

# **UNIVERSITY OF RAJASTHAN JAIPUR**

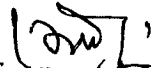
## **SYLLABUS**

### **Integrated Programme of B.A. – B.ED.**

#### **Annual Scheme**


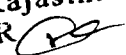
#### **Examination Part- I (2017)**

**(Part - II (2018), III (2019) & IV (2020) Awaited)**

  
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## NOTICE

1. Change in syllabus/ordinance/rules/regulations/ syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan Univeristy headquarter Jaipur only and not any other place.

  
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## **Ordinance and Regulations related to the Integrated B.A.-B.Ed.**

### **Degree**


01. The Objective and the Learning outcomes of the Integrated B.A.-B.Ed. Degree are-

#### **Objectives:**

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality, legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

#### **Learning outcomes:**

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.

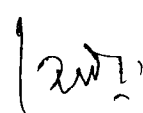
  
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8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to access the all round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
  - a. Black board work
  - b. Preparing improvised apparatus
  - c. Preparing teaching aids and ICT.
14. Interest and competence in the development of the teaching profession and education.  
Readiness to participate in activities of professional organizations.

***Integrated Programme of B.A.-B.Ed. Degree Shall Consist of***

- i) First Year B.A.-B.Ed. — 2017
- ii) Second Year B.A.-B.Ed. — 2018
- iii) Third Year B.A.-B.Ed. — 2019
- iv) Final Year B.A.-B.Ed. — 2020

**Duration of the Course - Four Years**

  
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1. Compulsory Papers :

Year	Paper
Its Year	Gen. English
II Year	Gen. Hindi
III Year	Computer Application (ICT)
IV Year	Environmental Education


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

Group – A :- Subject Speciliasation :

Year	Paper
Its Year	Instructional System & Educational
II Year	. Peace Education
III Year	Guidance and Counseling in School
IV Year	Physical Education & Yoga

**Group-B :** Content of Social Science Subject:- A Student has to opt any three paper form group B.

Hindi (I & II)	Sociology(I & II)
Sanskrit (I & II)	Philosophy/ Psychology (I & II)
English (I & II)	Drawing & Painting (I & II)
Urdu (I & II)	Geography (I & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Aid (I & II)	Music (I & II)
Economics(I & II)	

  
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**Group C: Pedagogy of School Subject 8 A,B :** Pedagogy of a School Subject IIIrd Year and IVth Year(candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

Pedagogy of Hindi	Pedagogy of Geography
Pedagogy of Sanskrit	Pedagogy of Social Studies
Pedagogy of English	Pedagogy of Home Science
Pedagogy of Urdu	Pedagogy of Drawing and Painting
Pedagogy of History	Pedagogy of Music
Pedagogy of Economics	Pedagogy of Psychology
Pedagogy of Civics	


- ❖ In all the subjects the student has to study a minimum of 9 papers in Ist year, 9 Paper in IInd Year. 9 Paper in IIIrd Year and 6 Paper in IVth Year ( Total 33 Papers).
- ❖ Each of the above papers will carry 100 marks.

#### **Scheme of Instruction for B.A.B.Ed Courses**

Details of courses and scheme of study, titles of the papers, duration etc. for B.A.B.Ed Courses are provided in Tables given below:-

### **Four Yearsgrated Course Scheme of B.A.-B.Ed. Ist Year**

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.- B.Ed. 01	Gen.English (Compulsory)*	80	20	-	100
II	B.A.-B.Ed. 02	Childhood and Growing Up	80	20	-	100
III	B.A.-B.Ed. 03	Contemporary India and Education	80	20	-	100
IV	B.A.-B.Ed. 04 (G-A)	Instructional System & Educational Evaluation	80	20	-	100

  
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V	B.A.-B.Ed	Content (Select any Three)				
VI	05,	1. Hindi (I & II)	100+100	-	-	600
&	06	2. Sanskrit (I & II)	100+100	-	-	
VII	&	3. English (I & II)	100+100	-	-	
	07	4. Urdu (I & II)	100+100	-	-	
	(G-B)	5. History (I & II)	100+100	-	-	
		6. Political Science/Pub. Aid (I & II)	100+100	-	-	
		7. Economics(I & II)	100+100	-	-	
		8. Sociology(I & II)	100+100	-	-	
		9. Philosophy/ Psychology (I & II)	100+100/75+75	50 (Psy.)	-	
		10. Drawing & Painting (I & II)	100	40+40	-	
		11. Geography (I & II)	75+75	50	-	
		12. Home Science (I & II)	50+50	50+50	-	
		13. Music(I & II)	50+50	100	-	
					Grand Total	900

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

### Scheme of B.A.-B.Ed. IInd Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.-B.Ed. 01	Gen. Hindi(Compulsory)*	80	20	-	100
II	B.A.-B.Ed. 02	Knowledge and curriculum	80	20	-	100
III	B.A.-B.Ed. 03	Learning and Teaching	80	20	-	100
IV	B.A.-B.Ed 04 (G-A)	Peace Education	80	20	-	100
V	B.A.-B.Ed	Content (Select any Three)				
VI	05,	1. Hindi (I & II)	100+100	-	-	600
&	06	2. Sanskrit (I & II)	100+100	-	-	
VII	&	3. English (I & II)	100+100	-	-	
	07	4. Urdu (I & II)	100+100	-	-	
	(G-B)	5. History (I & II)	100+100	-	-	
		6. Political Science/Pub. Aid (I & II)	100+100	-	-	
		7. Economics(I & II)	100+100	-	-	
		8. Sociology(I & II)	100+100	-	-	
		9. Philosophy/ Psychology (I & II)	100+100/75+75	-	-	

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		10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Music(I & II)	100 75+75 50+50 50+50		50 (Psy.) 40+40 50 50+50 100	
VIII	B. A - B.Ed Practicum	<b>OPEN AIR / SUPW CAMP</b> 1. Community Service 2. Survey (Based on social and educational events) 3. Co-Curricular Activities 4. Health and Social awareness programme (DISASTER MANAGEMENT AND CLEANINESS)		25 25  25 25		100
					Grand Total	900+ 100

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### Scheme of B.A.-B.Ed. IIIrd Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			External	Internal	Practical	
I	B.A.- B.Ed. 01	Information & Communication Technology (ICT)(Compulsory)*	80	20	-	100
II	B.A-B.Ed. 02	Language Across the Curriculum	80	20	-	100
IV	B.A.- B.Ed-04 (G-A)	Guidance and Counseling in School	80	20	-	100
V VI & VII	B.A.-B.Ed 05, 06 & 07 (G-B)	<b>Content (Select any Three)</b> 1. Hindi (I & II) 2. Sanskrit (I & II) 3. English (I & II) 4. Urdu (I & II) 5. History (I & II) 6. Political Science/Pub. Aid (I & II) 7. Economics(I & II) 8. Sociology(I & II) 9. Philosophy/ Psychology (I & II) 10. Drawing & Painting (I & II) 11. Geography (I & II) 12. Home Science (I & II) 13. Music(I & II)	80+80 80+80 80+80 80+80 80+80 80+80 80+80 80+80 80+80/60+60 80 60+60 40+40 40+40		- - - - - - - - 50 (Psy.) 40+40 50 50+50	600

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VIII	08(a,b)	Pedagogy of a School Subject (part-1) , Ist & IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20		100
Practicum		<b>Special Training Programme</b> • Micro Teaching • Practice Lesson • Observation Lesson • Technology Based Lesson • Criticism Lesson • Attendance/Seminar/ Workshop			10 50 05 05 20 10	100
		<b>Final Lesson</b>	<b>100</b>			100
						900+100 +100

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### Scheme of B.A.-B.Ed. IVth Year

Theory Paper	Course Code	Title of the Paper	Evaluation			Total
			Exter nal	Internal	Practic al	
I	B.A.-B.Ed. 01	*Environmental Education(Compulsory)	80	20	-	100
II	B.A- B.Ed. 02	Creating and inclusive school	80	20	-	100
III	B.A.-B.Ed. 03	Understanding Disciplines and Subject	80	20	-	100

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IV	B.A.-B.Ed. 04(G-A)	Physical Education & Yoga	80	20	-	100
V	B.A.-B.Ed. 05	Gender, School and Society	80	20	-	100
VI	B.A.-B.Ed. 06	Assessment for Learning	80	20	-	100
VIII	08(a,b)	Pedagogy of a School Subject (part-1), Ist & IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Home Science 11. Drawing and Painting 12. Music 13. Psychology	80	20	-	100
Practicum		1. Practice teaching 2. Block Teaching (Participation in School Activities Social Participation in Group) 3. Report of any feature of school / case study/action research 4. Criticism Lesson		50 20 10 20		100
		Final Lesson	100			100
						600+100 +100

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**Four Years Integrated Degree  
Scheme of B.A.-B.Ed.**

**Compulsory Papers**

Year	Paper
Ist Year	Gen. English
II Year	Gen. Hindi
III Year	Computer Application (ICT)
IV Year	Environmental Education

**Group – A Subject Speciliasation**

- |   |
|---|
| 1. Instructional System & Educational<br>2. Peace Education<br>3. Guidance and Counseling in School<br>4. Physical Education & Yoga |
|---|

**Group-B :** Content of Social Science Subject:- A Student has to opt any three paper form group B.

Hindi (I & II)	Sociology(I & II)
Sanskrit (I & II)	Philosophy/ Psychology (I & II)
English (I & II)	Drawing & Painting (I & II)
Urdu (I & II)	Geography (I & II)
History (I & II)	Home Science (I & II)
Political Science/Pub. Aid (I & II)	Music (I & II)
Economics(I & II)	

**Group C: Pedagogy of School Subject A/B :** Pedagogy of a School Subject IIIrd Year and IVth Year(candidate shall be required to offer any two papers from the following for part-III & other for part-IV).

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Hindi	Geography
Sanskrit	Social Studies
English	Home Science
Urdu	Drawing and Painting
History	Music
Economics	Psychology
Civics	

Years	Papers	Marks
I Year	9 Paper	900
II Year	9 Paper + Practicum	900+100
III Year	9 Paper + Practicum+ Final Lesson	900 + 100+100 = 1100
IV Year	6 Paper + Practicum+ Final Lesson	600 +100+100 = 800
Total	33 PAPERS	3300+ 300+200 = 3800

O. 321 The objectives of the practical work prescribed for the Integrated Programme of B.A.-B.Ed. Degree (Four Year) are follows:

## PART II

### Practical Work

#### Objectives:

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

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

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

**Practical skill to teach the two school subjects offered under Theory papers VIII A/B and the following:**

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co- curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.

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8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.
15. Techniques of teaching in large classes.

**O. 322** A candidate has to deliver at least 40 lessons (20 Lessons of one teaching subject in 3<sup>rd</sup> year & 20 Lessons of other teaching subject in 4<sup>th</sup> year) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of B.A.-B.Ed.

**Notes :-**

- i. Teaching subject means a subject offered by the candidate at his/her running B.A.-B.Ed. course either as a compulsory subject or as an optional subject provided that the candidate studied it for at least two years. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture. Prescribed for running B.A- B.Ed. course of the University or a subject dropped by candidates at the part I stage of the degree course shall not be treated as teaching subjects.
- ii. Only such candidate shall be allowed to offer Social Studies for the B.A-B.Ed. Examination as have taken their running B.A- B.Ed. course with any two subjects out of History, Political Science/Public Administration, Economics, Geography, Sociology, Philosophy / Psychology.
- iii. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the Integrated B.A.-B.Ed. Examination.

**O.323** No candidate shall be allowed to appear in the Integrated B.A/B.Ed examination I,II,III & IV Year unless he/she has attended (80% for all course work & practicum, and 90% for school internship)

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**O.324** The examination for Integrated B.A.-B.Ed. for Four Year shall be in two parts- part 1<sup>st</sup> comprising theory papers & part 2 practice of teaching in accordance with the scheme of examination laid down from time to time.


**O.325** Candidates who fail in Integrated B.A-B.Ed examination in part 1or/ part 2 the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

**Provided** that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

**O.326** Candidates who fail in the Integrated B.A-B.Ed. examination part 1 and part 2 only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons(20 in part 1& 20 in part 2) supervised lessons.

**O.326 A:** A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance, at an affiliated teacher's training college for four academic year but for good reasons fails to appear at the Integrated B.A-B.Ed. examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

**O.326 B:** No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The Integrated B.A-B.Ed programme shall be of duration of four academic years, which can be completed in a maximum of five years from the date of admission to the Integrated B.A.-B. Ed. Degree.

  
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**Regulation 42 :-**

**Scheme of Integrated B.A.-B.Ed Four Year Examination**

The Integrated B.A.-B.Ed. (Four years) will consist of the following components;

**Part I-** Main theory papers at B.A.-B.Ed. I, In Integrated B.A.-B.Ed I Year Paper nos. are 01, 02, 03, 04(G-A), 05, 06 , 07(G-B )are of three hours carrying 100 marks (80 for theory + 20 for sessional) each.

**Part II-** Practice Teaching - Micro Teaching, Internship, Practice Teaching of 20 weeks (10 at B.A.-B.Ed Year III & 10 at B.A.-B.Ed Year IV) Block Teaching and Criticism and Final Lesson in III & IV Year per teaching subject.

**Organization evaluation of practice teaching:**

1. Every candidate will teach at-least 40 lessons (20 in III Year & 20 in IV Year) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40(20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.


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6. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lessons at the final practice examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
  - (a) The principal of the college concerned.
  - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
  - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
  - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

Some of the papers are fully Sessional of having according to their practical marks as the case may be Psychology, Drawing, Painting, Geography, Home Science, and Music.

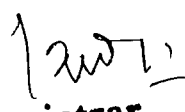
**Working out the result and awarding the division:**

  
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- (1) A candidate in order to be declared successful at the Integrated B.A-B.Ed. I, II, III & IV Year Examination shall be required to pass separately in Part I (Theory) and Part II (Practice of Teaching).
- (2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.
- (3) For passing in Part II ( school internship Practice of Teaching ) a candidate shall be required to obtain separately at-least-
- ❖ 40 percent marks in the external examination.
  - ❖ 40 percent marks in internal assessment.
- (4) The successful candidates at Integrated B.A.-B.Ed Four Year Examination obtaining total marks will be classified in three divisions and shall be assigned separately in theory and school internship Practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	40%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

  
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## First Year

### BA-B.Ed. 01

#### **General English Compulsory - 100 Marks**

The syllabus aims at achieving the following objectives:

1. Introduce students to phonetics and enabling them to consult dictionaries for correct pronunciation (Sound and Word stress)
2. Reinforcing selected components of grammar and usage
3. Strengthening comprehension of poetry, prose and short-stories
4. Strengthening compositional skills in English for paragraph writing, CVs and Job Applications

The pattern of question paper will be as follows:

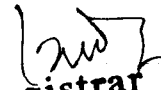
Unit A: Phonetics and Translation (20 marks)  
(10 periods)

- I. Transcription of Phonetic symbols (05)
- II. Word Stress (05)
- III. Translation of 5 sentences from Hindi to English (05)
- IV. Translation of 10 words from Hindi to English (05)

Unit B: Grammar and Usage (20 marks) (10 periods)

- I. Transformation of sentences (05)
  - a. Direct & Indirect narration
  - b. Active and Passive Voice
  - c. Interchange of Degrees of Comparison
- II. Modals (05)
- III. Sequence of Tenses (05)
- IV. Punctuation of a short passage with 10 punctuation marks (05)

Unit C: Comprehension (30 marks) (25 periods)

  
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William Blake	The Little Black Boy
Sujata Bhatt	Voice of the Unwanted Girl
Ruskin Bond	Night Train for Deoli
M. K. Gandhi	The Birth of Khadi
J. L. Nehru	A Tryst with Destiny
A. P. J. Abdul Kalam	Vision for 2020

Five questions to be answered out of eight questions Two marks each based on 6 units of the prescribed texts

Five questions of 3 marks each to be answered from the given passage: 15 marks

One vocabulary question from the given passage (at least 10 words) : 5 marks

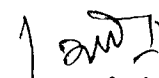
Unit D: Compositional Skills (30 marks) (15 periods)

I. Letters – Formal and Informal	(10)
II. CVs and Job Applications	(10)
III. Paragraph Writing	(10)

### Recommended Reading:

1. Sasikumar, V., Dutta and Rajeevan, A Course in Listening and Speaking-I Foundation Books, 2005
2. Sawhney, Panja and Verma eds., English at the workplace, Macmillan, 2003
3. Singh, R. P. Professional Communication, OUP, 2004
4. Judith Leigh, CVs and Job Applications, OUP, 2004
5. Arthur Waldhorn and Arthur Zeiger, English made Simple, Upa and Co.
6. Gunasekhar ed. A Foundation English Course for Undergraduates Book-I, CIEFL, Hyderabad

Quirk and Greenbaum, A University Grammar of English, Longman, 1973

  
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**B.A. - B.Ed - 02**

**Childhood and Growing up**

**Marks -100**

**Objectives:**

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

**Unit I: Role of psychology to understand the child**


- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

**Unit II: Multi dimensional development**

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical
- Theories of development :
  - a) Piaget's vgotsky cognitive development
  - b) Freud's psycho- sexual development
  - c) Erikson's psycho social development

**Unit 3: Child Growing up**

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child

  
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- Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media.
- Personality: concept and nature, theories of personality, assessment of personality
- Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.

#### **Unit 4: Learning to Learn**

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehaviour,

#### **Unit 5: Psychological Attributes of an individual**

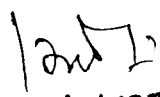
- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.
- Socialization and Mental health: Process of Socialization - Group dynamics - Theory of Kurt Lewin's, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

#### **Test and Assignment:-**

- Class Test 10 Marks
- Project (Any one of the following) 10 Marks

Comparative study of developing pattern's of children with reference to different in SES.

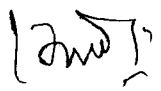

Collecting and analyzing statistics on the girl child with reference to gender ratio.

  
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4. Administration of an experiment on learning, span of attention, memory Administration and interpretation of an individual group test of intelligence.

**References:**

1. Agarwal, Reetu, Shukla Geeta (2014). Bal Vikas evam Manovigyan, Rakhi Prakashan, Agra
2. Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, Doaba Book
3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra
4. Bigge, M.L. (1982). Learning Theories for Teachers. New York: Harper and Row
5. E.P. (2000). Personality theories, Bosten: Allyn and Bacon House.
6. Chauhan, S.S. (2001). Adanaced educational psychology, New Delhi: Vikas Publishing House.
7. Diane E. Papalia, Sally Wendkos olds, Ruth Durkin Feldman, Ninth Edition, Human Development, Tata Mcgraw Hill Publishing company Limited, New Delhi.
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Published by Pearson Education Pre. Ltd. Indian Branch Delhi, India
9. Jack Snooman, Robert Biehler Ninth Edition. Psychology Applied to Teaching, Houghton Mifflin Company, Bosten New York (<http://www.coursewise.com>)
10. Ormrod Ellis Jenne, Third Edition, Educational Psychology Developing Learners Multimedia Edition (<http://www.prenhall.com/ormrod>)
11. Sarswat Kuldeep (2015). Bal Vikas evam Bachpan, Published by Rakhi Prakashan, Agra
12. Woolfolk, A. (2004). Educational Psychology published by Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

  
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**B.A.- B.Ed. 03**

**Contemporary India and Education**

**MARKS-100**

**Objectives:-**

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

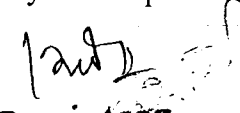
**Course Content**

**Unit I Education as an Evolving Concept**

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

**Unit – II: Issues and Challenges**

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.

  
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- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth unsatisfaction, Moral Crisis.

### **Unit – III: Constitution and Education**

- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

### **Unit – IV: Programme and Policies**

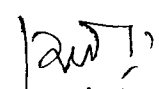
- Overview the development of education system in India from 1948 to 2010 University Education Commission-1946-48, Secondary Education Commission-1952-53, Indian Education Commission- 1964-66, National Education Policy- 1986
- Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005, NKC-2006, NCFTE- 2009, RTE-2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

### **Unit – V: Innovative Practices**

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,
- Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Eduset, Smart Class Room, Role of E- learning, E- content, E- magazines and E-journals, E- library.
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

### **Test and Assignments :-**


- |                                |          |
|--------------------------------|----------|
| 1. Class Test                  | 10 marks |
| 2 .Any one of the following: - | 10 marks |

  
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- Debate or Organize a one day discussion on the topic related to the subject and submit a report.
- Critical appraisal on the report or recommendations of any commission and committee.
- Organize collage, Poster Making activity in your respective institution.
- Collection of at least three handouts of related topics of the subject.

#### REFERENCES :-

1. Agnihotri, R. (1994) Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan, Jaipur: Rajasthan Hindi Granth Academy
2. Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi 2. Brubecher, John.S: A History of the Problems of Education
3. Altekar, A. S.(1992) Education in Ancient India, Varanasi: Manohar Prakashan
4. Dev, A.,Dev, T.A.,Das,S. (1996) Human Rights a Source Book, New Delhi, NCERT, Pp. 233.
5. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
6. Education and National Development: Report of the Kothari Commission on Education, New Delhi, 1966.
7. अग्निहोत्री, रवीन्द्र : आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिन्दी ग्रंथ अकादमी।
8. Gore. M. S. (1982) Education and Modernization in India, Jaipur: Rawat Publications
9. Ghosh, S.C. (1995) The History of Education in Modern India ( 1757- 1986), New Delhi : Orient Longman Ltd.
10. J.F. Brown: Educational Sociology
11. Kabir, H. (1982) Education in New India, London: George Allen an Unwin.
12. Kashyap Subhash C., Our constitution: An Introduction to India's constitution and constitutional laws, National Book Trust India, 2011.
13. Keay,F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
15. Mookerji, R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist), London: Mac Milan and Co. Ltd.
16. Mookerji, R.S: Ancient Indian Education

  
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18. Nayar, P. R. Dave, P.N. Arora, K. (1983) The Teacher and Education in Emerging Indian Society, New Delhi: Orient Longman Ltd
19. National Curriculum Framework. (2005).
20. National curriculum Framework for teacher education (2004).
21. Rama Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E.
22. Rusk, R. R. (Scotland, J. Revised) (1979) Doctrines of the Great Educators, Delhi, Dublin, New York: The Mac Milan Press Ltd.,
23. Saiyidain. K.G. (1966) The Humanist Tradition in Indian Education Thought, New Delhi: Aria Publishing House
24. Shukla, R.P. (2005). Value Education and Human Rights, New Delhi: Samp & Sons.
25. Varghese, A. (2000) Education for the Third Millennium, Indore: Satprachar Press
26. अल्तेकर, अ.स. : प्राचीन भारतीय शिक्षा पद्धति।
27. ओड, एल. के. : शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
28. गुप्ता, एस. पी एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद।
29. रावत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा।
30. जोशी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद।
31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन्स, मेरठ।  
साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर।

### **B.A.- B.Ed. 04**

### **Instructional System and Educational Evaluation**

**MARKS-100**

#### **Objectives:**

This course will enable the student teacher to:

- Explain the need, importance and characteristics of educational evaluation.
- Describe the approaches to educational evaluation.

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- Discuss the role of educational evaluation in Teaching - Learning Process.
- Explain the nature of tools and techniques of educational evaluation.
- Describe the need and importance of psychological testing,
- Explain the nature of learners' evaluation and need for continuous comprehensive educational evaluation in schools.

### **Unit I: Instructional System**

- Educational Objectives and instructional objectives.
- Relationship between educational objectives and instructional objectives
- Classification of educational objectives (Cognitive, affective and psycho motor)
- Functioning of educational objectives
- Usefulness of the taxonomical classification.

### **Unit II: Need, importance and characteristics**

- Teaching Learning process and role of evaluation
- Need and importance of Evaluation
- Definition of Evaluation
- Evaluation, Assessment and Measurement.
- Characteristics of good evaluation.

### **Unit III: Approaches to Evaluation**

- Formative evaluation and summative evaluation
- Difference between summative and formative evaluation
- External evaluation and internal evaluation, advantages and disadvantages,
- Norm referenced evaluation
- Criterion referenced evaluation.

### **Unit IV: Role of Evaluation in Teaching-Learning Process.**

- The relationship between instructional objectives, entering behavior, learning experiences and Performance assessment.
- Diagnosis to over come deficiency in learning.
- Importance of results of evaluation to students, teachers, institutions with special reference to help in determining the effectiveness of a course

programme and functioning of a school.

### Unit V: Nature of tools and techniques of evaluation

- Nature of test and Purposes of testing with reference to:
  - Instructional purpose b) Guidance purpose c) Administrative purpose
- Administration of Test and Interpreting test result.
- Meaning of Norms, types of Norms, age, Grade, Percentile and standard score. 4. Norms and interpretation of test scores.
- Concept of grade system. Absolute grading, comparative grading and its advantages and disadvantages.

#### Test and Assignments :-

- |                                |          |
|--------------------------------|----------|
| 1. Class Test                  | 10 marks |
| 2 .Any one of the following: - | 10 marks |

- Develop a portfolio for assessment of 2 school students
- Prepare an advanced tool for evaluation.
- Develop a tool for self-assessment.
- Develop an achievement test and its blue print.

#### **References:**

1. Anastasi, Anne, (1976), Psychological Testing, 4m ed., New York; Macmiflan Publishing Co. Inc.
2. Bertrand, Arthur and Cebula, Joseph P., (1980) : Tests, Measurement and Evaluation, A Developmental Approach, Addison-Wesley, U.S.A.
3. Bloom, Benjamin S., Et.al., (1971): Handbook on formative and Summatice Evaluation in Student Learning, McGraw Hill, USA.
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5. Ferguson, G A (1974), "Statistical Analysis in Psychology and Education", McGraw Hill Book Co., New York,
6. Freeman, Frank S.,(1962), Theory and Practice of Psychoiological Testing, New Delhi, Oxford and IBH Publishing Co.
7. Guilford, J.P.(1965), Fundamental Statistics in Psychology and Education, Me Graw Hill Book Company, New York.
8. Khan, Mohd, Arif, (1995): School Evaluation, Ashish Publishing House, New Delhi.
9. Noll, V .C (1957). Introduction to Educational Measurement, Houghton Mifflin Company, Boston.
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**B.A.- B.Ed. 05 AB, 06 AB, 07 AB**

**Content**

**हिन्दी साहित्य**

पूर्णांक - 100  
बाह्य मूल्यांकन - 80  
आंतरिक मूल्यांकन - 20

**उद्देश्य :-**

- ✓ उच्च स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य और मूल्यांकन के तरीके समझना।
- ✓ हिन्दी भाषा संरचना में हिन्दी भाषा के स्वरूप व तत्वों का ज्ञान प्राप्त कराना।
- ✓ भाषा सीखने की मौखिक अभिव्यक्ति का उच्च स्तर पर विकास कर सृजनात्मक दक्षता विकसित करना।
- ✓ हिन्दी भाषा के विविध रूपों व भाषा व साहित्य संबंध और उसकी अभिव्यक्ति को जानना।
- ✓ श्रवण, पठन मौखिक लेखन सम्बंधित भाषाओं कौशलों का ज्ञान देना।
- ✓ हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना।
- ✓ हिन्दी भाषा के माध्यम से भावों और विचारों की स्वतंत्र अभिव्यक्ति करने की क्षमता व संवदेनशीलता विकसित करना।
- ✓ पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कराना और समायोजित कराना।
- ✓ हिन्दी भाषा में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों का ज्ञान देना।
- ✓ हिन्दी भाषा के गद्य व पद्य साहित्य के प्रति अभिरुचि व अभिवृत्ति विकसित करना।
- ✓ हिन्दी भाषा के व्याकरणी भाग को छात्रों में परिपुष्ट कराकर साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना कराना।

**आदिकाल एवं भक्तिकाल**

**1. विद्यापति**

1. नन्दक नन्दन कदम्बरि तरुतर
2. सुन रसिया, अब न बजाऊ बिपिन बसिया
3. विरह व्याकुल बकुल तरुतर, पेखल नन्द-कुमार रे
4. कुंज-भवन सँ चलि भेलि हे
5. सखि हे कतहुँ न देखि मधाई

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- (विद्यापति — शिव प्रसाद सिंह)
2. कबीरदास
1. मन के अंग — प्रथम 15 साखी
  2. दुलहिनी गावहुँ मंगलवार
  3. संतो भाई आई ग्यान की आँधी रे
  4. पंडित बाद बदंते झूठा
  5. काहे रे नलिनी तूँ कुम्हिलानी
  6. अरे इन दोऊ न राह न पाई
- (कबीर ग्रंथावली—श्यामसुंदर दास)
3. जायसी — षट् ऋतु वर्णन खण्ड (जायसी ग्रंथावली—रामचन्द्र शुक्ल)
4. सूरदास भ्रमर गीत सार — रामचन्द्र शुक्ल
- पदसंख्या—8,15,21,31,36,41,52,64,116,130,237,316,375,400
5. मीराबाई सं नरोत्तम स्वामी
- पद संख्या— 1,3,4,5,10,11,12,14,15,16,20,23,28,31,32
6. तुलसीदास अयोध्या काण्ड — 121 दोहा से 141 तक
- (प्रकाशक—गीताप्रेस गोरखपुर)
7. कवितावली 5 पद : राम वन गमन (प्रकाशक—गीताप्रेस गोरखपुर)
8. रसखान कुल 15 सवैया (सवैया संख्या—
- 1,2,3,5,7,11,18,21,25,27,31,32,34,37,41) रसखान
- रचनावली—सम्पादक: विद्यानिवास मिश्र
9. नंददास वर गीत

### हिन्दी साहित्य : द्वितीय प्रश्न पत्र

पूर्णांक — 100

बाह्य मूल्यांकन — 80

आंतरिक मूल्यांकन — 20

#### कहानी रेखाचित्र तथा संस्मरण

1. कहानी :
- चन्द्रधर शर्मा गुलेरी — बुद्ध का काँटा
- प्रेमचन्द — पूस की रात
- विश्वरंनाथ शर्मा कौशिक — ताई
- प्रसाद — पुरस्कार
- जैनेन्द्र — पाजेब
- यशपाल — परदा

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उषा प्रियंवदा — वापसी  
रांगेय राघव — पंच परमेश्वर

2. रेखाचित्र तथा संस्मरण

रेखाचित्र:

शिवपूजन सहाय — महाकवि जयशंकर प्रसाद  
सेठ गोविन्ददास — मकदूम बख्श  
रामवृक्ष बेनीपूरी — रजिया  
हजारी प्रसाद द्विवेदी— एक कुत्ता और एक मैना  
विष्णुकांत शास्त्री — ये हैं प्रोफेसर शशांक ।

संस्मरण :

अज्ञेय — स्मरण का स्मृतिकार (राय कृष्णदास)  
नगेन्द्र — दादा स्व. पं. बालकृष्ण शर्मा 'नवीन'  
माखनलाल चतुर्वेदी—तुम्हारी स्मृति  
महादेवी वर्मा — निराला भाई

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प्रथम प्रश्न पत्र — संस्कृत साहित्य

पूर्णांक — 100  
बाह्य मूल्यांकन — 80  
आंतरिक मूल्यांकन — 20

**उद्देश्य :-**

- ✓ उच्च स्तर पर संस्कृत भाषा शिक्षण के उद्देश्य और मूल्यांकन के तरीके समझना ।
- ✓ संस्कृत भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान प्राप्त कराना ।
- ✓ भाषा के स्वरूप और व्यवस्था को समझना ।
- ✓ भाषा सीखने की सृजनात्मक प्रक्रिया को जानना ।
- ✓ मौखिक अभिव्यक्ति का उच्च स्तर के लिए विकास ।
- ✓ संस्कृत भाषा के विविध रूपों और अभिव्यक्ति को जानना ।
- ✓ भाषा और साहित्य संबंध को जानना ।
- ✓ श्रवण, पठन मौखिक लेखन सम्बंधित भाषाओं कौशलों का ज्ञान देना ।
- ✓ संस्कृत की विधाओं एवं उनके व्यावहारिक शिक्षण की स्थितियों का ज्ञान देना ।

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- ✓ संस्कृत भाषा के माध्यम से भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
- ✓ भाषायी बारीकियों के प्रति संवेदनशील कराना।
- ✓ पाठ्यचर्या पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कराना और समायोजित कराना।
- ✓ संस्कृत भाषा में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों का ज्ञान देना।
- ✓ संस्कृत भाषा के गद्य साहित्य के प्रति अभिरुचि व अभिवृत्ति उत्पन्न करना।
- ✓ संस्कृत भाषा के पद्य साहित्य के प्रति अभिरुचि व अभिवृत्ति उत्पन्न करना
- ✓ संस्कृत भाषा के व्याकरण भाग को छात्रों में परिपुष्ट करना।
- ✓ साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना।

#### सामान्य निर्देश—

1. प्रत्येक परीक्षा में दो-दो प्रश्नपत्र होंगे।
2. प्रत्येक प्रश्नपत्र में न्यूनतम उत्तीर्णांक 36 तथा पूर्णांक 100 होंगे और समय 3 घण्टे का होगा।
3. परीक्षा का माध्यम हिन्दी अंग्रेजी होगा परन्तु प्रश्नपत्र केवल हिन्दी में बनाया जायेगा। परीक्षार्थी को छूट होगी कि वह हिन्दी संस्कृत अथवा अंग्रेजी में किसी एक भाषा में उत्तर दे सके। यदि परीक्षक ने किसी प्रश्न विशेष के लिए भाषा का निर्देश कर दिया है तो उस प्रश्न का उत्तर उसी भाषा में देना अनिवार्य होगा।
4. संस्कृत केवल देवनागरी लिपी में ही लिखा जाना अपेक्षित है।
5. निर्धारित ग्रन्थ में से अनुवाद व्याख्या, सरलार्थ एवं समालोचनात्मक प्रश्न पूछे जावेंगे।
6. प्रत्येक वर्ष में प्रश्न पत्र 100 अंक का होगा, जिसमें 80 अंक बाह्य मूल्यांकन के एवं 20 अंक आंतरिक मूल्यांकन के होंगे। इसमें से 10 अंक आंतरिक परीक्षा व 10 अंक सामयिक कार्य के होंगे।

#### दृश्य एवं श्रव्य काव्य

प्रथम प्रश्न में निर्धारित ग्रन्थ में से लघूत्तरात्मक निबन्धात्मक अनुवाद व्याख्या व समालोचनात्मक प्रश्न पूछे जायेंगे। 15 प्रश्न लघूत्तरात्मक होंगे जिनमें से प्रथम 5 प्रश्नों का

उत्तर संस्कृत भाषा के माध्यम से देना होगा प्रत्येक प्रश्न के लिए 2 अंक निर्धारित हैं। जिस प्रश्नपत्र में संस्कृत अनुवाद/निबन्ध पूछे गए हैं वहाँ संस्कृत में उत्तर अपेक्षित नहीं है। पाठ्यक्रम

- |                           |        |
|---------------------------|--------|
| 1. स्वप्नवासवदत्तम् (भास) | 25 अंक |
| 2. नीतिशतकम् (भर्तृहरि)   | 30 अंक |

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3. रघुवंशम प्रथम सर्ग

25 अंक

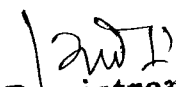
4. लघु सिद्धान्त कौमुदी अजन्त प्रकरण—राम ,हरि,पितृ,रमा,मति,नदी,वधू ज्ञान,वारि

अंक 20

अंक —विभाजन

क्र. सं.	पुस्तक का नाम	लघूतरात्मक प्रश्न	अंक	निबन्धात्मक प्रश्न संख्या	अंक	अंको का योग
1.	स्वप्नवासवदत्तम	3	06	02	19	6++19=25
2.	नीतिशतक	3	06	02	24	6++24=30
3.	रघुवंशम (प्रथमसर्ग)	3	06	02	19	6+19=25
4.	शब्दरूप	6	12	02	8	12+08=20
	कुल	15	30	08	70	100

1. स्वप्नवासवदत्तम—डॉ कृष्ण देव प्रसाद—जगदीश संस्कृत पुस्तकालय झालानियों का रास्ता, जयपुर।
2. स्वप्नवासवदत्तम —डॉ रूपनारायण त्रिपाठी—रचना प्रकाशन जयपुर।
3. स्वप्नवासवदत्तम —संस्कृत हिन्दी व्याख्या डॉ जगन्नाथ पाण्डेय जगदीश संस्कृत पुस्तकालय झालानियों का रास्ता, जयपुर।
4. स्वप्नवासवदत्तम —डॉ सुभाष वेदालंकार—अलंकार प्रकाशन जयपुर।
5. स्वप्नवासवदत्तम —डॉ श्री कृष्णा ओझा, अभिषेक प्रकाशन चौडा रास्ता जयपुर।
6. नीतिशतकम डॉ गोपाल शर्मा हंसा प्रकाशन जयपुर।
7. नीतिशतकम —डॉ श्रीकृष्णा ओझा, राज प्रकाशन मंदिर, जयपुर।
8. नीतिशतकम —डॉ सुभाष वेदालंकार, हंसा प्रकाशन, जयपुर।
9. रघुवंशम (प्रथम सर्ग)

  
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द्वितीय प्रश्नपत्र

अंक 100

भारतीय संस्कृति के तत्व पद्य साहित्य, अनुवाद एवं व्याकरण

1. भारतीय संस्कृति के तत्व।

- क - भारतीय संस्कृति- विषय पृष्ठभूमि विशेषताएँ।  
ख - भारतीय संस्कृति के विकास की रूपरेखा- पूर्ववैदिक काल, वैदिकोत्तरकाल, मध्यकाल एवं आधुनिक काल।  
ग - प्राचीनकाल- राजनैतिक, सामाजिक एवं आर्थिक स्थिति।  
घ - वर्ण, आश्रम एवं संस्कार।  
ङ - शिक्षा (वैदिकाल से लेकर 7वीं शताब्दी तक)  
च - लेखन- कला की उत्पत्ति।  
छ - भारतीय दर्शन की प्रमुख विचारधाराएँ।  
ज - भारतीय संस्कृति का मानव- कल्याण में योगदान।

2. किरातार्जुनीयम् (प्रथम सर्ग) भारविकृति 25 अंक

3. अनुवाद (हिन्दी से संस्कृत) 10 अंक

4. व्याकरण- लघुसिद्धान्तकौमुदी एवं संधि प्रकरण 35 अंक

क - संज्ञा प्रकरण- 10 अंक

ख - अच् संधि- 10 अंक

ग - हल्संधि 10 अंक

घ - विसर्ग संधि 05 अंक

5. निम्नलिखित कृत प्रत्ययों से सम्बन्धित प्रश्न- 10 अंक


तव्यत् अनीयर - तव्यत्तव्यानीयरः

यत् - अचोयत्, ईधति, पोरदुपद्यात

क्यप्- एतिस्तुशास्वृदृजुषः क्यप् ह्रस्वस्य पिति कृति तुक् शास इदडहलो।

ण्यत्- ऋहलोर्ण्यत्

शत् शानच्- लटः शतृशानचावप्रथमासमानाधिरणं आने मुक्

  
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क्त क्तवतु-	क्तक्तवतूँ निष्ठा रक्षाभ्यां निष्ठातों नः पूर्वस्थ च दः
क्तवा-	समानकर्तृकयो पूर्वकाले
ल्यप्-	समासेडनञ पूर्वे क्तवो ल्यप
तुमुन्-	तुमुण्वुलौ क्रियायौ क्रियार्थायाम

#### अंक-विभाजन

क.सं	पुस्तक का नाम	लघूत्तरात्मकप्रश्न	अंक	निबन्धात्मक प्रश्न संख्या	अंक	अकों का योग
1.	भारतीय संस्कृति के तत्व	3	06	02	14	6+14=20
2.	किरातार्जुनीयम (प्रथम सर्ग)	4	08	02	17	8+17=25
3.	अनुवाद			01	10	10
4.	लघुसिद्धान्तकौमुदी-संज्ञा, एवं सधि प्रकरण	5	10	01	25	10+25=35
5.	कृत प्रत्यय	3	06	04	04	6+04=10
	कुल	15	30	10	70	100

#### सहायक पुस्तकें-

1. भारतीय सांस्कृतिक निधि- डॉ रामजी उपाध्याय, महामनापुरी वाराणसी।
2. भारतीयस संस्कृति- श्री रामदेव साहू, श्याम प्रकाशन, चौडा रास्ता, जयपुर।
3. भारतीय संस्कृति- वाई एस रमेश, रचना प्रकाशन, जयपुर।
4. भारतीय संस्कृति- डॉ रामजी उपाध्याय, महामनापुरी, वाराणसी।
5. भारतीय दर्शन - डॉ बलदेव उपाध्याय, चौखम्बा प्रकाशन वाराणसी।


#### किरातार्जुनीयम

1. किरातार्जुनीयम ( प्रथम सर्ग)- आचार्य नवल किशोर काकर, विधा वैभव भवन, जयपुर।
2. किरातार्जुनीयम ( प्रथम सर्ग)- डॉ विश्वनाथ शर्मा, आदर्श प्रकाशन जयपुर।
3. किरातार्जुनीयम ( प्रथम सर्ग)- डॉ. सुभाष वेदालंकार - अलंकार प्रकाशन, जयपुर।

#### अनुवाद के लिए

1. संस्कृत रचनानुवाद मंजरी-पं नदकुमार शास्त्री, अजमेरा बुक कम्पनी, त्रिपोलिया बाजार जयपुर।
2. रचनानुवाद कौमुदी-डॉ कपिलदेव द्विवेदी, वाराणसी।
3. रचनानुवाद-डॉ. श्री निवास शास्त्री, कुरुक्षेत्र।

#### व्याकरण के लिये

  
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1. लघुसिद्धान्त कौमुदी—डॉ. बसंत जैतली एवं डॉ. राजेश कुमार, जगदीश संस्कृत पुस्तकालय, जयपुर।
2. लघुसिद्धान्त कौमुदी— श्रीमहेश सिंह कुशवाहा, चौखम्मा संस्कृत प्रतिष्ठान, दिल्ली।
3. लघुसिद्धान्त कौमुदी— श्री धरानन्द शास्त्री, मोतीलाल बनारसीदास दिल्ली।
4. लघुसिद्धान्त कौमुदी— श्री भीमसेन शास्त्री।
5. संस्कृत व्याकरण—श्री निवास शास्त्री।
6. वृहद अनुवाद चन्द्रिका— चक्रधर हंस नौटियाल

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### **English Literature**

The syllabus aims at achieving the following objectives:

1. Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction.
2. Strengthening skills of note making, summarizing and dialogue writing.
3. Understanding texts with specific reference to genres, forms and literary terms.

### **Paper I : Poetry and Drama**

Maximum Marks 100

Duration 3 Hours

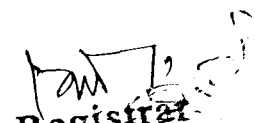
Min. Pass Marks 36

Question no. 1 : References to Context from Unit A, B and C.

Candidate would be required to explain four (4) passages of Reference to Context out of Eight (8) of five marks each, with a total of 20 marks.

Question no. 2 : Will also be compulsory. The student will be required to attempt 5 questions out of 10, to be answered in about 5 lines each. Each question will carry 4 marks to a total of 20 marks.

The other 3 questions will be Essay-type questions of 20 marks each, one from each section with internal choice.

  
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## Section A

The following poems from *Strings of Gold* Part I Ed. Jasbir Jain (Macmillan)

W. Shakespeare:

Shall I Compare Thee

Not Marble, nor the Guided Monuments

The Marriage of the True Minds

J. Donne : Goe and Catche a Falling Starre

R. Herrick : To Daffodils

J. Herbert: Virtue

J. Milton:

On His Blindness

On his Twenty Third Birthday

J. Dryden : A Song for St. Cecilia's Day

## Section B

The following poems compiled by Mamillan for University of Rajasthan

Kabir

It is Needless to Ask a Saint the Caste to which he belongs

Rabindra Nath Tagore

Where The Mind is Without Fear

Toru Dutt

The Lotus

Our Casuarina Tree

Sarojini Naidu

Indian Weavers

Song of Radha, the Milkmaid

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## Section C

W. Shakespeare: Merchant of Venice

Recommended Reading:

Hudson :	History of English Literature
Boris Ford ed. :	Pelican Guide to English Literature

### ***Paper II : Prose and Fiction***

Maximum Marks 100

Duration 3 Hours

Min. Pass marks : 36

Question no. 1 : References to Context from Unit A and B only.

Candidate would be required to explain four (4) passages of Reference to Context out of Eight (8) of five marks each, with a total of 20 marks.

Question no. 2 : Will also be compulsory. The student will be required to attempt 5 questions out of 10, to be answered in about 5 lines each. Each question will carry 4 marks to a total of 20 marks.

The other 3 questions will be Essay-type questions of 20 marks each, one from each section with internal choice.

## Section A

The following Essays from *English Prose Selections* (OUP) ed. Dr. S. S. Deo et.al.

J. H. Newman	A Gentleman
R. L. Stevenson	El Dorado
B. Russel	Machine and Emotions
M. K. Gandhi	Fearlessness
S. Radhakrishnan	Democracy
H. Belloc	On Educational Reform
J. L. Nehru	Animals in Prison

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## Section B

The following Short Stories from the collection *Popular Short Stories* ed. By Board of Editors (OUP)

K. Mansfield	A Cup of Tea
R. Tagore	Living or Dead
H. H. Munro (Saki)	The Open Window
R.K. Naarayan	The Gateman's Gift
E. Hemingway	Old Man at the Bridge
George Orwell	Animal Farm
R. K. Narayan	Bachelor of Arts



## Section C

The following units from *English at the Workplace* eds. Sawhney Panja and Verma (Macmillan)

Unit 2	Language and Culture
Unit 4	Ways of Reading
Unit 7	Writing with a Purpose
Unit 9	Talking on the Telephone

Recommended Reading

Vandana R. Singh : The Written Word (OUP)

  
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**URDU**

**PAPER I: Prose And drama**

Scheme:

Min pass marks 72

Max marks: 100

3 Hrs. Duration

Min pass marks 36

Books prscribed:

1. Meyare adab hisaye nasr-Published by educational book house,Aligarh(U.P)
2. Darwaza khol do-by Krishna chandar

Division of marks

Unit 1 Ten short answer type question.	Marks 20
Unit 2 Explanation of two out of three texts	Marks 20
Unit 3 Critical appreciation of a prose writer with Internal choice	Marks 20
Unit 4 Critical appreciation of prescribed drama with internal choice	Marks 20
Unit 5 Salient features of urdu drama/Techniques or summary of A prose lesson	Marks 20

Total marks 100

Note: Attempt at least one question from each unit. All the short answer type question of unit 1 are compulsory.

**PAPER II: Poetry and rheotics**

Max Marks 100

3 Hrs. Duration

Min. Pass Marks 36

Books Prescribed:

1. Shehpare (Nazm) Published by idare Nashr-o-allahbad University-Allahbad, (1991 edition)

The following are prescribed from the book:

- (a) Ghazaliyat : Meer, Atish & Ghalib
- (b) Nazmen: iqbal, Nazer & Josh.

2. Jadeed idemul Balaghat by abdul mahjeed khan

The following rheotics (Sanaya) only:

1. Tazad, 2.Laf o Nazhr, 3. Talmeeh, 4. Hunse Taleel, 5. Mubalgha, 6. Tashbeeh, 7.Istiyara, 8. Marratun Nazeer, 9.Siyatuladad, 10. Tahseequs, 11. Iham, 12. Majaz, 13. Tajahule Arifana, 14. Ishateqaq.

Division of marks:

Unit 1 Ten short answer type question.	Marks 20
Unit 2 Explanation of Two out of three passages of Ghazal & nazm.	Marks 20
Unit3 Appreciation of Ghazal writer with internal choice	Marks 20

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Unit 4 Appreciation of Nazm writer with internal choice

Marks 20

Unit 5 Meaning and definition of four rheotics with internal choice.

Marks 20

Total marks 100

Note: Attempt at least one question from each unit. All the short answer type questions of unit 1 are compulsory.

## B.A.- B.Ed. 05 AB, 06 AB, 07 AB

### History

#### PAPER I: HISTORY OF INDIA (FROM THE BEGINNING UPTO 1200 A.D.)

##### Section - A

Main sources of the history of India upto 1200 A.D. A brief survey of Prehistoric cultures in India. The Indus-Saraswati civilization - origin, extent, salient features, decline and continuity. The Vedic age - Vedic literature, polity, society, economy and religion. A brief survey of Iron age cultures in India. Rise of Janapadas and Mahajanapadas - monarchies and republics. Rise of Magadhan imperialism upto the Nandas. Jainism and Buddhism - origins, teachings, contribution.

##### Section - B

The Mauryan empire - main sources. Chandragupta Maurya and Asoka. Asoka's Dhamma - its nature and propagation. Mauryan state and administration, society and economy, art and architecture. Decline of the Mauryas. The post-Mauryan period (c. 200 B.C. to 300 A.D.) - achievements of the Sungas, Satavahanas, Sakas and Kushanas. Social, Religious and Economic life and development of literature and arts during the post-Mauryan period. The Sangam age - literature, society, economy, and culture.

##### Section - C

The Gupta empire - achievements of Samudragupta, Chandragupta II Vikramaditya, Skandagupta. State and administrative institutions. Social and Economic Life. Religious thought and institutions. Developments in literature, arts and sciences. Post-Gupta period upto 750 A.D. - achievements of the Vardhanas, Chalukyas and Pallavas. Tripartite Struggle. The Imperial Cholas and their achievements. A study of social and economic changes and a brief survey of cultural life during the period c. 750 to 1200 A.D.

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प्रथम प्रश्नपत्र : भारत का इतिहास (अरम्भ से 1200 ईस्वी तक)

खण्ड - क

1200 ईस्वी तक भारत के इतिहास के मुख्य स्रोत। भारत की प्रागैतिहासिक संस्कृतियों का संक्षिप्त सर्वेक्षण। सिन्धु-सरस्वती सभ्यता - उद्भव, विस्तार, प्रमुख विशेषताएँ, पतन एवं निरस्तता। वैदिक युग - वैदिक साहित्य, राजशासन, समाज, अर्थव्यवस्था एवं धर्म। भारत की लौहयुगीन संस्कृतियों का संक्षिप्त सर्वेक्षण। जनपदों एवं महाजनपदों का उदय - राजवंश एवं गणतंत्र। नंद वंश तक साम्राज्यवाद का उत्कर्ष। जैन धर्म एवं बौद्ध धर्म - उद्भव, शिक्षाएँ, योगदान।

खण्ड - ख

मौर्य साम्राज्य- मुख्य स्रोत। चन्द्रगुप्त मौर्य एवं अशोक। अशोक का धर्म - इसकी प्रकृति एवं प्रचार। मौर्यकालीन राज्यों एवं प्रशासन, समाज एवं अर्थव्यवस्था, कला एवं स्थापत्य। मौर्यों का पतन। मौर्योत्तर काल (लगभग 200 ई. पू. से 300 ईस्वी) - गुप्त, गुर्जरगुप्त, गुर्जर एवं कुषाणों की उपलब्धियाँ। मौर्योत्तर काल में सामाजिक, धार्मिक एवं आर्थिक जीवन तथा साहित्य एवं कलाओं का विकास। संगम युग - साहित्य, समाज, अर्थव्यवस्था एवं संस्कृति।

खण्ड - ग

गुप्त साम्राज्य - समुद्रगुप्त वन्दगुप्त द्वितीय विक्रमादित्य, स्कन्दगुप्त की उपलब्धियाँ। राज्यों एवं प्रशासनिक संस्थाएँ। सामाजिक एवं आर्थिक जीवन, धार्मिक विचार एवं संस्थाएँ। साहित्य, कला एवं विज्ञान का विकास। 750 ईस्वी तक गुप्तोत्तर काल - पल्लव, चालुक्य एवं पल्लवों की उपलब्धियाँ। त्रि-राज्यीय संघर्ष। साम्राज्यवादी चोल एवं उनके उपलब्धियाँ। 750 से 1200 ईस्वी के काल में सामाजिक एवं आर्थिक परिवर्तनों का अध्ययन तथा सांस्कृतिक जीवन का संक्षिप्त सर्वेक्षण।

Books Recommended (अनुशंसित पुस्तकें) :

H. D. Sankalia	:	<i>Prehistory of India</i> , Murlidhar Manoharlal, New Delhi, 1977
Dilip K. Chakrabarti	:	<i>India: An Archaeological History (Palaeolithic Beginnings to Early Historic Foundations)</i> , Oxford University Press, New Delhi, 1999
B. B. Lal	:	<i>India 1947-1997: New Light on the Indus Civilisation</i> , Delhi, 1998
R.K. Mookerji	:	<i>Chandragupta Maurya and His Times</i> , Delhi, 1952 (also in Hindi)
	:	<i>Asoka</i> , Delhi, 1972 (also in Hindi)
B. N. Puri	:	<i>India under the Kushanas</i> , Bombay, 1965

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R.C. Majumdar &	
R.C. Altekar	: The Vakataka-Gupta Age (also in Hindi)
Bar Nath Sharma	: Harsha & his times, Varanasi, 1970
K.A.N. Sastri	: (Ed.) Age of the Nandas & Mauryas (also in Hindi)
	: A History of South India (also in Hindi)
	: The Cholas (also in Hindi)
Romila Thapar	: A History of India, Vol I, Penguin, 1966 (also in Hindi)
	: Asoka & the Decline of the Mauryas, 3rd impression, Delhi, 1999
Upinder Singh	: A History of Ancient and Early Medieval India (from the Stone Age to the 12th Century), Pearson Longman, Delhi, 2009
विदुला जायसवाल	: भारतीय इतिहास का नव-प्रसर युग, दिल्ली, 1992
के. के. थपल्याल एवं	
एस.पी. शुक्ला	: सिन्धु सभ्यता, लखनऊ, 1978
मदन मोहन सिंह	: बुद्धकालीन समाज और धर्म, पटना, 1972
पी.एल. गुप्ता	: गुप्त साम्राज्य
विशुद्धानन्द पाठक	: उत्तर भारत का राजनीतिक इतिहास, लखनऊ, 1990
बलराम श्रीवास्तव	: दक्षिण भारत का इतिहास, वाराणसी, 1968
के.सी. श्रीवास्तव	: प्राचीन भारत का इतिहास तथा संस्कृति, इलाहाबाद

## PAPER II: HISTORY OF RAJASTHAN (FROM EARLIEST TIMES TO 1956 A.D.)

### Section - A

A survey of the sources of the history of Rajasthan. Palaeolithic and Mesolithic cultures in Rajasthan. Extent and characteristics of Chalcolithic and Copper age cultures (Ahar, Balathal, Ganeshwar). Characteristics of Kalibangan culture. Matsya Janapada and Republican Tribes in Rajasthan. Origin of Rajputs. Rise and expansion of Guhilas, Gurjara-Pratiharas and Chahamanas.

  
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### Section - B

Rajput resistance to Muslim incursions in Rajasthan. Mewar under Maharana Sambha and Sanga. Maharana Pratap's struggle for independence. Chandrasen's efforts for freedom. Contribution of Sawal Jai Singh. A brief survey of the main features of the society and culture in Rajasthan (1200-1750 A.D.). Meera and Dadu. Art and architecture - fort architecture, temples.

### Section - C

Maratha incursions in Rajasthan and their impact. Acceptance of British suzerainty and its consequences. Administrative and judicial changes after 1818 A.D. Social changes - Prohibition of Female Infanticide and Sati. Economic changes - Land Revenue Settlements. British monopoly of Salt and Opium Trade. Outbreak of 1857 in Rajasthan. Influence of Arya Samaj in Rajasthan. A brief survey of Peasant Movements and Tribal Movements. Formation of Raja Mandals and Freedom Struggle in Rajasthan. Integration of the States of Rajasthan.

द्वितीय प्रश्नपत्र : राजस्थान का इतिहास (आरम्भिक काल से 1958 ईस्वी तक)

#### खण्ड - क


राजस्थान के इतिहास के स्रोतों का सर्वेक्षण। राजस्थान में पुरापाषाणकालीन एवं मध्यपाषाणकालीन संस्कृतियाँ। ताम्रपाषाणिक एवं ताम्रयुगीन संस्कृतियों का विस्तार एवं विशेषताएँ (आहाड़, बालाधल, गणेश्वर)। कालीयुगीन संस्कृति की विशेषताएँ। राजस्थान में मत्स्य जनपद एवं गणतान्त्रिक जातियाँ। राजपूतों का उदय। गुहिलों, गुर्जर-प्रतिहारों एवं चाहमनों का उत्कर्ष एवं विस्तार।

#### खण्ड - ख

राजस्थान में मुस्लिम आक्रमणों का राजपूत प्रतिरोध। महाराणा कुंभा एवं सांगा के अधीन मेवाड़। महाराणा प्रताप का स्वतंत्रता के लिए संघर्ष। स्वातंत्र्य के लिए चंद्रसेन के प्रयास। सवाई जयसिंह का योगदान। राजस्थान में समाज एवं संस्कृति की मुख्य विशेषताओं का संक्षिप्त सर्वेक्षण (1200-1750 ईस्वी)। मीरा एवं दादू। कला एवं स्थापत्य - दुर्ग स्थापत्य, मंदिर।

#### खण्ड - ग

राजस्थान में मराठा आक्रमण एवं उनका प्रभाव। ब्रिटिश प्रभुत्व का स्वीकार एवं इसके परिणाम। 1818 ईस्वी के पश्चात् प्रशासनिक एवं न्यायिक परिवर्तन। सामाजिक परिवर्तन - कन्या-शिशु का एवं सती पर प्रतिबन्ध। आर्थिक परिवर्तन - मू, राजस्थान बेदीनस्त। नमक एवं अफीम व्यापार पर ब्रिटिश एकाधिकार। राजस्थान में 1857 का विप्लव। राजस्थान में आर्य समाज का प्रभाव। कृषक आन्दोलनों एवं जनजातीय आन्दोलनों का एक संक्षिप्त सर्वेक्षण। राजस्थान में प्रजामंडलों का गठन एवं स्वाधीनता संघर्ष। राजस्थान के राज्यों का एकीकरण।

  
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**Recommended (अनुशंसित पुस्तकें)**

- Dasharath Sharma : *Rajasthan through the Ages, Vol. I, Bikaner, 1966*  
 : *Early Chauhan Dynasties, Delhi, 1975*  
 G. N. Sharma : *Rajasthan through the Ages, Vol. II*  
 : *Mewar and the Mughal Emperors*  
 : *Social Life in Medieval Rajasthan*  
 M. S. Jain : *Rajasthan through the Ages, Vol. III*  
 : *Surplus to Subsistence, Delhi, 1994*  
 : *Concise History of Modern Rajasthan*  
 D.C. Shukla : *Early History of Rajasthan, Delhi, 1978*  
 B. N. Puri : *The History of the Gurjara-Pratiharas, Delhi, 1975*  
 Shanta Rani Sharma : *Society and Culture in Rajasthan c. A.D. 700-900, Delhi, 1996*  
 V.S. Bhatnagar : *Life & Times of Sawai Jai Singh (also in Hindi)*  
 V. N. Misra : *Rajasthan: Prehistoric and Early Historic Foundations, Aryan Books International, New Delhi, 2007*  
 H. D. Sankalia et al : *Excavations at Ahir (Tambavati), 1961-62, Deccan College, Poona, 1969*  
 Rima Hooja : *A History of Rajasthan, Rupa & Co., New Delhi, 2006*  
 : *The Ahir Culture and Beyond, Oxford, 1988.*  
 राममोनाथ शर्मा : *राजस्थान का इतिहास, आगरा*  
 : *राजस्थान का सांस्कृतिक इतिहास, राजस्थान हिन्दी ग्रन्थ प्रकाशनी, जयपुर*  
 : *राजस्थान के इतिहास के चेत, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर*  
 विशुद्धानन्द पाठक : *उत्तर भारत का राजनीतिक इतिहास, लखनऊ*  
 एम.एस. जैन : *आधुनिक राजस्थान का इतिहास, जयपुर*  
 रामप्रसाद व्यास : *आधुनिक राजस्थान का युक्त इतिहास, खण्ड I एवं खण्ड II, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर*

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**Political Science**

**Paper – I**

**Foundation of Political science**

**Objectives :-**

To enable the students to :

1. To understand the traditional & contemporary perspectives of political science.
2. To understand the relation of political science with other Social Sciences.
3. To understand the political system, parties, groups & theories.
4. To study the organization & their function (of Govt.) with reference to recent trends.
5. To study the political ideologies.

**Part – II**

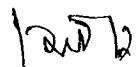

The students will study & acquaint themselves with the philosophies of Indian political thinkers like Minerva Tautly, Raja Ram Mohan Roy & J.L. Nehru.

**Section -A**

Traditional and Contemporary Perspective of Political Science, Behaviouralism and Post-Behaviouralism, Inter- disciplinary Approach, Relation of Political Science with other Social Science, Concept : Power, Authority, Legitimacy.

**Section- B**

Political System, Political Development , Political Modernization, Democracy and Dictatorship, Political Parties , Pressure Groups , Theories of Representation , Rule of Law and Constitutionalism, Organs of Government and their Functions (with reference to recent trends.)

  
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### Section –C

Political Ideologies : Liberalism , Marxism, Democratic Socialism , Anarchism and Feminism.

#### Books recommended :-

1. Asirvatham : Political theory(Hindi and English editions)
2. V.K. Arora Rajniti Vigayan ( Gandodia Pustak Bhandar ,Bikaner )
3. J.C. Johori : Principles of Political Science
4. Maciever ; The Modern State.

### Political Science

#### Paper – II

#### Objectives :-

To enable the students to :

The students will study & acquaint themselves with the philosophies of Indian political thinkers like Manu, Kautilya, Raja Ram Mohan Roy & J.L. Nehru, etc.

#### Representative Indian Political Thinkers

##### Section – A

Manu, Kautilya , Shukra.

##### Section B


Raja Rammohan Roy, Swami Dayanand Saraswati, Gopal Krishan Gokhale , Bal Gangadhar Tilak, Swami Vivekanand.

##### Section C

Mohandas Karamchand Gandhi ,Jawahar Lal Nehru Bhim Rao Ambedkar, M.N. Roy, Jai Prakash Narain and Deen Dayal Upadhayay.

#### Books recommended :-

1. V.P. Verma : Adhunik Bhartiya Rajnitik Chintan

  
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2. Awasthi and Awasthi : Pratinidhi Bhartiya Rajnitik Chintan
3. N.P. Verma : Indian Political Thought Vol. I & II
4. J.P. Sood : Main Currents of Indian Political Thought.

## Political Science

### Part -II

#### Objectives :-

To enable the students to :

1. To enable the students to study the salient features of political system of Britain, China, USA etc with reference to analytical & comparative perspective.

### Paper –I Selected Political System

#### Section -A

Britain

#### Section -B

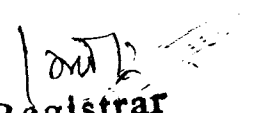
U.S.A.

#### Section –C

Peoples Republic of China, Japan and Switzerland

#### Books recommended :-

1. Ogg & Zink Morden Foreign Governments.
2. Babulal fadia : Vishwa Ke Pramukha sawvidhan
3. A.C. Kapoor : Major Constitutions

  
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## **Political Science**

### **paper – II**

#### **Objectives :-**

To enable the students to :

1. To study the different National movements in India.
2. To have the knowledge of constitutional development in India.
3. To Understand the concept of preamble of the constitution, fundamental rights, directive principles, amendments in the constitution.
4. To have knowledge about the governance of state like state legislative, state executive and major challenges faced by the Indian Political System.
5. To study the panchayati Raj System in India.

### **Indian Political System**

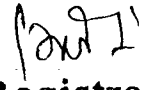
#### **Section –A**

National Movement in India, Rise of Nationalism in India, Foundation of the Indian National Congress and Muslims League , Moderates and Extremists, Gandhi and National Movement.

Constitutional development in India : Government of India Act 1919 (with special reference to Diarchy) and Government of India Act. 1935 (with special reference to Provincial autonomy ) Constituent Assembly.

#### **Section-B**

Preamble of the Constitutional , Federal System , Fundamental Rights, Directive Principles of State Policy ; Union Executive : President , Prime Minister and the Council of Ministers ; Union Parliament: Supreme Court and Judicial Review, Judicial Activism , PIL, Method of Amendment in the Constitution , Centre – State Relation ,Constitutional / Statutory Commission – E C I , UPSC, NHRC.

  
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## Section -C

Governance of States : State Legislature , State Executive , Governor , Chief Minister , Council of Minister . Special status to certain states and its implications, Party System, Nature of Secularism in India , Major challenges before the Indian Political System : Regionalism , Casteism , Communalism , Naxalism and Terrorism , panchayati Raj and Municipalities, significance of 73rd and 74<sup>th</sup> constitutional amendment acts.

### Books recommended :-

1. Govind Ram : Bhartiya Rajya Vyavastha.
2. Bassu D.D. : Introduction to Constitution of India.
3. N.D. Palmer : The Indian Political System, Houghton Mifflin , 1971

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## **Public Administration**


### **Part - I**

### **Paper – I**

### **Objectives :-**

To enable the students to :

1. To know the meaning, nature & scope of public administration its importance in modern society, relationship with other social sciences and its approaches.
2. To acquaint them with the meaning, types and principles of organization.
3. To have basic knowledge of budget its forms principles.
4. To understand the concept of personnel administration in relation to its importance and role in a developing society.

  
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## **Elements of Public Administration**

### **SECTION A**

Meaning ,Nature of Public Administration ,Importance of Public Administration in Modern Society, Public and Private Administration . Evolution of the study of Public Administration. Public administration as a social science, relationship with other social Science-Political science economics, Sociology, Law and Psychology ,Approaches to the study of Public administration-Classical and Humanistic.

### **Section B**

Organization -Meaning, Formal and informal Organization, principles of Organization Hierarchy, Unity of Command, Span of Control, Coordination , Centralization, Decentralization, Authority and Responsibility



Chief Executive , Line and Staff Agencies, Supervision, Delegation, Leadership, Communication, Decision –Making, Public Relations.

### **Section C**

Budget ,Meaning and forms, Principles of Budgeting , Budget as a tool of Socio eco Policy, Personnel Administration: Meaning Nature and Importance, Nature of Bureaucracy, Civil Service and its Role in a developing Society , Classification , Recruitment, Training , Promotion of Civil Servants , Morale and Motivation in Public Administration.

### **Books Recommended**

1. A.Awasthi ,S.R.Maheshwari, Public Administration.
2. Rumki Basu :Public Administration
3. Ravindra Sharma, Lok Prashashan Ke Tatav
4. Surendra Katariya , Lok Prashashan Ke Tatav.

  
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# **Public Administration**

## **Part – I**

## **Paper – II**

### **Objectives :-**

To enable the students to :

1. To have knowledge of Indian administration with perspective to historical background.
2. To study the Organization and working of Home Ministry & Ministry of Personnel.
3. To acquaint with the concept of personnel administration.
4. To have knowledge about the administrative reforms.


## **Public Administration in India**

### **Section - A**

Historical Background of Indian Administration with special reference in influence of British period ,salient features of Indian Administration. The Union Executive: President, Prime Minister and council of Ministers. The Organization and working of the Central Secretariat and Cabinet Secretariat.

### **Section -B**

Organization of Working of Ministry of Home and Ministry of Personnel, pensions and Public Grievances, Major Forms of Public Enterprises- Departments ,Corporations and Companies, Budget Enactment and Budget Execution, Controller and Auditor General of India ,Public Accounts Committee, Estimates Committee.

  
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## Section -C

Personnel Administration: Classification of Indian Civil Services, Recruitment and Training of All India Services. Control over Administration : Legislative, Executive and Judicial Administrative corruption , Redressal of public Grievances, Administrative Reforms, Comparative study of Administrative Reforms ,Commission I and Administrative Reforms , Commission II with reference to Personnel Administration and Corruption.

### Books Recommended :

1. S.R. Maheshwari : Indian Administration
2. Hoshier Singh and Mohinder Singh : Public Administration in India Theory and Practice
3. P.Sharan :Public Administration in India
4. Avasthi and Avasthi : India Public Administration

## Public Administration



### Part II

### Paper- I

### Objectives :-

To enable the students to :

1. To understand the concept the of Democratic, Socialist society.
2. To know about the organization of government.
3. To study about Democracy, its features & role in Administration.
4. To Understand about the Administrative working and Organization of Various Commissions.
5. To have knowledge and Understanding about the Administrative Institutions like UPSC, RBI, UGC, etc.

  
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# Administrative Institution in India

## Section A

Administrative institution in a Democratic and Socialist society. The Concepts of *Loiszez Faire* , Welfare state and Administrative state.

Organization of Government : Legislature – its role and reasons of decline in modern times Executive: Types and Relations with Legislature.

Judiciary : Functions and role with special reference to the Power of Judicial Review , Judicial Activism.

## Section –B

Democracy and Administration , Features of Democratic Administration . Role of Bureaucracy , Political Parties and Pressure Groups and their interaction with each other.

Organization and Administrative working of Finance Commission , Planning Commission of India and the National Development Council . Election Commission and the administration of election in India.

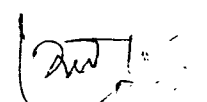
## Section –C

Organization and working of following Administrative Institution :

(1) University Grants Commission (2) U.P.S.C (3) Railway Board (4) Reserve Bank of India, (5) Central Social welfare Board.

## Books Recommended -

1. Waldo : Administrative State.
2. Field : Government in Modern Society.
3. Garbin : Systematic Politics.
4. M.G. Gupta : Modern Government.
5. Indian Journal of Public Administration, New Delhi.

  
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# Public Administration

## Part – II

### Paper – II

#### Objectives :-

To enable the students to :

1. To develop the knowledge of State Administration in India.
2. To know the concept of organization of state secretariat.
3. Develop the ability to understand the working of Boards, Companies & Directorates in Rajasthan.
4. To Understand the Organization, working & Role of RPSC.
5. Acquaint them with District Administration.

#### State Administration in India


##### Section – A

Present State of State Administration in India. General back ground of State Administration in India. State with special reference to the State of Rajasthan.

The Office of the Governor-Powers, Functions and Role in State Administration, Relationship with Council of Ministers.

The Office of the Chief Minister-Powers, Functions, Role and Importance of the Office, Relationship with Council of Ministers.

Organization of the State Secretariat; Organization and working of the Department of Home, Finance and Agriculture I Rajasthan. Chief Secretary- its Role and Significance state Administration.

  
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## Section – B

Organization and working of the following Boards Companies and Directorates in the State of Rajasthan:

- (a) Revenue Board
- (b) Rajasthan State Electricity: Companies
- (c) Directorate of Agriculture
- (d) Directorate of Education.

## Section – C


Personnel Administration : Role of the State Civil Services in Rajasthan (R.A.S, R.P.S. etc), Organization and working of the Rajasthan Public Service Commission, Training of State Civil Services, Organization and Functions of State Training Institutes in Rajasthan, Rajasthan Civil Service, Appellate Tribunal.

District Administration : Organization of District Administration District Collector : Functions and Position.

Revenue Administration at the below level, the Role of S.D.O., Tehsildar and Patwaris.

### Books Recommended :

1. S.R. Maheshwari : Indian Administration.
2. S.S. Khera : District Administration in India
3. Dr. H.C. Sharma : Bharat Mein Rajya Prashsan.
4. A.R.C. : Report on State Administration
5. सी. एम. सिंह एवं अन्य : राजस्थान में राज्य प्रशासन

  
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Economics

Paper - I

**Objectives :-**

To enable the students to :

1. To know the meaning, nature, importance of economics.
2. To make the students know the methods to analyze the variables.
3. To develop the skill to use evaluation techniques and to interpret the results.
4. To enable the students to learn the theories effecting the economy.

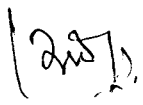
Micro Economics Theory

**Section – A**

Economics Theory: Nature and Technique. Micro and Macro Economics. State, Dynamic and Comparative Static Analysis. Positive and Normative Economics. Theory of Consumer's Behavior: Utility Analysis. Indifference Curve. Analysis. Consumer's Equilibrium, Price Substitution and Income Effects. Normal, Inferior and Giffen goods. Price Consumption Curve and Derivation of Demand Curve. Elasticity of Demand: Price, Income and Cross Elasticity of Demand Arc and Point Elasticity. Relationship between Elasticity, AR, MR, TR, Factors Affecting Price Elasticity of Demand. Substitute and Complementary Goods, Concept of Consumer's Surplus.

**Section – B**

Production Function: Law of Variable Proportions. Three Stage of Production Function. Iso-Quant and Iso-Cost, Optimum Factor Combination Law of Returns and Returns to Scale. Theory of Cost-Short run and long –run Cost Curves. Different Market Structures: Perfect Competition: Determination of Price and Output in the Short and long run. Monopoly: Determination of price and Output in the short and long run. Discriminating Monopoly, Monopolistic Competition-short and long run Equilibrium of the Firm, Excess Capacity.

  
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## Section – C

Marginal Productivity Theory of Distribution Factor Pricing under Perfect and Imperfect Competition in labour Market. Ricardian Theory of Rent. Modern Theory of Rent and Quasi-Rent. Classical Theory of Interest, liquidity preference Theory of Interest. Risk and Uncertainty Theory of Profit.

### Books and References :

1. Hal R. Varian: Intermediate Microeconomics WW Norton and Co. Fifth Edition.
2. D. Salvator: Micro Economics, Harper-Collins 1991.
3. H.L Ahuja: Advanced Economics Theory, S. Chand and Company, New Delhi.
4. Laxminarayan Nathuramka: Micro Economics, College Book House, Jaipur.
5. R.H. Leftwitch: Price System and Resource Allocation, Holt, Reinhart and Winston; 3<sup>rd</sup> Edition (Hindi English).
6. एच. एल. आहूजा: उच्चतर आर्थिक सिद्धान्त, एस. चांद एण्ड कम्पनी, नई दिल्ली।
7. लक्ष्मीनारायण नाथूरामका: व्यष्टि अर्थशास्त्र, कॉलेज बुक हाउस, जयपुर।

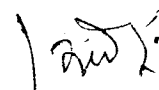
## Economics

### Objectives :-

### Paper – II

To enable the students to :

1. To understand the basic characteristics of Indian economy and natural resources.
2. To understand Indian economy & foreign trade economy & compare contract the two.
3. To analyze the five year plan of government in relation to Indian economy.

  
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## Indian Economy

### Section - A

Basic Characteristics of Indian Economy, Natural Resources: Land , Minerals, Water Forests and Power Resource. Population: Size and Growth, Labour Force, Occupational Distribution, and Population Policy, Human Resource Development Indicators (i.e, literacy, Health, Nutrition etc.).

Agriculture: Role and importance of Agriculture in the Indian Economy; Land Reforms, Irrigation and Irrigational policy, Use of Fertilizers and Fertilizer policy; Institutional Credit for Agriculture, Marketing of Agricultural Goods – Support Price and Public Distribution System.

### Section - B

Industry: Role, Strategy and Challenges, SMEs, Public and Private Sector Industries, Industrial Finance – Role of Financial Institutions and Commercial Banks; Industrial Policy – Pre and post Reform Period, Recent Industrial policy New Economic policy and Disinvestment of Public Sector Undertaking.

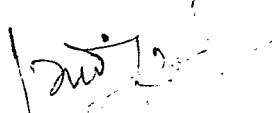
### Section – C

Planning in India: Objectives of Five Year Plans, Review of Economic Progress Under the Plans, A Comprehensive study of the Latest Five Years plan.

Problems of poverty; Unemployment, Inflation and Regional Inequalities; Rural Development Programmes and policy; Sectoral Reforms in Infrastructure after 1991.

#### Books and References :

1. Rudra Datt and K.P.M. Sundaram: Indian Economy (Hindi & English), S. Chand, New Delhi.
2. S.K. Mishra and V.K. Puri: Indian Economy, Himalaya Pulishing house, New Delhi.
3. Laxminarayan Nathuramka: Bhartiya Arthvyastha, College Book House, Jaipur.
4. Government of India: Economic Survey (Hindi & English).
5. Government of India: Five Year Plan (Latest).

  
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## Economics

### Objectives :-

### Paper – I

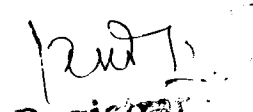
To enable the students to :

1. To understand the meaning, nature & importance of macro economics related to classical, Keynesian, new classical & new Keynesian economics.
2. To make the students understand the importance of money and theories related to it.
3. Students will be able to understand models related to income & employment.
4. To determine the law of consumption.
5. To understand the functioning & organizational setup of central bank, Commercial Bank with special reference to RBI.

### Introduction Macro Economics

### Section – A

Macroeconomics: Meaning, Subject Matter and Importance, Basic tenets of Classical, Keynesian, New-Classical and New-Keynesian economics, Macroeconomic variables, Circular flow of Income, National Income: Basic concepts, Measurement, Sectoral, Accounts, Nominal and Real Aggregates. Money: Functions, Demand and supply. Quantity Theory of Money: Transaction Approach, Cash Balance Approach, Keynes' reformulation of the Quantity Theory of Money: Inflation: Meaning and Impact, Theories of Inflation-Demand pull (Keynesian and Monetarist), Cost push, Structural Theories of Inflation.

  
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## Section – B


Income and Employment Determination: Classical Model and Keynesian Model, Consumption Function: Psychological Law of Consumption, Determinants of Consumption, Paradox of Thrift, Investment Function: Determinants of Investment, Marginal Efficiency of Capital and Marginal Efficiency of Investment, Concept of Multiplier and Accelerator.

## Section – B

Central Bank: Organizational set-up and functions of Central Bank (with special reference to RBI). Commercial bank: Functions, Modern trends of Commercial Banking. Quantitative and Qualitative credit control by RBI. Money Supply: Meaning & Definition, four measures (M1.M2.M3. and M4). Monetary Policy: Objectives, Targets and Indicators. Transmission Mechanism, Fiscal Policy: Objectives and Instruments.

### Recommended Books:

1. G.S. Gupta, Macro Economics, Theory and Application, 4<sup>th</sup> Ed, McGraw Hill, New Delhi.
2. N. Gregory Mankiw, Macroeconomics, Worth Publishers (Latest Edition).
3. Suraj B. Gupta: Monetary Economics, S. Chand and Co. Ltd.
4. Rana and Verma: Macroeconomic Analysis, Vishal Publishing.
5. L.N. Nathuramka, Prarambhik Samashti Arthshastra, Ramesh Book Publishing House, Jaipur.

  
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## Paper – II (A)

### Elements of Statistics and Mathematics

#### Objectives :-

To enable the students to :

1. To understand the equations to determine the economics factors.
2. To understand the meaning, nature & importance of statistics and enable them to understand the methods of data collection & tabulation.
3. To understand the concept theories of co-relation.

#### Section – A

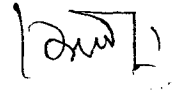
Surds, Indices, Quadratic equations, Logarithms, AP, GP, HP, Matrices and Determinants, Solution of simultaneous equations by Cramer's rule and Matrix inverse method. Differentiation: simple and Partial (involving two independent variables), Applications in Economics (Elasticity, average, marginal concepts).

#### Section – B

Statistics Definition, nature and Importance. Use and Rélevance of Statistical Methods. Census and Sample survey, Methods Data Collection and Tabulation, Diagrammatic and Graphical Representation of data, Measures of Central Tendency: Arithmetic Mean, Mode, Median. Concepts of Dispersion, Skewness and Kurtosis.



#### Section – C

Simple Correlation: Karl Pearson and Rank Correlation Coefficient. Linear Regression, Fitting of Lines of Regression by the Least Square method, Analysis of Time Series. Determination of Trend by Straight Line Trend equation. Interpolation (Binomial Expansion and Newton's method) Index Numbers.

  
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### Recommended Books:

1. G.S. Monga Mathematics and Statistics for Economics, Vikas Publishing House, New Delhi.
2. S.P. Gupta, Statistical Methods, Sultan Chand and Sons, New Delhi.
3. S.C. Gupta and V.K. Kapoor, Fundamentals of Applied Statistics, S. Chand and Sons, New Delhi.
4. A.L. Nagar and R.K. Das, Basic Statistics. Oxford University Press, Bombay.
5. B.C. Mehta and G.M.k. Madnani, Elementary Mathematics for use in Economics; Laxmi Narain Agarwal, Agra.

  
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## Paper – II (B)

### History of Economic Thought

#### Objectives :-

To enable the students to :

1. To understand the Mercantilism, Natural Order, Theory of Taxation.
2. To understand the meaning, nature & Concept of Classical School with reference and Critiques of Adam Smith.
3. To understand the concept, theories of J.S. Mill, Karl Marx,.
4. To Understand the concept of Economic Thinkers; Kautilyaya, Mahatma Gandhi etc.

#### Section – A

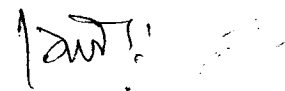
Mercantilism: Views on Trade, Money, Prices, Wages and Employment. Physiocracy: Natural Order; Primacy of Agriculture, Net product and Circulation of Wealth, Theory of taxation and Role of Government.

Classical School: Adam Smith- Views on Division of Labour, Theory of value, Capital accumulation, Distribution, International Trade, Economic Development, Critiques of Adam Smith, T.R. Malthus-Theory of Population, Theory of gluts, Davis Ricardo-Theory of Value and Distribution, Foreign trade, Economic developments and Theory of Rent.

#### Section – B

Critics of the Classical School: Sismondi, Robert Owen, Friedrich List.

J.S. Mill: Theory of value, Views on Production and Distribution. Karl Marx: Efforts at Scientific Socialism, Theory of Money, Labour Theory of Value, Theory of Capital Accumulation and Crisis, Distribution German Historical School and the development of Marginalism, Neo-Classical School: Marshall-Price Determination and Elasticity, Consumer Surplus, Cost and Economies, Rent and Profit.


  
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### Section – C

Economic ideas of Kautilya in the field of Consumption, Production, Exchange, Distribution and public Finance. Economic thought of Dadabhai Naoroji, Mahatma Gandhi, J.K. Mehta, and Deendayal Upadhyaya.

#### Recommended Books:

1. Louise Haney of Economic Thought, Surjit publication, New Delhi.
2. B.n. Ganguli, Indian Economics Thought: A 19<sup>th</sup> Century Perspective, Tata McGraw Hill, New Delhi.
3. J.A. Schumpeter, History of Economic Thought, Oxford University Press.
4. T.N. Hajela, History of Economic Thought, Ane's Student Edition, Daryaganj, New Delhi.
5. Eric Roll, History of Economic Thought, Faber and Faber (Rupa)

  
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**Sociology**

**Part – I**

**Objectives :-**

To enable the students to :

1. To know and understand the meaning, nature & scope of sociology.
2. To study sociology in relation to society, community & groups.
3. To study the concept, form & theories of social stratification, mobility, social change & social theories.

**Introduction of Sociology**

**Unit I : Understanding Sociology**

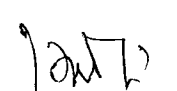
Origin of Sociology : Meaning, Nature, Subject Matter and Scope of Sociology. Sociology and other Social Sciences, Scientific and Humanistic Perspectives.

**Unit II : Basic Concepts in Sociology.**

Society, Community, Social Group, Institution, Social Structure, Social System, Status and Role, Social Action, Culture, Norms and Values, Associative and Dissociative Social Processes.

**Unit III : Dynamics in Sociology.**

Social Stratification : Concept, Forms and Theories (Functional and Marxist), Social Mobility: Concept and Forms, Social Control: Concept and Forms, Social Change: Concept, Forms (Linear and Cyclical), Socialization: Concept, Stages and Theories (Sigmund Freud, G.H. Mead and C.H. Cooley)

  
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### Books References :

1. Beteille Andre, 2002: Sociology: Essay on Approach and Method, New Delhi: OUP.
2. Rawat H.K. 2007: Sociology: Basic Concepts, Rawat Publication, Jaipur
3. Schasfe, Richard T. and Robert P. Lamm. 1999: Sociology, New Delhi: Tata-McGraw Hill.
4. Harlambos, M. 1998: Sociology: Themes and Perspectives. New Delhi: Oxford.
5. Singh J.P. 2008: Sociology: Concepts and Theories, Prentice-Hall of India Pvt. Ltd.

### Books References : (In Hindi)

1. सिंधी, नरेन्द्र कुमार एवं गोसवामीए वसुधाकर, 2007, समाजशास्त्र विवेचनए जयपुर।
2. आहुजा, राम एवं आहुजा, मुकेश, 2008, समाजशास्त्र विवेचन एवं परिपेक्ष्य, जयपुर।

### **Paper – I**

### **Sociology**

#### **Part – II**

#### **Objectives :-**


To enable the students to :

1. To enable the students to have understanding of Indian society & basic institutions of India society.
2. To know about the challenges & problems before India society.

### **Society of India**

#### **Unit I : Sociological Understanding of Indian Society**

Textual and Field-View Traditions: G.S. Ghurye and M.N. Srinivas, Civilization and the Marxian Tradition: N.K. Bose and D.P. Mikarji.

  
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## **Unit II : Basic Institutions of Indian Society:**

Family, Marriage and Kinship: Meaning and Forms Issues: Continuity and Change,  
Caste and Class: Meaning and Forms Issues: Continuity and Change.

## **Unit III : Dynamics in Sociology.**

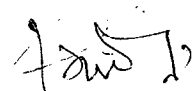
Casteism, Communalism, Regionalism, Corruption, Crime Against Women and  
Children,, Drug Abuse, Problems of Ageing.

### **Books References :**

1. Ahuja, Ram, 1993: Indian Social System, Jaipur: Rawat Publiocations.
2. Ahuja, Ram, 2014: Social Problems in India, Jaipur: Rawat Publiocations.
3. Boss N.K. 1975: Structure of Hindu Society, New Delhi.
4. Sharma K.L. ,2007, Indian Social Structure and Change, Jaipur: Rawat Publications.
5. Dube, S.C. 1990: Society in India, New Delhi: National Book Trust.

### **Books References : (In Hindi)**

1. शर्मा के. एल., 2006, भारतीय सामाजिक संरचना एवं परिवर्तनए जयपुर रावत पब्लिकेशन।
2. आहूजा, राम, 2009, भारतीय सामाजिक व्यवस्था, जयपुर: रावत पब्लिकेशन।
3. पटेल, तुलसी, 2011, भारत में परिवार: संरचना एवं व्यवहार, जयपुर: रावत पब्लिकेशन।

  
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## Paper – II

### Sociology

#### Part - I

#### Objectives :-

To enable the students to :

1. To understand the scientific study of social phenomena with reference to objectivity & subjectivity in social science.
2. To have knowledge about different type of researches.
3. To develop the ability to understand different research methods & techniques.
4. To have knowledge about classification & presentation of data.

#### Social Research Methods

##### Unit – I : Scientific Study of Social Phenomena.

The Scientific method, Steps in Social Research, Objectivity and subjectivity in social science.

Hypothesis; Sources & Types

Types of Research: Basis and Applied; Historical and Empirical

Descriptive, Exploratory, Explanatory, Experimental

##### Unit – II : Research Methods and Techniques:

Quantitative and Qualitative methods

Qualitative techniques: Observation: Survey, Questionnaire, Schedule and Interview Guide

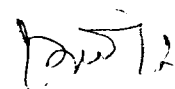
##### Unit – III : Classification and presentation of data:

Sources of data: Primary and Secondary.

Tables, Graphs, Histograms, Measures of central tendency

##### Reference :

1. Bajaj and Gupta, 1972 Elements of Statistics. New Delhi: R. Chand and Co.
2. Beteille, A and T.N. Madan. 1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House.

  
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3. Rinivs, M.N. and A.M. Shah. 1979. Fieldworker and the Field. Delhi: Oxford.

## Sociology

### Part – II

#### Objectives :-

To enable the students to :

1. To understand the nature, scope and importance of rural sociology and its social structure in rural India.
2. To acquaint the students with its rural transformation in India.

### Rural Sociology

#### Unit – I : Introduction to Rural Sociology.

Nature, Scope and subject matter of Sociology, Importance of the study of Rural Society.

Basic concepts: Peasant Society, Agrarian Society, Parochilization, Universalization, Little and great tradition, Rural-Urban Continuum.

#### Unit – II : Social Structure of Rural India:

Family, Caste, Kinship, Religion

Power relation and rural policy

Caste Panchayats

#### Unit – III : Rural Transformation in India:

Panchayati Raj, 73<sup>rd</sup> Ammendment, Community Development Programme, Green Revolution and its Impact.

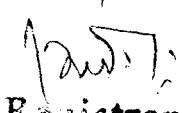
Clobalization & its impact on agriculture

#### Reference :

1. A.R. Desai 1956 Rural Sociology India, Popular Prakashan, Bombay.
2. Rao M.S. A> 1974 Urban sociology in India, Orient Longman, New Delhi.
3. Alferd D' souza 1978 The Indian City; Poverty, Ecology and Urban Development, Manohar, New Delhi.

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Philosophy

  
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(Total Teaching Hrs.: 90)

# Philosophy

## Unit A:

Teaching Hrs.: 32

Topics	Division of Teaching Hrs.
1. Nature of Indian philosophy : plurality as well as common concern.	5
2. Basic concepts of the Vedic and the Upanisadic world-view : Rta (the cosmic order); the divine and the human realms; the centrality of the institution of yajna (sacrifice); Rta (duty/obligation).	5
3. Carvaka school : its epistemology, metaphysics and ethics.	5
4. Jainism : Concepts of sat, dravya, guna, paryaya, jiva, ajiva; anekantavada, syadvada and nayavada; pramanas; ahimsa; bondage and liberation.	8
5. Buddhism; theory of pramanas; Theory of dependent origination; the Four Noble Truths; doctrine of momentariness; theory of No-Soul; The interpretation of these theories in schools of Buddhism : Vaibhasika, Sautrantika, Yogacara, Madhyamika.	9

## Unit B:

Teaching Hrs.: 35

1. Nyaya : theory of pramanas; the individual self and its liberation; the idea of God and proofs for his existence.	10
2. Vaishesika : padarthas : dravya, guna, karma, samanya, satya, vya, visesa, abhaya; causation; asatkaryavada; karana; samavayi; asamavayi; nimitta; paramanuvada; adista; nihsreyas.	8
3. Sankhya : causation; satkaryavada; prakriti : its constituents, 10 nature, evolutes and arguments for its existence; purusa : nature arguments for its existence; plurality of purusas; relationship between prakriti and purusa; kaivalya; atheism.	10
4. Yoga : citta and citta-vrtti; eightfold path, God.	7

## Unit C:

Teaching Hrs.: 23

1. Purva Mimamsa : Theory of Knowledge theory of self.	6
2. Advaita : nirguna Brahman; adhyasa; of levels vivartavada; maya; three grades of satta; jiiva; jivan mukti.	9
3. Visistadvaita : saguna Brahman; refutation of maya; parinama-vada; aprihaksiddhi; jiiva; bhakti and prapatti; rejection of jivanmukti.	8

## Suggested Readings :

M. Hiriyana

Outlines of Indian Philosophy (Hindi translation available)

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- C.D. Sharma : A Critical Survey of Indian Philosophy (Hindi translation available)
- S.N. Dasgupta : A History of Indian Philosophy, Vols. I to V (Hindi translation available) Hindi Granth Academy, Jaipur
- S. Radhakrishnan : Indian Philosophy, Vols. I & II (Hindi translation available, Rajkamal, Delhi)
- R.D. Ranade : A Constructive Survey of Upanisadic Philosophy (Hindi translation available, Hindi Granth Academy, Jaipur)
- Datta & Chatterjee : Introduction to Indian Philosophy (Hindi translation available)
- R. Pulligandla : Fundamentals of Indian Philosophy
- Daya Krishna : Indian Philosophy : A New Approach, Indian Book Centre, Delhi
- संगम लाल पाण्डे : भारतीय दर्शन का सर्वेक्षण, सेन्ट्रल पब्लिशिंग हाउस, इलाहाबाद
- दयाकृष्ण : भारतीय दर्शन, रायत पब्लिकेशन, जयपुर

**Paper II : History of Western Philosophy**  
(Total Teaching Hrs.: 90)

**Unit A:**

Teaching Hrs.: 25

Topics	Divisions of Teaching
1. Introduction : Early Greek Philosophy - Sophists & Socrates.	9
2. Plato : theory of knowledge, knowledge (episteme) and opinion (doxa); theory of Forms; soul; Idea of the Good.	8
3. Aristotle : critique of Plato's theory of Forms; theory of causation; form and matter; potentiality and actuality; soul; God.	8

**Unit B:**

Teaching Hrs.: 30

1. St. Thomas Aquinas : faith and reason; essence and existence; proofs for the existence of God. 6
2. Descartes : method and the need for method in philosophy; method of doubt; cogito ergo sum, types of ideas; mind and matter; mind-body interactionism; God : nature and proofs

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- for His existence. 9
3. Spinoza : substance, attributes and modes; the concept of 'God or Nature', pantheism, mind-body problem. 7
4. Leibniz : monadology; doctrine of pre-established harmony; truths of reason and truths of fact; innateness of all ideas; principles of non-contradiction, sufficient reason and identity of the indiscernibles; God nature and proofs for His existence. 8

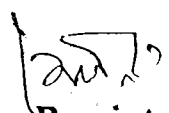
### Unit C:

Teaching Hrs.: 35

1. Locke : ideas and their classification; refutation of innate ideas; knowledge and its kinds; substance; qualities; primary and secondary. 8
2. Berkeley : rejection of abstract ideas; rejection of the distinction between primary and secondary qualities; immaterialism; *esse est percipi*; the problem of solipsism. Subjective idealism 8
3. Hume : impressions and ideas; judgments concerning relations of ideas and judgements concerning matters of fact; causality; external world, self and personal identity; rejection of metaphysics; scepticism. 8
4. Kant : conception of critical philosophy; classification of judgements; analytic, synthetic, a priori, a posteriori; possibility of synthetic a priori judgements; the forms of sensibility; categories of the understanding; the metaphysical and the transcendental deduction of categories, schematism of the categories; phenomena and noumena. 11

### Suggested Readings :

- W.T. Stace : A Critical History of Greek Philosophy
- J.S. Srivastava : 1. ग्रीक दर्शन का वैज्ञानिक इतिहास, किताब महल, इलाहबाद  
2. मध्ययुगीन दर्शन का इतिहास, किताब महल, इलाहबाद  
3. आधुनिक दर्शन का इतिहास, किताब महल, इलाहबाद
- याकूब मसीह : पाश्चात्य दर्शन का समीक्षात्मक अध्ययन, मोतीलाल बनारसीदास, दिल्ली। (English Translation available)
- दयाकृष्ण : पाश्चात्य दर्शन का इतिहास (संकलन), हिन्दी ग्रन्थ अकादमी, जयपुर
- F. Thilly : History of Western Philosophy.

  
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B.A. – B.Ed. – 05, 06, 07  
Psychology

*Psychology*

For clarification the question paper is tabulated as below:-

ARTS			
Section	No. of Questions	Marks	Total
A	10	15	15
B	2 (Out of 7)	03	15
C	1 (with internal choice)	15	45
Total Marks			75

SCIENCE			
Section	No. of Questions	Marks	Total
A	10	08	10
B	5 (Out of 7)	02	10
C	1 (with internal choice)	10	30
Total Marks			50

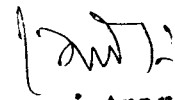
1. Use of simple calculator will be allowed for statistical portions of all papers.

**Paper-I**

**Basic Psychological Processes**

**Section-A**

1. Introduction: Definition and Goals of Psychology; History- Structuralism, Functionalism, Behaviourism; Gestalt and Psychoanalysis; Modern Perspectives- Biological, Psychodynamic, Behavioural, Cognitive, Humanistic, Evolutionary and Socio-cultural; Methods- Observation, Case Study, Surveys and Experimental.
2. Biological Basis of Behaviour: The Nervous System-Structure and Functions of Neuron. Structure and Functions of Central Nervous System and Peripheral Nervous System
3. Sensation and Perception: Sensation- Meaning, Sensory Receptors, Sensory Thresholds, Habituation and Sensory Adaptation. Perception- Meaning, Constancies- Size, Shape and Brightness, Gestalt Principles, Factors Influencing Perception.

  
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#### Section-B

4. Learning: Theories - Classical Conditioning, Operant Conditioning, Cognitive Learning, Observational Learning.
5. Memory: Encoding, Storage and Retrieval Processes, Models- Level of Processing, Distributed Processing and Information Processing- Sensory, Short Term Memory, Long Term Memory, Forgetting- Nature and Causes.
6. Emotion and Emotion: Motivation - Meaning and Approaches- Instinct, Drive, Arousal, Incentive and Humanistic, Emotion- Elements: Physiology, Cognition and Subjective Experience, Theories- Cannon-Bard, James-Lange, Schachter-Singer, Opponent Process.

#### Section-C

7. Cognition: Thinking- Mental Imagery and Concepts, Problem Solving- Trial and Error, Algorithms, Heuristics, Insight, Barriers to Problem Solving.
8. Intelligence: Definition and Theories- Spearman, Guilford, Cattell, Sternberg, Gardner, Meaning of IQ, Intelligence Tests.
9. Personality: Definition, Type Theories and Trait Theories - Allport, Cattell, McCrae and Costa, Personality Assessment- Self-report Inventories, Projective Tests and Behavioural Assessments.

#### Books Recommended:

- Baron, R.A. (2003). Psychology. Allyn and Bacon, New Delhi Prentice Hall India.
- Gerrig, R.J. and Zimbardo, P.G. (2005). Psychology and Life. New Delhi. Pearson Education.
- Ciccarelli, S.K. and Meyer, G.E. (2006). Psychology. New Delhi, Pearson Education.
- सिंह. अरुणकुमार (2002). आधुनिक सामान्य मनोविज्ञान. नई दिल्ली, मोतीलाल बनारसीदास।

  
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Section-A

1. ~~Meaning, Nature, Scope and Goals of Social Psychology. Methods of~~  
~~Experimental and Non-Experimental Methods.~~

~~Person and Person Perception: Social Perception- Meaning and Nature;~~  
~~Defense, Perceptual Accentuation and Subliminal Perception. Person~~  
~~Meaning and Nature, Role of Non-verbal Cues; Perceivers'~~  
~~Characteristics and Role of Ongoing Interaction.~~

~~Attitudes: Nature, Functions, Formation, Change and Measurement.~~

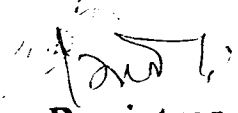
Section-B

~~Prejudice and Discrimination: Nature and Origin, Reduction of Prejudice and~~  
~~Discrimination.~~

5. Interpersonal Attraction: Proximity and Affective basis, Acquaintance and Need to Affiliate; Effects of Observable Characteristics, Similarity and Mutual liking.
6. Leadership : Definition and Functions; Types of Leadership. Trait, Situational and Contingency Approaches;

Section-C

7. Communication: Meaning, Nature and Types : Verbal and Non-verbal; Barriers in Communication.
8. Pro-Social Behaviour: Personal, Situational and Socio-Cultural Determinants. Explaining Pro-Social Behaviour: Empathy, Altruism Hypothesis, Negative-State Relief Model, Empathic-Joy Hypothesis and Genetic-Determinism Model.
9. Aggression and Social Problems: Aggression- Theories, Determinants, Prevention and Control; Social Problems -Meaning and Nature; Types of Social Problems - Poverty, Deprivation, Population Explosion, Economic Development, Solutions to Social Problems.

  
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Books Recommended

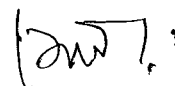
- Allport, Gordon W. (1954) Social Psychology, New Delhi, Prentice Hall.
- Asch, Solomon E. (1952) Social Psychology, New York; McGraw Hill
- अलपोर्ट, गॉर्डन (1954) समाज मनोविज्ञान की रूपरेखा, सीतीलॉन प्रेन्सिडस,

Branch Work Learning

1. Measurement of Intelligence (Performance Test)
2. Experiment of Memory (Meaningful and Non-sense Syllables through Memory Drum)
3. Experiment on Figure Ground Reversal
4. Measurement of Emotions by Facial Expression
5. Measurement of Attitude
6. Measurement of Leadership
7. Measurement of Aggression
8. Measurement of Altruism
9. Assessment of Social Support

B.A. – B.Ed. 05, 06, 07

Drawing & Painting

  
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## DRAWING & PAINTING

### SCHEME :

Theory Paper I	Duration	Mark	Min. Pass Marks
Fundamentals of Arts	3 hrs.	90	32 <sup>1/2</sup>
Practical Paper II			
Part A- Study from object	3 hrs.	45	32 <sup>1/2</sup>
Part B- Creative Design	3 hrs.	45	
Submission of Works		20	07
<b>Total</b>		<b>200</b>	<b>72</b>

### Paper I : Fundamental of Art

Note : The paper consist of two parts :-

Part - I: Carries 10 marks and consist of 15 short type questions of 2 marks each.

Part - II: Carries 60 marks divided into three sections 4 questions of 15 marks each with internal choice. Candidates are required to attempt four questions selecting one question from each section. Each answer should be limited in 700-800 words.

#### Section - A

Meaning and Definition of Art, Importance of Art, Visual and Performing Arts (Painting, Sculpture, Music, Dance and Drama), Various Art Styles - Tribal and Folk Art, Child Art, Classical and Modern Art.

Creative Process - Observation, Perception, Imagination and Creative Expression.

#### Section - B

Elements of Painting - Line, Form, Colour, Tone, Texture, Space.

Principles of Composition - Unity, Harmony, Balance, Rhythm, Dominance, Proportion, Perspective, Drawing and Rendering.

#### Section - C

Art Techniques and Materials - Fresco - Bono and Secco, Wash and Wash, Graphic Art - Lino, Wood Cut, Etching, Colograph, Lithograph etc., Colour Media and Technique - Oil, Water, Acrylic, Tempera, Pastel.

#### Books Recommended :

1. Survey of Indian Sculpture by S.K. Saraswall.
2. Bhartiya Murtikala by Raj Krishna Das.
3. Bhartiya Murtikala by Rama Nath Mishra.
4. Kala Ke Pran Buddha by Jagdeesh Gupta.
5. Studies in Indian Art by V.S. Agarwal.
6. Saga of Indian Sculpture by K.M. Munshi.
7. Roop Prad. Kala Ke Mooladhar by Shri Kumar Sharma, R.A. Agrawal.
8. Fundamentals of Design by Donald M. Enderson.
9. Visual Dialogue by Nathan Knobler.
10. Learning with Colour by the meaning and magic of art.
11. Basic Design by the Dynamics of Visual Form Haurdee de Samanary.

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**Paper - II Practical  
Part-A**

Medium water colour      Study from Objects      size ¼ Imp.      3 hrs. duration

A group of objects (not more than four) should be arranged against drapery background with a flat foreground. The objects should include common articles of daily use with fruits and vegetable etc.

**Part-B  
Creative design**

Medium any medium      size ¼ Imp.      3 hrs. duration

Two dimensional design should be made giving stress on stylisation, colour scheme and texture etc.

Practical paper shall have two sessions of three hours each excluding break of one hour.

Submission of practical work Max. Marks 20 Min. Pass Marks 7

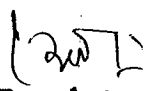
- (a) 3 plates of pencil shading and 3 plates of study from objects with water colour.
- (b) 2 plates of creative design.
- (c) A sketch book of not less than 50 sketches.

Note: Submission of work will be submitted to the Head of the Department of Drawing and Painting of the College fifteen days before the commencement of examination. The marks in the submission will be awarded by the subject teacher (internal). However, the external examiner shall be empowered to review the work of the submission in case there is a drastic difference between the marks of the examination and submission.

Submission work will be retained till the declaration of the result and returned to the Candidate by the Department thereafter. If no claim is made within two months of the declaration of the result, the submission will be destroyed.

Note:

- (a) Candidate should pass in theory as well as in practical paper separately.
- (b) There should be minimum 10 hours for the regular study including two hours for sketching.
- (c) Minimum three demonstrations should be arranged by the subject expert during the session for each practical paper.
- (d) The Department should also arrange for an Educational tour to Ancient Art centres like Ajanta, Ellora, Elephanta, Khajuraho, Mahabalipuram etc. once a year.
- (e) Practical examination will be conducted at the centres and the practical work will be examined like the practical paper of Music or Home Science which means that an external examiner will examine the answer books in consultation with an internal examiner who is the subject teacher of the Department of Drawing and Painting. University may centralize the practical examinations at few well equipped Departments to hold examination economically.

  
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## Geography

### SYLLABUS

#### Paper I: Physical Geography

##### Section A

Definition, scope and development of physical geography, geological history of the Earth, zoning of Earth's interior, origin of continents and oceans, continental drift theory and plate tectonics, concept of isostasy, views of Airy, Pratt, Joly and Holmes, Earth movements: epeirogenic and orogenic, mountain building theories: Kober, Jeffreys, Daly, Joly and Holmes and plate tectonics, denudation, cycle of erosion, views of W.M. Davis and W. Penck, erosional and depositional topographies: river, under groundwater, glacier, wind and coastal waves.

##### Section B

Composition and structure of the atmosphere, insolation, air temperature, air pressure, pressure belts and planetary winds, monsoon and local winds, humidity, classification of clouds and precipitation, air masses, fronts and cyclones: tropical and temperate, classification of the world climates: Koppen and Thornthwaite, general climatic classification.

##### Section C

Surface configuration of oceans bottom: Pacific, Atlantic and Indian oceans, ocean deposits, horizontal and vertical temperature of oceans, oceanic salinity, tides, oceanic waves and currents, coral reefs and their origin: views of Darwin and Dana, W.M. Davis, Murray, classification of marine resources, biosphere and its components, ecosystems, plant community and animal kingdom, biomes: equatorial rainforest, monsoon, savanna and temperate grasslands.

##### Recommended Readings:

- चौहान, वी.एस. व. गोतम, ए. 2005, भौतिक भूगोल (जीग्रनण्डल सहित)। रस्तोगी पब्लिकेशन्स, मेरठ।  
दयाल, पी. 2012, भौतिक भूगोल। राजेश पब्लिकेशन्स, नई दिल्ली।  
गौतम, अल्का, 2012 : भौतिक भूगोल। रस्तोगी पब्लिकेशन, मेरठ।  
Husain, M. 2001, Fundamentals of Physical Geography. Rawat Publication, Jaipur  
Hess, D. 2012: Physical Geography : A Landscape Appreciation. PHI Learning Private Limited, New Delhi, McKnight's Tenth Edition.  
Khullar, D.R. 2012: Physical Geography. Kalyani Publishers, New Delhi  
सिंह, सविन्द्र, 2005 : भू-आकृति विज्ञान। तरा पब्लिकेशन, वाराणसी।  
सिंह, सविन्द्र, 2011: भौतिक भूगोल का स्वरूप। प्रयाग पुस्तक भवन, इलाहाबाद।  
शर्मा, एच.एस. शर्मा, एन. एल. एण्ड मिश्रा, जय.एन. 2008: भौतिक भूगोल। पंचशील प्रकाशन जयपुर।  
Sharma, R.C. and Vatal M. 1999: Oceanography for Geographers. Chaitanya Publishing House, Allahabad.  
Strahler, A.M. and Strahler, A.H. 1939: Elements of Physical Geography. John Wiley & Sons, New York.  
Tikkha, R.N. 1999: Physical Geography. Kedar Nath Ram Nath & C., Meerut.

## Section A: Geography of Rajasthan

### Section A

Physical aspects: topography, relief, climate, drought, drainage, natural vegetation. Environmental issues: desertification, soils, soil erosion and conservation, water resources and conservation of water resources.

### Section B

Mineral resources, distribution and production; Power and energy resources: distribution and production (hydro, solar, wind, coal, petroleum, solar energy and bio-energy); irrigation: canal, tank, well, crop-wise; irrigation, quality of irrigation water problems, study of Indira Gandhi canal project, Chambal valley project; Agriculture: physical and socio-economic aspects; agriculture development: problems of agriculture development; general land use, live-stock and forestry resources, minerals.

Industry: textile, sugar, cement, marble and granite, fertilizer, zinc and copper smelting. Tourism & trade: development of tourism, desert development programme, tribal areas development programme, Aravalli hill development programme.

### Section C

Cultural and development aspects: population-number, growth, distribution and density, rural and urban, male and female population, literacy status, occupational structure, schedule caste and schedule tribes, population problems, study of bhar, meena and garasia.

Settlement pattern: types of settlements, building materials and house types in Rajasthan. With examples, factors affecting settlement.

### Recommended Readings:

- Bhalla, L.R. 1996-97: Geography of Rajasthan. Kuldeep Publications, Jaipur.  
Gujar, R.K. 1992: Geography of Indira Gandhi Canal. Rajasthan Hindi Granth Academy.  
Lodha, R. & Maheshwari, D. 2001: Geography of Rajasthan. Shalithya Bhawan Publication, Hospital Road, Agra.  
Mishra, V.C. 1967: Geography of Rajasthan. National book trust of India, New Delhi.  
नाथुरामका, एल.एन., 2012-13: राजस्थान की अर्थव्यवस्था। कॉलेज बुक हाउस, जयपुर।  
साईवाल, स्नेह 2012: राजस्थान का भूगोल। कॉलेज बुक हाउस, जयपुर।  
Sing, R.L. 1971 (ed.): India A Regional Geography NGSI, Varanasi.  
Altar Singh. 1992: Flood Prone Areas of India. Aviskar Publishers Jaipur.  
Sharma H.S. and M.L. Sharma 2014: Geography of Rajasthan. Panchcil Puplicher, Jaipur.  
तक्सेना, एच.एम., 2012: राजस्थान का भूगोल। राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

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## Practicals

## Examination

Min. Pass Mark:

Max. Marks: 50

	Bifurcation of Marks	Time
Written	24	3 hrs.
Field Sketching	10+04	2 1/2 hrs.
Record and Report	08+04	

Students are required to write answers in white paper selecting at least two questions from each section. Students are required to attempt 3 questions selecting 1 question from each section. All questions carry equal marks. Each practical batch of 30 students will have a duration of 1 hour per week for practicals.

## SYLLABUS

## Section A

Types and uses of scale: simple, comparative, diagonal, graphic, bar graph, combined line and bar graph, hythergraph and climograph, water budget graph, wind rose, weather maps, weather symbols, representation of atmospheric features, interpretation of daily weather maps (July and January), weather instruments.

## Section B

Methods of showing different relief features: hachures, hill shading, bench mark, spot heights, form lines, contours and drawing of cross sections (conical hill and plateau, types of slopes, valleys, ridge and saddle, gorge, waterfall and rapids, escarpment, lake, spur, col, meanders and cliff)

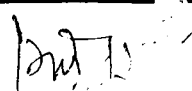
Profiles: serial, superimposed, projected and composite.

## Section C

Surveying: meaning, classification and significance.  
Chain and tape surveying: open and closed traverse.

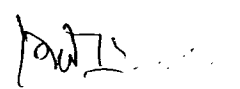
## Recommended Readings:

- चौहान, पी.आर. 2008: प्रयोगात्मक भूगोल। वसुधरा प्रकाशन, मोरखपुर।  
Singh, L.R. 2006: Practical Geography. Prayag Pustak Publisher, Allahabad U.P.  
Monkhouse, F. J. and Wilkinson, F.J. 1985: Maps and Diagrams. Methuen, London.  
Singh, R.L. and Singh Rana P.B. 1991: Elements of Practical Geography. Kalyani Publishers, New Delhi.  
Sarkar, A. K. 1997: Practical Geography: A Systematic Approach. Orient Longman, Kolkata.  
शर्मा, जे.पी. 2011: प्रयोगात्मक भूगोल की रूपरेखा। रस्तोगी पब्लिकेशन, मेरठ।  
Venkatrameiah, C. 1997: A Text Book of Surveying. University Press, Hyderabad.

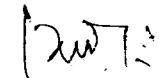
  
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B.A. PART I	
FAMILY RESOURCE MANAGEMENT (THEORY PAPER II)	
Maximum Marks: 50	
Minimum Marks: 18	
Teaching workload: 3 hrs/week	
Total teaching workload: 72 hrs/year	
Objectives:	
1. To understand the meaning of resources management concepts related to management. 2. To apply managerial process to management of time, energy and money. 3. To understand saving, investment and credit pattern of family. 4. To increase awareness about consumer problems, rights, responsibilities & protection laws	
Contents:	
UNIT-I	Hours
Housing	
1. Function & family need of housing	1
2. Principles of house planning: aspect, prospect, grouping of room, roominess, privacy, orientation, circulation, flexibility, spaciousness, aesthetics economy, ventilation services	5
3. Site selection:	3
• Vegetation:	
i. size	
ii. soil types drainage	
iii. contour (slope)	
iv. orientation	
4. Elements and principles of arts and design as related to interior decoration with specific reference to color and light	6
5. Floor decoration with use of elementary art	2
6. Table setting & etiquettes	1
UNIT-II	
Interior designing	
7. Room arrangement and decoration: arrangement of furniture, furnishings and accessories in various rooms	5
8. Kitchen planning, importance of counters, storage, principles, working heights	5
9. Selection and care of household equipment (without reference to any specific equipment)	2
10. Household waste & its management by JR.	3
11. Flower decoration	4
• Basic equipments	
• Vases and containers	
• Preparing plant material	
• Shaping an arrangement	
12. Furniture	3
• Types of furniture	
• Selection-use & care	

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• Arrangement of furniture in various rooms	
<b>UNIT-III</b>	
<b>Resource Management</b>	
13. Meaning, definition and importance of home management	2
14. Process of management:	4
• planning	
• Organization	
• Implementation	
• controlling and evaluation	
15. Introduction to motivational factor (meaning and types)	4
• Values	
• Goals	
• Standards	
• Decision Making	
• Resources	4
16. Time management:	
• Tools in time management	
i. Time cost	
ii. Time norms	
iii. Peak loads	
iv. Work curve and rest periods	
• Process of managing time	
17. Energy Management:	6
• Process of energy management	
• Fatigue	
• Body mechanics	
• Work simplification - Muncie's 4 classes of changes	
• Ergonomics: meaning, importance & its components	
18. Money Management	6
• Family Income: sources & type	
• Budget: Definition & Process of budget making	
• Saving, investment and raising housing loan:	
i. Definition & Objectives	
ii. Channels: bank, insurance, post office	
19. Consumer problems, rights & responsibilities	2
20. Seeking redressal to consumer problems with special reference to consumer courts	4
NOTE: Seminar presentations on selected topics from unit I and unit II	
<b>References:</b>	
1. Agarwal S (2009). <i>Grat Prabhudh Manual</i> . Shivam book house, Jaipur.	
2. Bluff Verla Leone (1967). <i>Colour and Design, A Basic Text</i> (Vol. I & II). Digest submitted in requirement for the degree of education in Teacher college Columbia university	
3. Bryan Lawson (1980). <i>How Designer Think</i> . Architectural press Ltd.	
4. David H. Bangs Jr. <i>The market planning guide</i> . Gougeon Publishing. 3 <sup>rd</sup> Ed	
5. Don Weters (1974). <i>Who buys- A Study of the Consumer</i> .	
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14. Kala MG (1998). Management and human resources.
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16. Leland, J. Gordon, Stewart, M. Lee (1974). Economics and consumer. S' Van Nostrand Co. New York. 7<sup>th</sup> Ed.
17. Mullick, Premjati (2000). Textbook of Home Science. Kalyani Publishers, New Delhi.
18. Nickell P and Dosery JR (1970). Management in family living. Wiley Eastern Ltd. New Delhi.
19. Patani M (2010). Home Management. Star publication, Agra.
20. Sethi M and Seetharaman P (1994). Consumerism: A growing concept. Phoenix Publishing House, New Delhi.
21. Sherlekar SA (1990). Trade Practices & consumerism. Himalaya Publishing House, Mumbai.
22. Steidle RE & Bratton EC (1968). Work in the Home. John Wiley and Sons. New York, London.
23. Thomson GH (1970). Home with Character. Massachusetts: C. Heath & Co. Lexington. III rd Ed.
24. Varghese MA, Ogla M, Srinivasan K (1985). Home Management. Wiley Eastern Publishers, New Delhi.

#### FAMILY RESOURCE MANAGEMENT (PRACTICAL D)

Maximum marks: 50

Minimum marks: 18

Teaching workload: 2 practical/ week (2 hours/ practical)

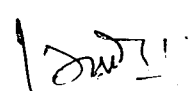
Total teaching workload: 24 practical/ batch

#### Objectives:

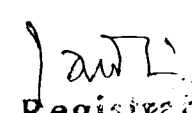
1. To help students understand various banking procedures.
2. To help students understand house planning and interior decoration.

Contents:

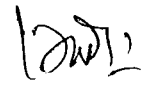
Hours

  
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1. Project work on money management:	4
• How to open various accounts in the bank.	
• Filling up of slips/forms of bank and post office.	
i. Application for draft	
ii. Cheques	
iii. Withdrawal slip	
iv. Money order form	
v. Application for housing loan	
2. Floor decoration: Alpana, Rangoli & Mandana	2
3. Flower arrangement: fresh and dry arrangements	2
4. Table setting	1
5. Best out of waste (one article)	1
6. Cleaning of wood, stone, tiles, metal & glass	1
7. House plans:	6
• For various income groups (LIG, MIG, HIG)	
i. Drawing of architectural symbols of house plan	
ii. Architectural symbols of electricity plan	
iii. Furniture symbols	
• Rooms (making any one paper model)	3
i. Drawing Room	
ii. Dining cum living room	
iii. Children study room	
iv. Bed room	
v. Pooja Room	
• Kitchen planning (making any one paper model)	
i. Oba wall	
ii. Two wall	
iii. L shape	
iv. U shape	
<b>Examination scheme:</b>	
<b>Total Marks: 50 marks</b>	
1. Major: house plan/paper plan of rooms/paper plan of kitchen: 20 marks	
2. Minor - I: Table setting/flower arrangement: 10 marks	
Minor - II: Floor decoration/cleaning/filling of forms: 10 marks	
3. Internal - 10 marks	
<b>FOODS &amp; NUTRITION (THEORY PAPER II)</b>	
<b>Maximum Marks: 50</b>	
<b>Minimum marks: 18</b>	
<b>Teaching workload: 3 hrs/week</b>	
<b>Total teaching workload: 72 hours/week</b>	
<b>Objectives:-</b>	
1. To give knowledge about basics of nutrition, nutrients and metabolism.	
2. To give knowledge about meal planning for families and individuals.	
3. To give knowledge about Normal & Therapeutic nutrition.	
4. To give knowledge about Nutritional problems of public importance.	

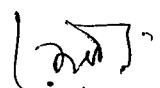

  
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Contents	Hours
<b>Unit I</b>	
1. Definition of Food and Nutrition, 5 basic Food groups, Balanced diet	
2. Functions of food : <ul style="list-style-type: none"> <li>• Physiological – Hunger, Appetite, Satiety.</li> <li>• Psychological</li> <li>• Social, Economic, Cultural.</li> </ul>	1
3. Functions, sources, Effect of deficiency, Daily allowances of : <ul style="list-style-type: none"> <li>• Macro Nutrients <ul style="list-style-type: none"> <li>i. Carbohydrates</li> <li>ii. Proteins</li> <li>iii. Fats</li> </ul> </li> <li>• Micro Nutrients <ul style="list-style-type: none"> <li>i. Minerals – Calcium, Iron, Iodine, Fluorine</li> <li>ii. Vitamins <ul style="list-style-type: none"> <li>Water Soluble – B complex vitamins, Vitamin C</li> <li>Fat soluble – A, D, E &amp; K</li> </ul> </li> </ul> </li> <li>• Water Balance</li> <li>• Energy Metabolism <ul style="list-style-type: none"> <li>i. Unit of measurement of energy, definition of calorie, Kilocalorie.</li> <li>ii. Gross &amp; Physiological fuel value of food.</li> <li>iii. BMR and factors affecting BMR/ Energy requirement (RDA) and factors affecting energy requirement.</li> </ul> </li> </ul>	6
	12
	1
	4
<b>Unit II</b>	
4. Meal Planning <ul style="list-style-type: none"> <li>• Advantages &amp; importance of meal planning.</li> <li>• Goals of meal planning <ul style="list-style-type: none"> <li>i. Food budget factors affecting food budget; budgets for low/moderate &amp; liberal incomes</li> <li>ii. Matching meals to time &amp; energy</li> <li>iii. Other factors – taste, aroma, flavour, texture, temperature, traditions, likes &amp; dislikes.</li> </ul> </li> <li>• Factors affecting meal planning.</li> <li>• Factors affecting food intake.</li> </ul>	8
5. Normal Nutrition – Nutritional requirements, physiological demands, problems, dietary guidelines for : <ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• Lactation</li> <li>• Infancy (with special emphasis on breastfeeding &amp; complementary feeding)</li> <li>• Preschool child</li> <li>• School going child</li> <li>• Adolescent</li> <li>• Adult</li> <li>• Elderly person</li> </ul>	16

  
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Unit III	
6. Therapeutic Nutrition	13
<ul style="list-style-type: none"> <li>• Modification of normal diet to therapeutic diet</li> <li>• Dietary management of the following:               <ol style="list-style-type: none"> <li>i. Obesity</li> <li>ii. Under weight</li> <li>iii. Diseases of the gastrointestinal tract – Diarrhoea, Constipation, dyspepsia/indigestion</li> <li>iv. Fevers</li> <li>v. Liver – Jaundice</li> <li>vi. Diabetes</li> <li>vii. Hypertension</li> </ol> </li> </ul>	
7. Nutritional Problems of Public Health Importance and their management	6
<ul style="list-style-type: none"> <li>• Protein Energy Malnutrition</li> <li>• Anaemia</li> <li>• Fluorosis</li> <li>• Vitamin A deficiency</li> <li>• Iodine Deficiency Disorder</li> </ul>	
References:	
<ol style="list-style-type: none"> <li>1. Srulakshmi B (2011). Dietetics. New Age International Publishers</li> <li>2. Srulakshmi B. Food Sciences, new Age International (P) Ltd. Publishers, New Delhi,</li> <li>3. Swaminathan MS (2010) Aasharayan Poshan, NR Brothers NFA Hospital Marg, Indore,</li> <li>4. Kinnud Khanna, Sharda Gupta, Santosh Jain, Passi Rama, Sehli, Ranjana Mahna &amp; Seema Puri (2005), Elite Publishing House Pvt. Ltd, Ansari Road, Dary, Can, New Delhi</li> <li>5. Modanli, S.R. and Rajagopal, M.V., 1997, Fundamentals of Foods &amp; Nutrition, New Age International (P) Ltd, New Delhi.</li> </ol>	
FOODS AND NUTRITION (PRACTICAL II)	
Maximum marks: 50	
Minimum marks: 15	
Teaching workload: 2 practical/week (1 hour/practical)	
Total teaching workload: 24 practical/batch	
Contents:	Hours
I. Methods of cooking: - Preparation of any four dishes using the following methods of cooking <ul style="list-style-type: none"> <li>• Boiling – for eg. Rice, Tea, Coffee</li> <li>• Steaming – Idli, Dhokla, Methi</li> <li>• Simmering – kheer, rabadi, lachur, custard, stews, apple &amp; pear</li> </ul>	6

  
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## V. Frying

- i. Shallow – cheela, parantha, tikki
- ii. Deep – pakoda, mathri, samosa, kofta etc.
- Baking – cake, biscuit, nan khatai
- Roasting – papad, moongphali (groundnuts)
2. Preparation of Beverages – Tea (hot & cold), Coffee (Hot & cold), chhaach, lassi, milk shake, fruit punch (using squashes, fresh fruits), lemonade, jaljeera, soda water, masala chai, masala (2), mirinda shake.
3. Cereal (khar) – La, porri, puri (plain, missi), parantha (stuffed, plain), cheela, mathri, dosa (plain, masala, sweet), khichdi, daliya, Upma, halwa, baati, bhajia, chakori (masala para, shakkar para), chowmein, pizza, sandwiches (vegetable, meat, vegetable).
4. Vegetables & pulses – dal (plain & dal fry), rajma, chhole, dal makhani, Kadhi, aloo tikki, aloo bhajia, dal pakodi, besan pakodi, sprout chaat, dal halwa.
5. Vegetables – Dry Vegetables (for e.g. aalu gobi, methi aalu, arbi, bhindi), stuffed vegetables (bhundli, capsicum), vegetables with gravy (dahi aalu, malai kofta, gatta, dum aalu, kadhai paneer, shahi paneer), baked vegetables.
6. Milk & Milk products – paneer, khoa, curd, shrikhand, kheer, rabri, fruit custard, raita, fruit cream.
7. Soups – clear & cream including Indian soups – palak, tomato, mixed veg., minestrone, sweet corn, pea soup, lentil, raabii.
8. Salads – tossed, fruit salad, sprout salad, kosambri, corn, chana, pasta salad, salad dressing (mayonnaise, lemon, vinegar).
9. Savory food preparation – dosa, uttapam, mixed veg cutlets, hara bhara kabab, burger, samosa, kofta, kachori, spring rolls, vada pav bhaji, sago khichri, bhelpuri.
10. Sweets – jalebi, sandesh, gulab jamun, laddu, coconut barfi, gujiya, petha roll,

  
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<p>chhatna murki, jalebi</p> <p>11. Meal planning for</p> <ul style="list-style-type: none"> <li>• Pregnant woman</li> <li>• Lactating woman</li> <li>• Packed lunch for school going child adult man / woman</li> <li>• Elderly</li> </ul>	<p>1</p> <p>6</p>
<p>12. Plan dishes rich in</p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Protein</li> <li>• Calcium</li> <li>• Iron</li> <li>• Vitamin A / Riboflavin</li> </ul>	<p>2</p>
<p><b>Examination Scheme</b></p> <p>Total Marks: 50 marks</p> <p>I. Major Problem - 25 marks</p> <p>Meal Planning and preparation of one dish for any one of the following</p> <ul style="list-style-type: none"> <li>• Pregnant woman</li> <li>• Lactating woman</li> <li>• Packed lunch for school going child adult man / woman</li> <li>• Elderly</li> </ul> <p>2. Minor Problem - 15 marks</p> <p>Preparation of one dish from</p> <ul style="list-style-type: none"> <li>• Any one method of cooking</li> <li>• Any one food group (cereals, vegetable, milk etc.)</li> </ul> <p>3. Internal - 10 marks</p>	

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## B.A. – B.Ed. 05, 06, 07

### INDIAN MUSIC

#### SCHEME:

Number of Student -

Max. - 15

Min. - 04

Paper I	3 Hrs. duration	Max. Marks 50	Min Marks	18
Paper II	3 Hrs. duration	Max. Marks 50	Min Marks	18
Practical		Max. Marks 100	Min marks	40

#### Teaching Hours

##### Practical

6 Hours per Week

##### Theory

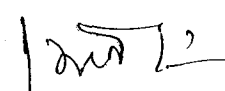
Paper I 2 Hours per Week

Paper II 2 Hours per Week

Total Teaching Hours for practical - 06, Theory 04 Hours per week

#### Note:

- Each theory paper will contain nine questions having three questions in each section. Candidates are required to attempt five questions in all selecting at least one question from each section.
- Candidates must pass separately in each of the paper Theory and Practical wherever prescribed.

  
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## Paper - I

### Principles of Indian Music

Paper : I 3 hrs. duration

Max. Marks 50 (40+10) Min. Marks 18

#### Objectives:

1. To develop the concept of Principles of Indian music.
2. To develop the skill of different types of Ragas.
3. To develop the concept of basic rules of music.
4. To develop the skill to use the instruments -Tabla, sitar and Tanpura etc.
5. To develop the skill of classical music.

#### Section - A

1. Definition and explanation of the Following : Naad, Shruti, Swar Saptak, That, Raga, Mukhra, Sthai, Antara, Vadi, Samvadi, Anuvadi, Vivadi, Taal, Laya, Matra, Sam, Khali, Avartan, Theka, Alap, Taan, Bol-alap, Bol-taan, sargam. (Tihai, Maseetkhani Gat and Rajakhani Gat)
2. Critical Study of all the Ragas, Identification and development of Raga through Alaps : Yaman, Bageshwari, Alhaiya Bilawal, Bhupali, Hindol, Hameer and Desh.

#### Section - B

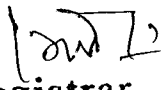

3. Important and Basic rules regarding Hindustani Music
4. Writing of the prescribed Talas, with Dugun, Dhamar, Kharva, Trital, Jhaptal, Ektal, Chautal, Dadra.

#### Section - C

5. Classification of Indian instrument.
6. Notation writing of Composition Gats in the prescribed Ragas.

#### Assignments:

1. Class test - 10 Marks

  
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## Paper - II

### History of Indian Music

**Paper II      3 hrs. duration      Max. Marks 50 (40+10)      Min Marks. 15**

Note : The paper will contain five questions having three questions in each section. Candidates are required to attempt five questions in all selecting atleast one question from each section.

#### Objectives:

1. To develop the concept of History of Indian music.
2. To develop the skill of detailed study of Indian musicians.
3. To develop the skill of General and Religions music.
4. To develop the skill to use the instruments -Tabla, sitar and Tanpura etc.
5. To develop the skill of classical music.

#### Section - A

1. Definition of Rag Lakshanas, Nayak, Gayak Kalawat and Gandharava, Adat, Jigar Hisab, Varieties of Gamak Tanas.
2. Detailed study of the Notation system of Pt. Vishnu Digamber and Bhatkhande.

#### Section - B

3. Contribution of the following:

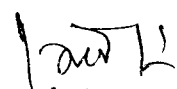
- I. Jaideo
- II. Swami Haridas
- III. Amir Khusro
- IV. Tansen

4. General study: Development of Music from 13<sup>th</sup> to 18<sup>th</sup> Century with special reference to:  
(a) Religion Music (b) Musical Compositions (c) Musical Instruments.

#### Section - C

5. Use and description of the following instruments : Tabla, Sitar and Tanpura
6. Elementary knowledge of the following dances: Kathak, Bharat Natyam, Kathakali and Manipuri.

Assignments:

  
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1. Class test - 10 Marks

**Practical (Vocal and Instrumental)**

- There shall be one practical paper (conducted by two different External Examiners)

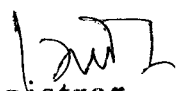

**Presentation of Ragas and Viva-voce**

- Pertaining to general questions on Raga, Laya and Tal and to sing or play all the Ragas according to syllabus

**Detailed Course:**

**Vocal Music**

1. To sing given music piece and to recognize the ragas and swaras when sing.
2. To show the difference of ragas by means of characteristics swarvistaras and to sing vistaras in all the ragas
3. To know orally the "bol" with Dugun and Mark time on hand and to recognize the following talas when played on table- Dhammar, Tilwara, Tital, Jhaptal, Ektal, Chautal, Kaharwa and Dadra.
4. To sing Arohi, Avrohi, Pakad and swar vistar of the following ragas- Yaman, Bageshree, Alhaiya-Bilawal, Bhupali, Bhimplasi, Hindole, Hameer and Des.
5. With the accompaniment of table to sing slow khayal and fast khayal with sufficient alaps and tanas of different varieties in the following four ragas-
  - I. Yaman
  - II. Bageshree
  - III. Bhimplasi
6. To sing a fast khayal or Tarana with sufficient Tamas in any three ragas of the following-
  - I. Alahaiya-bilawal
  - II. Hindole
  - III. Hameer
  - IV. Bhupali
  - V. Des

  
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7. With the accompaniment of table or pakhawaj to sing one drupad with Dugan and one Dhamar with Dugun in any two ragas prescribed, under clause 4 but not selected under clause 5 and 6.
8. To sing light classical/Bhajan composition in the ragas mentioned in clause 4
9. One Lakshan Geet/Sargam

### Instrumental Music

Candidate can offer any one of the following instruments:

Sitar, Violin, sarod, Flute, Israj or Dilruba.

Clause 1, 2, 3 and 4 same as Vocal Music singing may be replaced by playing.

5. To Play a vilambit Gat (विलम्बितगत) and Fastgat (द्रुतगत) with sufficient varieties of Todas and Jhalas in the following Three ragas.

- I. Yaman
- II. Bageshree
- III. Bhimplasi

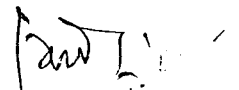
6. With the accompaniment of table to play a Fastgat (द्रुतगत) with Todas and Jhalas in any Three ragas of the following

- I. Alahaiya-bilawal
- II. Hindole
- III. Hameer
- IV. Bhupali
- V. Des

7. With to play a composition composed in other than trital in any of the ragas mentioned in clause 4 but not selected under clause 5 and 6
8. To play a dhun in any Raga

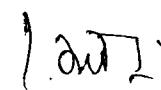
### Books Recommended:

1. A short Historical survey of the Music of Northern India by pt. V.N. Bhatkhande
2. संगीत के जीवन पृष्ठ — एस.एन. राय।
3. Vadya Shastra - Shri Harish Chandra Srivastava
4. Hamare Sangeet Ratna Sangeet Karyalaya, Hathras.

  
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5. Sangner Visharad by Basant.
6. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar : Adhunik Printer, 1964
7. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
8. Nhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
9. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.
10. Comparative study of the music of the 15, 16 and 17 centuries, by Pt. V.N. Bhatkhande (Sangeet karyalaya, Hathras)
11. Sangeet Kaumudi - Vikramaditya Singh, V. Nigam
12. Tan Malika Pt III (Uttararadha) by Raja Bhaya Poonchwale
13. Hindustani Music : Its physics and Aesthetics by G.S. Ranade, Sangeet Karyalaya, Hathras
14. Music of Hindustan - Fox Staug Ways
15. Origin of Ragas - Bandopadhyaya
16. The Music of India by H.A. Popley
17. Hindustani Sangeet Paddyati (Shastra) by Pt. Bhatkhande

  
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