (CLIMATOLOGY AND OCEANOGRAPHY)

**Examination Duration: 3 Hours**

**Max. marks 40**

### Objectives:

- This Paper on physical geography is structured into components of climatology and oceanography. The aspects of climatology emphasize the constituents of the atmosphere, the dynamic nature of the processes associated with it and their contribution in making the earth habitable. The course content also leads to the identification of climatic differentiation on the earth, and the consequences of human activities on the atmospheric processes.
- The component of oceanography similarly deals with the coastal processes and describes the vast and diversified resources the oceans hold.

### A. CLIMATOLOGY

#### Unit I

Atmospheric Temperature: Insulation and global energy budget, vertical, horizontal and seasonal distribution of temperature. Atmospheric pressure and winds: vertical and horizontal distribution of pressure; planetary, periodic and local winds.

#### Unit II

Atmospheric moisture: humidity, evaporation; and condensation; hydrological cycle; types of precipitation, world patterns of rainfall: regional and seasonal distribution. Air masses and fronts: concept, classification and properties. Atmospheric disturbances: tropical and temperate cyclones; thunderstorms and tornadoes.

#### Unit III

Climatic classification; basis of Koppen's classification and types - distribution, characteristics and related plant and animal life. Role of Climate in human life; Atmospheric pollution and global warming - general causes, consequences and measures of control.

### A. OCEANOGRAPHY

#### Unit IV

Relevance of oceanography in earth and atmospheric sciences: Definition of oceanography. Surface configuration of the ocean floor, continental shelf, continental slope, abyssal plain, mid-oceanic and oceanic trenches. Relief of Atlantic, Pacific and Indian Oceans. Distribution of temperature and salinity of oceans and seas.

#### Unit V

Circulation of oceanic waters: waves, tides and currents; currents of the Atlantic, Pacific and Indian oceans. Marine deposits and coral reefs; coastal environment. Oceans as storehouse of resources for the future.

### Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### Tutorials/Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods,



Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Assessment Modalities**

- The end examination will be of 40 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

### **Books recommended**

- 1 Barry, R.G. & Chorley, R.J. Atmosphere, Weather and Climate, Routledge. 1998.
- 2 Critchfield, H : General Climatology, Prentice-Hall, New York, 1975.
- 3 Das, P.K.: The Monsoons, National Book Trust, New Delhi, 1968.
- 4 Lydolph, Paul, E. : The Climate of the Earth. Rowman and Allanheld, Totowa, N.J. 1985.
- 5 Mather, J.R : Climatology-, McGraw-Hill, New York, 1974.
- 6 Patterson, S. : Introduction of Meteorology, McGraw-Hill Book Co., London, 1969.
- 7 Stringer, E.T. : Foundation of Climatology, Surjeet Publications, Delhi, 1982.
- 8 Trewartha, G.T.: An Introduction to Climate, International Students edition, McGraw Hill, New York, 1980.
- 9 Anikouchine, W.A. and Sternberg, R.W.: The World Oceans- An introduction to Oceanography, Englewood Cliffs, N.J. 1973.
- 10 Grald, S. : General Oceanography - An Introduction, John Wiley & Sons, New York, 1980.
- 11 Garrison, T. Oceanography. Wadsworth.com. USA 1998.
- 12 King, C.A.M: Oceanography for Geographers E. Arnold, London, 1975.
- 13 Sharma, R.C. Vatel M. Oceanography for Geographers, Chetnya Publishing House. Allahabad, 1970
- 14 Shepard, F.P.: Submarine Geology. Harper & Sons, New York, 1948.
- 15 Thurman, H.B.: Introductory Oceanography, Charles Webber E. Merrill Publishing Co., 1984.
- 16 Weisberg, J. and Howard: Introductory Oceanography. McGraw-Hill Book Co., New York, 1976.

## **PAPER II: BIOSPHERE AND BIOGEOGRAPHY**

**Examination Duration: 3 Hours**

**Max. marks 40**

### **Objectives:**

This paper on physical geography is structured into components of Bio-Geography. This aspect emphasizes the constituents of the dynamic nature of the processes associated with it and their contribution in making the earth habitable. The course content also leads to the identification of different resources of the earth.

### **CONTENT:**

#### **Unit- I**

Definition, scope and significance of biosphere, components of biosphere, Concepts of Biome, Ecotone and Community, Geographical distribution of Plants and Animals; Concept of Biodiversity and conservation.

#### **Unit-II**

Concept of an ecosystem, Structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids. Ecosystem: types, characteristic features, structure and function of the following ecosystem: Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (eg. ponds, streams, lakes, rivers, oceans, estuaries).

### **UNIT: III**

Ecosystem diversity: Bio-geographical classification of India, value of biodiversity: consumptive use, productive use. Social, ethical, aesthetic values, biodiversity at global, national and local levels, India as a mega-diversity nation, hot-spots of biodiversity, threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India, conservation of biodiversity: In-situ and ex-situ conservation of biodiversity.

### **Unit-IV**

Resources: its types as per availability. Forest resources: use and over-exploitation, Timber extraction, mining, dams and their effects on forests and tribal people. Water resources: Use and over-exploitation of surface and groundwater, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: Use and exploitation environmental effects of extracting and using material resources, case studies. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyle.

### **Unit - V**

Population: Distribution and density; Population structure - age and sex ratio, urban & rural, literacy and occupational population; Population growth since independence, causes problems and solutions. Concept of Human Development - Major indicators, H.D.I. (Human Development Index) Status of Women - changing aspects of demographic, social, economic, health and nutrition. Concept of Sustainable development.

### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Assessment Modalities**

- The end examination will be of 40 marks..
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

### **Books recommended:**

1. Strahler, A.H. & Strahler A. H.: Elements of Physical Geography
2. Wooldridge S.W.: The physical basis of geography, Longman's Green & Co. London 1959.
3. Finch & Trewartha : Elements of Physical Geography
4. Negi : Physical Geography

## **PAPER III: ECONOMIC GEOGRAPHY**

**Examination Duration: 3 Hours**

**Max. marks 40**

### **Objectives:**

The basic economy of the world is undergoing rapid transformation in recent times. The process of such transformation of economic activities from primary to secondary and tertiary stage is dynamic in nature. In view of this, the objectives of this course are to integrate the various factors of economic development and to acquaint the students about this dynamic aspect of economic geography.

### **Course contents:**

#### **Unit - I**

Definition, nature, scope and recent trends of economic geography, its relation with economics, and allied subjects, Classification of economies, local and spatial organization; Sectors of economy- primary, secondary and tertiary; the impact of economic activities on environment.

#### **Unit - II**

Natural resources-classification: renewable and non-renewable, biotic and abiotic, Conservation of resources, changing nature of economic activities; mining, forestry, agriculture, industry, trade and transport.

#### **Unit - III**

Agriculture-physical, social, cultural environment influencing crop production; Spatial distribution of major food and cash crops of the world; Agricultural types and classification.

#### **Unit - IV**

Minerals and Industries-classification of minerals: ferrous and non-ferrous and their world distribution, energy minerals and resources. Industries: factors of localization, Major industries-iron and steel, textile, chemicals, cement, ship buildings, small scale and cottage industries.

#### **Unit - V**

Trade and Transport-geographical factors in their development, Major water, land and air transport. Means of transportation and their importance, status of roads and development plans, national and state highways, problems relating to road transport network. Railway network development and status. Internal and international trade. World Trade Organization (WTO) and globalization and their effect on developing countries of the world.

### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Assessment Modalities**

- The end examination will be of 40 marks..
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

### **BOOKS RECOMMENDED**

1. Boesch, H.: A. Geography of World Economy. D. Van Nostrand Co., New York, 1964.
2. Chapman, J.D. : Geography and Energy, Longman, London, 1989.
3. Gregor, H.F.: Geography of Agriculture, Prentice Hall, New Jersey, USA, 1970.
4. Griggs, D.B. The Agricultural Systems of the World, Cambridge University Press, New York, 1974.
5. Hartshorne, T.N. and Alexander, J.W.: Economic Geography, Prentice Hall, New Delhi, 1988.
6. Jones, C.F. and Darkenwald, G.G.: Economic Geography, McMillan Co., New York. 1975.
7. Millar E.: Geography of Manufacturing, Prentice Hall, New York, 1962.
8. Raza. M and Agrawal, Y.: Transport Geography of India. Concept, New Delhi, 1986.
9. Smith, D.M.: Industrial Location – An Economic Geographical Analysis, John Wiley, New York, 1971.
10. Thomas, R.S.: The Geography of Economic Activities, McGraw Hill, New York 1962.

### **GEOGRAPHY PRACTICAL**

**Contact Hours: 4 periods per Week**  
**20-25/Batch**

**Maximum Marks: 50**  
**Examination Duration: 5 Hours**

1. Lab work (Written Examination 3 hours duration- 4 Problems out of 5)	20
2. Record work and viva-voce	10
3. Field Survey and Viva-voce (2 hours duration)	10
4. Village Survey report and viva-voce	10
<b>Total</b>	<b>50</b>

#### **CONTENTS:**

1. Types of cartographic symbols and their uses-point, line and area symbols, classification of distribution maps.
2. Representation of population data - distribution (dot), density (choropleth), growth (ring), sex -composition (Pyramid), urban & rural population (dot & circle, dot & sphere).
3. Agriculture data-land use (divided circle), production (square and rectangle), irrigated area as percent to total cropped area (choropleth), distribution (dot and symbols). Industrial data - Production (Block pile, bar, band graph), Transport data - traffic flow diagram.
4. Mean, Median and Mode; Quartile, mean and standard deviation, Lorenz curve.
5. Plane table survey - radiation, intersection, traversing, resection (two and three point problems) Llano, Bassels. Trial and error, Mechanical Method.
6. Village Survey Report: Socio-economic survey report of any nearby village. Report should be prepared by the student. 4 days for survey and 3 days for introduction and preparation of survey report.

#### **Suggested Books :**

1. Monkhouse E.J. : Maps and diagrams, Methuen Co. London.
2. Robinson, A.H. : Elements of Cartography, John Willey & Sons, New York.
3. Mishra, R.P. : Fundamental of Cartography, Macmillon, New Delhi.
4. जे पी शर्मा : प्रायोगिक भूगोल, रस्तोगी प्रकाशन, मेरठ
5. एम एस जैन : प्रयोगात्मक भूगोल, साहित्य भवन, आगरा

## POLITICAL SCIENCE

### PAPER I - COMPARATIVE GOVERNMENT AND POLITICS

Contact Hours: 6 periods per Week

Maximum Marks: 100

Examination Duration: 3 Hours

Theory: 80 Internal: 20

**OBJECTIVES: On the completion of the course the students will be able to:**

- Acquire knowledge about the constitutional systems of UK, USA, China, Switzerland and France.
- Understand the composition, functions and position of legislatures executives and judiciaries in different countries.
- Understand the different patterns of relationship among the Executive, Legislature and Judiciary prevailing in different kinds of political systems.
- Acquaint themselves with various aspects and agencies of political process in different systems.

### CONTENTS

#### UNIT I

Comparative politics: Meaning, scope and nature. Evolution of Comparative Politics Comparative method, Types of comparison (Vertical-Horizontal), Types of Constitutions, Constitutionalism.

#### UNIT II

Socio-economic bases and salient features of the Constitutions of United kingdom, United states of America, China, Switzerland and France, Federal system of the U.S.A. and Switzerland. Political parties in the U.S.A., United kingdom France and Switzerland. Role of communist Party in China, Pressure Groups in USA, United Kingdom and France.

#### UNIT III

Executive: Composition and Functions, British King and the Crown. British Prime Minister and Cabinet, the President of the USA, France and China, Plural Executive of Switzerland. **UNIT IV** Legislature: Composition and Powers of the British Parliament, USA's Congress, Swiss Federal Assembly, French Parliament and National people's Congress of China.

#### UNIT V

Judiciary : Judicial system of UK, USA's Supreme Court and Judicial Review, the Administrative Law and Administrative courts of France, Federal Tribunal of Switzerland. Inter-relationship among the three organs of Government in comparative perspective.

#### Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

#### Tutorials/Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### Assessment Modalities

- The end examination will be of 80 marks Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two Assignments: one oral presentation and one written assignment. Each will carry a weightage of 05 marks. (10 marks)

### **SUGGESTED READINGS:**

1. Kamrava Mehran: Understanding Comparative politics, Prentice hall of India Pvt.Ltd.,New Delhi 2000
- Charles, A. Beared: American Government and Politics.
2. C. Huiton: An Introduction to Chinese Politics. London, David and Charles, 1973.
3. H.J.Laskhi : American Democracy : A commentary and An Interpretation, London Unwin 1984.
4. C. Leys, Politics in Britain: An Introduction, London, Heinemann, 1983.
5. W. Zhang, Transforming China: Economic Reforms and its Political Implication, NewYork, St. Martin's Press, 2000.
6. प्रभुदत्त शर्मा , तुलनात्मक राजनीतिक संस्थाएं
7. सी. बी. गेना – तुलनात्मक राजनीति एवं राजनीतिक ओ पी गाबा – तुलनात्मक राजनीति की रूपरेखा

### **PAPER II - INDIAN POLITICAL SYSTEM**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80 Internal: 20**

#### **OBJECTIVES**

On the completion of the course the students will be able to:

- Acquire knowledge about the historical background of constitutional development in India.
- Understand the contribution of different streams of national movement in India. Acquaint themselves with salient features of the Indian Constitution.
- Appreciate philosophical postulates of the constitution on the basis of Preamble, Fundamental Rights and Duties and DPSP
- Understand the composition, functioning, role and position of Parliament in India. Understand the pattern of relationship between the Executive and Legislature in India and also the composition, functions and role of the Executive.
- Acquaint themselves with the judicial system of the country and also the nature of the judicial review and its recent trends such as judicial activism.
- Acquire knowledge regarding the federal system of the country and governance at the state level.
- Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
- Understand the Socio economic realities of the country and also the interaction between social and political factors in the country.
- To evaluate the electoral system of the country and to identify the areas of electoral reforms.
- To understand and evaluate the Gender issues in Indian politics.

#### **CONTENT**

##### **UNIT-I**

National Movement – its strategy and evolution- Moderate, Extremist and Revolutionary streams, Gandhi's contribution to national movement. Major landmarks in the constitutional history of India with special reference

to India Council Act 1909, Govt. of India Act 1919 with special reference to Diarchy, Govt. of India Act 1935- and provincial autonomy.

## **UNIT II**

The Constituent Assembly-Genesis, Organization and Function, Salient features of the Constitution of India, Preamble, Fundamental rights and Fundamental Duties. Directive Principles of state policy. Union Executive : The President, Prime Minister and Council of Ministers.

## **UNIT III**

Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha), Supreme Court: Composition, functions, Judicial Review and Judicial Activism, Amendability of the Constitution.

## **UNIT IV**

Federal system: evolution and trends; Union-state relations, Areas of Tension and demand of Autonomy. Governor - Powers and Role, Composition, and Functions of State Legislature, Rural and urban local self government.

## **UNIT V**

Election Commission, Issues of Electoral Reforms, Nature of Indian Political System: Political parties pressure groups, Voting Behaviourism, Regionalism, Gender issues, Poverty and Caste.

### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

### **Assessment Modalities**

The end examination will be of 80 marks. Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two Assignments: one oral presentation and one written assignment. Each will carry a weightage of 05 marks. (10 marks)

Voting Behavior, Political parties (National & Regional) & Pressure Groups.

Role of caste, religion, region and languages, Gender and Terrorism in Indian politics, Class and Poverty, Social Justice and Politics of Reservation.

### **SUGGESTED READINGS**

1. D.D. Basu : An Introduction to the Constitution of India, New Delhi. Prentice Hall, 1994.
2. G. Austin : Working a Democratic Constitution the Indian Experience. Delhi, Oxford University Press, 2000.
3. R. C. Agarwal : Indian Government and Politics (India Political System) 5<sup>th</sup> ed.S.Chand and Co., New Delhi 2000
4. N.G. Jayal (ed.), Democracy in India, Delhi, Oxford University Press. 2001. A.G.Noorani, Constitutional

5. Questions in India : The President, Parliament and the States Delhi, OxfordUniversity Press, 2000.
6. Payl, Flather : Recasting Indian Politics – Essays on a Working Democracy Palgsave 2002.
7. Niraja Gopal Jayal. Democratic Governance in India : Challenges of Poverty Development and identity. Sage Publications, New Delhi
8. S.N.Singh, Caste Tribe and Religion in Indian Politics, Sai, New Delhi, 2006
9. डॉ जयराम उपाध्याय – भारत का संविधान, सेन्ट्रल लॉ एजेन्सी, इलाहाबाद, 2007
10. बी. एल. फ़डीया – भारतीय शासन एवं राजनीति, साहित्य भवन पब्लिकेशनस, आगरा, 2007 डॉ ए पी अवस्थी – भारतीय
11. शासन व राजनीति, लक्ष्मी नारायण अग्रवाल, आगरा 2006
12. एस एम सर्ईद – भारतीय राजनीतिक व्यवस्था, सुलभ प्रकाशन,लखन 2004

## **ECONOMICS**

### **PAPER I: MACRO ECONOMICS**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 100**

**Examination Duration: 3 Hours**

**Theory: 80 Internal: 20**

#### **Objective:**

#### **The Students are expected to:**

- Understand the behavior of any economy in general and National Income determination in particular.
- Acquaint in Construction of National Income and social Accounts.
- Familiarise with the different Concept and Measurement of national income.
- Familiarise with classical theory, Keynesian theory and their main principles.

#### **CONTENT**

##### **Unit I**

**National Income and Social Accounts:** Nature and importance of Macro Economics. Fallacy of composition. Concept and measurement of national income. National income identities with government and international trade; incorporation of environmental concerns in national accounts green accounting.

##### **Unit II**

**Output and Employment:** Say's law of markets and the classical theory of employment; Keynes' objection to the classical theory. Keynesian theory of output and employment- Aggregate demand and aggregate supply functions. The principle of effective demand. Consumption function – Average and marginal propensity to consume : Factors influencing consumption spending.

##### **Unit III**

**Investment:** The investment multiplier and its effectiveness in LDCs. Theory of investment –Autonomous and induced investment. Marginal efficiency of capital : Savings and investment – ex post and ex ante. Equality and equilibrium. Rate of Interest: Classical. Neo classical and Keynesian theories of interest

##### **Unit IV**

**Trade Cycles:** Nature and characteristics, Hawtrey's monetary theory. Hayek's over investment theory: Keynes' view of trade cycle. The concept of accelerator: Samuelson and Hicks multiplier accelerator interaction model : Control of trade cycles.

##### **Unit V**



**Economic Growth:** Sources of growth: Classical theories of growth, Ricardo, Harrod Domar Model. Lewis (Unlimited supply of labour).

### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

### **Assessment Modalities**

- The end examination will be of 80 marks. Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. Each will carry a weight age of five marks. (10 marks)

### **Books Recommended**

1. Ackley, G.(1976). Macro economics :Theory and Policy. Macmillan Publishing Company, NewYork.
2. Day, A.C.L.(1960). Outline of Monetary Economics. Oxford University Press, Oxford.
3. Gupta,S.B. (1994). Monetary Economics, S. Chand and Co. Delhi
4. Hejdra, B.J. and F.V.Ploeg (2001). Foundations of Modern Macroeconomics. OxfordUniversity Press, Oxford
5. Lewis, M.K. and P.D.Mizan (2000). Monetary Economics. Oxford University Press, New Delhi
6. Shapiro, E. (1996). Macroeconomic Analysis. Galgotia Publications, New Delhi Vaish, M.C.Macro Economics
7. Dillard, D.(1960).The Economics of John Maynard Keynes. Crossby Lockwood and Sons.London
8. Hanson, A.H. (1953). A Guide to Keynes. McGraw Hill, New York.
9. Higgins, B. (1963) Economic Development : Principles, Problems andPolicies, Central bookDepot, Allahabad
10. Keynes, J.M.(1936) The General Theory of Employment, Interest and Money, Macmillan,London
11. Kindleberger, C.P. (1958). Economic Development. McGraw Hill Book Company, New York.
12. Lucas, R. (1981). Studies in Business Cycle Theory. MIT Press, Cambridge
13. MassachusettsMier, G.M. and R.E. Baldwin(1957).Economic Development : Theory, History and Policy,Wiley & Sons Inc., New York.
14. Powelson, J.P.C. (1960). National Income and Flow of Funds Analysis. McGraw Hill, NewYork.

## PAPER II: INDIAN ECONOMY

Contact Hours: 6 periods per Week

Maximum Marks:100

Examination Duration: 3 Hours

Theory: 80 Internal: 20

### OBJECTIVE

The Students are expected to:

- Understand the structure, economic problems, economic policies of various sectors of Indian Economy.
- Develop the ability to appraise critically the various issues related with various problems of Indian Economic.
- Familiarise with different New issues and polices adopted by Indian Government.
- Promote values with the various ideas of Indian economic thinkers.

### CONTENT

#### Unit I : Structure of Indian Economy

**Basic Features:** Natural resources – Land, water and forest resources: Broad demographic features – Population size and growth rates sex composition, rural urban migration occupational distribution: Problem of over population. Population policy: Policies focus from population control to family welfare and women empowerment: Infrastructure development: national income: Human development Inedx.

#### Unit II: Agriculture and Industry

**Agriculture:** Nature and importance: Trends in agricultural production and productivity. Factors determining productivity: Land Reforms: New agricultural strategy and green revolution: Rural credit. Agricultural marketing. Agriculture and WTO India's Food Policy. **Industry** : Industrial development during the planning period : Industrial Policy of 1991: Industrial licensing policy – MRTP Act, FERA and FEMA. Growth and problems of small scale industries. Role of public sector enterprises in India's industrialization – recent policy towards public sector. Labour Sector Reforms

#### Unit III: Planning in India

**Objectives:** Strategy: Broad achievements and failures: Current Five Year Plan – Objectives. Allocation and targets: New economic reforms – liberalization privatization and globalization: Rationale behind economic reforms: Progress of Privatization and Globalisation. Problems of subsidy in India, Main objectives targets and achievements of X<sup>th</sup> and XI<sup>th</sup> Five Year Plan and XII<sup>th</sup> Five Year Plan and XII<sup>th</sup> five year plan.

#### Important Areas of Concern

Poverty and Inequality: Unemployment, Rising Prices: Industrial relations, Trends in Agriculture production and Agriculture Productivity.

#### Unit IV

**External Sector:** Role of foreign trade: Trends in exports and imports: Composition and direction of India's foreign trade: Balance of payments crisis and the New economic reforms – Export promotion measures and the new trade policies. Foreign capital – FDI, aid; Multinational corporations (MNCs) and their impact on Indian Economy The relevance of SWADESHI.

#### UNIT V

**Indian Economic Thinkers:** Basically this unit focuses economic ideas in the field of consumption, production, exchange, Distribution and Public Finance of Indian Economic Thinkers- R.C.Dutta, M.N.Roy,

M.K.Gandhi, Deen Dayal Upadhyaya, J.K.Mehta and Amratya Sen

### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any maybe resolved during tutorials.

### **Assessment Modalities**

- The end examination will be of 80 marks. Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. Each will carry a weightage of five marks. (10 marks)

### **Books Recommended**

1. Datt, R. and K.P.M. Sundharam (2001). Indian Economy. S. Chand and Company Ltd., New Delhi
2. Kedia, Kusum and Sinha. Root of Under development - a peep into Indian Colonial Post. Tara Printing works, Varanasi.
3. Dhingra, I.C. (2001). The Indian Economy: Environment and Policy. Sultan Chand and Sons, New Delhi.
4. Dutt, R.C. (1950). The Economic History of India under Early British Rule. Low Price Publications, Delhi
5. Kumar, D. (ed.) (1982). The Cambridge Economic History of India, Vol.II 1757-1970. Orient Longman Ltd. Hyderabad
6. Naoroji, D. (1962) Poverty and Un-British Rule in India. Low Price Publications, Delhi.
7. Planning Commission (1999). Ninth Five Year Plan Government of India, New Delhi
8. Singh, V.B. (Ed.) (1965) Economic History of India, 1857-1956, Allied Publishers Private Ltd., Bombay
9. Ahluwalia, I.J. and I.M.D. Little (Eds.) (1999). India's Economic Reforms and Development (Essays in honour of Manmohan Singh) Oxford University Press, New Delhi
10. Jalan, B. (1992). The Indian Economy : Problems and Prospects. Viking, New Delhi
11. Jalan B. (1996). India's Economic Policy Preparing for the Twenty-first Century, Viking, New Delhi
12. Parikh, K.S. (1999). Indian Development Report 1999-2000. Oxford University Press, New Delhi
13. Datt, R. (Ed.) (2001). Second Generation Economic Reforms in India. Deep and Deep Publications, New Delhi
14. R.G.D. Allen – Mathematical Analysis for Economics
15. Henderson and Quandt Micro Economic Theory, Mathematical approach Latest Edition, McGraw Hill Tokyo
16. Chiang- Alpha C. Fundamental methods of mathematical Economics
17. W.J. Baumal Economics Theory and operations Analysis

## **CC 6: CONTEMPERORY INDIA AND EDUCATION**

**Instructional Time: 4 periods/weekMax.**

**Marks: 75**

**Exam. Duration: 3 Hours**

**External:60 Internal: 15**

### **Course Objectives:**

To enable student Teacher to -

1. Acquire knowledge of the concept of Educational Administration and Management.
2. Understand the role of center, state and local agencies in managing education.
3. Acquire knowledge of administration and supervision of education in Rajasthan.
4. Develop an understanding of the principles and practices of school organization.
5. Develop an understanding of the main issues related to Indian educational system.

### **Unit 1**

Concept, need, characteristics, principles of Educational Administration and Educational management.

- (a) Concept of authority, delegation of power, centralization and decentralization, direction, communication, unity of command, TQM.
- (b) Constitutional provision of education, Fundamental rights and duties,

### **Unit 2**

- (a) Universalization of education.
- (b) Equality of opportunities in education.
- (c) directive principals of State Policies.
- (d) Relationship between education and democracy.
- (e) Role of education in developing Socialistic patterns and national integration.

### **Unit 3**

- (a) Education as a sub system:
- (b) Education as an agent of social change, social change influencing the trend of education and social disparities
- (c) Social Mobility, Cultural Lag, Gender Disparities
- (d) Regional disparities.
- (e) The role of educational institution for creating new social orders.

### **Unit - 4**

A brief survey of growth and development of education in India.

- (a) Pre - Independence era -
  - i Education during vedic, Buddhist and Medieval period.
  - ii Development during British period - Macaulay's minutes, wood's dispatch 1854. iii Naye Taleem
- (b) Post independence era.
  - i Salient features of secondary education commission 1952-53, ii Education Commission 1964 (Major recommendations)

- iii National Policy on Education 1986 (NEP 1986 for educational administration)
- iv Mid day meal to insure nutrition and public space ( irrespective of caste, religion, class and gender)
- v RTE-2009

### Unit - 5

(a) Role of central and state agencies of education.

MHRD, NCTE, NCERT, CBSE, CABE (Central Advisory Board of Education), NIEPA State Dept. of Education, RBSE, SIERT, IASE, CTE, DIET

Practicum

#### Any one of the followings

1. Preparing a project report concerning any aspect of school Management.
2. Construction of time-table and maintenance of attendance register.
3. Preparation of an outline of an institutional planning on any aspect of school organization.
4. A case study of a secondary school with reference to the leadership role of school Headmaster.

#### Books Suggested:

1. भटनागर, सुरेश, 1996, शैक्षिक प्रबन्ध और शिक्षा की समस्याएँ, सूर्या पब्लिकेशन, मेरठ
2. गुप्ता एल. डी., 1990, उच्च शैक्षिक प्रशासन, हरियाणा साहित्य अकादमी, चण्डीगढ़
3. सुखिया एस.पी., 1965, विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा
4. वशिष्ठ के.के., 1985, विद्यालय संगठन एवं भारतीय शिक्षा की समस्याएँ, लायल बुक डिपो, मेरठ
5. देव आचार्य महेन्द्र, 1998, विद्यालय प्रबन्ध, राष्ट्रवाणी प्रकाशन दिल्ली
6. शर्मा आर. ए. 1995, विद्यालय संगठन तथा शिक्षा प्रशासन सूर्या पब्लिकेशन, मेरठ
7. अग्रवाल जे.सी. 1972, विद्यालय प्रशासन आर्य बुक डिपो, नई दिल्ली
8. Agarwal J. C. (1972): School Administration, Arya Book Depot Karol Bagh, New Delhi
9. Baquer, A. & Sharma, A. (1997) Disability: Challenges Vs. responses. Can Publishing
10. Dash, B.N., School Organisation Administration & Management, Neel Kamal Publications Pvt. Ltd., 1996.
11. Mathur, S.S. Educational Administration, Krishana Brothers Jullundur. 1969
12. Mathur, S.S., Educational Administration and Management, Ambala Cantt: The Indian Press, 1990
13. Sharma, R.A., School Management, Surya Publications, Meerut, 2005.
14. National Curriculum Framework, (2005) [www.ncert.nic.in](http://www.ncert.nic.in)
15. National Curriculum Framework for Teacher Education (2009)

<b>Modes of Internal Assessment</b>	<b>Marks</b>
Written tests	10
Any two of the Practicum:	05

**Group C : Developing Teacher Sensibilities**  
**Section II : Experiences for Social and Environmental Sensitivity**  
**SES 1 - WORK EXPERIENCE - Value Education**  
**Instructional Periods : Theory 3 Period /week** **Max Marks : 50**  
**Min. Pass Marks : 18**  
**Exam Duration : 2 hrs (Internal Examination)**

Introductory Lecture on Values and Value education: Definition of human values-Values in social interactions  
Social norms and sanctions-Need for value education- Technology development and its impact on society  
sustainability of modern technology-Concept of holistic development-Need for inner transformations- living intune  
with nature- Professional ethics- Holistic approach in Teaching design-Role and social responsibility of an  
Teacher.

**Project:**

The aims of the project are to promote interaction among students and faculty, to build awareness about the societal commitment of an individual in teaching profession, and to emphasize the need of purposeful teacher training education.

**Project requirements**

Students are free to work on any project that has an element of value (professional/ethical/moral) promotion in it under the guidance of any member of faculty.

It can be through any club or forum of activity of their choice (Except NSS, which is offering a similar course)/ a community project or a project on service to society, documentation projects etc

The students themselves can identify the project and submit a proposal within a week from the beginning of the session.

The students groups formed must be aimed at integration of the student community and closeness through group activities. The students can identify an area/project title and submit a proposal in consultation with an identified to the course committee on Value Education within a week

**Modes of Learning Engagement:**

Constructivist Approach : Hands on Experience, Activity used Learning , SurevyInteractive Engagement, Group work, Peer Learning , Project Work

**Modes of Internal Assessment : Marks**

Written Test : 10

Project : 40

**SES 1 - Work Experience - Agriculture**  
**(Practices)**

**Instructional time: 1 Period/Week (Theory)** **Max.Marks: 50**  
**2 Periods/ Week (Practicum)** **Min. Pass Marks: 18**  
**Exam. Duration : 3 Hours** **(Internal Examination)**

### **Objectives of the Course**

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

- identify seeds of common crops and vegetables.
- recognise manures and fertilizers used commonly.
- understand characteristics of seeds and seedling.
- identify different summer and winter flowers.
- Acquire skills to horticulture practices.
- Inculcate healthy values related to work culture.

#### **Course Outline:**

##### **Unit I Identification**

- a) Seeds of common crops.
- b) Seeds of common vegetables.
- c) Important weeds.
- d) Manures commonly used.
- e) Fertilizers commonly used.

##### **Unit II Seeds and Seedlings**

- a) Characteristics of a good seed for sowing.

- b) Calculation of germination percentage of seeds.
- c) Planting seeds and transplanting seedling.
- d) Raising seedlings in a nursery
- e) Study about green-house.

**Unit III Ornamental gardening**

- a) Identification of different summer flowers.
- b) Identification of different winter flowers.
- c) Identification of common hedge and creeper plants.
- d) Preparation and maintenance of rockeries and borders.
- e) Preparation and maintenance of borders through hedge and flower plantation.

**Unit IV Horticulture Practices**

- a) Agro forestry and related concepts
- b) Potting and repotting practices.
- c) Practices related to production of important flowering plants.
- d) Collection of different types of seeds.
- e) Preparation of a project.

**Unit V General field practices**

- a) Earthing.
- b) Planting.
- c) Hoeing.
- d) Weeding.
- e) Watering of plants.

**Modes of Learning Engagement:**

Hands on experiences, Activity based learning, Experimentation, Interactive engagement, Groupwork, Peer learning, Project work.

**Practicum:**

- a) Identification of an agronomy of following crops:Wheat, Mustard, Gram, Rose etc.
- b) Agricultural Processes:  
Irrigation, Training and Pruning, Hoeing and Weeding, Seed Bed preparation, NurseryManagement.

<b>Modes of Internal Assessment</b>	:	<b>Marks</b>
Written test	:	10
Exam and project	:	40

**Suggested Readings:**

- ! Jitendra Singh, Basic Horticulture (Kalyani Publishers, New Delhi, 2012).
- ! Dr. Jaiveer Sing, Plant Propagation & Nursery Husbandry (Rama Publishing House, Meerut,2002).



- | Dr. Rajveer Singh & Dr. O.P. Rajput, Principles of Agronomy, Scientific Crop Production (Kushal Publications and Distributors, Varanasi, 2008).
- | Dr. K.N. Dubey, Fruit Production in India (Rama Publishing House, Meerut, 2008).

## **SES 2: Addressing Special Needs in Inclusive School**

**Instructional Time: 3 periods/week                      Max. Marks: 50**

**Exam. Duration: 2 Hours                                      Internal: 10 External: 40**

### **Objectives of the Course:**

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

- demonstrate knowledge on different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive school;
- plan and execute appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and
- implement laws pertaining to education of children with special needs.

### **Course Outline:**

#### **Unit 1: Paradigms in Education of Children with Special Needs**

- Historical perspectives and contemporary trends
- Defining Special Needs: ways of looking of Educational Difficulties -individual deficit view vs. curriculum view.
- Approaches of viewing disabilities: The charity model, the bio-centric model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education;

#### **Unit II: Legal and Policy Perspectives**

- Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UNCRPD, 2006;
- Constitutional Provisions; Persons with Disabilities Act, 1995, (PWD Act); Rehabilitation Council of India Act, 1992, National Trust Act 1999 and RTE Act, 2009. National Institutes
- National Policy - Education of Students with Disabilities in the National Policy on

Education, 1986, POA 1992

- Integrated Education for PWD, Children (IEDC, 1974), Scheme for Inclusive Education for PWD (IEDC, 2000) and Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); Scheme of Inclusive Education for PWD at Secondary School (IEDSS, 2009).

**UNIT III: Concept, characteristics, classification and curriculum adaptation in inclusive school for children with various disabilities**

- Visual impairment
- Hearing impairment
- Locomotor and Neuromuscular disorders
- Mental Retardation
- Specific learning disabilities

**UNIT IV: Inclusive practices in schools**

- Concept and philosophy of inclusive education.
- Teaching competencies required for inclusive classroom.
- Peer tutoring, Cooperative learning, social learning, system approvals Multisensory teaching, reflective teaching.
- Supportive services required for meeting special needs in the classroom.
- Duty of educational institutions, appropriate governments and local authorities to provide, promote and facilitate inclusive education and towards creation of barrier-free environment for persons with disabilities.

**UNIT V: Assessment, teaching and development of supportive services for CWSN**

- Concept and techniques of assessment
- Identification and functional assessment of children with special needs.
- Implication of assessment for instructional planning and placement
- Developing lesson plan and TLM for children with special needs
- Involving community resources as source of support to Inclusive school

**Modes of Learning Engagement:**

- The study materials must be presented to the trainees and discussions and reflections should be encouraged
- The students should be exposed to good practices of dealing with special needs either through videos or through actual visits
- It is important to engage the participants in a lot of cooperative group work so that they start valuing alternative points of view and significance of collaboration
- The student trainees can also be asked to write their reflections on various topics.

- Presentation of case studies and discussion
- Interaction with children with disabilities studying in schools and spending quality time with them is of great help in changing attitudes and developing empathy.
- Projects on various topics can help the students to acquire in depth knowledge.
- Audio- Visual presentations and demonstrating various practices.

**Practicum:**

1. Critically review the New Indian Disability Act/ UNCRPD and examine how the new Act will satisfy the needs of PWD in an inclusive society.
2. Identify any one child with disability and prepare a case report.
3. Identify any one topic from the textbook and write how the given content can be adapted for children with sensory impairment. Write what teaching learning aids can be used by the teacher.
4. Conduct a survey in the local community and identify the possible changes to be brought in to remove physical, social and attitudinal barrier towards PWD.
5. Identify various types of schools available for children with disability and make a note on educational facility available for them.
6. Prepare on any one of the topics of the five units for presentation in the class.

<b>Modes of Internal Assessment</b>	<b>Marks</b>
Written tests	05
Any two of the following	05
Reflective written assignments	
Conducting seminar on chosen topics	
Group reports Field visit reports/ project report Case studies on different disabilities	

**Suggested Readings:**

- 1 Banine, D (1988). Handicapped children in Developing countries: Assessment, Curriculum and Instruction - Edmonton (Alberta). University of Alberta.
- 2 Bala, M.J (2004). Methods of Teaching Exceptional Children,
- 3 Browning , R, E (2004): Teaching Students with Behaviour and Serve Emotional Problems, Jampala, M, B: Methods of Teaching Exceptional Children,
- 4 Farrell, M. (2004). Special Educational Needs: A Resource for Practitioners. New Delhi. Sage Publications.
- 5 Hegarty S. & Mithu Alur (2002). Education and children with Special need. New Delhi. Sage Publication.

- 6 Mani, M., N., G. (2001). Inclusive Education in Indian context. INRDC.
- 7 Moyes, R.A (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies
- 8 NCERT and UNESCO (2004). Inclusive Education: An Orientation package for Teacher Educators. Department of Education of Groups with special needs. NCERT and UNESCO.
- 9 NCERT and UNESCO (2000). Assessment of Needs for Inclusive Education. Report of the First Regional Workshop. NCERT and UNESCO.
- 10 National institute for the Visually Handicapped.(2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- 11 Nerbonne, M. A. & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- 12 Panda, K., C. (1990). Education of Exceptional Children. New Delhi. Vikas Publications.
- 13 Reddy G.L. & Rama, R (2000). Education of children with special needs, New Delhi - Discovery Pub.
- 14 Smith, D.D. (2002). Introduction to Special Education: Teaching in an age of challenge. Boston. Allyn and Bacon.
- 15 The Persons With Disability Act (1995). Ministry of Social Justice and Empowerment. Government of India, India, MSJE.
- 16 Smith, D.D (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon,
- 17 Strichart, S., S (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston,
- 18 Sataloff, R. T. & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis
- 19 Loreman, T., Deppeler, J & Harvey, D (2005). *Inclusive education - A practical guide to supporting diversity in the classroom.* (2<sup>nd</sup> Eds.). U.K. Routledge
- 20 UNESCO (1994). The Salamanca Statement and Framework for Action on Special needs Education. Paris. UNESCO
- 21 Wong, B, Y, L (1999). The ABCs of Learning Disabilities,

#### (SES 4)

#### Group C: Developing Teacher Sensibilities

#### Section II: Experiences for Social and Environmental Sensitivity

#### SES 3: Working with Community

**Duration: 10 days/year**

**Evaluation: grade point scale**

**Objectives of the course:**

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

- acquaint themselves with the factors working in the society/community i.e.knowledge of social realities.
- develop the dignity of labour among them.
- arouse their interest in the social and economic reconstruction of the country.
- make themselves aware of the educational problems and needs of thi society.
- enable themselves for preparing youth for sustainable development.
- develop their personality through community service.

**Methodology:** The students will spend 10 days at a stretch during the academic year in the identified village. Separate activities will be undertaken every year out of the following or given by the Institute.

**Suggested Activities:**

1. Shramdaan and beautification.
2. Study of educational scenario of a community. Reporting the profile of each Institution/NGO/social orgainsation, which are directly or indirectly concerned with educational /literacy programme.
3. Micro planning exercises for assessing the educational status of the community.
4. Organisation of "Nukad Natak" "Cultural Programmes", "Rallies" etc.for motivating parents for sending their wards to schools.
5. School mapping exercises for assessing the educational needs of the community.
6. Study of enrolment, stagnation and dropout problems.
7. Exploring the community resources and finding means and ways of using them for betterment of school.
8. Adopting a community and assessing its educational needs, social needs etc.
9. Conducting awareness programmes in the community- like Environment conservation, tree plantation, watershed management, health programmes like vaccination, polio drop etc. AIDS awareness, electoral awareness, load safety, human rights, women rights etc.
10. Organization of Literacy programmes in the community
11. Cleanliness drives in the community and awareness about their needs.
12. Character building programmes
13. Developing healthy food habits among the community
14. Conducting Vocational training programmes for self employment.
15. Promoting peace oriented values in the community.
16. Remedial teaching work for poor and needy in the community.
17. Action Research regarding local problems in consultation with the community.
18. Promoting peace oriented values in the community.
19. Conducting Adult Education programmes

20. Assistance and working with local community in actual relief work whenever needed.
21. Training of community in First Aid.
22. Helping the children with special needs.
23. Conducting Vocational training programmes for self employment.

**Modes of Learner Engagement:**

Proposed activities of the programme will be organized keeping in view the budgetary provision and the time of duration along with the required available facilities at the time of organization of the programme.

**Modes of Internal Assessment:**

- Internal assessment of Punctuality, Regularity, Discipline, Cooperation and Performing Arts will be done through observation of the students and viva will be conducted on their experiences and written report prepared by the student teacher.

Letter Grade	Grade Point
O (Outstanding)	100
A+(Excellent)	90-99
A(Very Good)	80-89
B+(Good)	70-79
B(Above Average)	60-69
C(Average)	50-59
P (Pass)	40-49
F(Fail)	Below 40
Ab (Absent)	0

# THIRD YEAR

## विषय : हिंदी

### पेपर-1 आधुनिक काव्य

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External: 60 Internal:15**

उद्देश्य – विद्यार्थी आधुनिक कविता की प्रमुख काव्य धाराओं से परिचित हो सकेगा। वह अत्याधुनिक काव्य धाराओं की भाषा में आए परिवर्तन का ज्ञान प्राप्त कर सकेगा। उसको रस निष्पत्ति की जानकारी प्राप्त हो सकेगी तथा आधुनिक काल के कवियों की संक्षिप्त जानकारी के साथ उनके काव्य ग्रंथों से अवगत हो सकेगा।

#### इकाई 1

निम्नलिखित कवियों के दिए गए काव्यांशों में से किन्हीं दो काव्यांशों की संसंदर्भ व्याख्या करनी है। प्रत्येक पद्यांश का एक विकल्प भी दिया जाएगा। प्रत्येक संसंदर्भ व्याख्या के लिए 6 अंक निर्धारित हैं।

1. मैथिलीशरण गुप्त
2. सुमित्रा नंदन पंत
3. सूर्यकांत त्रिपाठी निराला
4. जयशंकर प्रसाद
5. महादेवी वर्मा
6. रामधारी सिंह दिनकर
7. सच्चिदानंद हीरानंद वात्सयायन अज्ञेय

(पठनीय कविताओं की सूची इकाई संख्या 2 में देखें)

#### इकाई 2

इकाई एक में उल्लिखित कवियों की कविताओं पर दो समीक्षात्मक प्रश्न दिए जाएंगे। उनमें से एक प्रश्न विकल्प से चुनकर उत्तर देना होगा (6 अंक)। सूर्यकांत त्रिपाठी "निराला", मैथिलीशरण गुप्त, जयशंकर प्रसाद के काव्य पर एक-एक प्रश्न दिया जाएगा। निम्नलिखित कविताएं पठनीय हैं – (6 अंक)

1. मैथिलीशरण गुप्त –
  - (1) उद्बोधन
  - (2) वेदने, तू भी भली बनी
  - (3) मुझे फूल मत मारो
  - (4) सखि, वे मुझसे कहकर जाते
2. जयशंकर प्रसाद –
  - (1) जाग री
  - (2) मेरे नाविक
  - (3) पेशोला की प्रतिध्वनि

#### इकाई 3

निम्नलिखित कवियों की कविताओं पर तीन समीक्षात्मक प्रश्न दिए जाएंगे। जिसमें से विद्यार्थी दो (6+6) प्रश्नों का उत्तर देगा

1. सुमित्रानंदन पंत –
  - 1 प्रथम रश्मि
  - 2 ऑसू की बालिका
  - 3 द्रुत झरो
  4. भारत माता
2. सूर्यकांत त्रिपाठी निराला –
  - 1 ध्वनि
  - 2 बादल राग
  - 3 तोड़ती पत्थर
3. महादेवी वर्मा
  - 1 मैं अनन्त पथ में लिखती जो
  - 2 निशा को धे देता राके
  - 3 क्या पूजा क्या अर्चन रे
  - 4 कौन तुम मेरे हृदय में
4. रामधारी सिंह दिनकर
  - 1 किसको नमन करूँ मैं
  - 2 कुरुक्षेत्र

#### इकाई 4

निम्नलिखित कवि की कविताओं पर तीन समीक्षात्मक प्रश्न दिए जाएँगे। जिनमें से विद्यार्थी दो (6+6) प्रश्नों का उत्तर देगा।

1 सच्चिदानंद, हीरानंद वात्स्यायान "अज्ञेय"

- |                   |                    |
|-------------------|--------------------|
| (1) कलगी बाजरे की | (2) सर्जना के क्षण |
| (3) चाँदनी जी लो  | (4) नदी के द्वीप   |

#### इकाई 5

एक प्रश्न आधुनिक काव्य के कवियों के संक्षिप्त परिचय से संबंधित होगा और एक प्रश्न रस निष्पत्ति और इस के प्रमुख अवयवों से संबंधित होगा। दोनों प्रश्नों का उत्तर देना होगा। एक प्रश्न विकल्प के रूप में भी दिया जाएगा।

**पाठ्यपुस्तक**—आधुनिक हिंदी कविता के विविध आयाम, सं• डॉ. वी. शर्मा, भाग्योदय प्रकाशन, अजमेर

- 60 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 12 अंकों की होगी)
- 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक टेस्ट, 5 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

#### संदर्भ ग्रंथः—

- 1 आधुनिक हिंदी कविता के विविध आयाम (पाठ्यपुस्तक)
- 2 कविता के नये प्रतिमान – नामवर सिंह
- 3 निराला की काव्य साधना – राम विलास शर्मा
- 4 निराला काव्य की ज्ञानदीप चेतना, रमेश चंद्र मिश्र
- 5 कामायनी में काव्य संस्कृति और दर्शन – डॉ. द्वारिकाप्रसाद सक्सेना
- 6 नयी कविता – कांतिकुमार

### पेपर—2 कथा साहित्य (कहानी और उपन्यास)

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

उद्देश्य :

विद्यार्थी कहानियों एवं उपन्यास के तत्वों का ज्ञान प्राप्त कर सकेगा तथा उनकी समीक्षा करने की क्षमता का विकास कर सकेगा।

इकाई 1

निम्नलिखित इकाई 2 में वर्णित कहानियों में से दिए गए गद्यांशों में से किन्हीं दो गद्यांशों की

संदर्भ व्याख्या करनी है। प्रत्येक 6 अंक के गद्यांश का एक विकल्प भी दिया जाएगा। निम्नलिखित पुस्तकें पठनीय हैं –

कथा कलश : सं. मनोहर वर्मा, किरण पब्लिकेशन्स अजमेर

2 त्याग पत्र : जोनेंद्र कुमार प्रकाशक – पूर्वोदय प्रकाशन दिल्ली

इकाई 2

कथा कलश की निम्नलिखित कहानियों में से दो कहानियों पर दो समीक्षात्मक प्रश्न दिए जाएँगे जिनमें से दो (6+6) अंकों के प्रश्न का उत्तर देना होगा।

1 नमक का दारोगा – प्रेमचंद

2 दुःख – यशपाल

3 चीफ की दावत – भीष्म साहनी

4 दादी माँ – शिव प्रसाद सिंह

5 नौकरी पेशा – कमलेश्वर

6 सरहद के इस पार – नासिरा शर्मा

इकाई 3

त्यागपत्र उपन्यास पर दो समीक्षात्मक प्रश्न दिए जाएँगे जिनमें से (6+6) अंक के दो प्रश्नों का उत्तर देना होगा।

इकाई 4

कथा कलश सं. मनोहर वर्मा की कहानियों अथवा त्याग पत्र उपन्यास पर दो समीक्षात्मक प्रश्न दिए जाएँगे। उनमें से (6+6) अंक के दो प्रश्नों का उत्तर देना होगा। एक प्रश्न विकल्प के रूप में दिया जाएगा। कथा कलश की 6 कहानियों के नाम इकाई 2 में दिए गए हैं।

इकाई 5

आधुनिक हिंदी कहानी एवं उपन्यास के तत्वों पर तथा कथाकारों के परिचयात्मक अध्ययन पर तीन प्रश्न दिए जाएँगे उनमें से (6+6) अंकों के दो प्रश्नों का उत्तर देना होगा।

- 60 अंक विश्वविद्यालय द्वारा सत्रांत परीक्षा (प्रत्येक इकाई 12 अंकों की होगी)



- 15 अंक आंतरिक मूल्यांकन (सत्र संबंधी कार्य लिखित 5 अंक टेस्ट, 5 अंक लिखित सत्रीय कार्य हेतु, 5 अंक मौखिक परीक्षा)

## ENGLISH

### Paper I: Prose and Fiction

Contact Hours: 4 periods per Week  
Duration: 3 Hours

Maximum Marks: 75 Examination  
External: 60 Internal: 15

#### Objectives:

The students will be able to

develop their comprehension skill through readings in various types of prose develop their reading habits through some long specimens of prose.

**Course Contents: The paper will be divided into five Units.**

#### Unit I

Four passages for explanation with reference to the context from texts prescribed in units II and III carrying a weight of three (03) marks each.

#### Unit II Essays (Detailed study)

E.M. Forster	:	Does Culture matter?
Bertrand Russell	:	Knowledge and Wisdom
Gardiner	:	On Saying 'Please'
Anonymous	:	The Lost Umbrella

#### Unit III Short Stories (Detailed study)

William Somerset Maugham	:	Mr. Know-All
Nadine Gordimer	:	Once upon a time
Mulk Raj Anand	:	The Lost Child
Munshi Premchand	:	The Shroud

#### Unit IV Novel (i) (Non-detailed Study)

Ernest Hemingway	:	The old Man and the Sea
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#### Unit V Novel (ii) (Non-detailed Study)

Kamala Markandeya	:	Nectar in a Sieve
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#### Modes of Learning Engagement

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

#### □ Tutorials/ Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### Scheme of Assessment

- The term-end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

**N. B. :** One critical question will be set in question paper from each unit except Unit one carrying a weight of 12 marks each.

#### Suggested Readings

Williams, R. *The English Novel from Dickens to Lawrence*. London: The Hogarth Press 1987.  
Ward, A.C. *Twentieth Century Prose (1940-1960)*. London: Longman. 1962.  
Forster, E.M. *A Passage to India*. New Delhi: Penguin Classics. 2005.  
Toyne, Anthony. *An English Reader's History of England*. Oxford: Oxford University Press. 2006.  
Trevelyan, G. M. *English Social History*. London: Penguin. 1987.  
Blamers, Harry. *A Short History of English Literature*. London: Routledge. 1984. Fowler, Roger. *A Dictionary of Modern Critical Terms*. London: Routledge. 1987. Sinha, Sushant. K. *English Essayists*. New Delhi: Oxford University Press. 1978.

### Paper II: Poetry and Drama

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

**Objectives:**

The students will be able to

- make themselves familiar with modern English Poetry.
- appreciate the Indian English Poetry in pre-independence and post-independence era. enjoy drama
- and improve their dramatic skills.

**Course Contents: The paper will be divided into five Units.**

**Unit I:** Four passages for explanation with reference to the contexts from the texts prescribed in units II and III carrying a weightage of three (03) marks each. **(12Marks)**

**Unit II Poetry (i) (Detailed study)**

G.M. Hopkins	:	Pied Beauty
T.S. Eliot	:	The Hollow Men
Wilfred Owen	:	Strange Meeting
W.B. Yeats	:	Sailing to Byzantium
Robert Frost	:	Mending Wall
Rupert Brooke	:	The Soldier

**Unit III Poetry (ii) (Detailed study)**

Sri Aurobindo	:	The Tiger and the Deer
Rabindranath Tagore	:	Where the Mind is without Fear
Sarojini Naidu	:	A Challenge to Fate
Nissim Ezekiel	:	Night of the Scorpion
Kamala Das	:	An Introduction
A.K. Ramanujan	:	A River

**Unit IV Drama (i) (Non-detailed Study)**

Shaw	:	Arms and the Man
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**Unit V Drama (ii) (Non-detailed Study)**

Vijay Tendulkar	:	Silence; The Court is in Session
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**Modes of Learning Engagement**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

**Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Scheme of Assessment**

- The end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

**N. B.** One critical question will be set in question paper from each Unit except Unit one carrying a weight of 12 marks each.

**Suggested Readings**

Brooks, Cleanth. *Modern Poetry and the Tradition*. Chapel Hill: The University of North Carolina Press, 1939.

Drew, Elizabeth A. *Poetry: A Modern Guide to Its Understanding and Enjoyment*. New York: W. W. Norton & Company. 1959.

Hulse, Michael and Simon Rae. *The 20th Century in Poetry*. New York: Pegasus. 2013. King, Bruce. *Modern Indian Poetry in English*. New Delhi: Oxford University Press. 2005.

Southam, B.C. *A Guide to the Selected Poems of T.S. Eliot*. New York: Faber & Faber. 1998.

## पाठ्यक्रम एवं परीक्षा योजना

दो प्रश्नपत्र न्यूनतम उत्तीर्णांक 72 पूर्णाङ्क 200 प्रथम प्रश्नपत्र समय 3 घंटे न्यूनतम उत्तीर्णांक 36 अंक

100 द्वितीय प्रश्नपत्र समय 3 घंटे न्यूनतम उत्तीर्णाङ्क 36 अंक 100

### प्रथम प्रश्नपत्र – काव्य, स्मृति एवं निबन्ध

समय 3 घंटे पूर्णाङ्क 100 अंक

अंक विभाजन

इकाई-1 लघुत्रयी महाकाव्य 25 अंक इकाई-2 बृहत्त्रयी महाकाव्य 25 अंक इकाई-3 गद्यकाव्य 25 अंक इकाई-4 स्मृति 15 अंक

इकाई-5 निबन्ध 10 अंक

योग 100 अंक पाठ्यक्रम

इकाई-1 कुमारसंभवम् (कालिदास) सर्ग-1

इकाई-2 किरातार्जुनीयम् (भारवि) सर्ग-1

इकाई-3 दशकुमारचरितम् (द डी) – अष्टम उच्छ्वास

इकाई-4 याज्ञवल्क्यस्मृति (व्यवहाराध्याये दायविभाग प्रकर 1 मात्र)

इकाई-5 संस्कृत निबन्ध रचना (समकालिक विषयों सहित) विस्तृत अंक योजना (प्रश्नपत्र संस्कृत में बनाया जायेगा)

इकाई-1

(अ) कुमारसंभवम् प्रथम सर्ग-4 श्लोकों में से 2 श्लोकों की व्याख्या 7.5+7.5=15 अंक

(आ) कुमारसंभवम् से सामान्य प्रश्न (कालिदास का सामान्य परिचय, कुमारसंभव की कथावस्तु, हिमालय व न, पार्वती का सौन्दर्य व न, कालिदास का उपमा वैशिष्ट्य एवं भाषा शैली) 10 अंक

इकाई-2

(अ) किराता. से दो व्याख्याएं 7.5+7.5=15 अंक

(आ) किराता. से एक सामान्य प्रश्न (भारवि का परिचय, किराता. की कथावस्तु, अर्थगौरव, संवाद शैली आदि) 10 अंक

इकाई-3

(अ) दशकुमारचरितम् अष्टम उच्छ्वास में से दो गद्यांशों का अनुवाद 7.5+7.5=15 अंक

(आ) दशकुमारचरितम् में से एक सामान्य प्रश्न 10 अंक

इकाई-4

याज्ञवल्क्य स्मृति से तीन व्याख्याएं 5+5+5=15 अंक

इकाई-5

एक संस्कृत निबन्ध 10 अंक परीक्षकों के लिए सामान्य निर्देश :-

1. प्रश्न पत्र का निर्माा संस्कृत माध्यम से किया जावे। 2. प्रश्न पत्र इकाइयों में विभक्त हो।
3. पाठ्यक्रम में कुछ अंश संस्कृत माध्यम से उत्तर देने के लिए निर्धारित है, अतः उसे ही संस्कृत माध्यम से उत्तर देने के लिए पूछें।
4. पाठ्यक्रम में कुछ न कुछ परिवर्तन होता है अतः पूर्ववर्ती प्रश्न पत्र को प्रमाण न मानें। पाठ्य एवं सहायक पुस्तकें
  1. कुमारसंभवम् – प्रथमसर्ग – व्या. तार गीश झा 2. किरातार्जुनीयम् – चौखम्बा, वारा ासी
  3. याज्ञवल्क्यस्मृति (व्यवहाराध्याय) – चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
  4. दशकुमारचरितम् – जितेन्द्र अग्रवाल
  5. संस्कृत-निबन्ध-शतकम् – डॉ. कपिलदेव द्विवेदी, वि.वि. प्रकाशन 6. प्रबन्ध-रत्नाकर – डॉ. रमेशचन्द्र शुक्ल,
  7. निबन्ध-पारिजातम् – डॉ. ग शोदत्त शर्मा
  8. वृहद्-संस्कृत-निबन्ध-कलिका – डॉ. शिवप्रसाद द्विवेदी, भा.वि.प्रकाशन

पाठ्यक्रम एवं अंक विभाजन

इकाई-1 तर्क संग्रह (दीपिका सहित) – अन्नम्भट्ट 20 अंक

इकाई-2 भारतीय दर्शन के सिद्धान्त – निम्नलिखित बिन्दु पाठ्य हैं – 20 अंक

(क) भारतीय दर्शन की विशेषताएँ (ख) सांख्य दर्शन का सत्कार्यवाद

(ग) योग दर्शन का अष्टाङ्गयोग (घ) अद्वैत-वेदान्त का मायावाद

(ङ) न्याय दर्शन की प्रमा । मीमांसा (च) वैशेषिक दर्शन के सप्त पदार्थों का सामान्य ज्ञान 88

(छ) चार्वाक की तत्त्वमीमांसा (ज) बौद्ध-दर्शन का क्षिकवाद

(झ) जैन-दर्शन का अनेकान्तवाद

इकाई-3 भर्तृहरि नीतिशतकम् (नि यसागर) 20 अंक

इकाई-4 श्रीमद्भगवद्गीता (2 से 3 अध्याय) 20 अंक

इकाई-5 लघुसिद्धान्तकौमुदी (तिङन्त प्रकर 1) 20 अंक

योग 100 अंक विस्तृत

अंकयोजना

इकाई-1 (अ) तर्कसंग्रह से व्याख्या 10 अंक

(ब) तर्कसंग्रह से सामान्य प्रश्न 10 अंक

इकाई-2 भारतीय दर्शन के निर्धारित बिन्दुओं पर दो प्रश्न 10+10=20 अंक

इकाई-3 (अ) नीतिशतकम् से अनुवाद व व्याख्या 10 अंक

(ब) नीतिशतकम् से दो सामान्य प्रश्न 5+5=10 अंक

इकाई-4 (अ) गीता अध्याय 2 से संस्कृत व्याख्या 10 अंक

(ब) गीता अध्याय 3 से अनुवाद 5 अंक

(स) गीता से सामान्य प्रश्न 5 अंक

इकाई-5 (अ) लघुसिद्धान्तकौमुदी तिङन्त प्रकर 1 में से भू धातु की दस लकारों तथा

एध् धातु की लट्, लोट्, लृट्, लङ् एवं विधिलिङ् में रूप सिद्धियाँ 10 अंक

(ब) तिङन्त प्रकर 1 में से अद्, हु, दिवु, षुञ्, तुद, रुधिर, तनु, डुक्कीञ् एवं चरु –

धातुओं के लट्, लोट्, लङ्, विधिलिङ् एवं लृट् लकार के रूपों की सिद्धियाँ

(आठ में से चार सिद्धियाँ) 10 अंक परीक्षकों के लिए सामान्य निर्देश :-

1. प्रश्न पत्र का निर्मा । संस्कृत माध्यम से किया जावे । 2. प्रश्न पत्र इकाइयों में विभक्त हो ।
3. पाठ्यक्रम में कुछ अंश संस्कृत माध्यम से उत्तर देने के लिए निर्धारित है, अतः उसे ही संस्कृत माध्यम से उत्तर देने के लिए पूछें ।
4. पाठ्यक्रम में कुछ न कुछ परिवर्तन होता है अतः पूर्ववर्ती प्रश्न पत्र को प्रमाण न मानें ।

पाठ्य एवं सहायक पुस्तकें:-

1. तर्कसंग्रह – नरेन्द्र शर्मा, हंसा प्रकाशन, जयपुर
2. तर्कसंग्रह – डॉ. अर्कनाथ चौधरी, जगदीश संस्कृत पुस्तकालय 3. तर्कसंग्रह – प. आनन्द झा, उत्तरप्रदेश हिन्दी संस्थान, लखन
4. तर्कसंग्रह – पं. नर्वदेश्वर तिवारी, भारतीय विद्या प्रकाशन, दिल्ली 5. तर्कसंग्रह – परिमल प्रकाशन, दिल्ली
6. गीता (2-4) डॉ. राजेन्द्र शर्मा 7. गीतारहस्य – तिलक
8. नीतिशतकम् – डॉ. कृष्णामिा त्रिपाठी, चौखम्बा प्रकाशन 9. नीतिशतकम् – डॉ. गोपाल शर्मा, हंसा प्रकाशन, जयपुर
10. लघुसिद्धान्तकौमुदी – डॉ. केवलकृष्ण आनन्द, मोतीलाल बनारसीदास 11. लघुसिद्धान्तकौमुदी – भीमसेन शास्त्री (भाग-2)
12. पत्वणिजन्तम् – संस्कृत भारती, दिल्ली
13. भारतीय दर्शन – डॉ. उमाशंकर शर्मा 'ऋषि', चौखम्बा प्रकाशन 14. भारतीय दर्शन – जदुनाथ सिन्हा, मोतीलाल बनारसीदास
15. भारतीय दर्शन – दत्ता एवं चैटर्जी 16. भारतीय दर्शन – उमेश मिश्र,

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

**Note:** Each paper contains ten questions, having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

**Unit I**

There are two parts of this unit. Part Ist contains Six objective type questions on prescribed syllabus. Each question carry 1 mark. Second part contains two questions. Each question carries three marks and word limit for answer shall be up to 100 words.

**Unit II**

Explanation and critical appreciation of any two extracts of Marsia out of three extracts with reference context from prescribed text. Each carries 6 marks.

**Unit III**

Explanation of any two stanzas of Masnavi out of three with reference and context.

**Unit IV**

Marsia: Lughvi aur Istelahi mafhoom. Marsia ki mukhtlif Hayyaten. Marsia aur Almia, Sanha-e-karbla se mutaliq Marsie ki Khususiyat. Masnavi aur Uska fan – Ajza-e-Tarqeebi.

**Unit V**

Anees aur Dabeer ki savanhe aur unke Marsiyon ka Tanquidi jayaza.

Meer Hasan aur Pt. Daya Shankar Naseem ki Masnvi Nigari ka Tanquidi jayaza.

**Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

**Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**N. B.** One critical question will be set in question paper on each unit except unit one carrying a weight-age of 12 marks each.

**Text :** Intikhab-e-Manzoomat Part II, U.P. Urdu Academy.

Anees: Marsia – Namak-e-khan-e-Takallum Hai Fashat Meri Dabeer:

Dast-e-Khuda ka Quvvat-e-sahar-e-Bazoo Hussain Hain. Meer Hasan:

Masnvi – Intekhab-e-sahar-ul-Bayan

Daya Shankar Naseem: Intekhab-e-Gulzar-e-Naseem.

**PAPER II: NOVEL, AFSANA AUR DRAMA**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60 Internal: 15**

**Note:** Each paper contains ten questions having two questions from each unit. The candidates are required to attempt five questions in all selecting at least one question from each unit.

**Unit I**

General knowledge's questions on prescribed syllabus. There are two part of this unit. Part Ist contains Six objective type questions. Each question carries 1 mark. Part II<sup>nd</sup> contains two questions. Each question carries Three marks and word limit for answer shall be up to 100 words.

**Unit II**

Explanation of two extracts out of three extracts from prescribed stories with reference and context. Each extract carries 6 marks.

**Unit III**

Explanation with reference and context from prescribed Novel and Drama.

Or

Critical appreciation of story, plot. Technique and characters etc.

**Unit IV**

Life and works of prescribed Novelist, short story writers and play wright.

**Unit V**

Components of Novel, short story and Drama Difference  
between Novel, Short Story and Drama Urdu Drama Nigari  
ki Tareekh

□ **Transactional Modalities:**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, Imparting knowledge by means of creating situations.

□ **Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

□ **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight age of five (05) marks.

**N. B.** One critical question will be set in question paper on each unit except unit one carrying a weight-age of 12 marks each.

**Text:** (i) Novel Ibnul – Waqt by Nazeer Ahmad (first 5 chapters only for explanation)

1. Intekhab-e-Afsana : U.P. Urdu Academy
- (ii) Following short stories from Intekhab-e-Afsana, U.P. Urdu Academy
  1. Kafan – Munshi Prem Chand
  2. Toba Tek Singh : Manto
  3. Kalu Bhangi : Krishan Chander
  4. Babbal : Rajinder Singh Bedi
- (iii) Drama : Darwaze Khol Do – Krishna Chande

BA-B.ED part 3<sup>rd</sup>

पंजाबी साहित्य

उद्देश्य—

- पंजाबी भाषा संरचना में पंजाबी शषा के स्वरूप व तत्वों का ज्ञान प्राप्त कराना।
- भाषा सीखने की मौखिक अभिव्यक्ति का उच्च स्तर पर विकास कर सृजनात्मक दक्षता विकसित करना।
- पंजाबी भाषा के विविध रूपों व भाषा व साहित्य सम्बंध और उसकी अभिव्यक्ति को जानना।
- श्रवण, पठन मौखिक लेखन सम्बंधित भाषाओं कौशलों का ज्ञान देना।
- पंजाबी की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना।
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कराना और समायोजित कराना।
- पंजाबी भाषा में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों का ज्ञान देना।

पंजाबी साहित्य (प्रथम प्रश्न पत्र)

कुल अंक: 75 (सैद्धान्तिक प रीक्षा 60 अंक, आंतरिक मूल्यांकन 15 अंक ) समय – अधिकतम 3 घंटे  
सामान्य निर्देश: –

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्नपत्र केवल पंजाबी में ही बनाया जाएगा। 2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी।
3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो।

पाठ्यक्रम

यूनिट 1

निर्धारित काव्य संग्रह “नवे दिसहद्दे” में से काव्य टुकड़ियों की प्रसंग सहित व्याख्या।

यूनिट 2

निर्धारित काव्य संग्रह “नवे दिसहद्दे” में से कविताओं का विषय वस्तु, केन्द्रीय भाव अथवा सारांश।

यूनिट 3

निर्धारित नाटक “वर घर” का विषय वस्तु, चरित्र चित्रण, सारांश।

#### यूनिट 4

निर्धारित नाटक 'वर घर' में से प्रसंग सहित व्याख्या ।

#### यूनिट 5

निर्धारित निबंध संग्रह 'रीझां ते रमजां' में से निबंध का अध्ययन ।

पाठ्य पुस्तकें:-

1. नवें दिसहदे (काव्य संग्रह)—डा. गुरदेव सिंह, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाब यूनिवर्सिटी, च डीगढ़ 2. वर घर (नाटक)—आई.सी. नंदा, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाबी यूनिवर्सिटी पटियाला ।
3. रीझां ते रमजां (निबंध संग्रह)—गुरचर । सिंह, प्रकाशक: पब्लिकेशन ब्यूरो, पंजाब यूनिवर्सिटी, च डीगढ़ ।

#### पंजाबी साहित्य (द्वितीय प्रश्न पत्र)

कुल अंक: 75 (सैद्धान्तिक प रीक्षा 60 अंक, आंतरिक मूल्यांकन 15 अंक ) समय – अधिकतम 3 घंटे

सामान्य निर्देश: –

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्नपत्र केवल पंजाबी में ही बनाया जाएगा । 2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी ।
3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो ।

पाठ्यक्रम

#### यूनिट 1

काव्य संग्रह "नवें दिसहदे" में शामिल कवि का जीवन, साहित्यिक योगदान एवं काव्य कला का परिचय ।

#### यूनिट 2

पंजाबी इतिहास में से 1851 ई. अब तक उपजी किसी साहित्यिक धारा ( कविता, गल्प, नाटक व गद्य ) से संबंधित प्रश्न ।

#### यूनिट 3

1. अर्द्ध संक्षिप्त रचना (उपयुक्त शीर्षक सहित) । 2. साहित्य की परिभाषा, तत्व और प्रयोजन ।

#### यूनिट 4

साहित्य के रूप

1. नज़म, गज़ल एवं मुक्त काव्य की परिभाषा, प्रकृति एवं मुख्य लक्षण उदाहरण सहित । 2. निबंध, जीवनी तथा सफरनामा की परिभाषा , प्रकृति तथा लक्षण ।

#### यूनिट 5

1. मुहावरों का अर्थ एवं वाक्यों में प्रयोग । 2. अखानों का अर्थ एवं वाक्यों में प्रयोग ।

सहायक पुस्तकें:-

1. पंजाबी साहित्य का इतिहास (1851 से आधुनिक काल), पब्लिकेशन ब्यूरो, पंजाबी यूनिवर्सिटी, पटियाला 2. साहित्य के रूप— रतन सिंह जग्गी, पब्लिकेशन ब्यूरो, पंजाबी यूनिवर्सिटी, पटियाला

### B.A. B.Ed. 3<sup>rd</sup> Year

### HISTORY

### PAPER I: INDIAN HISTORY 650 A.D. to 1526 A.D.

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60 Internal: 15**

#### OBJECTIVES

- 1 To enlighten the students about the rich literary and archaeological heritage of sixth and seventh centuries onwards.
- 2 To provide the knowledge about the Rajputs of north India and their achievements.
- 3 This Semester will highlight the South Indian history and its contact with rest of India.
- 4 To give the knowledge of Turkish conquests and Khilji administrative and economic reforms.
- 5 The Semester will show how the Tughlaq rulers contributed to the state and society in India.
- 6 This Semester will highlight the rise of regional powers in India in the 16<sup>th</sup> century.

#### UNIT I

- a) Survey of the sources of the period.
- b) Rise of Rajputs; origin and consolidation, main dynasties society and polity

- c) South India - Pallavas, Chalukyas, Rashtra Kutas, Cholas, Hoyasalas, Kaktiyas- society and polity.
- d) Tripartite struggle

#### UNIT II

- A) Turkish Invasions and early Rajput resistance.
- B) Establishment of Delhi Sultanate(1206-1290)
- C) Conflicts with regional powers, with special reference to Khilji imperialism.
- D) Administrative and economic measures of Alauddin Khilji.

#### UNIT III

- A) Mohammad Bin Tughlaq – his plannings and failures
- B) Firoz Tughlaq – agrarian reforms and public welfare.
- C) Vijayanagar and Bahamani Kingdoms – Expansion and conflict
- D) Society and economy under Vijayanagar and Bahamani empires.

#### UNIT IV

- A) The problem of North Western frontier. The Mangol invasions and their impact.
- B) Administrative institutions of the Sultanate period, theory of kingship and land revenue system.
- C) Development of Art, Architecture and literature in sultanate period
- D) Decline of the Delhi sultanate.

#### UNIT V

- A) Rise of provincial kingdoms – Malwa, Gujrat, Bengal, Jaunpur and Mewar.
- B) Inter state conflicts with reference to Malwa, Gujrat and Mewar.
- C) Lodis and Saiyyads
- D) The nature of Afgan polity.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.



संदर्भ पुस्तकें

- 1 सत्यकेतु विद्यालंकार –प्राचीन भारत, दिल्ली
- 2 ओम प्रकाश–प्राचीन भारत
- 3 रमेश चन्द्र मजूमदार–प्राचीन भारत
- 4 ए. घोष–भारत का प्राचीन इतिहास
- 5 वी. सी. पा डेय– प्राचीन भारत का
- 6 वी. डी. महाजन–राजनीतिक एवं सांस्कृतिक इतिहास
- 7 शिव कुमार गुप्त–प्राचीन भारत का इतिहास

**PAPER II: INDIAN HISTORY (1526-1857 A.D)**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

**OBJECTIVES:**

- 1 The period under review marks a very crucial phase in the study of Indian History and attempts to answer questions which hitherto have defined answer.
- 2 The Mughal Empire attempted to seek solutions to issues which had an all India character and lasting impact. This shift and change in emphasis is vital for a student of History who attempts to study it on a national basis. The inherent contradictions in the Mughal policy have to be understood in their proper perspective to shed fresh light on the decline of the Mughal Empire such approaches are objective in nature.
- 3 The reader/student should fully understand the mechanism which affected the factors which led to the establishment and consolidation of the British power in India. This time of reasoning will force the student to think afresh on many issues.

**UNIT-I**

- A Sources of the period
- B Advent of Mughals – Babur, Humayun and the second Afghan empire. (with special reference to Sher Shah Suri)
- C State and society, political, administrative and economic institutions.
- D Agriculture and industry, trade and commerce and establishment of urban centers

**UNIT II**

- A) Consolidation and expansion of the Mughal Empire Akbar, Jahangir, Shah Jahan and Aurangzeb.
- B) Rajput policy of Akbar, Aurangzeb and the fall of Mughal Empire.
- C) Mughal Relation with Rajputs, Jats, Marathas and Sikhs.

**UNIT III**

- A) Mughal administrative institutions -land revenue system, Mansabdari and Jagirdari system.
- B) Rajput policy of Akbar, Aurangzeb and the fall of Mughal Empire.
- C) Development of Art and culture during Mughals

**UNIT IV**

- A) Third Battle of Panipat, Maratha confederation
- B) Maratha struggle against the British.
- C) Establishment of British rule in Bengal and consequent administrative changes.
- D) British Relations with Indian states: Mysore, Punjab and Awadh

**UNIT V**

- A) Estimate of Clive and Hastings
- B) Growth of Legislature
- C) Administrative changes
- D) Indian resistance prior to 1857

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

**(Suggested Readings)**

R.P.Tripathi : Rise and Fall of the Mughal Empire

1. हरिश्चन्द्र वर्मा : मध्यकालीन भारत, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय
2. उर्मिला प्रकाश सिंह : भारत का इतिहास, मध्यप्रदेश हिंदी ग्रंथ अकादमी
3. ताराचंद : भारतीय स्वतंत्रता का इतिहास, (खंड 1-4)
4. शर्मा और व्यास : ब्रिटिश साम्राज्यवाद भारतीय प्रतिरोध एवं स्वतंत्रता आंदोलन
5. S.R.Sharma : Religious Policy of the Mughal Emperors
- 6 G.S.Sardesai : New History of the Marathas vol.III
- 7 Tara Chand : History of Freedom Movement in India (4 vols.)

(ii) Following short stories from Intekhab-e-Afsana, U.P. Urdu Academy

1. Kafan – Munshi Prem Chand
2. Toba Tek Singh : Manto
3. Kalu Bhangi : Krishan Chander
4. Babbal : Rajinder Singh Bedi
- (iii) Drama : Darwaze Khol Do – Krishna Chande

## GEOGRAPHY

<b>Scheme</b>	<b>Exam Duration</b>	<b>Max. Marks</b>	<b>Min. for pass</b>
<b>Paper I</b>	<b>3 hrs.</b>	<b>40 (External)</b> <b>10(Internal)</b>	<b>36</b>
<b>Paper II</b>	<b>3 hrs.</b>	<b>40 (External)</b> <b>10(Internal)</b>	
<b>Paper III</b>	<b>5 hrs.</b>	<b>50</b>	<b>18</b>

### PAPER I: WORLD REGIONAL GEOGRAPHY

**Examination Duration: 3 Hours**

**Max. Marks 40**

**Objectives:**

To familiarize the students with the different places and people of different countries. Besides this they will be able to know our Neighboring Countries also. They are supposed to understand the relationship between geographical facts and human responses.

**CONTENTS**

**Unit-I**

Asia in the context of the world. Terrain pattern, drainage, climate, natural vegetation, soils, spatial distribution of population and economic base of the continent. Regional studies of China and Japan.

**Unit- II**

Africa and Europe – in the context of Asia. Regional Studies of Egypt and South Africa. Physical, economic, demographic characteristics of the continent of Europe. Regional Studies of U.K., Germany and France.

**Unit-III**

North and South America Physical, Economic and demographic set-up; Regional Studies of USA and Brazil.

**Unit-IV**

Australia & New Zealand general account of the physical, economic and demographic set-up. Detailed regional studies of Australia, New Zealand.

**Unit V**

Contemporary issues in world geography: Globalisation, W.T.O. and world Summit, UN Environment programmes (UNEP), UN Development programmes, environment and sustainable development; Disaster management: concepts, components and people's response, concepts of regions and regional planning.

• **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

• **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

**Books Suggested:**

1. Cole, J. : A Geography of the World's Major Regions, Routledge, London, 1996.
2. Deblij, H.J. : Geography: Regions and concepts, John Wiley, New York 1994.
3. Jackson, R. H. and Hudson, L. E. : World Regional Geography: Issues for Today John Wiley, New York, 1991.
4. Minshull, G. N. : Western Europe, Hodder and Stoughton, New York, 1984.
5. Patterson, J. H. : Geography of Canada and the United States, Oxford University Press, 1985.

6. Shaw E. B. :Anglo American- A Regional Geography.
7. Minshull Roger: Regional Geography.
8. James P. E. Latin America Cassed and Co. London
9. जगदीश सिंह एव डा वी पी राव, तीन दक्षिणी महाद्वीप, वसुंधरा प्रकाशन, गोरखपुर
10. Minshull Roger: The changing nature of Geography.
11. Jarrot H.Q. : Africa
12. निगम एम एन : तीन दक्षिणी महाद्वीप
13. एम एस डी काशिक : भागोलिक विचारधाराए एव विधि तंत्र
14. James P.E.: Latin America, Cassed and Co., London.
15. Trewartha G. T.: Japan (The University of Wisconsin Types)
16. Ackverman E. A. : Japan's Natural Resources.
17. Stamp, L. D.: Africa, John Willey and Sons, New York.
18. Butland, G J. : South Africa.
19. C.B. Crassey : Geography of China.

## **PAPER II : GEOGRAPHY OF INDIA**

**Examination Duration: 3 Hours**

**Max. Marks : 40**

**Objectives:** To present a comprehensive, integrated and empirically based profile of India. The course is designed so as to present the role of geographical positioning of India in molding its geopolitical personality and its inter relations with other countries.

**CONTENT:**

### **Unit -I**

India in the context of the South-East and South Asia; India: A land of diversities; unity within diversities. Major terrain elements of India and their role in shaping physical landscape of India. Drainage system and its functional significance.

### **Unit-II**

Regional and seasonal variation of climate- The monsoon, Western disturbance, norwesters. Climatic regions of India.  
Soil types - their distribution and characteristics, vegetation types and their distribution. Forest - The status of their use and need for conservation.

### **Unit- III**

Agriculture, irrigation and multipurpose projects, Geographical conditions, distribution and production of wheat, rice, sugarcane, cotton, jute, tobacco, coffee, tea; Live stock, Horticulture and Dairy products in India; Fisheries.

### **Unit-IV**

Resources: minerals - iron-ore, mica, manganese and sources of power – coal, petroleum, hydropower, solar, atomic energy; Resource Regions of India; Industries -Iron and steel, textile, cement, chemical, fertilizer, paper and pulp; Industrial regions of India; Composition of domestic and international trade; Transportation -railways, road, air and water.

### **Unit-V**

Changing nature of Indian economy-Agricultural growth during the plan period: Green revolution vis-à-vis traditional farming; regionalization of Indian agriculture. Agricultural regions and its relevance in agricultural development planning. Spatial distribution of population and density; Socio Economic implications of population explosion; urbanization; Gender discrimination and empowerment of women.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 40 marks. Each unit will carry a weightage of 08 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

#### **Books Recommended**

1. Deshpande C.D.: India –A Regional Interpretation, Northern Book Centre, New Delhi, 1992.
2. Singh R.L. (ed.): India - A Regional Geography, National Geographical Society, India, Varanasi, 1971. .
3. Spate, O.H.K. and Learnmonth, A.T.A. : India and Pakistan - Land People and Economy, Methuen & Co., London, 1967.
4. Wadia, D.N.: Geology of India, McMillan & Co., London 1967.
5. Dr. Khullar: India (A Comprehensive Geography) Kalyani Publication, New Delhi.
6. Negi: Geography of India.
7. Govt. of India: Five Year Plans of India.
8. Indian Year Book (Latest Edition) : Publication Division, Delhi.
9. Irrigation Atlas of India.
10. Chatterji, S.B. : Climatology of India (Calcutta University, Calcutta)
11. Gazetteers of India: Publication Division, New Delhi.
12. वी के तिवारी, भारत का वृहत् भूगोल, हिमालय पब्लिकेशन
13. मामोरिया एवं जैन : भारत का वृहत् भूगोल, साहित्य भवन, आगरा
14. सुरेश चन्द्र बंसल, भारत का वृहत् भूगोल

### **GEOGRAPHY PRACTICAL**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 50**

**20-25/Batch**

**Examination Duration: 5 Hours**

1. Lab work (Written Examination 3 hours duration)	20
2. Record work and viva-voce	10
3. Field Survey and Viva-voce (2 hours duration)	10
4. Environmental Project report and viva-voce	10
<b>Total</b>	<b>50</b>

#### **CONTENTS:**

1. Projection -General principles, classification and choice of projections, construction, properties, merit and demerits, limitations and use of the following projections:
  - Cylindrical: Simple, equal area, Gall's and Mercator's projection.
  - Conical: One standard parallel, two standard parallels, Bonne's and Polyconic.
  - Zenithal (polar case): Orthographic, Stereographic, Gnomonic, Equidistant and Equal Area.
  - Conventional: Mollweide's, Sinusoidal, Globular
 Projection suitable for map of India
2. Climatic maps and diagrams –Isopleth Maps (Isobar, Isotherms and Isohyte maps), Simple and Compound Wind rose, climograph, hythergraph and climatograph.
3. Study & interpretation of weather maps of January & July months.
4. Statistical methods - Calculation of coefficient of correlation (Spearman's and Carl Pearson's)
5. Prismatic Compass Survey -Importance, Appliances, Methods: Radiation, Intersection, Traverse (closed and open traverse), correction of bearings and removal of closing error,
6. Project report pertaining to problems of Environmental Geography of local areas. Detailed report will be prepared and separate topics to be given to a batch of 8-10 students. It will be for 7 days.

#### **Suggested Books:**

1. Kellaway, George: Man Projections, Mathuen & Co., London.
2. Steers, J.K.: Man Projections, University of London Press, London.
3. Singh R. L.: Elements of Practical Geography, Kalyani Publishers, New Delhi.

### **POLITICAL SCIENCE**

#### **PAPER I: REPRESENTATIVE WESTERN POLITICAL THINKERS**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60**

**Internal: 15**

## OBJECTIVES

- Understand the fundamental contours of classical western political thoughts.
- Understand the basic features of medieval political thought, impact of reminiscence shift from medieval to modern era.
- Understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role.
- Understand the fundamental terms of different schools of liberal and realistic streams of western political thoughts.
- Understand the Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era.

## CONTENT:

### UNIT I

Plato: Ideal State, Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Property, Slavery, Revolution.

### UNIT II

St. Augustine: Theory of Two Cities

Thomas Aquinas: State, Law, Christianization of Aristotle Machiavelli:

Nation State, State Craft, Religion and Morality. **UNIT III**

Thomas Hobbes: Contractual theory and Sovereignty John

Locke: Contractual theory and Private Property

J.J. Rousseau: Contractual theory and General Will

### UNIT IV

Jeremy Bentham: Utilitarianism, Law & Reforms

J.S.Mill: Revision of Bentham's Utilitarianism, Liberty and Representative Government.

T. H. Green: Theory and functions of state, Liberty

### UNIT V

G. W. Hegel: Dialectical idealism, Theory of State

Karl Marx: Dialectical & Historical materialism, Surplus value, Class Struggle, Revolution John

Rawls: Theory of Justice

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

- **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

## SUGGESTED READINGS

Sir, E. Baker, Greek political Theory: Plato and his predecessors, New Delhi,

B. L. Publications, 1964.

A. Ashcraft, Revolutionary Politics and Locke's Two Treatises of Govt., London,

Allen and Unwin 1986.

K.C.Brown (ed.) the Cambridge History of Political Thought 1450-1700, Cambridge,

Cambridge University Press, 1991.

J.A. Dunning; History and Political Theories, New York, Macmillan, 1902.

H.J.Laski, Political thought from Locke to Bentham, Oxford, Oxford University Press, 1920.

S.Mukherjee and S. Ramaswamy, A History of Political Thought : Plato to Marx, New Delhi Prentice Hall, 1999.

C.C. Maxey, Political Philosophies, New York, Macmillan, 1948.

हरिदत्त वेदालंकार – पाश्चात्य राजनीतिक विचारक

बी एल फड़िया – पाश्चात्य राजनीतिक विचारक, साहित्य भवन पब्लिकेशन, आगरा जे.पी.सूद – प्रमुख राजनीतिक विचारक, के नाथ एंड कंपनी मेरठ

नरेश दाधीच – जान राल्स का न्याय सिद्धांत : अविष्कार पब्लिशर्स, जयपुर 2003

## PAPER II: INTERNATIONAL RELATIONS SINCE 1945

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External 60

Internal: 15

### OBJECTIVE

- Acquaint themselves with various approaches to the study of international politics.
- Understand important concepts which provide the framework for understanding international politics.
- Understand and take stock of the events and trends in International politics after the World War II.
- Understand the quest of developing countries for their identity and self determination in the era of cold War.
- Understand and critically appreciate the salient features of foreign policies of some major powers.
- Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.
- Understand and acquaint themselves with recent developments and emerging trends in International politics.
- Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.

### CONTENTS:

#### UNIT I

Meaning, Nature and Scope of International Relations : Approaches to the study of International Relations, Idealist and Realist approaches, Morgenthau's Realist Theory. Morton Kaplan's System Theory, Game Theory, Decision Making Theory.

#### UNIT II

National Power: meaning and elements, Balance of power, Collective Security, Instruments of National Interest – Diplomacy and Propaganda.

#### UNIT III

Cold War: meaning, causes, events and impact, Detente, new Cold War, end of Cold War, International relations in unipolar world, Non Alignment Movement (India and NAM).

#### UNIT IV

Foreign Policy: meaning, elements and determinate, the salient features of the foreign policies of USA, China and India. India's relations with USA, Russia and her neighbors. **UNIT V**

Major Contemporary, Trends and Issues in International Politics, Role and Impact of UN in changing the World, Environmentalism, Human Rights and Global Terrorism, International Political Economy, Disarmament, SAARC, ASEAN, European Union.

- **Transactional Modalities**  
Lecture/Contact periods  
Communicative/Interactive and Constructivist approaches  
Imparting knowledge by means of creating situations
- **Tutorials/Practicum**  
Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.
- **Assessment Modalities**
  - The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
    - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### SUGGESTED READING

L.M.Goodrich, United Nation in changed world, New York, Columbia University Press, 1974.

M.S.Rajan (ed.), United Nations at Fifty and Beyond, New Delhi, Lancer Books 1996.

R.A.Folk, Law, Morality and War in the Contemporary World, New York, Frederick A Praegar, 1963.

W.D. Coplin, Introduction to International Politics, Chicago, Markham 1971. Mahendra

Kumar: International Politics.

Theory of International Politics Reading Massachusetts : Addison Wesley 1979.

Fredman : Introduction to World Politics.

डॉ आर एस यादव – भारत की विदेश नीति – एक विश्लेषण, किताब महल एजेन्सीज, इलाहाबाद, 2004

पीताम्बर दत्त कौशिक – अन्तर्राष्ट्रीय संबंध, कल्याणी पब्लिशर्स, लुधियाना डॉ पुष्पेश पंत व श्री पाल जैन, अन्तर्राष्ट्रीय संबंध, मीनाक्षी प्रकाशन, मेरठ जे एन दीक्षित – भारतीय विदेश नीति, प्रभाव प्रकाशन, नई दिल्ली

यू आर धई – अन्तर्राष्ट्रीय राजनीति : सिद्धांत व व्यवहार न्यू एकेडेमिक पब्लिशिंग कंपनी, जालंधर, 2005

## ECONOMICS

### PAPER I: MONEY, BANKING AND PUBLIC FINANCE

Contact Hours: 4 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60

Internal: 15

#### OBJECTIVE

The Students are expected to :

- Understand the meaning, usage of impacts of money on economy and functioning of banks and different aspects of Public finance.
- Develop the ability to appraise critically the issues related with inflation, deflation, reflation.

#### CONTENT

##### UNIT I

**Basic Concepts:** Money – meaning, functions and classification. Gresham's law:: Monetary standards – metallic and paper systems of note issue.

**Value of Money and Inflation:** quantity theory of money – Cash transaction and cash balance approaches: The Keynesian approach: Inflation, deflation and reflation – definition, types, causes and effects of inflation on different sectors of the economy: Demand pull and cost push inflation: Measures to control inflation: Philips curve.

##### Unit II

**Commercial Banking:** Functions of commercial banks, the process of credit creation – Purpose and limitations; Liabilities and assets of banks: Evolution of commercial banking in India after Independence : A critical appraisal of the progress of commercial banking after nationalization : Recent reform in banking sector in India. Determinants of Money Supply - High powered Money and Money Multiplier.

##### Unit III

**Central Banking:** Functions of a Central Bank, Various quantitative and qualitative methods of credit control objective methods. Role and functions of the Reserve Bank of India. Monetary, Policy, with special reference to India.

##### Unit IV

**Nature and Scope of Public Finance:** Meaning and scope of public finance: Distinction between private and public finance: Public goods vs. private goods: Market failure: Role of the Government.

**Public Expenditure:** Meaning, classification and principle of public expenditure : Canons and effects of public expenditure : Trends in public expenditure and causes of growth public expenditure in India.

##### Unit V

Taxation:**Sources of public revenue: Taxation – meaning, canons and classification of taxes: Effects of taxation: Characteristics of good tax system: major trends in tax revenue of the Central and State Governments Rajasthan.**

#### • Transactional Modalities

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations

#### • Tutorials/Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### • Assessment Modalities

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

#### Books Recommended



- Ackley, G.(1978). Macro economics: Theory and Policy, Macmillan Publishing Co., New York.
- Bhargava, R.N. (1971). The Theory and Working of Union Finance in India, Chaitanya Publishing House, Allahabad.
- Gupta., S.B. (1994). Monetary Economics S. Chand and Company, New Delhi.
- Houghton, E.W. (Ed.) (1988). Public Finance Penguin. Baltimore.
- Jha, R. (1998), Modern Public Economics, Routledge London.
- Mithani, D.M. (1981), Macroeconomic Analysis and Policy, Oxford and IBH, New Delhi
- Mithani, D.M. (1998). Modern Public Finance, Himalaya Publishing House, Mumbai.
- Musgrave, R.A. and P.B. Musgrave(1976). Public Finance in Theory and Practice, McGraw Hill, Kogakusha, Tokyo.
- Shapiro, E. (1996). Macroeconomic Analysis Galgotia Publications, New Delhi.
- Day,A.C.L. (1960), Outline of Monetary Economics Oxford University Press, Oxford.
- DeKock, M.H. (1960). Central Banking, Staples Press, London.
- Due, J.F. (1963), Government Finance, Irwin, Homewood.

### **PAPER II: QUANTITATIVE TECHNIQUES**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

#### **OBJECTIVE**

**The Students are expected to:**

- Understand the meaning definition and basic Concept of Statistics and Mathematics.
- Understand the use of different tools and techniques of measurement to solve various statistical problems.
- Understand various methods and their uses in economics.

#### **CONTENT**

##### **Unit I**

**Calculus: Differentiation of a Function: Integration of a function. Arithmetic and Geometrical progressions, Logarithm. Matrix and Determinants: Various types of matrices. Determinants. Inverse of a matrix, Cramer's rule.**

##### **Unit II**

**Introduction to Statistics:** Basic concepts : Population Sample, Parameter Frequency Distribution, Cumulative frequency :Graphic and diagrammatic representation of data. Techniques of data collection : Sampling vs. Population, primary and secondary data.

##### **Unit III**

**Central Tendency and Dispersion: Measures of central tendency : Mean, Median, Mode, Geometric mean and Harmonic mean. Measures of dispersion, Range, Mean Deviation, Standard deviation. Coefficient of variation. Quartile deviation. Skewness, Concept of rate of growth.**

##### **Unit IV**

#### **Correlation and Regression**

Correlation: Simple Coefficient of Correlation – Karl Pearson and Rank Correlation. Partial and Multiple correlation Analysis, Regression analysis – Least squares method, interpretation of regression coefficients. Interpolation (Newton's and Binomial Method).

##### **Unit V**

#### **Times Series and Index Numbers**

Time series analysis – Concept and components – Determination of regular trend and seasonal indices : Index numbers – Concept, price relative, quantity relative, value relative. Laspeyres's, Paasche's and Fisher, Family budget method; Problems in the construction and limitations of

index numbers. Tests for ideal index number.

### **Indian Statistics**

Current population census 2011. Statistical system in India. Agriculture, Industrial and Trade Statistics in India.

- **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist

approaches Imparting knowledge by means of creating situations

- **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

- **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.
- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **Books Recommended**

- Allen, R.G.D. (1974) Mathematical Analysis of Economics Macmillan Press, London. Black,
- J. and J.F. Bradley (1973). Essential Mathematics for Economists. John Wiley and Sons.
- Chiang, A.C. (1986) Fundamental Methods of Mathematical Economics (3<sup>rd</sup> edition) McGrawHill, New Delhi
- Croxton, F.E., D.J. Cowden and S. Klein (1973), Applied General Statistics Prentice Hall, New Delhi
- Gupta, S.C. and V.K. Kapoor (1993). Fundamentals of Applied Statistics. S. Chand and Sons, New Delhi
- Speigal, M.R. (1992) Theory and Problems of Statistics McGraw Hill Book, London.

### **C: 6 GENDER, SCHOOL AND SOCIETY**

**Instructional Time: 6 periods/week**

**Max. Marks: 75**

**Exam. Duration: 3 Hours**

**Internal: 15 External: 60**

#### **Course Objectives:**

1. Develop basic understanding of gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, Patriarchy and feminism.
- 2 Understand the problem of girl child education in our society.
3. Awareness of factors that shape gendered roles in Indian society.
- 4 To develop an understanding of feminist approaches to the social and cultural construction of gender.
- 5 Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
- 6 Student to construct critically the impact of policies programmes and scheme for promotion of gender equality and empowerment.
- 7 Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.

8. Understand how gender relates to education and schooling.

**Course Contents:**

**UNIT – 1**

1. Concepts of Gender, sex, sexuality, patriarchy, masculinity and feminism.
2. Gender bias, gender role, stereotyping and its consequences. Kanya-Bharun hatya.
3. Gender and other form of inequality in relation with (caste, class, ethnicity, disability).

**Unit-2**

1. Role of women in developing country, School cultures & issues of society.
2. RTI (Right to Education) , Equal opportunity in women education
3. Schooling of Girls, dropout rate, completion rate, Feminization of teaching profession.

**Unit 3**

1. Rights for gender equality and their implication for social change.
2. Reason, why girls feel uncomfortable in schools? Girls school v/s co education school.
3. Gender bias in curriculum, text books, analysis of hidden curriculum

**UNIT – 4**

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Construction of gender in curriculum framework since Independence, Gender and the hidden curriculum
3. Relationships within the school: child-child, teacher-child, and teacher-peer group relationships from the perspective of gender.

**UNIT – 5**

1. Understanding sexuality (sexual orientation and sexual identity – third gender) Legal (sexual and reproductive) rights of women.
2. Violence against women, Sexual harassment in family, neighborhood and other formal and informal institutions.
3. Reproductive rights and sexual rights. Institutions redressing sexual harassment and abuse

**Term Test: 10 Marks**

**Parcticum :5Marks**

**Any one assignment related to the Unit I to Unit V:**

**Books Suggested:**

1. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people”s children, the new press.
2. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
3. Jefferey, P. and R. Jefferey Killing My Hear”s Desire: EDUCATION AND Female Autonomy in Ruarl India, in Nita Kumar (ed.) Women as Subjects South Asian Histories. New Delhi.
- 4 Geetha, V. (2007) Gender, Stree: Calcutta
5. GOI. (1966). Report of the education commission: Education and national development. New Delhi: ministry ofeducation.
6. GOI (1986). National policy of Education. GOI.
7. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/](http://mhrd.gov.in/sites/upload_files/mhrd/)
- 8 Learning, livelihoods, and Soial mobility: Valuing Girls” Education in Central India, Peggy Froever,

btunnel University, Anthropology and

9 Menon, N (2012) seeing like a feminist. India: Penguin.

10 Nirantar. (2010) textbook regimes: A feminist critique of nation and identity. New delhi

### **Group C: Developing Teacher Sensibilities**

#### **Section I :Experiences for Teacher Enrichment**

#### **ETE 4 : Exploring Library and other Learning Resources**

**Instructional Time: 2 periods/week**

**Max. Marks:50**

**Exam Duration: 3 Hours**

**Internal: 50**

#### **Objectives of the course:**

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

- develop a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.
- take some initiative in pursuing interests outside the formal course work from a range of available resources - the institute library, websites on the internet, local events and facilities, as well as local issues (in the neighborhood or town), members of local community and visiting resource persons.

#### **Course Outline:**

##### **Unit I: Knowing ones Library**

Knowing your library, Library Management and Automation.

##### **Unit II: Arrangement of documents**

Types of books and other materials. Searching and locating relevant reference materials.

**Unit III::Library for professional development** Resources helpful for professional development: Newspaper, Magazines, Websites, Learning guides, Members of local community, Resource persons, Websites.

#### **Modes of Learning Engagement:**

Learning engagement includes lecture, discussion, observation, field visits and assignments.

#### **Practicum:**

Each student teacher is expected to:

1. Maintain a list of books and journals that have been read.
2. Make a dossier with relevant websites and notes on their learning potential.
3. Write reviews of at least two books of his/her own interest.
4. Make a plan for setting up of a school library and discuss it with the schools/he has attached with and write a programme-evaluation report.
5. A small survey to collect information about different kinds of libraries in the city.
6. A project to discern the present status of libraries in schools.
7. Discern learning opportunities in the local environment, and create an occasion and/or a strategy for some significant learning for fellow students.
8. Interview resource persons/member of local community and/or organize a learning encounter.

#### **Modes of Internal Assessment**

Written tests

Marks 20

Preparation of Bibliography

10

Evaluation of onereferencebook	10
Ananalytical study ofaschool I library	10

### Suggested Readings:

1. Krishna Kumar (2009). Library Organization. New Delhi. Vikas Publishing House.
2. Krishna Kumar (2000). Reference Service. New Delhi. Vikas Publishing House.
3. Krishna Kumar (2009). Library manual. New Delhi. Vikas Publishing House.
4. Krishna Kumar (2009). Library Administration and Management. New Delhi. Vikas Publishing House.
5. Roshan Lal Mittal (1978). Library Administration. New Delhi. Metropolitan Book.

## Pedagogy

### PC II- हिंदी भाषा – विषय वस्तु एवं विधि

**Hours:4 (periods per Week)**  
**Examination Duration: 3 Hours**

**Maximum Marks:75 (Including 2 Practicum)**  
**External: 60 Internal: 15**

उद्देश्य – प्रशिक्षणार्थी

1. माध्यमिक स्तर पर व्यापक रूप से पढ़ाई जाने वाली हिंदी भाषा और उसकी विषय वस्तु को पूरी तरह जान समझ सके तथा उसकी शिक्षण विधियों का कुशलतापूर्वक प्रयोग कर सके।
2. हिंदी भाषा की मौखिक एवं लिखित अभिव्यक्ति के शिक्षण के लिए भाषा के अनिवार्य अंगों उपांगों का वैज्ञानिक विश्लेषण कर सके तथा हिंदी भाषा के व्यावहारिक रूप का कक्षा शिक्षण में प्रयोग कर सके।
3. छात्रों में भाषा बोध के विभिन्न आयामों के विकास के लिए पढ़ाई जाने वाली विषयवस्तु यथा कविता, कहानी, निबंध, नाटक तथा अन्यविधाओं के शैक्षणिक उद्देश्य और उनका अलग-अलग महत्व समझ सके तथा विभिन्न विधाओं की पाठ योजनाओं का विकास कुशलतापूर्वक कर सके। वर्णमाला का स्वरूप। देवनागरी लिपि और उसका मानक स्वरूप। स्वर और व्यंजन। मात्राओं का प्रयोग। 'र' के प्रकार और प्रयोग। संयुक्त स्वर और व्यंजन, उनकी संधि, प्रकार और प्रयोग।

#### प्रथम इकाई—

- (अ) ध्वनि, हिंदी की ध्वनियाँ, मुख विवर में स्थान और प्रयत्न के आधार पर उनका वर्गीकरण। वर्ण लिपि तथा मात्राएँ  
(आ) उच्चारण, हिंदी में उच्चारण की समस्याएँ। अशुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण। कक्षा शिक्षण में उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएँ।

#### द्वितीय इकाई –

भाषा शिक्षण की विधियाँ

(क) अनुवाद विधि

(ख) प्रत्यक्ष विधि

(ग) वार्तालाप विधि

(घ) दृश्य एवं श्रव्य विधि, संरचनावाद विधि भाषा प्रयोगशाला

#### तृतीय इकाई –

विभिन्न भाषा कौशल सुनना, बोलना, पढ़ना, लिखना पठन आदर्श पठन, सस्वर पठन (वाचन), मौन वाचन, शब्द भण्डार में वृद्धि की विधियाँ भाषा शिक्षण में पाठ्य सहगामी क्रियाएँ।

#### चतुर्थ इकाई –

विषय वस्तु संप्रेषण एवं पाठ योजना, गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण, निबंध शिक्षण उपर्युक्त विषयों पर पाठ योजना का निर्माण, विषय वस्तु विश्लेषण, सहायक शिक्षण सामग्री शिक्षण का निर्माण एवं उसकी उपयोगिता।

#### पंचम इकाई –

मूल्यांकन का अर्थ एवं परिभाषा, फारमेटिव एवं (S.E.) सतत एवं व्यापक मूल्यांकन परीक्षण के प्रकार (उपलब्धि परीक्षण) निदानात्मक एवं उपचारात्मक परीक्षण परीक्षण की विशेषताएँ एवं प्रश्नों के प्रकार।

अध्यापन विधियाँ :- व्याख्यान के साथ-साथ परिचर्चा, छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण।

### Modes of Learning Engagement

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture- cum-discussion, Demonstrations, Communicative activities, Situational teaching, Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion; Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

### Scheme of Assessment

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12marks.
- Three sessional Tests out of which average of two best will be counted for marks.Each test will carry a weight of five (05) marks.
- Two assignments: one oral- presentation and one written- assignment. It will carry a weightof five (05) marks.

**Practicum: Any two of the following**

- Preparing a small dictionary of the difficult words used in the secondary textbooks.
- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games
- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by secondary students.
- Analysis and categorisation of exercises on grammar as given in the prescribed textbookof the school.
- A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English. Selection of materials for writing in English from the newspapers, comics, magazines,advertisements and preparation of an outline for teaching language items.

संदर्भ पुस्तकें :-

1. माध्यमिक विद्यालयों में हिंदी शिक्षा – निरंजन कुमार सिंह
2. हिंदी भाषा शिक्षा विधि – भाई योगेंद्र जीत
3. हिंदी शिक्षा विधि – डा. वैद्यनाथ प्रसाद वर्मा
4. सुबोध हिंदी व्याकरण एवं रचना – भानावत एवं जोशी
5. भाषा विज्ञान – डॉ. भोला नाथ तिवारी 6. हिंदी व्याकरण – कामता प्रसाद गुरु

**PC II-Pedagogy of English**

**Contact Hours: 4 periods per Week)**

**Examination Duration: 3 Hours**

**Maximum Marks:75**

**External 60 Internal: 15**

**Objectives:**

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

- understand the nature and resources of language and issues related to language acquisition, language learning.
- acquire knowledge about the role, status and objectives of teaching English as a second language in India.
- develop the four basic skills i.e. listening, speaking, reading and writing in students.
- enrich their knowledge of English vocabulary, and structures,.
- improvise and use appropriate aids for teaching English.
- know, compare and analyse various methods of and approaches to teaching English as a second language.
- plan and teach lessons in English prose, poetry, grammar and composition related to the textbooks prescribed by different State Boards of Secondary Education.
- use various techniques for the evaluation of learner's achievement in English.
- identify and analyse errors to plan and execute remedial instruction.

**Course Contents: The paper will be divided into five Units.**

### **Unit I. About Language and Language Teaching**

- Nature, concept, importance and functions of language, the First, the Second and third language,
- Psychological, linguistic and pedagogical principles of teaching English as a second language.
- The objectives of teaching English at secondary level in India.

### **Unit II. Language Skills**

- *Receptive skills: listening and reading skills*
- Developing listening skills through storytelling, dialogues, situational conversations, role play etc.
- Developing reading skills through Reading Aloud and Silent reading, Intensive and Extensive Reading, Skimming and Scanning
- *Productive Skills: speaking and writing*
- Developing speaking and writing skills through storytelling, dialogues, situational conversations, role plays, etc.
- Developing writing skills, process, mechanics and steps of writing: brainstorming, note-making, organizing thoughts, preparing first draft, editing and improving, finalizing.
- Writing and teaching of letters, applications, reports, stories, e-mails, paragraphs, CV/resume, précis, summary, notes, dialogues etc.

### **Unit III. Approaches and Methods**

- A brief introduction to the major approaches and methods.
- Structural-Situational Approach, Communicative Approach, Constructivist Approach and Eclectic Approach.
- Grammar-Translation Method, Bilingual Method and Direct Method.
- Using role-play, group-discussion, debate, group-work, project etc for language teaching.;

### **Unit IV: Teaching-Learning Materials and Planning for Teaching**

- Concept, Scope and Importance
- Audio-visual aids: (electronic and print media), radio, TV, films, mobile phones, computer, internet, realia, pictures, flashcards, flannel board, OHP, blackboard, models, tape recorder, charts, magazines, newspapers, class libraries, language labs, CALL programmes, language games, etc.
- Criteria of Analysis and Evaluation of textbooks.
- Lesson planning: Nature, objectives and needs; Lesson planning for LSRW skills, grammar, vocabulary, prose, poetry and drama at school level.

### **Unit V. Assessment and Evaluation**

- Concept, Scope and Importance
- Types of Assessment and Evaluation in English
- Assessment of Language Skills (LSRW) and Language Content (Sounds, Vocabulary, Structure and Grammar), Communication Skills
- Error analysis and remedial instruction/work

### **Modes of Learning Engagement**

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture-cum-discussion, Demonstrations, Communicative activities, Situational teaching, Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion;

Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

### **Scheme of Assessment**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12marks.
- Three sessional Tests out of which average of two best will be counted for marks.Each test will carry a weight of five (05) marks.
- Two assignments: one oral- presentation and one written- assignment. It will carry a weightof five (05) marks.

### **Practicum: Any two of the following**

- Preparing a small dictionary of the difficult words used in the secondary textbooks.
- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games
- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by secondary students.
- Analysis and categorisation of exercises on grammar as given in the prescribed textbookof the school.
- A write-up on the problems faced by the school students in relation to the acquisition of thereceptive (listening and reading) or productive (speaking and writing) skills in English.
- Selection of materials for writing in English from the newspapers, comics, magazines,advertisements and preparation of an outline for teaching language items.

### **Suggested Readings**

1. Bansal, R.K. and Harrison, J.B. *Spoken English for India*. Madras: Orient Longman Ltd.1972.
2. Baruah, T.C. *The English Teachers' Handbook*. New Delhi: Sterling Publishing Pvt. Ltd. 1985.
3. Bright, J. A. and McGregor, G. P. *Teaching English as Second Language*. London: Longman. 1970.
4. Brumfit, C.J. *Communicative Methodology in Language Teaching*. Cambridge: Cambridge University Press.1984.
5. Doff, A. *Teaching English*. Cambridge: Cambridge University Press.1988.
6. Freeman, Diane-Larsen. (2000). *Techniques and Principles in language Teaching*.Oxford: Oxford University Press.2000.
7. Gimson, A.C. (1980). *An Introduction to the Pronunciation of English*. London: EdwardArnold. 1980.
8. Hornby, A.S. *A Guide to Patterns and Usage in English*. Oxford: Oxford University Press.1968.
9. Lado, R. *Language Teaching*. New Delhi: Tata McGraw Hill Publishing.1971.
10. Mishra, A. K. et al. *Issues in Education at Elementary Level*. New Delhi: Lakshi Publishers.2013.
11. Paliwal, A.K. (). *Methodology of Teaching English as a Second Language*. Jaipur: Kalpana Publications. 2012.
12. Palmer, H.L. *The Principles of Language Study*. London: Oxford University Press. 1965.
13. Quirk, R.and Greenbaum, S. *A University Grammar of English*. London: Pearson Longman.1973.
14. Raimes, Ann. *Techniques in Teaching Writing*. Oxford: Oxford University Press. 2010.
15. Richards, J.C. and Rodgers, T.S. *Approaches andMethods in language Teaching* Cambridge. Cambridge University Press. 2014.
16. Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press 1991.



## संस्कृत शिक्षण का विज्ञान

Contact Hours: 4 periods per Week  
Examination Duration: 3 Hours

Maximum Marks: 75  
External:60 Internal: 15

उद्देश्य : -

1. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों को जान सकेंगे।
2. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कर सकेंगे। 3. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कर सकेंगे।
4. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे। 5. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न पत्र निर्माण कर कौशालाधारित परीक्षण कर सकेंगे।
6. छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।

इकाई (1)

तृतीय भाषा शिक्षण के सिद्धान्त - महत्व प्रकार मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त

(अ) भाषायी कौशल -

(1) अवबोध कौशल

(2) अभिव्यक्ति कौशल

(ब) उपकौशल एवं उनका महत्व

तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य -

(1) माध्यमिक स्तर पर

(2) उच्च माध्यमिक स्तर पर

इकाई (2)

भाषायी कौशल शिक्षण : सम्प्रत्यय, महत्व, विधि, प्रविधि ।

(1) श्रवण कौशल - स्वर व्यंजन, बलाघात, स्वाराघात, आरोह, अवरोह, लय इत्यादि।

(2) कथन कौशल - स्वर, व्यंजन, बालाघात, स्वाराघात, आरोहावरोह लय इत्यादि एवं मौखिक अभिव्यक्ति

(3) पठन कौशल - अभिव्यक्ति कौशल, लेखन तकनीक के तत्व - (Mechanics of Writing) चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण

इकाई (3)

तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्व, प्रक्रिया, विशेषताएं एवं कमियां -

(1) प्रत्यक्ष विधि; क्वपतमबज डमजीवकद्ध

(2) संग्रन्थन उपागम (Structural Approach)

(3) सम्प्रेषण उपागम (Communicative Approach)

(4) समग्र उपागम (Eclectic Approach)

उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग :-

(1) तृतीय भाषा अधिगम मनोविज्ञान

(2) कक्षा-कक्ष वातावरण और परिस्थितियां

(3) संस्कृत भाषा की प्रकृति

(4) भाषा व्यवहार में प्रयोग

(5) भाषा शिक्षण के उद्देश्य

(6) मातृभाषा की भूमिका

(7) शिक्षक, छात्र, पाठ्य पुस्तक तथा दृश्य-श्रव्य सहायक सामग्री की भूमिका

(8) त्रुटियां एवं उपचारात्मक कार्य परीक्षण एवं मूल्यांकन

इकाई (4)

तृतीय भाषा (संस्कृत) शिक्षण में दृश्य-श्रव्य सामग्री

(क) सम्प्रत्यय, महत्व एवं सावधानियां

(ख) निम्नांकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त

अ. श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, फ्लैट बोर्ड, रेडियो, कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी.ब. अभिनय, युग्म कार्य, समूह कार्य संस्कृत पाठ्य सामग्री का शिक्षण : निम्नांकित का सम्प्रत्यय, महत्व प्रयोग, विधि,

इकाई-5

तृतीय भाषा में मूल्यांकन का सम्प्रत्यय, व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन  
तृतीय भाषा के रूप में संस्कृत में मूल्यांकन – अर्थ, सम्प्रत्यय एवं महत्व प्रश्न पत्र निर्माण (ब्लू प्रिन्ट)  
निदानात्मक एवं उपचारात्मक शिक्षण : सम्प्रत्यय, महत्व, शिक्षण एवं सामग्रीनिर्माण के सिद्धान्त।  
संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण :-

- (1) श्रवण सम्बन्धी
- (3) पठन सम्बन्धी
- (2) कथन सम्बन्धी
- (4) लेखन सम्बन्धी
- (5) व्याकरण सम्बन्धी सत्रीय

परीक्षा 10 अंक सत्रीय कार्य 10 अंक

(निम्नांकित में से कोई एक)

- माध्यमिक स्तर की किसी एक संस्कृत पाठ्य पुस्तक की समीक्षा।
- पाठ्य पुस्तक में सम्मिलित भाषागत अभ्यास कार्य की सूची बनाना एवं उनकी समीक्षा।
- संग्रन्थन उपागम पर आधारित अभ्यास कार्य की पांच तालिकाएं बनाना।
- विभिन्न कौशलों पर आधारित 20 प्रश्नों का निर्माण करना।
- रचनापाठ के लिए पांच चित्रों का निर्माण तथा उच्चारण सुधार हेतु पांच अभ्यासिकाएं बनाना।
- व्याकरण शिक्षण हेतु चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ )
- पत्र शिक्षण हेतु अभ्यास सामग्री का निर्माण (5 पृष्ठ)
- कहानी शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण। (5 पृष्ठ)
- संवाद शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण। (5 पृष्ठ)
- सम्प्रेषण उपागम आधारित शिक्षण सामग्री का निर्माण करना। (5 पृष्ठ)
- आगमन-निगमन उपागम पर आधारित व्याकरण शिक्षण सामग्री का निर्माण (5 पृष्ठ)

Damoon C. Howard, Postman, Neil, (1965) "The Uses of Languages", New York Holt. Rinchartand Winston Inc.

Freeman D.L. (2000) :Techniques and Principles in Language Teaching", (II edition) O.U.P.

Lado Robert (1961), "Language Teaching", London : Longman

Lado, Robert (1971) (HM Ed) "Language Teaching", New Delhi, Tata McGrav Hill Publishing House Co. Ltd.

शर्मा डॉ. रामविलास (2001) "ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा" नई दिल्ली, राजकमल प्रकाशन 1 – बी, नेताजी सुभाष मार्ग।

शास्त्री डॉ. सूर्यदेव (1973) "मनोभाषिकी, पटना बिहार हिन्दी ग्रंथ अकादमी। 13. तिवारी,

भोलानाथ एवं श्रीवास्तव रवीन्द्रनाथ (1971) "भाषिकी", दिल्ली नेशनल पब्लिसिंग हाऊस।

त्रिपाठी रामसुरेश, (1972) "संस्कृत व्याकरण दर्शन", दिल्ली 6 राजकमल प्रकाशन प्रा.लि. 8 फ़ैज

## **Pedagoqy Of PunJabi**

Time Allowed: 3.00 Hours

Maximum Marks: 75 (External Theory: 60, Internal Assessment: 15)

### **NOTE FOR PAPER SETTERS:**

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

### **OBJECTIVES:**

Pupil – teachers would be able to –

1. Develop awareness about basic concept related of Punjabi at the secondary level.
2. Impart Training in various skill e.g. language skill, use of teaching of evaluation, teaching skills (micro-teaching skill) etc.
3. Enable pupil teachers to use current method of teaching Punjabi.

## Unit – I

- i The Nature And Importance Of language –its origin and development
- ii Origin and development of Punjabi language andthere script
- iii Roll of Punjabi as mother tongue in the education of child
- iv Aims and objectives of teaching of Punjabi at School Levels
- v General principles and maxims of teaching of Punjabi

## Unit – II

- I. Development of language skill in Students of various schoolclasses
- II. listening skill
- III. Speaking skill iv readingskill
- IV. Writing skill
- V. Development of micro & Macro lesson based of skill of questioning, explanting, illustration and stimulus variation.
- VI. Construction of curriculum of Punjabi language
- VII. Critical appraisal of Punjabi curriculum at secondary school level Role And Qualities of Teacher of Punjabi Language.

## Unit – III

1. Roll of language activities (Debates, Recitation, Story Telling, andSymposium) Methods of teaching:
2. Prose
3. poetry
4. composition
5. Grammar
6. Meaning, nature, types of lesson plans for each of the above aspects of Punjabi language As Herbert Method, Morison Method

## Unit – IV

1. Methodology Of Various Teaching Methods As
  - (2) Project Methods
  - (3) Play way Method DiscussionMethods
  - (4) Correlation Method
  - (5) Observation Method

Audio-visual aids -Meaning, Types, Role & Importance  
Construction & Importance of Punjabi text books

## Unit – V

1. Concept of Evaluation
2. Modern Concept of evaluation in language
3. Different type of techniques and Questions in evaluation of Punjabi
4. Construction of Oral type tests short answer type tests Objective –
5. type tests Essay - type test Diagnostic test Blue Print

## PC II-PEDAGOGY OF URDU

**Contact Hours: 4 (periods per Week)**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60 Internal: 15**

**Learning Outcomes/Objective**

To train the students in theory and practice of teaching and learning Urdu and use Urdu in real lifesituations.

**Course Contents/Units: The paper will be divided into five Units.**

**Unit I Role and importance of Urdu language**

Language: Importance and functions with a special reference to Urdu language, elementary knowledge of Urdu scripts Khat-e-Naskh, Khat-e-Nastaliq and Khat-e-Shikasht. Objectives of teaching Urdu at secondary level.

**Unit II Teaching Language Skills**

Listening Skill; Speaking Skill; Reading Skill;(loud reading and silent reading, intensive and extensive reading, Writing Skill; Punctuation. Teaching Vocabulary;Co-curricular activities.

**Unit III Approaches and Methods**

Grammar translation method; Direct method; Bilingual approach; Communicative language

teaching; Eclectic approach; Audio-lingual method;

#### **Unit IV Teaching Learning Material and Lesson Planning**

Teaching of Prose; Teaching of Poetry; Teaching of Grammar; Teaching of Composition ; Lesson Planning in all the above four areas, content analysis, development of TLMs.

#### **Unit V Assessment and Evaluation**

Concept, scope and importance

Types of assessment and evaluation

Assessment of language skills (LSRW) and language content (sounds, vocabulary, structure and grammar)

Error analysis and remedial teaching

#### **Modes of Learning Engagement**

Modes of Learning Engagement will be based on eclectic approach. It includes questioning, Lecture-cum-discussion, Demonstrations, Communicative activities, Situational teaching, Learning by Doing, organizing inquiry activities/open ended activities for learning English, Group work and discussion; Use of ICT related to ELL/ELT, Group work on pedagogic analysis of content and planning lessons, and peer interaction. The emphasis will be on learner-centered teaching.

##### **Scheme of Assessment**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.
- Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

#### **Practicum: Any two of the following**

- Preparing a small dictionary of the difficult words used in the secondary textbooks.
- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games
- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by secondary students.
- Analysis and categorisation of exercises on grammar as given in the prescribed textbook of the school.
- A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English.

Selection of materials for writing in English from the newspapers, comics, magazines, advertisements and preparation of an outline for teaching language items.

#### **Reference Book:**

1. Urdu Zaban ki Tadrees – Moinuddin NCPUL, New Delhi.
2. Urdu Kaise Padhaen – Rasheed Hasan Khan.
3. Urdu Kaise Likhen - Rasheed Hasan Khan.
4. Insha Aur Talaffuz. - Rasheed Hasan Khan.
5. Tadreesiat part I, NCERT, New Delhi

## **PC II – PEDAGOGY OF SOCIAL SCIENCE**

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Objectives:**

**Maximum Marks: 75**

**External: 60 Internal: 15**

- develop an understanding of the nature and scope of social science relationship with natural and other sciences. and its acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of social sciences.
- examine different pedagogical issues in learning social sciences.
- plan lessons based on different approaches to facilitate learning of social sciences. develop learning materials on selected units to facilitate learning in social sciences. realize their role as facilitator in enhancing social sciences learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

**Unit I Social Science as an Integrating Area of Study: Context and Concern:**

- Meaning, Nature and Scope of Social Science. Need and Importance of Social Science, Relationship of social interdisciplinarity. science with other sciences. Uniqueness of disciplines vis-a-vis
- Major Social Science Discipline in Schools- Place of Social Science in the School Curriculum. Need for strengthening teaching of social science.
- The values inherent in social science: aesthetic, moral, utilitarian, intellectual and environmental.
- Linking child's natural curiosity with natural phenomena; spatial and temporal context; important social and economic issues and concerns.

**Unit II Approaches to Teaching Learning and Pedagogical Issues in Social Science Methods and**

- **Approaches in teaching/learning of social science:** Observation, project method, field trip, role-play, dramatization, problem solving, exploratory, concept mapping, self-learning strategies, map based learning, Thematic approach, Multimedia approach and Interdisciplinary approach.
- **Pedagogical Issues:** Creating an interactive learning environment, encouraging cooperative, collaborative and participatory learning, Going beyond the text book, Bringing inclusiveness in teaching and learning, primacy of the learner.

**Unit III Teaching Learning Resources and Pedagogical Planning in Social Science Teaching and**

- **Learning Resources:** Human as resource: The significance of oral data; Primary and Secondary Sources of data: textual material, journals, magazines, newspapers etc; Using library as a learning resources; various contextual learning aids; audio-video material- charts, models, maps, atlas, graphs, visuals, Use of ICT in teaching and learning of social science- multimedia and internet. Local Community Resources.
- **Lesson Planning:** Meaning, Importance and Characteristics of Lesson Plan, Important points/steps of Lesson Plan, Writing teaching points, formulating objectives, selecting teaching learning materials, deciding the approach to teaching learning, writing lesson plan through creating learning situations.

**Unit IV Social Science Curriculum and Text Book for Schools:**

- **Social Science Curriculum:** Features, Issues and Concerns in Social Science Curriculum as reflected in NCF. Misconceptions in teaching- learning of social science.
- Content and Syllabus of Social Science - Aims and Objectives, Content organization and presentation by different state boards of Northern region; Case Studies: *Rajasthan*.
- **Social Science Text Book:** Analysis of Social Science Text Books from the perspective of the Child, Gender, Peace, and Environment. Need and Parameters for Text Book Analysis.
- Need for question paper analysis ( Class test/ Board Exam); Analysis of Question Papers in the light of subject specific requirements in terms of understanding and skills; Development of different types of test items- objective and essay type questions in social science.
- Continuous and Comprehensive Evaluation (CCE) in Social Science.

**Unit V Professional Development of Social Science Teacher**

- Concept of Professional Development, Need for updating content and pedagogical competencies. Professional Norms and Ethics.
- Ways of Professional Development- participation in seminars and conferences, online sharing, distance learning, member of professional organizations, writing in reflective journals.
- Development of audio-video material in teaching of social sciences, Using library resources, magazines, journals and newspapers etc. in teaching and learning of social science.

- Planning and management of social science corner (resource room) in school. Planning for social science exhibition, quiz competition, field trips, celebration of important days like (Earth Day, World population day, Environment Day etc.).
- Planning and organization for social science fair and field visit.

#### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

#### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Scheme of Assessment**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

## **PEDAGOGY OF CIVICS/POLITICAL SCIENCE**

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External: 60 Internal: 15**

#### **Objectives:**

- develop an understanding of the nature and scope of Civics/Pol. Science and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of Civics/Pol. Science.
- examine different pedagogical issues in learning Civics/Pol. Science.
- plan lessons based on different approaches to facilitate learning of Civics/Pol. Science.
- develop learning materials on selected units to facilitate learning in Civics/Pol. Science.
- realize their role as facilitator in enhancing Civics/Pol. Science learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

#### **Unit – 1: Nature, Scope and Objectives**

- a) Concept, Nature and scope of Civics/Pol. Science.
- b) Contemporary Importance of Civics/Pol. Science.
- c) Aims and Objectives of teaching Civics/Pol. Science at different level (Elementary, Upper Primary, Secondary and Senior Secondary).
- d) Correlation of Civics/Pol. Science to other subjects.
- e) Role of Civics/Pol. Science in promoting International Understanding.

#### **Unit – 2: Curriculum and planning**

- a) Meaning and concept of curriculum
- b) Fundamental principles of formulation of curriculum in civics/Pol. Science.
- c) Critical appraisal of the existing syllabus.

d) Lesson Plan – Annual Plan, Unit plan and Daily lesson plan of teaching Civics/Pol. Science.

### **Unit – 3: Methods and Approaches of Civics Teaching**

- i. Various methods of teaching civics/Pol. Science (Project, Problem Solving, Supervised Study, Lecture, Discussion and Brain Storming).
- ii. Innovative Practices in Civics/Pol. Science Teaching
- iii. Field Trip
- iv. Mock Session

### **Unit – 4: Instructional support system**

- i. Community resources
- ii. Teaching aid in Civics/Pol. Science Teaching
- iii. Use of Print & Electronic Media
- iv. Techniques of interviewing

### **Unit – 5: Evaluation of Civics/Pol. Science Teaching**

- A. Purpose and concept of evaluation
- B. Objectives based evaluation
- C. Preparation of achievement test –
  - i] Various types of question
  - ii] Blue Print
  - iii] Preparation of question paper.

### **Transactional Modalities :**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

### **Tutorials/Practicum :**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Scheme of Assessment:**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

### **Books suggested:**

1. Bining and Bining: Teaching of social studies in secondary schools. New York, McGraw Hill Book Co. 1952.
2. Harlikar : Teaching of Civics in India, Bombay, Padma Publication Ltd.
3. Cray Ryland W : Education for Democratic citizenship.
4. Michaelies: Social studies for children in a Democracy, New York Prentice Hall Inc. 1956.
5. Bourne, H.E.: Teaching of History and Civics, Bombay Longmans 1972.
6. बघेला एवं व्यास : नागरिक शास्त्र शिक्षण, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
6. Tyagi G.S.D.: Nagrik Shastra Ka Shikshan, Agra, Vinod Pustak Mandir.
7. Prescribed books of Board of Secondary Education for Higher Secondary Classes.

# PEDAGOGY OF HISTORY

**Contact Hours: 4 periods per Week**

**Duration: 3 Hours**

**Maximum Marks: 75 Examination**

**External: 60 Internal: 15**

## **Objectives:**

- develop an understanding of the nature and scope of History and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of History.
- examine different pedagogical issues in learning History.
- plan lessons based on different approaches to facilitate learning of History.
- develop learning materials on selected units to facilitate learning in History.
- realize their role as facilitator in enhancing History learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

## **Unit – 1: Nature, Scope and Objectives**

- i. Meaning, nature and scope of history.
- ii. Importance of teaching history.
- iii. Aims and objective of teaching history at different levels,
- iv. Importance of studying local history national History and world history in the context of national integration and international brotherhood and global citizenship.
- v. Co-relation of History with other school subjects.

## **Unit – 2: Curriculums and planning**

- a) Meaning and Concept of curriculum
- b) Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.
- c) Lesson Plan – Annual plan, Unit plan and Daily lesson plan of teaching History, qualities and professional growth of History teacher, his role in future prospective.

## **Unit – 3: *Methods and Approaches of History Teaching***

- a) Various methods of teaching History (Story Telling Biographical Dramatization time sense, source Project and Supervised study method)
- b) Resource Material.

## **Unit – 4: Instructional support system**

- a. Audio – Visual aids in teaching history.
- b. Text book, teacher, co-curricular activities.
- c. Community Resource : Computer, T.V. History room
- d. Planning of historical excursion.
- e. Co-Curricular activities.

## **Unit – 5: Evaluation of *History Teaching***

- a. Concept and purpose of evaluation b Objectives based evaluation.



c Tools and techniques of evaluation in History teaching.

- (i) Various types of question      (ii) Blue Print      (iii) Content analysis.

**Transactional Modalities:**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

**Tutorials/Practicum:**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Scheme of Assessment:**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

Books Suggested-

1. Baghela, Dixit: History Teaching Raj. Hindi Granth, Akadami Jaipur
2. B.D. Ghate: History Teacdhing, Hariyana Granth Akadami Chandigarh.
3. Choudhary, K.P.: Effective teaching of history in India, NCERT
4. Ghosh K.D.: Creative teaching of History OUP 1951.
5. Ghate V.D.: Suggestions for the Teaching of history in India.
6. Hill C.P.: Suggestions on the Teaching of History.
7. Johansaon H.: Teaching of History in Elementary and Secondary Schools Macmillian.
8. NCERT : Handbook for History Teachers.
9. Tyagi : History Teaching, Vinod Publication, Agra
10. Verjeshwary, R. : Handbook for History Teacher in India.

## **PEDAGOGY OF ECONOMICS**

**Contact Hours: 4 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External: 60 Internal: 15**

**Objectives:**

- develop an understanding of the nature and scope of Economics and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of Economics.
- Examine different pedagogical issues in learning Economics.
- plan lessons based on different approaches to facilitate learning of Economics.
- develop learning materials on selected units to facilitate learning in Economics.
- realize their role as facilitator in enhancing Economics learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

**Unit – 1: Nature, Scope and objectives.**

1. Meaning, Nature, Scope of Economics.
2. Importance of Economics in School Curriculum.
3. Aims and Objectives of teaching Economics at different level.
4. Correlations of Economics with school Subject.

**Unit – 2: Curriculum and planning**

1. Concept and objectives of curriculum.
2. Fundamental Principles of formulation of curriculum in Economics.
3. Critical Appraisal of the existing syllabus.
4. Lesson Plan – Annual Plan, Unit and Daily Lesson Plan of teaching Economics.
5. Planning Outdoor activities.

**Unit – 3: Methods and Approaches to Teaching Economics.**

1. Various methods of teaching Economics – Project, Problem solving, Discussion, Analytic – Synthetic and Lecture Method.
2. Innovative Practices in Economics Teaching – Brain Storming, work shop.

**Unit –4: Instructional Support System**

1. Use of teaching aids in Economics.
2. Print and Non Print media, community resources, Lab. And Museum.
3. Economics teacher and his qualities.
4. Critical appraisal of Economics Text Book.

**Unit-5: Evaluation of teaching Economics**

1. Purpose and concept of evaluation.
2. Objective of base evaluation.
3. Preparation of achievement test –
  - i Various Types of Question
  - ii Blue Print
  - iii Preparation of question paper
  - iv Sessional works
  - v Bibliography

**Transactional Modalities:**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

**Tutorials/Practicum :**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Scheme of Assessment:**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

**Books Suggested:**

1. Aggarwal, J.C., Teaching of Economics – A Practical Approach, Vinod Pustak Mandir, Agra, 2005.
2. Dr. N. Husen, Teacher's Manual in Economics, Regional College of Education, Ajmer.
3. Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow
4. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi- 2004.
5. Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. Lall Book Depot, Meerut, 2004.
6. Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.
7. Yadav, Amita, Teaching of Economics, New Delhi: Anmol Pub., 2005.
- 8- हरनारायण सिंह एवं राजेन्द्रपाल सिंह, अर्थशास्त्र शिक्षण, लक्ष्मीनारायण अग्रवाल, आगरा।
9. श्री शुक्ल, अर्थशास्त्र शिक्षण, नन्दकिशोर एण्ड ब्रदर्स, बनारस
10. गुरुसरनदास त्यागी, अर्थशास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा
11. डॉ. आर. पी. कथूरिया, अर्थशास्त्र शिक्षण, विकास प्रकाशन, भोपाल

## **PEDAGOGY OF GEOGRAPHY**

**Contact Hours: 4 periods per Week**

**Maximum Marks: 75 Examination**

**Duration: 3 Hours**

**External: 60 Internal: 15**

**Objectives:**

- develop an understanding of the nature and scope of Geography and its relationship with natural and other sciences.
- acquaint student teachers with nature of different disciplines within and their interrelationship concerns with society.
- acquaint student teachers with different approaches to pedagogy of Geography.
- Examine different pedagogical issues in learning Geography.
- plan lessons based on different approaches to facilitate learning of Geography.
- develop learning materials on selected units to facilitate learning in Geography.
- realize their role as facilitator in enhancing Geography learning in the real classroom situation.
- develop professional outlook and humane approach among student teachers.

**Unit – 1: Nature, Scope and Objectives**

- a) Changing concept of Geography – Practical Geography.
- b) Its place and scope (importance).
- c) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.
- d) Correlation of Geography with social sciences, economics, civics, Natural Science, Environmental Science.

**Unit – 2: Curriculum and planning**

- (a) Characteristics of a good Geography Curriculum
- (b) Critical Appraisal of Geography Syllabus.
- (c) Planning Daily Lesson Plan & Unit Plan.
- (d) Geography Text Book.

(e) Qualities, role & Professional growth of Geography Teacher

### **Unit – 3: *Methods and Approaches of Geography Teaching***

(i) Regional method, Demonstration, Inductive, Deductive, Project, Comparative, Lab. Method. Field trips, local & Regional Geography.

(ii) Other Innovative Practices – Programmed Learning, Computer, Geography Club, Geography Lab.

### **Unit – 4 : Instructional support system**

(a) Teaching aids and lab equipment

(b) Geography Room/Laboratory & Museums.

(c) Resource material and use of local resources in teaching Geography.

(d) Co-Curricular activities.

### **Unit – 5: Evaluation of Geography Teaching**

(a) Tools Techniques of Evaluation in Geography.

(b) Achievement Test

(i) Different Types of Questions.

(ii) Blue Print.

(iii) Preparation of Question Paper.

(iv) Diagnostic & Remedial Teaching in Geography.

### **Transactional Modalities :**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

### **Tutorials/Practicum:**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

### **Scheme of Assessment:**

- The term -end examination will be of 60 marks. Each Unit will carry a weight of 12 marks.
- Three sessional Tests out of which average of two best will be counted for marks. Each test will carry a weight of five (05) marks.

Two assignments: one oral- presentation and one written- assignment. It will carry a weight of five (05) marks.

### **Book Sugessted-**

1. Source Book for teaching of Geography, UNESCO Publication.
2. Singh L.R.: Practical Geography, Allied Publications, Allahabad.
3. Monk House F.J.: Maps and Diagrams.
4. Verma, J.P. : Bhugol Shikshan, Vinod Pustak Mandir, Agra
5. Sharma, C.R. : Bhugol Shikshan, Modern Publishers, Vinod Pustak Mandir, Agra
6. H.N. Singh : Bhugol Shikshan, Vinod Pustak Mandir, Aga
7. Arora K.L.: Bhugol Shikshan, Prakash Bros. Ludhiyana.
8. Barnard, H.C.: Principles and Practice of Geography Teaching, London University, Tutorial Press, 1953.
9. Kual, A.K.: Why and How of Geography Teaching Ambanu Publication, Srinagar 1983.
10. Macnee: Teaching of Geography, Oxford University Press, Bombay.

11. Verma, O.P. and Vedanayagam E.G.: Geography Teaching, Sterling Publishers, New Delhi 3<sup>rd</sup> Ed. 1987.  
 12. Gopsil, G.H.: The Teaching of Geography macmillan & Co. Ltd., London 1958.

### PC 3: Learning to Function as a Teacher

Duration: Four weeks

Max. Marks: 50

Internal: 50

#### Objectives of the Course:

On completion of the Course, the student teachers will be able to:

- understand about the activities to be carried out during school internship programme. observe classroom teaching, various school activities and gain a feel of the multiple roles of a teacher.
- develop skill in content analysis, preparing TLM and observing classroom processes. plan and implement teaching learning activity for peers and actual classroom.

#### Pre-Internship Tasks:

(The Internship Committee formulated by the Institute will prepare a Schedule for execution of Pre-Internship Tasks)

During the four week duration, the student teachers are oriented to the school internship programme.

For the first two weeks, they will be provided training in core teaching skills, content analysis, preparing Teaching Learning Material (TLM), writing observation records, Reflective Journals, conducting Action Research and Case Study, organizing school activities and their reporting, developing Achievement Tests, administering and analyzing. Student teachers will also write lesson plans and take up peer teaching.

For the next two weeks, student teachers will be placed in the schools. They will observe the classes being handled by the regular teachers as well as their peers. Every student teacher will teach at least one lesson in each teaching subject and reflect on the teaching.

#### Modes of Learning Engagement:

Pre internship will be carried out both in the Institute and the School.

First two weeks they will be exposed to theoretical knowledge about internship and receive information on various activities that are required to be carried out by the student teachers.

Student teachers will get hands on experience on performing certain tasks which they are expected to perform in the school.

In the beginning they learn to teach in a simulated condition by teaching their peers.

Next two weeks, student teachers are attached to the school on full time basis, observe the teaching by the regular classroom teacher, teach at least one lesson in each teaching subject, involve in all the activities of the school and learn to understand the school.

Student teachers keep a record of all the work carried out by them in the school (Details to be worked out).

#### Modes of Assessment:

The assessment of the student teachers will be carried out on the basis of their day to day participation and performance by a group of teacher educators. The details of activities and the marks allotted are given below.

Activity	Marks
a. Content Analysis in each teaching subject	10
b. Preparation and use of TLM during Peer Teaching in each teaching subject	10
c. Observation Record Five classes of regular classroom teacher Five classes of peer	10
d. Actual classroom teaching One lesson in each teaching subject	20
<b>Total-</b>	<b>50</b>

# FOURTH YEAR

हिंदी

पेपर— 1 भाषा दक्षता संवर्धन

**Contact Hours: 5 periods per Week**  
**Examination Duration: 3 Hours**

**Maximum Marks: 75**  
**External : 60 Internal: 15**

उद्देश्य :-

- विद्यार्थियों को भाषा की प्रकृति संरचना एवं भूमिका से अवगत कराना।
- विद्यार्थियों में संप्रेषण की दक्षताओं का विकास करना।
- विद्यार्थियों में भाषा की प्राथमिक बुनियादी दक्षताओं का विकास (सुनना, बोलना, पढ़ना, लिखना)
- विद्यार्थियों में प्रदर्शन (परफॉर्मिंग) कला की अवधारणा एवं समझ का विकास करना।
- विद्यार्थियों में सूचना एवं संचार प्रौद्योगिकी (ICT) की अवधारणा एवं भाषा के माध्यम से आत्म विकास की योग्यता उत्पन्न करना।

**इकाई-1 : भाषा अवबोध**

- भाषा की अवधारणा/प्रकृति संरचना एवं भूमिका
- लिखित एवं मौखिक भाषा की भूमिका बोली, स्वीकृत (विकासशील) भाषाएँ
- ध्वनियों एवं लिपि की भूमिका।

**इकाई-II . आधारभूत भाषायी कौशलों का संवर्धन**

- आधारभूत भाषायी दक्षताओं की अवधारणा, प्रकृति, प्रकार भूमिका/कार्य (सुनना, बोलना, पढ़ना, लिखना) प्रश्नोत्तर में भाषायी दक्षता की
- निबंध लेखन, पत्र लेखन, सारांश लेखन, टिप्पणी लेखन, रिपोर्ट लिखना, सूचना पत्र लेखन, ई मेल लेखन, बायोडाटा लेखन समूह विमर्श और प्रस्तुतीकरण।

**इकाई-III : संप्रेषण दक्षताओं का संवर्धन**

- अवधारणा, संप्रेषण के प्रकार (मौखिक एवं सांकेतिक) संप्रेषण में शारीरिक हावभाव की भूमिका (आंगिक चेष्टाएँ) प्रभावी संप्रेषण के तत्व, संप्रेषण के अवरोध, संप्रेषण में उच्चारण एवं विराम चिहनों की भूमिका।

**इकाई-IV भाषा एवं प्रदर्शन कला**

- भाषा एवं दृश्य कला/मंच कला
- अवधारणा, प्रकृति, संरचना, भूमिका (नाटक रंगमंच संगीत नृत्य ड्राईंग पेंटिंग अभिनय इत्यादि)
- संप्रेषण में प्रदर्शनकारी कला की भूमिका
- शिक्षा में प्रदर्शन कला की भूमिका

**इकाई-V- सूचना प्रौद्योगिकी भाषा एवं आत्मविकास**

- सूचना प्रौद्योगिकी की अवधारणा प्रकृति प्रकार कार्य एवं संभावनाएँ
- शिक्षा में सूचना प्रौद्योगिकी की भूमिका
- विद्यार्थियों में सामाजिक संवेदना एवं जागरूकता के विकास में भाषा की भूमिका
- अध्यापकों के व्यक्तित्व एवं आत्मविश्वास के विकास की प्रविधियाँ।

## **Modes of Learning Engagement**

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

## **Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture period. Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

## **Scheme of Assessment**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

संदर्भ साहित्य :-

1. हिन्दी शिक्षा का आधार पत्र (पोजिषन पेपर) एन.सी.ई.आर.टी. प्रकाशन।
2. अभिव्यक्ति एवं माध्यम एन.सी.ई.आर.टी. प्रकाशन।
3. हिंदी शिक्षा रमन बिहारी लाल।

## PAPER II: LANGUAGE, LITERATURE AND EDUCATION

(भाषा साहित्य और शिक्षा)

**Contact Hours: 5 periods per Week**  
**Examination Duration: 3 Hours**

**Maximum Marks: 75**  
**External : 60**  
**Internal: 15**

उद्देश्य :

कोर्स पूरा करने के पश्चात् विद्यार्थी जान पाएँगे : कोर्स की विषय वस्तु में भाषा की महत्ता। पेपर को पाँच खंडों/इकाईयों में विभाजित किया जाएगा।

### **इकाई 1 : भाषा एवं समाज**

भाषा एवं संस्कृति

भाषा एवं पहचान

भाषा एवं लिंग (जेण्डर)

भाषा एवं सत्ता

### **इकाई 2 : साहित्य**

साहित्य की अवधारणा एवं भविष्य

समाज के लिए साहित्य की महत्ता

समाज पर साहित्य का प्रभाव

साहित्य पर समाज का प्रभाव

### **इकाई 3 : शिक्षा के लिए भाषा**

शिक्षा में भाषा की भूमिका

भाषा एवं शिक्षा में सम्बन्ध

शिक्षा पर भाषा का प्रभाव

शिक्षा का माध्यम बहुभाषिकता एक संसाधन के रूप में

### **इकाई 4 : शिक्षा के लिए साहित्य**

शिक्षा में साहित्य की भूमिका

साहित्य और शिक्षा में संबंध

शिक्षा पर साहित्य का प्रभाव

### **इकाई 5 : शिक्षा के लिए पाठ्यक्रम**

शिक्षा में पाठ्यक्रम पाठ्यचर्चा और पाठ्यपुस्तकों की भूमिका

पाठ्यचर्चा, पाठ्यक्रम, पाठ्यपुस्तक और कक्षा संप्रेषण में भाषा की भूमिका एवं शिक्षा में मूल्यांकन भाषा के पार पाठ्यक्रम

की अवधारणा

### **• Transactional Modalities •**

लेक्चर/संपर्क कालांश; बातचीत/मिलकर काम करना एवं **constructivist approach** (कन्स्ट्रक्टिविस्ट एप्रोच); परिस्थितियाँ उत्पन्न करके उनके द्वारा पढ़ाना

### **अध्यापकीय अभ्यास (शिक्षकीय/प्रेक्टिस)**

विद्यार्थी समूह में कार्य करेंगे लेक्चर/संपर्क कालांश में अर्जित ज्ञान पर एवं उसके व्यावहारिक बिंदुओं पर कार्य करेंगे। समूह में पढ़ाना (**Peer group Teaching**) को बढ़ावा दे सकते हैं। कठिन विषय वस्तु को शिक्षा के दौरान सुलझा सकते हैं।

### **मूल्यांकन (रूपात्मकता और तौर-तरीका)**

अंत में होने वाली परीक्षा 60 अंकों की होगी। हर एक इकाई 12 अंकों की होगी।

दो प्रयोगात्मक परीक्षाएँ एक मौखिक प्रस्तुतिकरण और एक लिखित प्रयोगात्मक परीक्षा। जो 5 अंकों की

वित **each paper will be conducted and average of both the tests will be taken** होगी।

नोट एक समीक्षात्मक प्रश्न प्रत्येक इकाई से पेपर में पूछा जाएगा जो 12 अंकों का होगा।

सुझाव पाठ्य सामग्री

1. राष्ट्रीय पाठ्यचर्चा रूपरेखा 2005
2. भारतीय भाषाओं के शिक्षा का आधार पत्र (पोजिशन पेपर)
3. हिंदी शिक्षा का आधार पत्र (पोजिशन पेपर)
4. कोठारी कमीशन
5. शिक्षा पर राष्ट्रीय नीति 1986 ( पी.ओ.ए. 1992)
6. मुदलियार कमीशन।

## ENGLISH

### Paper I: Language, Literature and Education

Contact Hours: 5 periods per Week

Maximum Marks: 75

Examination Duration: 3 Hours

External: 60

Internal: 15

**Objectives: This course aims at:**

- Developing in student –teachers the conceptual understanding of language.
- Developing in student –teachers the conceptual understanding of literature.
- Developing in student –teachers the conceptual understanding of the relationship between language, literature and education.
- Developing in student –teachers the conceptual understanding of the relationship between curriculum, language and literature.
- Developing in student –teachers the conceptual understanding of the impact of society on language, literature and education, and vice versa.

**Course Contents: The paper will be divided into five Units.**

#### **Unit I: Language**

- Language and society
- Language and culture
- Language and identity
- language and gender

#### **Unit II: Literature**

- Concept, scope of literature
- Importance of literature for society
- Impact of literature on society and vice versa

#### **Unit III. Language for Education**

- Role of language in education
- Relationship between language and education
- Impact of language on education
- Medium of instruction
- Multilingualism as a resource

#### **Unit IV: Literature for Education**

- Role of literature in education
- Relationship between literature and education
- Impact of literature on education

#### **Unit V: Curriculum for Education**

- Role of curriculum, syllabus and textbooks in education
- Role of language in curriculum, syllabus, textbooks, classroom transaction and assessment in education
- Concept of Language Across Curriculum
- Role of literature in curriculum, syllabus and textbooks in education.
- **Modes of Learning Engagement**  
Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.
- **Tutorials/ Practicum**  
Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

#### **Scheme of Assessment**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of



five (05) marks.

### **Suggested Readings**

- National Policy on Education*. 1986. Ministry of HRD, Department of Education, New Delhi. Ministry of Education. \_Education Commission –Kothari Commissionl. 1964-1966. *Education and National Development*. Ministry of Education, Government of India. 1966.
- NCERT. *National Curriculum Framework for School Education*. (Reprint Edition) NCERT, New Delhi. 2001.
- Learning without Burden*. Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- MHRD *National Policy on Education* ( NPE). Govt. of India. New Delhi. 1986.
- MHRD. *Programme of Action, National Policy on Education*. Govt. of India. New Delhi. 1992.
- Govt. of India. *Education and Development Report of the National Commission on Education*. 1968.
- NCERT. *National Curriculum Framework for School Education*. National Council of Educational Research and Training, New Delhi, India. 2000.
- NCERT. *National Curriculum Framework – 2005*, National Council of Educational Research and Training, New Delhi, India. 2005.
- NCERT. *Position Paper: Teaching of English* National Curriculum Framework–2005, National Council of Educational Research and Training, New Delhi, India. 2006.
- NCERT. *Position Paper: Teaching of Indian Languages* (National Curriculum Framework– 2005), National Council of Educational Research and Training, New Delhi, India. 2006.

## **Paper II: Enhancing Language Proficiency**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

**Objectives: This course aims at:**

- Developing in student – the conceptual understanding of the nature, structure, function setc. of language.
- Developing in student –teachers the conceptual understanding of communication skills.
- Developing in student –teachers the conceptual understanding of basic language skills (LSRW).
- Developing in student –teachers the conceptual understanding of performing arts.
- Developing in student –teachers the conceptual understanding of the ICT and self-development through language.
- Enhancing student –teachers‘ basic language skills.
- Enhancing student –teachers‘ communication skills.
- Enhancing student –teachers‘ language proficiency skills.

**Course Contents:**

### **UNIT I: Understanding Language**

- Concept, structure, nature, scope and functions of language.
- Role of dialect, register, and standard and non –standard language.
- Role of spoken and written language.
- Role of sounds and script

### **UNIT II. Enhancing Basic Language Skills**

- Concept, nature, types, elements and functions of basic language skills (LSRW).
- Role of language skills in questioning and responding (answering/replying).
- Essay writing, letter writing, summary writing, note –making, note –taking, report writing, notice writing, email –writing, CV/resume writing , group discussion, presentations,

### **UNIT III. Enhancing Communication Skills**

- Concept, types of communication, animal and human communication, Verbal and non-verbal communication.
- Role of Paralinguistic features in communication
- Communication skills
- Elements of effective communication
- Removing barriers to communications
- Role of proper pronunciation and punctuations in communication

### **UNIT IV: Performing Arts and Language**

- Concept ,nature ,scope, types and functions of performing arts ( drama, theatre, music , dance, drawing and painting, sketching, acting , mime , simulations)
- Role of performing arts in communication
- Role of performing arts in teaching

#### **UNIT V: ICT, Language and Self-development**

- Concept, scope, nature, types and functions of ICT
- Role of ICT in teaching
- Role of language in developing social sensitivity and awareness in students
- Techniques of developing personality and self-confidence of teachers

#### **Modes of Learning Engagement**

workshop, Seminar, Group discussion ,mock session, reading and writing assignments, role play, acting, simulations , exhibition, mime, presentations, debates, extempore speech, critical reading, PPP, etc. Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

#### **Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Scheme of Assessment**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

#### **Suggested Readings**

Beaken, M. *The Making of Language*. Edinburgh: Edinburgh University Press. 1996. Johansson, S. *Origins of Language*. Amsterdam: John Benjamins. 2005.  
 Chambers, A. et al. (Ed.) *ICT and Language Learning*. Birmingham: The University of Birmingham Press. 2004.  
 Kenning, M.M. *ICT and language learning: from print to the mobile phone*. London: Palgrave Macmillan, 2007  
 Hargie, Owen. (Ed.) *The Handbook of Communication Skills*. 3<sup>rd</sup> Ed. London: Routledge. 2006.  
 Seely, John. *The Oxford Guide to Writing and Speaking*. Oxford: Oxford University Press. 2000.  
 Rosengren, Karl Erik. *Communication: An Introduction*. New Delhi: Sage Publications. 2000.  
 Beck, Andrew et. al. *Communication Studies: The Essential Introduction*. London: Routledge. 2002  
 Position Paper on Art, Music, Dance and Theatre. NCERT, New Delhi. 2006

## **B.A. B. Ed. Fourth Year**

### **URDU**

#### **Paper I: Language, Literature and Education**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External : 60 Internal: 15**

**Objectives: This course aims at:**

- Developing in student –teachers the conceptual understanding of language.
- Developing in student –teachers the conceptual understanding of literature.
- Developing in student –teachers the conceptual understanding of the relationship between language, literature and education.
- Developing in student –teachers the conceptual understanding of the relationship between curriculum, language and literature.
- Developing in student –teachers the conceptual understanding of the impact of society on language, literature and education, and vice versa.

**Course Contents: The paper will be divided into five Units.**

#### **Unit I: Language**

- Language and society
- Language and culture

- Language and identity
- language and gender

#### **Unit II: Literature**

- Concept, scope of literature
- Importance of literature for society
- Impact of literature on society and vice versa

#### **Unit III. Language for Education**

- Role of language in education
- Relationship between language and education
- Impact of language on education
- Medium of instruction
- Multilingualism as a resource

#### **Unit IV: Literature for Education**

- Role of literature in education
- Relationship between literature and education
- Impact of literature on education

#### **Unit V: Curriculum for Education**

- Role of curriculum, syllabus and textbooks in education
- Role of language in curriculum, syllabus, textbooks, classroom transaction and assessment in education
- Concept of Language Across Curriculum
- Role of literature in curriculum, syllabus and textbooks in education.
- **Modes of Learning Engagement**  
Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.
- **Tutorials/ Practicum**  
Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

#### **Scheme of Assessment**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

#### **Suggested Readings**

- National Policy on Education*. 1986. Ministry of HRD, Department of Education, New Delhi. Ministry of Education. \_Education Commission —Kothari Commission!. 1964-1966.
- Education and National Development*. Ministry of Education, Government of India. 1966.
- NCERT. *National Curriculum Framework for School Education. (Reprint Edition)* NCERT, New Delhi. 2001.
- Learning without Burden*. Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- MHRD *National Policy on Education ( NPE)*. Govt. of India. New Delhi. 1986.
- MHRD. *Programme of Action, National Policy on Education*. Govt. of India. New Delhi. 1992.
- Govt. of India. *Education and Development Report of the National Commission on Education*. 1968. NCERT.
- National Curriculum Framework for School Education*. National Council of Educational Research and Training, New Delhi, India. 2000.
- NCERT. *National Curriculum Framework – 2005*, National Council of Educational Research and Training, New Delhi, India. 2005. Tadreesiat Part 1 & Part 2; NCERT 2006
- NCERT. *Position Paper: Teaching of Indian Languages* (National Curriculum Framework– 2005), National Council of Educational Research and Training, New Delhi, India. 2006.

## Paper II: Enhancing Language Proficiency

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

**Objectives: This course aims at:**

- Developing in student – the conceptual understanding of the nature, structure, function etc. of language.
- Developing in student – teachers the conceptual understanding of communication skills.
- Developing in student – teachers the conceptual understanding of basic language skills (LSRW).
- Developing in student – teachers the conceptual understanding of performing arts.
- Developing in student – teachers the conceptual understanding of the ICT and self-development through language.
- Enhancing student – teachers' basic language skills.
- Enhancing student – teachers' communication skills.
- Enhancing student – teachers' language proficiency skills.

**Course Contents:**

### **UNIT I: Understanding Language**

- Concept, structure, nature, scope and functions of language.
- Role of dialect, register, and standard and non – standard language.
- Role of spoken and written language.
- Role of sounds and script

### **UNIT II. Enhancing Basic Language Skills**

- Concept, nature, types, elements and functions of basic language skills (LSRW).
- Role of language skills in questioning and responding (answering/replying).
- Essay writing, letter writing, summary writing, note – making, note – taking, report writing, notice writing, email – writing, CV/resume writing, group discussion, presentations,

### **UNIT III. Enhancing Communication Skills**

- Concept, types of communication, animal and human communication, Verbal and non-verbal communication.
- Role of Paralinguistic features in communication
- Communication skills
- Elements of effective communication
- Removing barriers to communications
- Role of proper pronunciation and punctuations in communication

### **UNIT IV: Performing Arts and Language**

- Concept, nature, scope, types and functions of performing arts ( drama, theatre, music, dance, drawing and painting, sketching, acting, mime, simulations)
- Role of performing arts in communication
- Role of performing arts in teaching

### **UNIT V: ICT, Language and Self-development**

- Concept, scope, nature, types and functions of ICT
- Role of ICT in teaching
- Role of language in developing social sensitivity and awareness in students
- Techniques of developing personality and self-confidence of teachers

### **Modes of Learning Engagement**

workshop, Seminar, Group discussion, mock session, reading and writing assignments, role play, acting, simulations, exhibition, mime, presentations, debates, extempore speech, critical reading, PPP, etc. Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

### **Tutorials/ Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/ lecture period. Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### □ Scheme of Assessment

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

#### Suggested Readings

- Beaken, M. *The Making of Language*. Edinburgh: Edinburgh University Press. 1996. Johannson, S. *Origins of Language*. Amsterdam: John Benjamins. 2005.
- Chambers, A. et al. (Ed.) *ICT and Language Learning*. Birmingham: The University of Birmingham Press. 2004.
- Kenning, M.M. *ICT and language learning: from print to the mobile phone*. London: PalgraveMacmillan, 2007
- Hargie, Owen. (Ed.) *The Handbook of Communication Skills*. 3<sup>rd</sup> Ed. London: Routledge. 2006.
- Seely, John. *The Oxford Guide to Writing and Speaking*. Oxford: Oxford University Press. 2000.
- Rosengren, Karl Erik. *Communication: An Introduction*. New Delhi: Sage Publications. 2000.
- Beck, Andrew et. al. *Communication Studies: The Essential Introduction*. London: Routledge. 2002
- Position Paper on *Art, Music, Dance and Theatre*. NCERT, New Delhi. 2006

## BA-B.ED part 4th

### पंजाबी साहित्य

#### उद्देश्य :-

- पंजाबी भाषा संरचना में पंजाबी शषा के स्वरूप व तत्वों का ज्ञान प्राप्त कराना।
- भाषा सीखने की मौखिक अभिव्यक्ति का उच्च स्तर पर विकास कर सृजनात्मक दक्षता विकसित करना।
- पंजाबी भाषा के विविध रूपों व भाषा व साहित्य सम्बंध और उसकी अभिव्यक्ति को जानना।
- श्रवण, पठन मौखिक लेखन सम्बंधित भाषाओं कौशलों का ज्ञान देना।
- पंजाबी की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना।
- पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कराना और समायोजित कराना।
- पंजाबी भाषा में मूल्यांकन के महत्व , मूल्यांकन की संस्थितियों का ज्ञान देना।

#### पंजाबी साहित्य (प्रथम प्रश्न पत्र)

कुल अंक: 75

(सैद्धान्तिक परीक्षा 60 अंक, आंतरिक मूल्यांकन 15 अंक )

समय – अधिकतम 3 घंटे

सामान्य निर्देश: –

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्न पत्र केवल पंजाबी में ही बनाया जाएगा।
2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी।
3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो।

पाठ्यक्रम

इकाई-1

भाषा का अर्थ, प्रकृति, एवं विशेषतायें। भाषा का विकास भाषा, समाज एवं सभ्याचार का अंतर-सम्बंध।

इकाई-2

पंजाबी भाषा के विकास के पड़ाव, अजोकी पंजाबी भाषा की प्रमुख विशेषतायें।

धुनी विज्ञान- परिभाषा और प्रकार, उच्चारण अंग, उच्चारण प्रक्रिया।

इकाई-3

पंजाबी भाषा की धुनी वियोंत। खंडी धुनीयां- स्वर, व्यंजन व अर्धस्वर धुनीयां।

अखंडी धुनीयां- स्वर, बल, नासिकता, बल (दबाव) एवं वाक्य स्वर।

स्वर एवं व्यंजन धुनीयों का वर्गीकरण।

इकाई -4

पंजाबी की भावांश वियोंत- भावांश का अर्थ, भावांश की श्रेणीयां, भावांश की वरतों वियोंत, पंजाबी के प्रमुख भावांश पंजाबी की वाक्य वियोंत- वाक्य का अर्थ, वाक्य श्रेणीयां, पंजाबी वाक्य की तरतीब।

इकाई -5

रूप विज्ञान की परिभाषा और प्रकार, रूप विज्ञान एवं शब्द का संकल्प, अन्य संकल्पी शब्द

जैसे-धातु, मुलांश, अगेतर व पिछेतर की परिभाषा एवं स्वरूप।

सहायक पुस्तकें:-

1. भाषा विज्ञान अते पंजाबी भाषा – डॉ. हरकीरत सिंह, लाहौर बुक शॉप, लुधियाना ।
2. सिधांतक भाषा विज्ञान- डॉ. प्रेम प्रकाश सिंह, मदान पब्लिकेशन, पटियाला ।
3. खोज पत्रिका, पंजाबी यूनिवर्सिटी, पटियाला ।

ट।ठण्म्व चंतज 4जी

पंजाबी साहित्य (द्वितीय प्रश्न पत्र)

कुल अंक: 75 (सैद्धान्तिक परीक्षा 60 अंक, आंतरिक मूल्यांकन 15 अंक ) समय – अधिकतम 3 घंटे  
सामान्य निर्देश: –

1. परीक्षा का माध्यम केवल पंजाबी होगा एवं प्रश्नपत्र केवल पंजाबी में ही बनाया जाएगा ।
2. पंजाबी के लिए गुरुमुखी लिपि ही मान्य होगी ।
3. विद्यार्थियों एवं प्राध्यापकों से अपेक्षा है कि अध्ययन अध्यापन का माध्यम पंजाबी में हो ।

पाठ्यक्रम

इकाई –1

सभ्याचार- परिभाषा, प्रकृति एवं लक्ष ।। सभ्याचार का अन्य विषयों से सम्बन्ध ।

पंजाबी लोगो का रहन-सहन। पंजाबी सभ्याचार में परिवर्तन के कारण व प्रभाव ।

इकाई –2

पंजाबी लोकसाहित – परिभाषा, प्रकृति एवं लक्षण । लोकसाहित का विषय क्षेत्र । प्रमुख पंजाबी लोककाव्य  
जैसे- लोकगीत, घौड़ी, सुहाग, माहीया, टप्पे, छंद परागा, सिट्ढणी, अलाहुणी, कीरने आदि का अध्ययन ।

इकाई –3

पंजाबी लोक कहानी जैसे- परी कहानी, जानवर कहानी, भूत प्रेत कथायें, दन्द कथायें, मिथक कथायें, लोक  
गाथा से परिचय । पंजाबी सभ्याचार में लोक सियानपां, लोक विश्वास, वहम भरम एवं जादू टोने आदि का अध्ययन ।

इकाई –4

पंजाबी लोक जीवन में मेले और त्यौहारों का महत्व । पंजाब के प्रमुख मेलों से परिचय ।

पंजाब के प्रमुख त्यौहारों का अध्ययन ।

इकाई –5

पंजाब के प्रमुख लोक नाचो का अध्ययन । पंजाब के प्रमुख नवीन व पुरातन खेलों से परिचय ।

पंजाब के प्रमुख लोक साज का अध्ययन ।

सहायक पुस्तकें:-

1. सभ्याचार अते लोकधारा दे मूल सरोकार- डॉ. जीत सिंह जोशी, लाहौर बुक शॉप, लुधियाना ।
2. सभ्याचार अते पंजाबी सभ्याचार – प्रो. गुरबख्स सिंह फ्रैक, वारिश शाह फाउंडेशन, अमृतसर । श
3. खोज पत्रिका, पंजाबी यूनिवर्सिटी, पटियाला ।

संस्कृत

पेपर- 1 भाषा दक्षता संवर्धन

**Contact Hours: 5 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External : 60**

**Internal: 15**

उद्देश्य :-

- विद्यार्थियों को संस्कृत भाषा की प्रकृति संरचना एवं भूमिका से अवगत कराना ।
- विद्यार्थियों में संस्कृत संप्रेषण की दक्षताओं का विकास करना ।
- विद्यार्थियों में संस्कृत भाषा की प्राथमिक बुनियादी दक्षताओं का विकास (सुनना, बोलना, पढ़ना, लिखना)
- विद्यार्थियों में प्रदर्शन (परफोर्मिंग) कला की अवधारणा एवं समझ का विकास करना ।
- विद्यार्थियों में सूचना एवं संचार प्रौद्योगिकी (ICT) की अवधारणा एवं संस्कृत भाषा के माध्यम से आत्म विकास की योग्यता उत्पन्न करना ।

**इकाई-1 : संस्कृत भाषा अवबोध**

- संस्कृत भाषा की अवधारणा/प्रकृति संरचना एवं भूमिका
- लिखित एवं मौखिक संस्कृत भाषा की भूमिका बोली, स्वीकृत (विकासशील) भाषाएँ
- ध्वनियों एवं लिपि की भूमिका ।

**इकाई-II . आधारभूत भाषायी कौशलों का संवर्धन**

- आधारभूत भाषायी दक्षताओं की अवधारणा, प्रकृति, प्रकार भूमिका/कार्य (सुनना, बोलना, पढ़ना, लिखना) प्रज्ञोत्तर में भाषायी दक्षता की

- निबंध लेखन, पत्र लेखन, सारांश लेखन, टिप्पणी लेखन, रिपोर्ट लिखना, सूचना पत्र लेखन, ई मेल लेखन, बायोडाटा लेखन समूह विमर्ष और प्रस्तुतीकरण।

### इकाई-III : संस्कृत संप्रेषण दक्षताओं का संवर्धन

- अवधारणा, संप्रेषण के प्रकार (मौखिक एवं सांकेतिक) संप्रेषण में शारीरिक हावभाव की भूमिका (आंगिक चेष्टाएं) प्रभावी संप्रेषण के तत्व, संप्रेषण के अवरोध, संप्रेषण में उच्चारण एवं विराम चिहनों की भूमिका।

### इकाई-IV संस्कृत भाषा एवं प्रदर्शन कला

- संस्कृत भाषा एवं दृष्य कला/मंच कला
- अवधारणा, प्रकृति, संरचना, भूमिका (नाटक रंगमंच संगीत नृत्य ड्राईंग पेंटिंग अभिनय इत्यादि)
- संप्रेषण में प्रदर्शनकारी कला की भूमिका
- शिक्षा में प्रदर्शन कला की भूमिका

### इकाई-V- सूचना प्रौद्योगिकी भाषा एवं आत्मविकास

- सूचना प्रौद्योगिकी की अवधारणा प्रकृति प्रकार कार्य एवं संभावनाएँ
- शिक्षा में सूचना प्रौद्योगिकी की भूमिका
- विद्यार्थियों में सामाजिक संवेदना एवं जागरूकता के विकास में संस्कृत भाषा की भूमिका
- अध्यापकों के व्यक्तित्व एवं आत्मविश्वास के विकास की प्रविधियाँ।

#### □ Modes of Learning Engagement

Lecture/contact periods; Communicative/Interactive and Constructivist approaches, imparting knowledge by means of creating situations.

#### □ Tutorials/ Practicum

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture period. Peer group teaching may be encouraged. Hard spots if any may be resolved during tutorials.

#### □ Scheme of Assessment

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

संदर्भ साहित्य :-

1. संस्कृत शिक्षा का आधार पत्र (पोजिशन पेपर) एन.सी.ई.आर.टी. प्रकाशन।
2. अभिव्यक्ति एवं माध्यम एन.सी.ई.आर.टी. प्रकाशन।

## PAPER II: SANSKRIT LANGUAGE, LITERATURE AND EDUCATION

( संस्कृत भाषा साहित्य और शिक्षा)

**Contact Hours: 5 periods per Week**

**Examination Duration: 3 Hours**

**Maximum Marks: 75**

**External : 60 Internal: 15**

उद्देश्य :

कोर्स पूरा करने के पश्चात् विद्यार्थी जान पाएँगे : कोर्स की विषय वस्तु में संस्कृत भाषा की महत्ता। पेपर को पाँच खंडों/इकाईयों में विभाजित किया जाएगा।

### इकाई 1 : संस्कृत भाषा एवं समाज

- संस्कृत भाषा एवं संस्कृति
- संस्कृत भाषा एवं पहचान
- संस्कृत भाषा एवं लिंग (जेण्डर)
- संस्कृत भाषा एवं सत्ता

### इकाई 2 : संस्कृत साहित्य

- संस्कृत साहित्य की अवधारणा एवं भविष्य
- समाज के लिए संस्कृत साहित्य की महत्ता
- समाज पर संस्कृत साहित्य का प्रभाव
- संस्कृत साहित्य पर समाज का प्रभाव

### इकाई 3 : शिक्षा के लिए संस्कृत भाषा

- शिक्षा में संस्कृत भाषा की भूमिका
- संस्कृत भाषा एवं शिक्षा में सम्बन्ध

शिक्षा पर भाषा का प्रभाव

शिक्षा का माध्यम बहुभाषिकता एक संसाधन के रूप में

#### इकाई 4 : शिक्षा के लिए साहित्य

शिक्षा में साहित्य की भूमिका

साहित्य और शिक्षा में संबंध

शिक्षा पर साहित्य का प्रभाव

#### इकाई 5 : शिक्षा के लिए पाठ्यक्रम

शिक्षा में पाठ्यक्रम पाठ्यचर्चा और पाठ्यपुस्तकों की भूमिका

पाठ्यचर्चा, पाठ्यक्रम, पाठ्यपुस्तक और कक्षा संप्रेषण में भाषा की भूमिका एवं शिक्षा में मूल्यांकन भाषा के पार पाठ्यक्रम की अवधारणा

#### • Transactional Modalities •

लेक्चर/संपर्क कालांश; बातचीत/मिलकर काम करना एवं **constructivist approach** (कन्स्ट्रक्टिविस्ट एप्रोच); परिस्थितियाँ उत्पन्न करके उनके द्वारा पढ़ाना

#### अध्यापकीय अभ्यास (शिक्षकीय/प्रेक्टिस)

विद्यार्थी समूह में कार्य करेंगे लेक्चर/संपर्क कालांश में अर्जित ज्ञान पर एवं उसके व्यावहारिक बिंदुओं पर कार्य करेंगे। समूह में पढ़ाना (Peer group Teaching) को बढ़ावा दे सकते हैं। कठिन विषय वस्तु को शिक्षा के दौरान सुलझा सकते हैं।

#### मूल्यांकन (रूपात्मकता और तौर-तरीका)

अंत में होने वाली परीक्षा 60 अंकों की होगी। हर एक इकाई 12 अंकों की होगी।

दो प्रयोगात्मक परीक्षाएँ एक मौखिक प्रस्तुतिकरण और एक लिखित प्रयोगात्मक परीक्षा। जो 5 अंकों की

वित **each paper will be conducted and average of both the tests will be taken** होगी।

नोट एक समीक्षात्मक प्रश्न प्रत्येक इकाई से पेपर में पूछा जाएगा जो 12 अंकों का होगा।

सुझाव पाठ्य सामग्री

1. राष्ट्रीय पाठ्यचर्चा रूपरेखा 2005
2. भारतीय भाषाओं के शिक्षा का आधार पत्र (पोजिशन पेपर)
3. संस्कृत शिक्षा का आधार पत्र (पोजिशन पेपर)

## HISTORY PAPER I

### INDIAN FREEDOM STRUGGLE (FROM 1857 TO 1947 AD)

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External: 60 Internal: 15**

#### OBJECTIVES:

- 1 To provide the knowledge of the first war of Independence 1857 to the students.
- 2 Students shall come to know about the role of peasants, tribal's and others in the Indian freedom movement.
- 3 To enlighten the students about the freedom of press struggle.
- 4 This Semester will highlight the beginning of revolutionary activities in India during the First World War era.
- 5 Students shall be informed about the revolutionary activities and their leaders, who contributed for Indian freedom struggle from abroad.
- 6 To provide the knowledge of the revolutionary heroes of Indian freedom movement as Bhagat singh, Ram Prasad Bismil and Chandra Shekhar Azad.
- 7 Students will come to know about the IONOA and Subhash Chandra Bose and their armed resistance.
- 8 The contribution of Gandhian Satyagraha and Gandhian Movement is highlighted in this Semester.
- 9 This Semester will provide the knowledge of the circumstances led to the Indian freedom and participation of the Indian masses.

#### UNIT I

- a) Background of the struggle of 1857 Civil, Tribals, Pesantrevolts.
- b) Outbreak of the struggle of 1857, its nature causes and results.
- c) Leaders of 1857 – Mangal pandey, Bahadurshah, Tanya tope, Nana Saheb and Laxmi Bai.

#### UNIT II

- A) Peasant struggle after 1857 – Indigo revolt 1859-60, Pabana revolt 1873-76, Deccan revolt



1875

- B) Role of moderates, Dada Bhai Naroji, M.G. Ranade and G.K. Gokhale.
- C) Partition of Bengal (1905) and Swadeshi Movement, Role of Tilak, Arvind Gosh and Lala Lajpat Ray.
- D) Surat split (1907), Rise of revolutionary activities – Ras Bihari Bose, V.D. Savarkar and Abhinav Bharat, Khudi Ram Bose, Prafulla Chaki Sachin Sanyal and Madan Lal Dhingara.

### UNIT III

- A) Revolutionary activities abroad – Gadar Movement and Lala Hardayal, Kamagatamaru incident (1914).
- B) Home rule movement, Rollat Act and Gandhian Satyagraha, Jaliyanwala Bagh massacre.
- C) Non co-operation movement – Peasants and Labour Movements of Champaran, Khera, Ahmedabad, Surat, Bardoli and Malabar (1918-1940)
- D) Revolutionary Nationalists and their role - Bhagat Singh, Surya Sen, Ashfaqullah, Ram Prasad Bismil, Sukhdev and Chandrashekhar Azad.

### UNIT IV

- A) Golmege Conferences and Poona Paet.
- B) Declaration of complete Independence, 1929, Civil Disobedience Movement
- C) Quit India Movement 1942
- D) Naval Revolt of 1946.

### UNIT V

- A) Freedom struggle in Princely States of India
- B) Formation of Indian National Army and its role in the independence.
- C) Factors responsible for the Independence of India.

#### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

#### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Scheme of Assessment**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks. Two sessional Tests of 10 Marks for each paper will be conducted and average of both the

tests will be taken

- Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

### REFERENCE BOOKS

1. Tarachand – History of the Freedom Movement in India Vol.I Delhi 1961.
2. Bipan Chandra – Indian National Movement – Delhi, 1988 (Hindi and English)
3. S.N.Banerjee – A Nation in Making, Calcutta 1963
4. Ram Gopal – Lokmanya Tilak, Bombay 1965
5. Haridas and Uma – India's fight for freedom- Calcutta 1958
6. B.B. Majumdar – Militent Nationalism of India – Calcutta 1965
7. Harish K. Puri – Ghadas Movement
8. A.C. Bose – Indian Revolutionaries abroad (1905-1922) Patna 1971
9. M.K. Gandhi – An Autobiography
10. J.C.Jha- Struggle for Swaraj (1919-1922)
11. Shirin Mehta – The Peasantry and Nationalism Delhi 1984
12. Sumit Sarkar – The Swadeshi Movement in Bengal.
13. Shiv Verma – Selected writings of Shaheed Bhagat Singh , Delhi 1986.
14. K.K.Ghosh – The Indian National Army

15. सुन्दरलाल – भारत में अंग्रेजी राज
16. वी डी सावरकर – भारत का पथम स्वतंत्रता संग्राम
17. एस सी मित्तल 1857 एक पनरावलोकन, दिल्ली 2006
18. ए आर देसाई – Peasant struggle in India – Delhi 1979

**PAPER II**  
**CONTEMPORARY INDIA (1947-2000 A.D.)**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60 Internal: 15**

**OBJECTIVES:**

- 1 This Semester is of most crucial information for the study of Indian History.
- 2 We are closely to the present. The knowledge of history unfolds and leads us to the present.
- 3 We try to understand how we got where we are but writing about this period is the most difficult.
- 4 We have to trade a path free of the quagmire of politics.
- 5 Truth and only truth must be explored however unpalatable it could be.

**UNIT I**

- a) Legacy of freedom struggle, socio cultural values of non-violence.
- b) Problems and process of the integration of Indian states.
- c) Problems of displaced persons and rehabilitation process.
- d) Framing of Indian constitution main Features and Amendments.

**UNIT II**

- A) Agrarian reforms and Bhudan movement, Green revolution.
- B) Five year plans and beginning of planned economy.
- C) Industrialisation : Problems and prospects
- D) Nationalisation of Banks and Abolition of Privy Purse.

**UNIT III**

- A) Main characteristics of Indian Foreign policy
- B) Principle of Panchsheel, Policy of Non-alignment and role of India
- C) Indo china war, Indo Pakistan wars, Kashmir problem, Shimla Agreement 1971-72
- D) India's relations with neighbouring countries

**UNIT IV**

- A) Major political parties and their role in Indian democracy, changing scenario of the political parties.
- B) Challenges to developing India social evils, population growth environmental crisis, poverty, terrorism etc.
- C) Indian women after Independence, Political participation and contribution of women in various spheres.
- D) Upliftment of depressed classes, problems and challenges before Indian society.

**UNIT V**

- A) Achievements in the field of science and technology with special reference to space, atomic energy and I T sector
- B) Development of Hindi literature
- C) Impact of mass communication on society.
- D) India emerging as a world power.

**Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches

Imparting knowledge by means of creating situations.

**Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Scheme of Assessment**

- The end examination will be of 60 marks. Each Unit will carry a weight age of 12 marks.
  - Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
  - Two assignments: one oral presentation and one written assignment. It will carry a weight of five (05) marks.

पाठ्य पुस्तकें:-

- 1 भारत 2006, वार्षिक संदर्भ ग्रंथ, प्रकाशन विभाग, सूचना एवं प्रसारण मंत्रालय, भारत सरकार नई दिल्ली
- 2 विपिन चन्द्र, मृदुला मुखर्जी एवं आदित्य मुखर्जी : आजादी के बाद भारत (1947-2000) हिंदी माध्यम क्रियान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली
- 3 M.S.A. Rao: —Social movements in India, Vol I and II
- 4 स्वतंत्रता पश्चात् का भारत - डा. बी. के. शर्मा, जयपुर।

## GEOGRAPHY

Scheme	Exam Duration	Max. Marks 80	Min. for pass
	3 hrs.		
<b>Paper I (External)</b>		<b>20(Internal)</b>	<b>36</b>
<b>Paper II</b>	<b>6 hrs.</b>	<b>50</b>	<b>18</b>

### PAPER I: HISTORY OF GEOGRAPHICAL THOUGHT

**Examination Duration: 3 Hours**

**Max. Marks 80**

**Objectives :**

To familiarize the students with the origin, evolution and development of the conceptual aspects of Geography. They are supposed to understand the relationship between geographical facts and human responses.

#### Course contents

##### Unit- I

The nature of geography: meaning and definitions and recent trends in geography; Objectives and relevance of geography; Place of geography in the classification of sciences-natural and social sciences and relations with other social sciences; Elements of geography: location on the surface of the earth, physical conditions, forms of life and human responses; Development of modern geography in India.

##### Unit-II

Geography of Vedic age and Geography of Purana - Dwipa and Ocean, River and Mountain systems; Ancient classical Geography - Contribution of Greek and Roman. Early Medieval Geography and contribution of Arab Geographers, Late medieval Geography-age of travels, exploration and discoveries

##### Unit-III

The emergence of scientific geography in the 18th, and 19<sup>th</sup> centuries-German School of Geography: Humboldt, Ritter and Ratzel; School of French Geography: Blache and Brunches; British and American School of Geography: Mackinder, Herbertson, Miss Sample; Huntington and Davis; Russian contribution: Lomonsov, Dokuchayer and Gerasimov.

##### Unit-IV

Man-environment relationships - Determinism, possibilism and neo-determinism: Dualism in Geography-Physical and human, systematic and regional; Quantitative revolution in geography; Major Concepts in Geography-terrestrial unity and interconnections, culture and acculturation.

##### Unit- V

Spatial distribution, interaction and organization, Area differentiation. Behavioural geography; Humanistic and Welfare geography.

Models and analogues; Hypothesis-meaning, need, origin and importance regional delimitation and quantitative analysis.

**Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

**Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**□ Assessment Modalities**

- The end examination will be of 80 marks. Each unit will carry a weightage a 16 marks.
- 36% marks will be essential for passing the examination both in theory and practical.
- Two sessional Tests of 20 Marks for each paper will be conducted and average of both the tests will be taken

**BOOKS RECOMMENDED**

1. Abler, Ronald F. et al, Geography's Inner Worlds: Pervasive themes in contemporary American Geography, Routledge, New Jersey, 1992.
2. Dikshit R.D. : Geographical Thought- A Contextual History of Ideas, Prentice Hall of India Pvt. Ltd. 2000.
3. Dikshit R.D. : The Art and Science of Geography: Integrated Readings, Prentice Hall of India Pvt. Ltd. 1994
4. Dohrs, F.E. and Sommers, L.W. (eds.) Introduction to Geography, Thomas Y. Crowell Col., New York, 1967.
5. Hartshorne, Richard, Perspective on the Nature of Geography, Rand McNally and Co. Chicago, 1959.
6. Harvey, David, Explanation in Geography, Edward Arnold, London, 1972.
7. Holt-Jensen, A., Geography: Its History and Concepts, Longmans, 1980.
8. Husain, Majid, Evolution of Geographical Thought, Rawat Publications, Jaipur, 1984.
9. James, P.E., All Possible Worlds: A History of Geographical Ideas, Sachin Publication, Jaipur, 1980.
10. Johnston, R.J. and Claval, R (eds.), Geography Since the Second World War. Croom Helm, London/Bernes and Noble, N.J., 1984.
11. Jones, P.A. : Field Work in Geography, Longmans, 1968.
12. Lovvnsburg, J.F. and Aldrich, F.T., Introduction to Geographical Methods and Techniques, Charles Merrill, Columbus, 1979.
13. Minshull, R, The Changing Nature of Geography, Hutchinson University Library, London, 1970.
14. Wooldridge, S.W., The Geographer As Scientist, Thomas Nelson and Sons. Ltd., London, 1956.
15. जैन एस एम : भौगोलिक चिन्तन का विकास (साहित्य भवन आगरा)
16. कौशिक, एस. डी. : भौगोलिक विचारधारा एवं विधि तंत्र (रस्तोगी प्रकाशन, मेरठ)
17. माथुर एवं जोशी : भौगोलिक विचारधाराओं का इतिहास (आर बी एस पब्लिशर्स जयपुर)
18. सिंह जे. : भौगोलिक चिन्तन के मूलाधार (वसुंधरा प्रकाशन नई दिल्ली)

**GEOGRAPHY PRACTICAL**

**Contact Hours: 6 periods per Week**

**Maximum Marks: 50**

**20-25/Batch**

**Examination Duration: 5 Hours**

Lab work (written - 3 hours duration) 15

(3 problems out of 4)

Record work and viva 10

Field survey and Viva (2 hours duration) 10

Geography tour report (Report & Viva voce) 15

**Content:**

- 1 Maps: History, techniques and preparation.

- 2 Theoretical basis of nearest neighbour analysis; practical exercise on nearest neighbours analysis, Network analysis, locational analysis of urban centers, coefficient of variation.
- 3 Air photo interpretation and exercise on the determination of height, knowledge of stereoscopic vision, interpretation and identification of cultural and physical features on areal photography.
- 4 Remote sensing and GIS: Historical development, types of satellite and space programmes of India, GIS – importance and its application in regional planning. Modern cartographic techniques
- 5 Use and application of Indian clinometer in small area survey; use of dumpy level and contouring.
- 6 A Geographical tour for 10 days. The report shall be prepared separately and independently.

#### **BOOKS RECOMMENDED**

Singh, R.L. Singh – Elements of Practical Geography, Kalyani Pub., New Delhi Khan, Z.A.  
 – Text Book of Practical Geography, Concept, New Delhi  
 Sarkar, A.K. - Practical Geography – A systematic approach, Oriented Longman  
 Calcutta  
 Mishra, R.P. – Fundamental of Cartography, Macmillan, New Delhi

### **POLITICAL SCIENCE**

#### **PAPER -I**

#### **HUMAN RIGHTS: THEORY AND PRACTICE**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

#### **OBJECTIVE**

- Understand the meaning and nature of Human rights
- Acquire the understanding of distinguished human rights perspectives in different ideological framework.
- Acquaint themselves with socio-political history of Human rights.
- Understand the Human Rights dimension of certain concepts, such as Liberty, Justice etc.
- Understand the world wide concern of Human rights as evinced through Universal proclamation of Human rights.
- Understand the nature and scope of Human rights as proclaimed in the Constitution of India.
- Appreciate and evaluate the institutional and legal arrangement for the protection of human rights in India.
- Appreciate and analyse the social economic environment for human rights in India as also the relevant social issues associated with Human rights.
- Understand and appreciate specific context of women, children as regards the Human rights.
- Appreciate the role of civil society institutions for the protection of Human rights.

#### **CONTENT**

##### **UNIT I**

Human Rights : meaning, nature and characteristics of Human Rights, Liberal and Socialist tradition of Human Rights in the West, Dalit perspective of Human Rights in India.

##### **UNIT II**

Socio Political History of Human Rights: State, Civil Society, Liberty, Equality and Justice with special relationship to Human rights.

##### **UNIT III**

United Nations and Human rights, Universal Declaration of Human rights 1948, International Covenant in Civil and Political Rights, 1966, International Covenant in Economic, Social and Cultural Rights, 1966

##### **UNIT IV**

Human Rights and Indian Constitution: Preamble, Fundamental Rights, Directive, Principles of State Policy and Judicial approach, NHRC: Composition and Functions.

##### **UNIT V**

Human Rights in context of changing Society, women rights. Child labour, Rights of the aged, Rights of differently abled persons.

### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

#### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Assessment Modalities**

- The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks. Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **SUGGESTED READING**

A Goewirth : Human Rights : Essays on Justification and Applications Chicago and London, University of Chicago Press, 1982.

A A An Naim (ed.) : Human Rights in cross cultural perspectives, Philadelphia University of Pennsylvania Press, 1991

Danjili Yael, Else stamatopulor and Clarenace J. Dias, (Ed.) : The declaration of Human Rights – Fifty years and Beyond

J.C.Johari : Human Rights and New World Order : Towards perfection of the Democratic Way life.

S. Subramanian : Human Rights : International Challenges, Delhi, Manad 1997.

V. Kaushik : Women's Movements and Human Rights

D. D. Basu: Human Rights in Constitutional Law, Press.

V. Kaushik, Women's movements and Human Rights.

## **PAPER – II**

### **PUBLIC ADMINISTRATION: THEORY AND PRACTICE**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

#### **OBJECTIVE**

- Understand meaning, nature and scope of Public Administration.
- Acquaint themselves with the impact of technological development and the Public Administration.
- Evaluation of new perspectives in public administration and management. Understand the inter relation of politics and administration.
- Understand the various approaches of the study of administrative systems. Appreciate various theories of organizations
- Enable themselves to understand the administrative behaviour, theories of leadership, motivation and communication.
- Understand various aspects of personnel administration.
- Acquaint themselves with recent trends and issues in public and administrative reforms and the concept of good governance.

#### **CONTENT**

##### **UNIT I**

Meaning, Scope and Nature of Public Administration, Impact of Information Technology on Public Administration, Politics and Administration, New Public Administration, New Public Management perspective.

##### **UNIT II**

Ecological approach (Riggs), Development Administration approach, Political economy approach: Liberal Democratic and Marxist approach, Process of Public Policy.

##### **UNIT III**

Theories of organization, Scientific management, Bureaucratic theory, The classical theory, Human relations theory, Behavioral approach, Systems approach

#### UNIT IV

Administrative behavior: Rational decision-making approach (Simon), Leadership, Theories of Motivation and Communication. Theories of

#### UNIT V

Personnel administration- Position, classification, recruitment, training, promotion, neutrality of civil services. Impact of globalization and socialization on public administration, Administrative Reforms, Administrative Culture, Good Governance.

**Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

**Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

**Assessment Modalities**

The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken

Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

#### SUGGESTED READING

Avasthi and Maheshwari : Public Administration (Hindi and English) H.Simon :

Administrative Behaviours in India

L.D.White ; Introduction to the study of Public Administration.

M.P.Sharma : Public Administration: Theory and Practice (English and Hindi) Mohit

Bhattacharya : New Horizons of Public Administration.

Nisa Singh : Administration and Development of India.

S.R. Maheshwari : Theory and Concept in Public Administration.

V.M.Kulkarni : Social Administration

### ECONOMICS

#### PAPER I: INTERNATIONAL ECONOMICS

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

#### OBJECTIVE

**Students are expected to :**

- Understand the importance of the study of international economics.
- Understand the difference between inter regional and international trade.
- Develop the Critical thinking about for the globalization and open economy.
- Understand various theories of international trade.

#### CONTENTS

##### UNIT I : Importance of Trade and Trade Theories

Importance of the study of international economics; Inter-regional and international trade; Theories of absolute 'advantage, comparative advantage and opportunity costs; Heckscher Ohlin theory of trade – Its main features, assumptions and limitations.

##### UNIT II : Gains from Trade

Gains from trade. - Their measurement and distribution; Trade as an engine of Economic growth; Concepts of terms of trade and their importance in the theory of trade; Doctrine of reciprocal demand its importance and limitations in the theory of trade.

##### UNIT III : Tariffs and Quotas

Types of tariffs and 'quotas; their impact in partial equilibrium analysis; Free trade and policy of tariffs in

relation to economic growth with special reference to India; Concept of optimum tariff.

#### **UNIT IV : Balance of Trade and Balance of Payments**

Concepts and components of balance of trade and balance of payments; Equilibrium and disequilibrium in balance of payments; Consequences of disequilibrium in balance of payments; Various measures to correct deficit in the balance of payments; Relative merits, demerits and limitations of devaluation; Concept and implications of foreign trade multiplier. **UNIT V: The Regional blocks and Trade policy in India:** Functions of IMF, World Bank and GATT/WTO; ASIAN DEVELOPMENT BANK. Need for and rationable of trade reforms in India (including partial and full convertibility of rupee); Recent Trade Policy of India.

#### **Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

#### **Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **Assessment Modalities**

The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

#### **Books Recommended**

- Kenan,P.B.(1994),The International Economy, Cambridge University Press, London.
- Kindiberger, C.P. (1973), International Economics', R.D. Irwin, Homewood.
- Krugman, P.R. and M. Obstgeld (1994), International,Economics : Theory and Policy, Glenview, Foresman.
- Salvatore, D.L: (1997) International Economics, Prentice : Hall, Upper Saddle River. N.J. Sodersten, Bo (1991),International Econoinics, Macmillan Press Ltd London
- Aggarwal, M. R. (1979), Regional Economic Cooperation. In South Asia S. Chand and Co., New Delhi.
- Bhagwati, J. (Ed.) (1981), International Trade, Selected readings, Cambridge Uniwersity Press, Mass.
- Crockett. A. (1982), International Money: Issue and Analysis, ELBS and nelson London,
- Greenaway, D.(1982) International Trade Policy, Macmillan Publishers Ltd., London.
- Heller H.R. (1968), International Monetary Economics. Prentice Hall, India.
  
- Joshi V. and I.M.D LittleUniversity Press, Delhi (1998), India's Economic Reforms, 1999-2001, Oxford
- Nayyar, D. (1976), India's Exports and Export Policies in the 1960s. Cambridge University Press, Cambridge.
- Panchmukhi, V.R. (1978), Trade Policies of India : A Quantitative Analysis, Concept Publishing Company, New Delhi.
- Patel, S.J. (1995), Indian Economy Towards the 21<sup>st</sup> Century, University Press Ltd., India.

#### **PAPER II: DEMOGRAPHY**

**Contact Hours: 5 periods per Week**

**Maximum Marks: 75**

**Examination Duration: 3 Hours**

**External 60**

**Internal: 15**

#### **OBJECTIVE**

**Students are expected to :**

- Understand the various theories of demographic transitions. Develop the skills of the techniques of analysis.
- Familiarize with the different Concepts of demography.
- Develop the ability of appraise critically the issues related with increasing population.



- Know the New population policy, population health, poverty and environmental linkage in India.

## **CONTENTS:**

### **UNIT I : Introduction**

Population study and demography; its relation with other disciplines; Historical evidence of population growth in developed and developing countries.

**UNIT II : Theories of Population:** Theories of Population – Malthus, Optimum population, and theory of demographic transition.theory of

**UNIT III : Sources of Analysis** Sources of Demographic data in India : Census- Civil registration system and demographic surveys: National Family Health Survey 1 and 2- their relative merits and demerits.

### **UNIT IV : Techniques of Analysis**

Crude birth and death rates, age specific birth and death rates, standardized birth and death rates- Study of Fertility; Total fertility rate, gross reproduction rate, and net reproduction rate

– Study of marital status- Life table : Meaning of its columns and its uses- Reproductive and child health in India- Temporal and special variation in sex ratios.

### **UNIT V : Population Projection**

Techniques of population projection- Concept of stationary, stable and quasi-stationary population- Aging of population in India- Changes in family and old age security. Salient Features of Population Censuses of 2011. New Population Policy of India, Population health, Poverty and environment linkage in India.

#### **□ Transactional Modalities**

Lecture/Contact periods

Communicative/Interactive and Constructivist approaches Imparting knowledge by means of creating situations.

#### **□ Tutorials/Practicum**

Students will work in groups on the practical aspects of the knowledge gained during contact/lecture periods, Peer group teaching may be encouraged. Hard spots if any, may be resolved during tutorials.

#### **□ Assessment Modalities**

□ The end examination will be of 60 marks. Each Unit will carry a weightage of 12 marks.

- Two sessional Tests of 10 Marks for each paper will be conducted and average of both the tests will be taken
- Two assignments: one oral presentation and one written assignment. It will carry a weightage of five (05) marks.

### **Books Recommended**

- Agarwal S.N., (1985), India's Population Problem, Tata McGraw Hill, Bombay
- Agarwal U.D. (1999), Population Projections and Their Accuracy, B.R. Publishing Corporation, New Delhi.
- Bhende, A.A. and T.R. Kanitkar (1982), Principles of Population Studies, Himalaya Publishing House, Bombay.
- Bogue, D.J. (1971), Principles of Demography, John Wiley, New York.
- Bose A. (1996), India's Basic Demographic Statistics B.R. Publishing Corporation, New Delhi.  
Census of India, Government of India, Various Reports, New Delhi.
- Choubey. P.K. (2000), Population Policy in India, Kanishka Publication, New Delhi.
- Misra, B.D. (1980), An Introduction to the Study of Population South Asian Publication, New Delhi.
- Srinivasan, K.(Ed.), Population Policy and Reproductive Health, Hindustan Publishing Corporation, New Delhi.

## CC 6: ASSESSMENT FOR LEARNING

**Instructional Time: 4 periods/week Max. Marks: 75**

**Exam. Duration: 3 Hours**

**Internal: 15**

**EXTERNAL: 60**

### Course Objectives:

1. To enable assessing children's progress,
2. Understand the different dimensions of learning and related Evaluation procedures,
3. To enable to differentiate measurement, evaluation and assessment.
4. To enable to use wide range of assessment tools and techniques.
5. To realize the importance of CCE

### Course Content

#### Unit - I

- (a) Concept of measurement, evaluation and assessment.
- (b) Types need and purpose of evaluation. Principal of Assessment and evaluation.
- (c) Monitoring of Learning, Observation of learning processes by self, by peer and by teacher, self- assessment and peer assessment.

#### Unit 2

- (a) Construction of test: subjective test and objective test.
- (b) Characteristic of a good test. Standardized and teacher made test.
- (c) Nature of information gathered (Qualitative, Quantitative)  
Mode of response (Oral and written,

#### Unit 3

- (A) Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude
- (B) Providing Feedback, types of feedback (written comment, oral), peer feedback.

#### Unit – 4

- (a) Continuous and Comprehensive Evaluation: Meaning, concept and characteristics of CCE, Need and Process.
- (b) Grading: Concept, types and Application, Indicators for grading Psycho-Social dimensions of assessment. Marking system and grading system.
- (c) Assessment of affective learning: attitude and values, interest,

#### Unit – 5

- (a) Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- (b) Commercialization of assessment. Teacher assessment by student, institutional evaluation.
- (c) Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.

**Term Test: 10 Marks**

**Practicum :5 Marks**

**Any on assignment related to the Unit I to Unit V**

**Recommended Books;**

6. Paul, Black (2012). Assessment for learning McGraw.
7. East, Lorna M. Assessment as learning sage pub. 2010
8. Ecclestone, Kathryn. Transforming formative assessment in life long learning. Mc Grau H,II. Eng.2010

## CC7: KNOWLEDGE AND CURRICULUM

**Instructional time: 4 periods /week**

**Exam Duration: 3 Hours**

**Max. Marks: 75**

**Internal: 15**

**External: 60**

### Course Objectives:

1. To critically analyse various samples of textbook

2. To identify various dimensions of the curriculum and their relationship with the aims of Education.
3. To examine the epistemological basis of education.
4. To discuss the basics of modern child centered education.
5. To identify relationship between the curriculum framework and syllabus.
6. To understand the relationship between power, ideology and the curriculum.

**Course Content:**

**Unit I**

1. Concept, Meaning & nature of knowledge
2. Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
3. Process of Knowledge generation: Local window, Sharing, practice & Creation.

**Unit 2**

1. Curriculum: meaning, concept, nature and its basis..
2. Type of curriculum. Syllabus, curriculum & co-curriculum
3. Knowledge as the bases of curriculum, various structures of society and knowledge and their linkage and relationship

**Unit 3**

1. Factors affecting curriculum change: Social factors, Pressure groups, Writers and publishers.
2. Role of teacher as a curriculum maker
3. Concept of curriculum development and other curricular fields (curriculum design and curriculum engineering)

**Unit 4**

1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education.
2. Concept of National curriculum, curriculum reform in India.
3. Review of present curriculum (school subjects)

**Unit 5**

1. The salient features of national curriculum framework 2005 and NCFTE 2010 Analyze of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.
2. Nuffield, BSCS, PSCS, NSES. SMSG, with respect to their priorities, concerns and goals towards school education

**Term Test:10 Marks**

**Books Suggested:**

1. Audrey & Howard Nocholls(1978) : "Developing Curriculum", A practical guide- George Allen & Unwin, Boston, Sydney, London.
2. Davies, Iron, K. (1976) : Objectives in Curriculum Design, Mcgraw Hill Book Company Limited, England.
3. Denis Lawton(1986) : School curriculum planning .Hodder & Stoughton, London, Sydney.
4. Edward, A.Krug(1960) : The Secondary School Curriculum,Harper
5. Erickson, H.Lynn(1998) : Concept-based curriculum and instruction, Corwin Press, Inc
5. Erickson, H.Lynn(1998) : Concept-based curriculum and instruction, Corwin Press, Inc
6. Edward, A.Krug(1960) : The Secondary School Curriculum, Harper and Row Publishers, New York & Evanston.
7. Erickson, H.Lynn(1998) : Concept-based curriculum and instruction, Corwin Press, Inc
8. Gakhar, S.C.(2009): Curriculum Development, Panipat, N.M. Publications
9. Goodson, Iror.F.(1994) : "Studying Curriculum", OpenUniversity Press, Buckingham
10. Zais, R.S.(1976) : "Curriculum Principles and Foundations",Harper & Row Pub., London.

**Modes of Internal Assessment**

**Marks**

Written tests	10
Practicum	Any on assignment related to the Unit I to Unit V

**PC 3 ; Group B: Pedagogical Courses**  
**PC 1: Learning to Function as a Teacher (School Internship)**

Duration: Sixteen weeks

Max. marks: 300  
External : 120\*Internal : 180

**Objectives of the course:**

On the completion of the course the student teachers will be able to:

- observe the classes of regular teachers and peers and learn about teaching learning process and classroom management.
- develop skill in planning and teaching in actual classroom environment.
- reflect, learn to adapt and modify their teaching for attaining learning outcomes of students.
- maintain a Reflective Journal.
- acquire skill in conducting Action Research/ Case Study.
- inculcate organisational and managerial skills in various school activities.
- create and maintain resources for teaching and learning in internship schools.
- work with the community in the interest of the learner and their learning outcomes.

**Internship Tasks:**

The student teachers will perform the following in the school attached to her/him.

**(a) Delivery of lessons**

- The student teachers will deliver a minimum of 40 lessons including two criticism lessons (one at the end of 9<sup>th</sup> week and the other during the last week of the teaching assignment) in each Pedagogy course. In total they will teach 80 lessons in two Pedagogy courses (Preferably 20 lessons for Upper Primary classes and 20 for Secondary classes in each Pedagogy course).
- The student teachers will visualize details of teaching learning sequences, keeping all considerations in view. They will also involve themselves in discussion, reflection, reconsideration and consolidation after each lesson as well as at the end of the unit.

**(b) Practicum**

- Preparation, administration and analysis of achievement tests in two Pedagogy courses.
  - Conducting Action Research / Case Study.
  - Observing ten lessons of a regular teacher and ten lessons of peers in each Pedagogy course and preparing an Observation Record.
  - Preparing and using teaching aids in each Pedagogy course.
  - Writing a Reflective Journal.
  - Organising any two co-curricular activities and reporting.
  - Preparing a suggestive comprehensive plan of action for improvement of some aspects of the school, where they have been teaching during Internship.
  - Reporting on activities conducted with the community.
- Any other activity given under Suggested School Activities can be studied after consultation with the Faculty, in charge of Learning to function as a teacher (School Internship).

**Suggested School Activities**

- Organising cultural, literary, sports and games activities
- Framing of time table
- Organising Morning Assembly
- Maintenance of school discipline
- Maintenance of school records, library and laboratories
- Providing Guidance and Counseling services
- Studying the role of community in school improvement
- School Mapping
- Water Resource Management in schools
- Mass awareness of social evils and taboos
- Organising educational fair, exhibition, club activities, nature study and field trip  
(Any other activity/ activities decided by the Institute)

**Post Internship Tasks:**

- Post Internship is organized for a day mainly for reflection and review of internship programme as a whole, to facilitate the understanding of the effectiveness of various activities undertaken during the internship. The tasks include the following.
- Seeking reactions from students, teachers, Heads and teachers of cooperating schools and supervisors of the Institute.
- Exhibition of the Teaching Learning Material used by the student teachers during the internship.
- Any other activity decided by the Institute.
- Inviting suggestions for improving the programme.

**Modes of Learning Engagement:**

- Internship tasks will be carried out as a part of the 'in-school' practice. A mentor/cooperating teacher and supervisor of the Institute will guide the student teacher periodically.
- Student teachers will observe at least 10 lessons of regular classroom teacher and 10 lessons of their peers.
- Adequate classroom contact hours - a minimum of 40 lessons including two criticism lessons in each Pedagogy course preferably 20 lessons for Upper Primary classes (VI- VIII and 20 lessons for Secondary classes (IX and X) for subject based teaching – learning will be undertaken in consultation with the school authorities.
- A Reflective Journal will be maintained by the student teacher in which she/he records his/her experiences, observations and reflections on classroom experiences.
- A portfolio will be maintained by the student teachers which includes lesson plans, resources used, assessment tools, student observations and other records.
- Student teachers will always work in liaison with the regular teachers in the schools involving themselves in all the school activities and conducting at least two activities.
- The Institute in consultation with the schools will prepare the details of the internship programme for each of the schools.
- External examiners will be appointed by the University for award of external marks.

**Modes of Assessment:**

The assessment of the student teachers will be carried out on the basis of their day to day participation and performance by a group of teacher educators. The details of activities and the marks allotted are given below.

<b>Activity</b>	<b>Marks</b>	
a. Classroom teaching ( two Pedagogy courses)	:	200(80 Internal & 120 External*)
b. Criticism lessons ( four lessons in total)	:	40
c. Reflective Journal ( two Pedagogy courses)	:	10
d. Observation Records		
Ten lessons of school teacher	:	05
Ten lessons of peer	:	05
e. Achievement test- development, Administration and analysis	:	10
f. Case study/ Action Research	:	10                      100 (Internal)
g. Detailed Record of any two activities organized by the student teacher	:	10
h. One Teaching Aid in each of the Pedagogy courses	:	10
<b>Total</b>		<b>300</b>

\*External examiners will be appointed by the University for award of external marks.